



Compass Charter Schools

Virtual Board Meeting

Date and Time

Monday April 8, 2019 at 6:00 PM PDT

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
3580 Wilshire Blvd., Suite 1130, Los Angeles, CA 90010
2653 Taft Lane, Palmdale, CA 93551

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

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

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

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
Opening Items			
A. Call the Meeting to Order		John Vargas	1 m
B. Record Attendance and Guests		Miguel Aguilar	1 m
II. Consent Items			6:02 PM
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 April 8, 2019 Meeting Agenda
- Approval of the January 28, 2019 Meeting Minutes
- Approval of the January 31, 2019 Special Meeting Minutes
- Approval of the February 20, 2019 Special Meeting Minutes
- Approval of the March 4, 2019 Special Meeting Minutes
- Approval of 2019-20 Master Agreement
- Approval of the 2019-20 Staff Handbook
- Approval of the Check Registry for January & February 2019
- Approval of Resolution 2018-07: Opposition to AB 1505, AB 1506, AB 1507, & AB 1508
- Approval of the revised 2019-20 Academic Calendars
- Approval of the Second Interim Reports
 - CCS of Fresno
 - CCS of Los Angeles
 - CCS of San Diego

B. Approval of the January 28, 2019 Regular Meeting Minutes	Approve Minutes	J.J. Lewis	
C. Approval of the January 31, 2019 Special Meeting Minutes	Approve Minutes	J.J. Lewis	
D. Approval of the February 20, 2019 Special Meeting Minutes	Approve Minutes	J.J. Lewis	
E. Approval of the March 4, 2019 Special Meeting Minutes	Approve Minutes	J.J. Lewis	

	Purpose	Presenter	Time
III. Communications			6:07 PM
A. Board Member Communication	FYI	John Vargas	10 m
<ul style="list-style-type: none"> • Bill Dennett • Lisa Robotham • Martin Suarez • John Vargas 			
IV. Reports			6:17 PM
A. Superintendent's Report	FYI	J.J. Lewis	5 m
<ul style="list-style-type: none"> • 5-Year Anniversary Presentation 			
B. Counseling Services Department Presentation	FYI	Debra Stephan	10 m
C. Exceptional Scholar Services Department Presentation	Discuss	Gabi Golan	10 m
D. Finance Report	FYI	Lisa Fishman	10 m
E. Parent Advisory Council Report	FYI	Lisa Robotham	5 m
F. Scholar Leadership Council Report	FYI	Vania Linares	5 m
V. Public Comment			7:02 PM
External Relations			
A. Public Comment	FYI	John Vargas	5 m
<p>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</p>			

	Purpose	Presenter	Time
will be fifteen (15) minutes, unless additional time is requested by a Board Member and approved by the Board.			

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

VI. Unfinished Business			7:07 PM
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|-----------|--|---------|------------|------|
| A. | Discuss Board and Committee Structure | Discuss | J.J. Lewis | 10 m |
| B. | Discuss Merger Progress with REALM Charter Schools | Discuss | J.J. Lewis | 10 m |

VII. New Business			7:27 PM
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|-----------|---|---------|------------|------|
| A. | Discuss 2019 Board Retreat | Discuss | J.J. Lewis | 10 m |
| B. | Review and Approval of the Merger Agreement with Millennium Charter High School | Vote | J.J. Lewis | 10 m |

VIII. Closing Items			7:47 PM
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|-----------|---|-----|------------|-----|
| A. | Upcoming Meetings
Board of Directors | FYI | J.J. Lewis | 1 m |
|-----------|---|-----|------------|-----|

Monday, May 20 at 5 pm (if Closed Session is needed); 6 pm for Open Session

- 2019-20 Budget Planning Workshop
- 2019-20 Local Control Accountability Plan Workshop
- CSMC Contract
- StrongMind Contract

- | | | | | |
|-----------|-----------------|-----|-------------|-----|
| B. | Adjourn Meeting | FYI | John Vargas | 1 m |
|-----------|-----------------|-----|-------------|-----|

Coversheet

Consent Items

Section: II. Consent Items

Item: A. Consent Items

Purpose: Vote

Submitted by: J.J. Lewis

Related Material:

F CCS Fresno - 2018-2019 Charter Second Interim Reporting Workbook.pdf

G CCS LA - 2nd Interim Alternative Form and MYP 1819.pdf

H CCS San Diego - 2nd Interim 18-19.pdf

E 2019-20 Academic Calendars.pdf

D Opposition to AB 1505, 1506, 1507, and 1508 Resultion 2018-07.pdf

A 2019-20 Master Agreement.pdf

B 2019-20 Compass Employee Handbook - Final.pdf

C Compass - CR - February 19.pdf

RECOMMENDATION:

A motion to approve the consent items.

Compass Charter Schools - Fresno
Orange Center

#REF!
GENERAL FUND
SUMMARY
REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE

Description	Object Codes	Summary - Unrestricted/Restricted					
		Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col. B & D) (E)	% Diff (E / B) (F)
A. REVENUES							
1) Local Control Funding Formula Sources	8010-8099	1,499,761.55	1,529,611.01	656,127.00	1,529,611.01	0.00	0.00%
2) Federal Revenues	8100-8299	18,740.40	54,643.40	28,082.00	54,643.40	0.00	0.00%
3) Other State Revenues	8300-8599	164,903.75	155,501.77	59,915.52	155,501.77	0.00	0.00%
4) Other Local Revenues	8600-8799	3,523.20	13,300.50	10,844.13	13,300.50	0.00	0.00%
5) TOTAL REVENUES		1,686,928.90	1,753,056.68	754,968.65	1,753,056.68		
B. EXPENDITURES							
1) Certificated Salaries	1000-1999	591,308.07	652,460.98	325,493.57	652,460.98	0.00	0.00%
2) Classified Salaries	2000-2999	180,976.08	150,126.66	86,257.97	150,126.66	0.00	0.00%
3) Employee Benefits	3000-3999	214,124.89	225,116.54	116,444.96	225,116.54	0.00	0.00%
4) Books and Supplies	4000-4999	384,886.98	384,786.89	230,033.40	384,786.89	0.00	0.00%
5) Services, Other Operating Expenses	5000-5999	277,457.65	245,623.47	129,160.08	245,623.47	0.00	0.00%
6) Capital Outlay	6000-6599	0.00	0.00	0.00	0.00	0.00	0.00%
7) Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299 7400-7499	0.00	0.00	0.00	0.00	0.00	0.00%
8) Direct Support/Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00	0.00%
9) TOTAL EXPENDITURES		1,648,753.67	1,658,114.54	887,389.98	1,658,114.54		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A6 - B9)		38,175.23	94,942.14	(132,421.33)	94,942.14		
D. OTHER FINANCING SOURCES/USES							
1) Interfund Transfers							
a) Transfers In	8910-8929	0.00	0.00	0.00	0.00	0.00	0.00%
b) Transfers Out	7610-7629	0.00	0.00	0.00	0.00	0.00	0.00%
2) Other Sources/Uses							
a) Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.00%
b) Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00%
3) Contributions	8980-8999	0.00	0.00	0.00	0.00	0.00	0.00%
4) TOTAL OTHER FINANCING SOURCES/USES		0.00	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		38,175.23	94,942.14	(132,421.33)	94,942.14		
F. FUND BALANCE							
1) Beginning Fund Balance							
a) As of July 1 - Unaudited	9791	82,363.58	82,363.58		82,363.58	0.00	0.00%
b) Audit Adjustments	9793	0.00	0.00		0.00	0.00	0.00%
c) As of July 1 - Audited (F1a + F1b)		82,363.58	82,363.58		82,363.58		
d) Other Restatements	9795	0.00	0.00		0.00	0.00	0.00%
e) Net Beginning Balance (F1c + F1d)		82,363.58	82,363.58		82,363.58		
2) Ending Balance, June 30 (E + F1e)		120,538.81	177,305.72		177,305.72		

**CHARTER SCHOOL SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2018 to June 30, 2019**

Charter School Name: _____
 CDS #: _____
 Charter Approving Entity: Acton-Aqua Dulce Unified School District
 County: Los Angeles
 Charter #: _____

This charter school uses the following basis of accounting:

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

- Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
 Modified Accrual Basis (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Original Budget	First Interim Budget (B)	Actuals to Date	Second Interim Budget Unrestricted	Second Interim Budget Restricted	Second Interim Budget Total (D)	Difference (Col B & D)
A. REVENUES								
1. LCFF Sources								
State Aid - Current Year	8011	4,503,278.50	5,078,992.12	1,745,614.00	4,818,584.11		4,818,584.11	(260,408)
Education Protection Account - Current Year	8012	100,492.00	114,654.00	80,713.54	109,900.00		109,900.00	(4,754)
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00		0.00	0
Transfer of Charter Schools in Lieu of Property Taxes	8096	130,006.50	165,227.88	11,015.00	158,376.90		158,376.90	(6,851)
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00		0.00	0
Total, LCFF Sources		4,733,777.00	5,358,874.00	1,837,342.54	5,086,861.01		5,086,861.01	(272,013)
2. Federal Revenues (see NOTE on last page)								
No Child Left Behind	8290	0.00	101,626.00	76,645.00		101,626.00	101,626.00	0
Special Education - Federal	8181, 8182	60,295.20	68,792.40	0.00		65,940.00	65,940.00	(2,852)
Child Nutrition - Federal	8220	0.00	0.00	0.00		0.00	0.00	0
Other Federal Revenues	8290	0.00	14,992.00	10,731.00		14,992.00	14,992.00	0
Total, Federal Revenues		60,295.20	185,410.40	87,376.00		182,558.00	182,558.00	(2,852)
3. Other State Revenues								
Special Education - State	StateRevSE	247,933.86	287,277.06	97,162.00		275,365.44	275,365.44	(11,912)
Child Nutrition Programs	8520	0.00	0.00	0.00		0.00	0.00	0
Mandated Costs Reimbursements	8550	185,847.19	92,409.94	10,830.00	91,507.08		91,507.08	(903)
Lottery - Unrestricted and Instructional Materials	8560	97,477.24	111,214.38	5,897.97	81,227.00	25,376.00	106,603.00	(4,611)
Low Performing Student Block Grant	8590	0.00	0.00	16,796.00		33,592.00	33,592.00	33,592
All Other State Revenues	StateRevAO	0.00	0.00	1,276.00	1,276.00	0.00	1,276.00	1,276
Total, Other State Revenues		531,258.29	490,901.38	131,961.97	174,010.08	334,333.44	508,343.52	17,442
4. Other Local Revenues								
Transfers from Sponsoring LEAs to Charter Schools	8791	0.00	0.00	0.00	0.00		0.00	0
All Other Local Revenues	LocalRevAO	11,274.24	16,155.46	38,144.11	45,174.50	0.00	45,174.50	29,019
Total, Local Revenues		11,274.24	16,155.46	38,144.11	45,174.50	0.00	45,174.50	29,019
5. TOTAL REVENUES		5,336,604.73	6,051,341.24	2,094,824.62	5,306,045.59	516,891.44	5,822,937.03	(228,404)
B. EXPENDITURES								
1. Certificated Salaries								
Teachers' Salaries	1100	1,445,713.85	1,756,933.54	922,025.41	1,565,038.10	147,564.00	1,712,602.10	44,331
Certificated Pupil Support Salaries	1200	263,579.48	279,177.70	132,108.25	187,973.95	54,679.00	242,652.95	36,525
Certificated Supervisors' and Administrators' Salaries	1300	161,311.55	148,676.10	73,042.86	211,953.35	0.00	211,953.35	(63,277)
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0.00	0.00	0
Total, Certificated Salaries		1,870,604.88	2,184,787.34	1,127,176.52	1,964,965.40	202,243.00	2,167,208.40	17,579
2. Non-certificated Salaries								
Instructional Aides' Salaries	2100	0.00	0.00	0.00	0.00	0.00	0.00	0
Non-certificated Support Salaries	2200	109,248.65	222,230.51	58,796.62	100,744.55	4,123.00	104,867.55	117,363
Non-certificated Supervisors' and Administrators' Sal.	2300	240,851.30	220,613.62	127,344.08	224,745.90	0.00	224,745.90	(4,132)
Clerical and Office Salaries	2400	213,487.37	75,166.32	97,286.64	147,287.00	0.00	147,287.00	(72,121)
Other Non-certificated Salaries	2900	8,931.06	12,611.07	11,260.60	21,759.00	0.00	21,759.00	(9,148)
Total, Non-certificated Salaries		572,518.38	530,621.52	294,687.94	494,536.45	4,123.00	498,659.45	31,962

**CHARTER SCHOOL SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2018 to June 30, 2019**

Charter School Name: _____
CDS #: _____

Description	Object Code	Original Budget	First Interim Budget (B)	Actuals to Date	Second Interim Budget Unrestricted	Second Interim Budget Restricted	Second Interim Budget Total (D)	Difference (Col B & D)
3. Employee Benefits								
STRS	3101-3102	304,534.47	355,683.38	181,701.22	319,896.40	32,925.15	352,821.55	2,862
PERS	3201-3202	0.00	0.00	0.00	0.00	0.00	0.00	0
OASDI / Medicare / Alternative Health and Welfare Benefits	3301-3302	70,921.43	72,271.96	36,059.18	60,078.62	9,493.38	69,572.00	2,700
Unemployment Insurance	3401-3402	214,462.71	247,088.96	131,050.70	228,157.81	14,927.24	243,085.05	4,004
Workers' Compensation Insurance	3501-3502	30,390.40	28,009.94	21,967.06	32,714.56	169.14	32,883.70	(4,874)
Retiree Benefits	3601-3602	34,936.66	30,412.58	22,392.67	29,857.70	0.00	29,857.70	555
PERS Reduction (for revenue limit funded schools)	3701-3702	0.00	0.00	0.00	0.00	0.00	0.00	0
Other Employee Benefits	3801-3802	0.00	0.00	0.00	0.00	0.00	0.00	0
	3901-3902	22,139.07	18,779.02	6,921.89	19,525.20	0.00	19,525.20	(746)
Total, Employee Benefits		677,384.74	752,245.84	400,092.72	690,230.29	57,514.91	747,745.20	4,501
4. Books and Supplies								
Approved Textbooks and Core Curricula Materials	4100	1,147,507.14	532,188.78	442,880.89	484,819.28	25,576.92	510,396.20	21,793
Books and Other Reference Materials	4200	23,329.52	21,502.13	8,271.65	21,270.00	0.00	21,270.00	232
Materials and Supplies	4300	20,514.71	18,907.80	5,033.47	11,091.75	0.00	11,091.75	7,816
Noncapitalized Equipment	4400	26,239.75	796,986.00	355,047.67	701,754.45	33,592.00	735,346.45	61,640
Food	4700	0.00	0.00	0.00	0.00	0.00	0.00	0
Total, Books and Supplies		1,217,591.12	1,369,584.71	811,233.68	1,218,935.48	59,168.92	1,278,104.40	91,480
5. Services and Other Operating Expenditures								
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00	0.00	0
Travel and Conferences	5200	71,562.95	65,957.46	45,190.57	39,556.70	14,992.00	54,548.70	11,409
Dues and Memberships	5300	16,698.02	15,390.07	14,400.68	15,223.95	0.00	15,223.95	166
Insurance	5400	14,312.59	10,750.19	6,631.50	10,634.15	0.00	10,634.15	116
Operations and Housekeeping Services	5500	4,293.78	3,957.45	2,360.19	4,130.05	0.00	4,130.05	(173)
Rentals, Leases, Repairs, and Noncap. Improvements	5600	79,925.32	73,664.82	49,810.46	73,740.45	0.00	73,740.45	(76)
Professional/Consulting Services and Operating Expend.	5800	702,287.28	677,154.21	314,122.89	513,087.76	178,849.61	691,937.37	(14,783)
Communications	5900	35,781.48	32,978.73	21,637.37	30,016.85	0.00	30,016.85	2,962
Total, Services and Other Operating Expenditures		924,861.42	879,852.93	454,153.66	686,389.91	193,841.61	880,231.52	(379)
6. Capital Outlay								
(Objects 6100-6170, 6200-6500 for modified accrual basis only)								
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00	0.00	0
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00	0.00	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00	0.00	0
Equipment	6400	0.00	0.00	0.00	0.00	0.00	0.00	0
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00	0.00	0
Depreciation Expense (for accrual basis only)	6900	0.00	0.00	0.00	0.00	0.00	0.00	0
Total, Capital Outlay		0.00	0.00	0.00	0.00	0.00	0.00	0
7. Other Outgo								
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00	0.00	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00	0.00	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00	0.00	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00	0.00	0
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00	0.00	0
Debt Service:								
Interest	7438	0.00	0.00	0.00	0.00	0.00	0.00	0
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00	0.00	0
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00	0.00	0
8. TOTAL EXPENDITURES		5,262,960.54	5,717,092.34	3,087,344.52	5,055,057.53	516,891.44	5,571,948.97	145,143
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		73,644.19	334,248.90	(992,519.90)	250,988.06	0.00	250,988.06	83,261

**CHARTER SCHOOL SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2018 to June 30, 2019**

Charter School Name: _____
CDS #: _____

Description	Object Code	Original Budget	First Interim Budget (B)	Actuals to Date	Second Interim Budget Unrestricted	Second Interim Budget Restricted	Second Interim Budget Total (D)	Difference (Col B & D)
D. OTHER FINANCING SOURCES / USES								
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00	0.00	0
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00	0.00	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		73,644.19	334,248.90	(992,519.90)	250,988.06	0.00	250,988.06	83,261
F. FUND BALANCE, RESERVES								
1. Beginning Fund Balance								
a. As of July 1	9791	282,700.43	282,700.43		282,700.43	0.00	282,700.43	0
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0.00	0.00		0.00	0.00	0.00	0
c. Adjusted Beginning Balance		282,700.43	282,700.43		282,700.43	0.00	282,700.43	0
2. Ending Fund Balance, Oct 31 (E + F.1.c.)		356,344.62	616,949.33		533,688.49	0.00	533,688.49	(83,261)
Components of Ending Fund Balance:								
Reserve for Revolving Cash (equals object 9130)	9711	0.00	0.00		0.00	0.00	0.00	0
Reserve for Stores (equals object 9320)	9712	0.00	0.00		0.00	0.00	0.00	0
Reserve for Prepaid Expenditures (equals object 9330)	9713	0.00	0.00		0.00	0.00	0.00	0
All Others	9719	0.00	0.00		0.00	0.00	0.00	0
Legally Restricted Balance	9740	0.00	0.00			0.00	0.00	0
Designated for Economic Uncertainties	9770	0.00	0.00		0.00	0.00	0.00	0
Other Designations	9775, 9780	0.00	0.00		0.00	0.00	0.00	0
Undesignated / Unappropriated Amount	9790	356,344.62	616,949.33		533,688.49	0.00	533,688.49	(83,261)

**CHARTER SCHOOL SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2018 to June 30, 2019**

Charter School Name: Compass Charter Schools - San Diego
CDS #: 37 68213 0127084
Charter Approving Entity: Mountain Empire Unified
County: San Diego
Charter #: 1454

**This charter school uses the following basis of accounting:
Please enter an "X" in the applicable box below; check only one box**

- Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
 Modified Accrual Basis (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Unrestricted	Restricted	Total	Adopted Budget	Projected 2018-19
A. REVENUES						
1. Revenue Limit Sources						
State Aid - Current Year	8011	944,221.00		944,221.00	2,268,681	3,139,775
Education Protection Account	8012	260,028.00		260,028.00	568,600	864,589
Charter Schools Gen. Purpose Entitlement - State Aid	8015	0.00		0.00	0	0
State Aid - Prior Years	8019	0.00		0.00	0	0
Tax Relief Subventions (for rev. limit funded schools)	8020-8039	0.00		0.00	0	0
County and District Taxes (for rev. limit funded schools)	8040-8079	0.00		0.00	0	0
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	0.00		0.00	0	0
Revenue Limit Transfers (for rev. limit funded schools):		0.00		0.00	0	0
PERS Reduction Transfer	8092	0.00		0.00	0	0
Other Revenue Limit Transfers	8096	0.00	0.00	0.00	0	0
Total, Revenue Limit Sources		1,204,249.00	0.00	1,204,249.00	2,837,281	4,004,364
2. Federal Revenues (see NOTE on last page)						
No Child Left Behind	8290		42,199.00	42,199.00	0	55,946
Special Education - Federal	8181, 8182		0.00	0.00	49,004	69,074
Child Nutrition - Federal	8220		0.00	0.00	0	0
Other Federal Revenues	8110, 8260-8290	0.00	7,215.00	7,215.00	0	9,646
Total, Federal Revenues		0.00	49,414.00	49,414.00	49,004	134,666
3. Other State Revenues						
Charter Schools Categorical Block Grant	8480	0.00		0.00		
Special Education - State	StateRevSE		72,532.00	72,532.00	201,506	288,455
All Other State Revenues	StateRevAO	54,639.69	5,086.00	59,725.69	228,795	192,153
Total, Other State Revenues		54,639.69	77,618.00	132,257.69	430,301	480,608
4. Other Local Revenues						
Transfers from Sponsoring LEAs to Charter Schools in Lieu of Property Taxes	8096	301,986.00		301,986.00	837,016	1,111,666
All Other Local Revenues	LocalRevAO	60,949.77	0.00	60,949.77	8,691	79,695
Total, Local Revenues		362,935.77	0.00	362,935.77	845,707	1,191,361
5. TOTAL REVENUES		1,621,824.46	127,032.00	1,748,856.46	4,162,293	5,810,999
B. EXPENDITURES						
1. Certificated Salaries						
Teachers' Salaries	1100	880,963.84	76,937.83	957,901.67	1,127,587	1,709,091
Certificated Pupil Support Salaries	1200	98,857.08	37,872.96	136,730.04	205,579	242,155
Certificated Supervisors' and Administrators' Salaries	1300	75,933.73	0.00	75,933.73	125,815	211,519
Other Certificated Salaries	1900	0.00	0.00	0.00	0	0
Total, Certificated Salaries		1,055,754.65	114,810.79	1,170,565.44	1,458,981	2,162,765
2. Non-certificated Salaries						
Instructional Aides' Salaries	2100	0.00	0.00	0.00	0	0
Non-certificated Support Salaries	2200	57,728.43	2,535.81	60,264.24	85,209	91,004
Non-certificated Supervisors' and Administrators' Sal.	2300	131,360.10	0.00	131,360.10	187,852	224,285
Clerical and Office Salaries	2400	99,583.35	0.00	99,583.35	166,510	159,584
Other Non-certificated Salaries	2900	11,764.01	0.00	11,764.01	6,966	22,764
Total, Non-certificated Salaries		300,435.89	2,535.81	302,971.70	446,537	497,637

**CHARTER SCHOOL SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2018 to June 30, 2019**

Charter School Name: Compass Charter Schools - San Diego
CDS #: 37 68213 0127084

Description	Object Code	Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	171,302.45	17,665.01	188,967.46	237,522	352,098
PERS	3201-3202	0.00	0.00	0.00	0	0
OASDI / Medicare / Alternative	3301-3302	35,488.67	1,782.48	37,271.15	55,315	69,429
Health and Welfare Benefits	3401-3402	122,099.41	11,025.70	133,125.11	167,270	242,587
Unemployment Insurance	3501-3502	21,863.96	1,953.98	23,817.94	23,703	32,816
Workers' Compensation Insurance	3601-3602	21,663.89	1,160.02	22,823.91	27,249	29,797
Retiree Benefits	3701-3702	0.00	0.00	0.00	0	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00	0	0
Other Employee Benefits	3901-3902	7,658.42	0.00	7,658.42	17,267	19,485
Total, Employee Benefits		380,076.80	33,587.19	413,663.99	528,326	746,212
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	468,686.13	780.88	469,467.01	895,000	509,350
Books and Other Reference Materials	4200	8,155.53	0.00	8,155.53	18,196	21,226
Materials and Supplies	4300	5,503.85	20.13	5,523.98	16,001	11,069
Noncapitalized Equipment	4400	306,123.71	0.00	306,123.71	20,466	733,839
Food	4700	0.00	0.00	0.00	0	0
Total, Books and Supplies		788,469.22	801.01	789,270.23	949,663	1,275,484
5. Services and Other Operating Expenditures						
Travel and Conferences	5200	36,524.19	8,387.54	44,911.73	55,815	54,437
Dues and Memberships	5300	15,576.99	0.00	15,576.99	13,024	15,577
Insurance	5400	6,952.00	0.00	6,952.00	11,163	10,612
Operations and Housekeeping Services	5500	2,416.25	0.00	2,416.25	3,349	4,122
Rentals, Leases, Repairs, and Noncap. Improvements	5600	58,099.23	0.00	58,099.23	117,338	123,197
Professional/Consulting Services and Operating Expend.	5800	200,630.22	133,449.15	334,079.37	473,731	593,170
Communications	5900	22,509.97	0.00	22,509.97	27,908	29,955
Total, Services and Other Operating Expenditures		342,708.85	141,836.69	484,545.54	702,328	831,071
6. Capital Outlay						
(Objects 6100-6170, 6200-6500 for modified accrual basis only)						
Land and Land Improvements	6100-6170	0.00	0.00		0	0
Buildings and Improvements of Buildings	6200	0.00	0.00		0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00		0	0
Equipment	6400	0.00	0.00		0	0
Equipment Replacement	6500	0.00	0.00		0	0
Depreciation Expense (for accrual basis only)	6900	0.00	0.00		0	0
Total, Capital Outlay		0.00	0.00	0.00	0	0
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00		0	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00		0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00		0	0
All Other Transfers	7280-7299	0.00	0.00	0.00	0	0
Debt Service:						
Interest	7438	0.00	0.00	0.00	0	0
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0	0
Total, Other Outgo		0.00	0.00	0.00	0	0
8. TOTAL EXPENDITURES		2,867,445.41	293,571.49	3,161,016.90	4,085,835	5,513,169
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(1,245,620.95)	(166,539.49)	(1,412,160.44)	76,458	297,830

**CHARTER SCHOOL SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2018 to June 30, 2019**

Charter School Name: Compass Charter Schools - San Diego

CDS #: 37 68213 0127084

Description	Object Code	Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00	0	0
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(166,539.49)	166,539.49	0.00	0	0
4. TOTAL OTHER FINANCING SOURCES / USES		(166,539.49)	166,539.49	0.00		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(1,412,160.44)	0.00	(1,412,160.44)	76,458	297,830
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	226,418.59	0.00	226,418.59	226,419	226,419
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0.00	0.00	0.00		0
c. Adjusted Beginning Balance		226,418.59	0.00	226,418.59	226,419	226,419
2. Ending Fund Balance, Oct 31 (E + F.1.c.)		(1,185,741.85)	0.00	(1,185,741.85)	302,877	524,248
Components of Ending Fund Balance (Optional):						
Reserve for Revolving Cash (equals object 9130)	9711			0.00		
Reserve for Stores (equals object 9320)	9712			0.00		
Reserve for Prepaid Expenditures (equals object 9330)	9713			0.00		
Reserve for All Others	9719	0.00	0.00	0.00		
General Reserve	9730	0.00	0.00	0.00		
Legally Restricted Balance	9740			0.00		
Designated for Economic Uncertainties	9770	0.00	0.00	0.00		
Other Designations	9775, 9780	0.00	0.00	0.00		
Undesignated / Unappropriated Amount	9790	(1,185,741.85)	0.00	(1,185,741.85)	302,877	524,248
G. ASSETS						
1. Cash						
In County Treasury	9110	437,575.78	0.00	437,575.78		
Fair Value Adjustment to Cash in County Treasury	9111	0.00	0.00	0.00		
In Banks	9120	0.00	0.00	0.00		
In Revolving Fund	9130	0.00	0.00	0.00		
With Fiscal Agent	9135	0.00	0.00	0.00		
Collections Awaiting Deposit	9140	0.00	0.00	0.00		
2. Investments	9150	0.00	0.00	0.00		
3. Accounts Receivable	9200	0.00	0.00	0.00		
4. Due from Grantor Government	9290	9,902.67	0.00	9,902.67		
5. Stores	9320	0.00	0.00	0.00		
6. Prepaid Expenditures (Expenses)	9330	0.00	0.00	0.00		
7. Other Current Assets	9340	0.00	0.00	0.00		
8. Capital Assets (for accrual basis only)	9400-9499	0.00	0.00	0.00		
9. TOTAL ASSETS		447,478.45	0.00	447,478.45		
H. LIABILITIES						
1. Accounts Payable	9500	0.00	0.00	0.00		
2. Due to Grantor Government	9590	2,109.74	0.00	2,109.74		
3. Current Loans	9640	0.00	0.00	0.00		
4. Deferred Revenue	9650	0.00	0.00	0.00		
5. Long-Term Liabilities (for accrual basis only)	9660-9669	1,631,110.56	0.00	1,631,110.56		
6. TOTAL LIABILITIES		1,633,220.30	0.00	1,633,220.30		
I. FUND BALANCE						
Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)		(1,185,742)	0	(1,185,742)		

**CHARTER SCHOOL SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2018 to June 30, 2019**

Charter School Name: Compass Charter Schools - San Diego
 CDS #: 37 68213 0127084
0.00 0.00 0.00

**NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A.2,
THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED:**

1. Federal Revenues Used for Capital Outlay and Debt Service:

Included in the Capital Outlay and Debt Service expenditures reported in sections B.6 and B.7 are the following amounts paid out of federal funds:

Federal Program Name (Indicate if NONE)	Capital Outlay	Debt Service	Total
a. <u>None</u>	\$ 0.00	0.00	0.00
b. <u>None</u>	0.00	0.00	0.00
c. <u>None</u>	0.00	0.00	0.00
d. <u>None</u>	0.00	0.00	0.00
e. <u>None</u>	0.00	0.00	0.00
f. <u>None</u>	0.00	0.00	0.00
g. <u>None</u>	0.00	0.00	0.00
h. <u>None</u>	0.00	0.00	0.00
i. <u>None</u>	0.00	0.00	0.00
j. <u>None</u>	0.00	0.00	0.00
TOTAL	0.00	0.00	0.00

2. Community Services Expenditures:

Included in the expenditures reported in Section B are the following amounts expended for Community Services paid out of state and local funds:

Objects of Expenditures	Amount Enter "0.00" if none
a. <u>Certificated Personnel Salaries</u>	\$ 0.00
b. <u>Non-certificated Personnel Salaries</u>	0.00
c. <u>Employee Benefits</u>	0.00
d. <u>Books and Supplies</u>	0.00
e. <u>Services and Other Operating Expenditures</u>	0.00
TOTAL COMMUNITY SERVICES EXPENDITURES	0.00



2019-20 Academic Calendar (Track A)

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		
	No School Days	
	First Day of School (9/3/2019)	
	Winter Break: (12/23/2019 – 1/3/2019)	
	Mid-Year Break: (1/30/2020 – 1/31/2020)	
	State Testing Window	
	Spring Break (4/13/2020 – 4/17/2020)	
	Graduation Week	



2019-20 Academic Calendar (Track S)

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		
	No School Days	First Day of Track S: (7/1/2019)
	Start of Semester 1 (9/03/2019)	Initial Testing Window
	Mid-Year Break: (1/30/2020 – 1/31/2020)	Start of Semester 2 (2/3/2020)
	Spring Break: (4/13/2020 – 4/17/2020)	Last Day of School
	Summer Break: (8/10/2019 – 9/2/2019)	State Testing Window
	Winter Break: (12/23/2019 – 1/3/2020)	Graduation Week



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

Board Resolution 2018-07

Opposition to AB 1505, AB 1506, AB 1507 and AB 1508

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:

WHEREAS, a free and public education system is a fundamental right in California, essential to the maintenance and actualization of a healthy and prosperous democratic society.; and

WHEREAS, California’s public charter schools are an integral and vital component of the state’s entire public school system, serving approximately 650,000 scholars; and

WHEREAS, the existence of charter schools is not a partisan issue, but rather a common and foundational interest to support every scholar in California; and

WHEREAS, the CREDO Urban Charter Schools Report (2015) and the CREDO Charter School Performance Report (2014) show that public charter schools are successful in improving educational outcomes for all scholars in California, including providing greater learning gains for scholars identified as low-income, English Learners, and/or needing special education support; and

WHEREAS, under current law, charter schools are held to the highest levels of accountability for results as they may not be renewed unless they demonstrate scholar academic achievement and legal compliance; and

WHEREAS, all scholars, including those in traditional public schools and those in public charter schools, benefit from the improvements to the public school system that come from increased competition, innovative curriculum development, and additional choices; and

WHEREAS, Assembly Bills 1505, 1506, 1507 and 1508 have the purported goal of improving authorizing practices but are in fact designed to drastically reduce the number of charter schools in the state; and

WHEREAS, AB 1505 would, among many other things, remove most of the very few due process protections available charter schools by greatly limiting their ability to appeal decisions of local districts; and

WHEREAS, AB 1506 is a spot bill but appears to be intended to place an artificial cap on charter schools to prevent scholars from having access to a high-quality education and may prevent schools that have already been approved from opening; and

WHEREAS, AB 1507 would prohibit charter schools from locating a single site outside their authorizing district boundaries, even when there is no site within the sponsoring school district or schools are destroyed in a natural disaster, thus forcing charter schools to close or ask for shared space on school district sites; and

WHEREAS, AB 1508 would permit school districts to consider, in determining whether they grant a new charter petition, the financial, academic and facilities impacts the charter school would have on the school district, thus enabling school districts to deny every petition submitted to them, even if data shows that the school district is failing its scholars and the charter school’s academic program could better serve some district scholars; and

WHEREAS, closure of significant numbers of charter schools that would result from these bills would cause substantial disruption to the educational programs of special needs scholars by forcing them to have changes of placement and different service providers and deny parents their first choice of school to serve their child; and

WHEREAS, the long-term economic and social costs of not providing a high-quality education to all scholars, including the many scholars of color, low-income students and English Learner scholars served by public charter schools, is morally unacceptable; and

WHEREAS, the Compass Charter Schools Board of Directors opposes AB 1505, AB 1506, AB 1507, and AB 1508 due to the critical threat they pose to our charter schools and the scholars we serve.

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 8th day of April, 2019.

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

Compass Charter Schools Master Agreement for Independent Study 2019 - 2020

Scholar Name:
Scholar Number:
Address:
Phone Number:
DOB:

Agreement Duration: *1 year*
Beginning Date:
End Date:
Grade Level:

Scholars are required to report to their supervising teacher as follows for submitting work and reporting progress:

Manner of Reporting: One-on-one Small Group E-mail Fax.

Time: TBD by parent and teacher

Frequency: at least bi-weekly

Place of Meeting: virtually or TBD by parent and teacher

Method of Study: Specific methods of study will be designated on the Scholar Assignment Sheet and Attendance Record incorporated herein. Examples of methods of study for the scholar will include but are not limited to: Independent Reading Textbook Activities Problem Solving Study Projects Drill & Practice Experiential Learning Computerized Curriculum Web/Internet Research Library Research Field Trips Learning Center Courses Other _____.

Method of Evaluation: Academic evaluations will be designated on the Scholar Assignment Sheet and Attendance Record incorporated herein. Examples of acceptable methods of evaluation include but are not limited to: Teacher-made Tests Scholar Conferences Progress/Report Cards Chapter/Unit Tests Work Samples Observations Portfolios State Standards Testing: CAASPP, CAST, PFT, and other related tests Learning Journals Presentations Internal Benchmark Tests Quizzes Labs Finals Other _____.

Resources: Compass Charter School will provide appropriate instructional materials and personnel to enable the scholar to complete the assigned work. Resources must include those reasonably necessary for the achievement of the objectives and must include resources that are normally available to all scholars on the same terms as the terms on which they are available to all. Assignments and specific resources will be designated on the Assignment and Attendance Record incorporated herein.

Board Policies:

(a) For scholars in all grade levels offered by CCS, the maximum length of time that may elapse between the time an assignment is made and the date by which the scholar must complete the assigned work shall be 20 school days.

(b) When any scholar fails to complete **five (5)** assignments or **misses two (2) required meetings** during any period of **ten (10)** school days, the Superintendent & CEO or his or her designee shall conduct an evaluation to determine whether it is in the best interests of the scholar to remain in independent study or to transfer back to the scholar's neighborhood school immediately. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.



Employee Handbook 2019-2020

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

855.937.4227

<http://www.compasscharters.org>

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

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

EMPLOYEE NAME: _____

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

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

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

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

Employee's Signature: _____ Date: _____

Please sign, date, and return to Human Resources.

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INTRODUCTION TO HANDBOOK

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

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

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

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

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

CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Is Our Policy

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

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

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

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

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

Employment At-Will

Except if stated expressly otherwise by employment contract, it is the policy of the School that all employees are considered “at-will” employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

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

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

Child Abuse and Neglect Reporting

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

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

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

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

Criminal Background Checks

As required by law, all individuals working or volunteering at the School will be required to submit to

a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of scholars taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with the School, be charged or convicted of any offense, the employee must immediately report the charge or conviction to the Director of Human Resources.

Tuberculosis Testing

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

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

Immigration Compliance

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

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

Employment Qualifications

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

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

Professional Boundaries: Staff/Scholar Interaction Policy

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

Corporal Punishment

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

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

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

A. Examples of PERMITTED actions (NOT corporal punishment)

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

B. Examples of PROHIBITED actions (corporal punishment)

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

Acceptable and Unacceptable Staff/Scholar Behavior

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

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

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a scholar. Trespassing the boundaries of a scholar/teacher

relationship is deemed an abuse of power and a betrayal of public trust.

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

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

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of scholar behavior that crosses boundaries or where a scholar appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Scholar Behaviors (Violations of this Policy)

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

Unacceptable Staff/Scholar Behaviors without Parent and Supervisor Permission

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

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

Cautionary Staff/Scholar Behaviors

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

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

Acceptable and Recommended Staff/Scholar Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take scholars off school property for activities such as field trips or competitions.
- (c) Emails, text, phone and instant messages to scholars must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a scholar.
- (e) Keeping reasonable space between you and your scholars.
- (f) Stopping and correcting scholars if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a scholar.
- (h) Keeping after-class discussions with a scholar professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the scholar.
- (k) Informing the Director of Human Resources about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of scholars or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs scholar.
- (o) Asking another staff member to be present when you must be alone with a scholar after regular school hours.
- (p) Giving scholars praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct, a high priority.
- (s) Asking yourself if your actions are worth your job and career.

Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

CCS is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. CCS's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race; color; gender (including gender identity and gender expression); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken); physical or mental disability (including HIV and AIDS); medical condition (including cancer

and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

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

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

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

Prohibited Unlawful Harassment

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

Prohibited Unlawful Sexual Harassment

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

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

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

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within (6) months of hire and every two (2) years thereafter. Such training will address all legally required

topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment.

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

Sexual harassment may include, but is not limited to:

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

- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

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

Code of Ethics

General

The following Code of Ethics applies to all members of the School Community including volunteers and members of all decision-making teams, as well as all staff of CCS (collectively referred to as “members”).

Preamble

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

Principle I: Commitment to the Scholar

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

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

- Will not post on the website or share with others scholar's photos unless photo school waiver is on file with the School.

Principle II: Commitment to the Public

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

- Have an obligation to support education and CCS, and not to misrepresent them in public discussion. When being critical in public, all members have an obligation not to distort the facts. When speaking or writing about policies, all members must take adequate precautions to distinguish members' private views from the official position of the charter school.
- Do not interfere with a colleague's exercise of political and citizenship rights and responsibilities.
- Ensure that institutional privileges shall not be used for private gain. Do not exploit scholars, their parents, colleagues, or the school system itself for private advantage. Do not accept gifts or favors that might impair or appear to impair professional judgment nor offer any favor, service, or thing of value to obtain special advantage.

Principle III: Commitment to the Profession

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

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

Whistleblower Policy

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

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

Drug- and Alcohol-Free Workplace

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

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

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

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

- Being under the influence of alcohol or drugs while on the job.

Notwithstanding recent changes in California law and over-the-counter availability, marijuana (including all cannabis extracts such as CBD) remains an illegal Schedule I substance under federal law. As a result, and regardless of the drug or substance, employees who violate the aforementioned prohibitions will be subject to disciplinary action up to and including termination. CCS may also bring the matter to the attention of the appropriate law enforcement authorities.

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

Confidential Information

All information relating to scholars, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties, including other CCS parents unless permission is on file. All records concerning special education scholars shall be kept strictly confidential and maintained in a separate locked cabinet. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

Conflict of Interest

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

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

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

Nepotism Policy

CCS is committed to a policy of employment and advancement based on qualifications and performance. Due to potential for perceived or actual conflicts, such as favoritism or personal conflicts from outside the work environment, which can be carried into the daily working relationship, CCS will hire or consider other employment actions concerning relatives of persons currently employed only if: a) candidates for employment will not be working directly for or supervising a relative; b) the relative will not be working within the same Division and or reporting to the same Supervisor; and c) candidates for employment will not occupy a position in the same line of authority in which employees can initiate or participate in decisions involving a direct benefit to the relative.

Such decisions include hiring, retention, transfer, promotion, wages and leave requests. This policy applies to all current employees and candidates for employment, unless prior approval has been granted by the Superintendent & CEO.

Definitions: "Family member" is defined as one of the following: relationships by blood—parent, child, grandparent, grandchild, brother, sister, uncle, aunt, nephew, niece and first cousin; and relationships by marriage—husband, wife (as defined by state law), stepparent, stepchild, brother-in-law, sister-in-law, father-in-law, mother-in-law, son-in-law, daughter-in-law, half-brother, half-sister, uncle, aunt, nephew, niece, spouse/partner of any of the above and cohabitating couples or significant others. The hiring supervisor is responsible for ensuring policy compliance. Department directors are responsible for monitoring changes in employee reporting relations after initial hire to ensure compliance with this policy. Employees are responsible for immediately reporting any changes to their supervisor. If any employee, after employment or change in employment, enters into one of the above relationships, one of the affected individuals must seek a transfer or a change in the reporting relationship. Such changes must be approved by the Superintendent & CEO. If a decision cannot be made by the affected employees within fourteen (14) days of reporting, reassignment will be made on direction of the department director and the Superintendent & CEO. No exception to this policy will be made without the written consent of the Superintendent & CEO.

Smoking

All School buildings and facilities are non-smoking facilities.

THE WORKPLACE

Employment Categories

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

Full-Time Employee

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

Part-Time Employee

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

Temporary Employee

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

Exempt Employee

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

Nonexempt Employee

A nonexempt employee is an employee whose employment is subject to the overtime and recordkeeping provisions of applicable law.

Salaried Nonexempt Employee

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

Inactive Employees

An inactive employee is an employee who is currently on a leave of absence. When an inactive employee returns to work, the employee becomes an active employee.

Work Schedule

Central Office

Hours of operation for the Central Office are 8:00 a.m. - 5:00 p.m., Monday through Friday, closed daily from 12:00 - 1:00 p.m. for lunch.

Nonexempt Employees

The regular workday schedule for nonexempt employees is eight (8) hours; the regular workweek schedule is forty (40) hours.

Exempt Employees: Twelve-month

Twelve-month exempt employees are expected to be available during business hours of 8:00 a.m. - 5:00 p.m. and to commit whatever additional time is necessary to satisfactorily complete all job requirements. The School reserves the right to alter schedules as it may require.

Exempt Employees: Eleven-month

All teachers/educational facilitators, coordinators, and counselors are exempt employees as defined by applicable law. Work schedules will be reflective of their current scholar roster and may require a flexible work schedule, including work on weekends, as well as before and after the regular work year or hours of the work day. Work schedules may need to be adjusted throughout the school year to accommodate changes and to best serve the needs of their scholars.

Meal and Rest Periods

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

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

A rest period is paid time when employees are relieved of all work duties and responsibilities. Rest periods may not be combined, added to a meal period, or taken at the very beginning or very end of the day. Insofar as practicable, rest periods should be in the middle of each work period. Employees must self-police their rest periods and ensure that they take their rest periods every day.

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

related activities. The meal period must be taken approximately in the middle of the workday but by no later than the end of the 5th hour of work. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and CCS mutually consent to the waiver in writing.

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

Lactation Accommodation

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

CCS will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is close to the employee's work area. Such room/location shall not be a bathroom. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

Attendance and Tardiness

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

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

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

Time Cards/Records

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

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

Nonexempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the time card, the employee must contact the Assistant Superintendent of Business Services to make the correction and such correction must be initialed by both the employee and the Assistant Superintendent of Business Services.

Nonexempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

No one may record hours worked on another's worksheet. Any employee who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with the School.

Adjunct Duties

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

Use of Email, Voicemail and Internet Access

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

- Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols during work hours.
- The email system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.
- The Internet may not be accessed on any school device outside of the United States.
- Employees should may not attempt to gain access to another employee's personal file of email or voicemail messages or voicemail messages without the latter's express permission.
- School staff will not enter an employee's personal email files or voicemail unless there is a business need to do so. CCS retains a copy of all passwords; passwords unknown to the School may not be used. System security features, including passwords and delete functions, do not neutralize the School's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.
- Employees may not change any preset user names and/or passwords established by the CCS for access to School email, voicemail or software provided to the employee by the School.
- Employees may not change or alter in any way the email signature for school email as

determined by the School. No additional extraneous content may be added to the email signature unless requested by the Superintendent & CEO.

- Employees should not use personal devices or email accounts for School-related communications. Such communications should only take place using School-issued devices and via the employee's CCS email account.

Social Media Policy

Permissions

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

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

Guidelines

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

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

Always remember to consider some of the risks and rewards that are involved with posting content to social media. Keep in mind that any of your conduct that adversely affects your job performance,

the performance of co-workers or contractors, or otherwise adversely affects people who work on behalf of CCS or CCS' legitimate business interests, may result in disciplinary action up to and including termination.

Know and Follow the Rules

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

Be Respectful

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

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

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

Respect Confidentiality and Professional Boundaries

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

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

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

you are not speaking on behalf of CCS. It is best to include a disclaimer such as “The postings on this site are my own and do not necessarily reflect the views of CCS.”

Using Social Media at Work

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

Retaliation is Prohibited

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

Technology Policy

Purpose

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

Guidelines

1. All computers and devices shall be used for the sole and express purpose of conducting official business and maintaining the operations of the School. Use of all such computer and devices is subject to the School’s Computing and Internet Acceptable Use Policy.
2. An employee may be issued a computer or device for the performance of specific job-related duties and responsibilities and as determined by the Superintendent & CEO or his/her designee and has an “active” employment status; and Employee’s job-related duties and responsibilities require regular and systematic use of a computer or device; or Employee is required to perform the majority of his/her duties away from his/her primary work location.
3. Persons not directly employed by the School, including but not limited to volunteers, retired employees, employees hired on a per diem basis, consultants, or employees on extended leave or with an employment status of “inactive,” shall not be eligible for the issuance of any computer or device.
4. Although issued to an individual employee, all computers or devices are considered the property of the primary of CCS and shall be returned upon termination of employment with the School, or immediately upon request at any time by an official of the School.
5. Employees are expected to take all appropriate measures and precautions to prevent the

loss, theft, damage and/or unauthorized use of services and shall include the following:

- a. Keep all computers and devices in a locked and secured environment when not being used;
 - b. Do not leave the computer or device for prolonged periods of time in a vehicle, especially in extreme temperatures;
 - c. Keep food and drinks away from all computers and devices and work areas;
 - d. Do not leave the computer or device unattended at any time in an unsecured location; and
 - e. Keep the computer or device in sight at all times while in public places, such as public transportation, airports, restaurants, etc.
6. Should an employee's computer or device be lost or stolen, the employee MUST: (i) immediately report the incident to his/her immediate supervisor and the IT Coordinator; (ii) obtain an official police report documenting the theft or loss; and (iii) provide a copy of the police report to the IT Coordinator. If the employee fails to adhere to these procedures, the employee will be held legally and financially responsible to the School for the replacement of such equipment.
 7. For all warranty and non-warranty repairs and maintenance of all such computers and devices, the employee must contact the School IT Help Desk. All repairs and maintenance will and must be performed in accordance with the School's current repair and maintenance policies and procedures issued by the Office of Information Technology. For damage that is not covered by the School's warranty, the employee may be held responsible.
 8. The School is under no legal, financial or other obligation to provide for a replacement computer or device to any employee whose computer or device is lost, stolen or damaged.
 9. The School may add security and other tracking technology to any and all computers and devices issued by it and any and all such usage is subject to management review, monitoring and auditing by the School. Other audits may be performed on the usage and internal controls.
 10. The IT Department will be responsible for issuance of all such computers and devices shall:
 - a. Maintain direct oversight of the inventory of equipment, service contracts, and internal controls for all computers and devices;
 - b. Fully enforce the specifications of this policy and other similar IT policies and procedures setting forth the parameters for the eligibility, approval, assignment, utilization, maintenance, and financial oversight of all such computers and devices under their direct control and supervision; and
 - c. Ensure compliance with regulatory policies and procedures as applicable.
 11. Non-compliance with any policies or procedures regarding computers and devices issued by the School will result in appropriate disciplinary action and/or reimbursement of any and all costs to the School.

- a. Employees are prohibited from changing any of the settings programmed into the computer or device itself, or the computer or device software, without prior approval from the Information Systems Specialist. This includes (without limitation) changing desktop settings, screensaver settings, clock settings, software settings, and the like. This also includes checking the "Remember Password" box to save a password in the computer, file server, and the like.
- b. Employees are prohibited from downloading software of any kind without prior approval from the Information Systems Specialist. This includes desktop backgrounds, screensavers, anti-virus software, and the like.
- c. Employees are advised not to save documents or files to any locations other than the CCS Google Drive. This includes saving to the desktop, local drives, USB drives, memory cards, CDs, DVDs, and the like. In the event your computer crashes, files not saved to the Google Drive cannot be recovered.
- d. Employees are prohibited from accessing any school files from unsecured internet connections or internet connections outside the United States.

Employees acknowledge upon receipt of their computer or device, the computer or device is the property of CCS. Employee will agree to pay all costs associated with user-inflicted damage (as determined by manufacturer) to the computer or device, or its associated peripheral equipment, or its replacement costs should it be lost or stolen. The replacement cost for a laptop computer and/or mobile device will be determined by the fair market value replacement cost of comparable equipment to that which the employee was provided by the School.

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

Computer and Device Care and Maintenance

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

Software License

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

Electronic Accounts

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

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

a. Usernames and Passwords

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

b. Email Signatures

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

Mobile Devices

CCS distributes School-owned mobile devices to employees as needed. Each employee who receives a mobile device (i) must keep the mobile device battery charged at all times; and (ii) may not alter any settings on any mobile device as outlined above. Although employees use mobile devices for work-related matters, whether these devices belong to the employee or are issued by CCS, employees are prohibited from using such devices for work-related matters while driving due to safety reasons. Employees may use hands-free equipment to make or answer calls while driving without violating this policy. However, safety must always be the employee's first priority. If, because of weather, traffic conditions, or any other reason, an employee is unable to concentrate fully on the road, the employee must either end the conversation, or pull over and safely park their vehicle before resuming the call. Employees must also utilize the password protection feature on mobile devices in order to safeguard any confidential School data which may be stored on their mobile device.

Personal Business

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

Personal Appointments: Whenever possible, personal appointments should be made for either first

thing in the morning or late in the afternoon. Appointments should have minimal impact on office hours and availability.

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

Personal Appearance/Standards of Dress

As educators, our commitment to excellence should be reflected in our appearance. In general, a business casual style is appropriate for all employees. It is understood that different clothing may be appropriate under certain circumstances and for different work assignments. Difference may be necessary because of type of activity done, special days, office area assignments and other circumstances.

However, clothing that reveals cleavage, back, chest, stomach, or underwear is not appropriate for a place of business. Overall attention to modesty, professionalism, cleanliness and safety will be expected and required. Appropriate attire will demonstrate a high regard for education and the teaching profession, and will present an image consistent with job responsibilities and CCS's values and expectations.

Employees who report to work in unacceptable attire may be request to leave work and return in acceptable attire may be requested to leave work and return in acceptable attire.

Academic Freedom

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

Those responsibilities include:

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

Professional Development

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

- Commit to staying with CCS for at least one-year (1) post Professional Development training (where such commitment on the employee's end in no way alters/impairs the School's authority to release on an at-will basis). Employees who receive Professional Development funds and leave CCS either voluntarily or involuntarily will be required to reimburse CCS the full amount of Professional Development funds used. Repayment must be made immediately upon separation.
- All Professional Development Conferences or Workshops must directly relate to the Employee's current assignment. Employees will be expected to create a Professional Development presentation and or webinar from his/her conference/workshop within thirty (30) days of completion.

Employees may not leave early to attend courses, unless prior approval is granted by the Superintendent & CEO. Courses taken must directly relate to the employee's current position and the employee must be prepared to create projects on how his/her course work that will assist CCS in the future.

Media Contacts

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

Health and Safety Policy

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

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

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

Security Protocols

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

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

- 1st Incident: Written Warning

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

Occupational Safety

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

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

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

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

Accident/Incident Reporting

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

Reporting Fires and Emergencies

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

EMPLOYEE WAGES AND HEALTH BENEFITS

Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security for nonexempt employees, State Teachers' Retirement System (STRS) for Teachers/Administration, and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.
3. Nonexempt employees: The Federal Insurance Contribution Act (FICA) requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School, for purposes of funding Social Security and Medicare. Teachers do not contribute to Social Security because they are members of STRS.
4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.
5. Exempt employees: Full-time administrators, teachers, and other employees performing creditable service as defined by applicable law are required to participate in STRS via payroll withholdings.

Overtime Pay

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

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

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Paydays

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

Wage Attachments and Garnishments

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

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

Administrative Fees

CCS may charge employees up to \$1.50 per deduction as administrative costs associated with the enforcement of a garnishment order. This charge shall be deducted from the employee's wages, and not the deduction made for the garnishment order.

Expenses

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

The following items are purchased in bulk by the school and will not be reimbursed: ink cartridges; toner cartridges, books (unless with a prior approval); copy paper; office supplies; construction paper; transparency sheets and markers; wall clocks; facial tissue; paper towels; bandages.

Staff members are required to properly fill out a Purchase Request Form and to submit it along with an estimate of the purchase expense to their Supervisor prior to making any purchases.

Following the approved purchase, reimbursement information is entered into the BambooHR Expense Management System. The Employee Expense Management feature allows employees to enter their own expense reimbursements including all required backup such as. the original receipts and /or Google Maps for mileage reimbursements. Reimbursements must be entered into the Expense Management System within seven (7) days of the purchase dates. The School will not honor reimbursement requests if submitted after the deadline. School related purchases should not be combined with any personal purchases. Separate receipts for the school purchases are required. Purchase Request Forms are available on the Intranet and should be filled out electronically.

Mileage Reimbursement

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

All CCS employees who use their cars for business purposes must have current and adequate automobile/liability insurance coverage. A copy of current car insurance must be provided to Human Resources. Employees must not transport volunteers or scholars in their personal vehicles. If transportation of this type is necessary, a rented vehicle must be used.

Mileage will be reimbursed for the round-trip distance between the employee's work site and the location of the business function being attended. If employees depart from or return to their home instead of their work site, only the miles in excess of the normal daily commute can be claimed as an expense. Mileage amounts must be verifiable through the use of commercially available websites (ex. Google Maps) using the "shortest route" option. Other expenses such as parking will be reimbursed at the actual costs. Original, itemized receipts must be provided. Only pre-approved mileage will be reimbursed. Staff members are required to properly fill out a Mileage Reimbursement Form and to enter the information along with the original receipts into the BambooHR Expense Management System within seven (7) days of the business trip. The School will not honor mileage reimbursement requests if submitted after the deadline.

Reimbursement Claim Process

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

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

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

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

Meals and Incidental Expenses

Employees in travel status on School business are reimbursed up to the per diem rate for travel

related meal expenses for their travel destination. Receipts are required for reimbursement of travel meals using per diem rates.

Meals - Conferences

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

The School either incurs the cost or reimburses Employee for the actual cost of breakfast not to exceed \$16.00 per day; lunch not to exceed \$17.00 per day, and dinner not to exceed \$26.00 per day, and the actual cost of tax and gratuity for such. The School incurs the actual cost of these items, not to exceed \$59.00 per day, non-cumulative and non-compounding. The School does not reimburse the Employee for the purchase of any alcohol. Employee receipts for meals should not include food for anyone outside of CCS staff. Any purchase of alcohol must be on a separate receipt and is not eligible for reimbursement.

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

Payment for Meals

Tips should be no more than 20% of the bill. Any tips considered excessive will not be reimbursed. As a general rule, employees should not tip more than they would on a personal trip and tip only to the level of service received. Also, employees must check their receipt prior to adding tip to avoid over-tipping. Expense invoices must include an itemized business meal receipt, which includes the total amount plus tip.

Incidentals

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

Employees will be required to submit a written itemized summary of their incidentals on behalf of business for CCS, on a form provided by the school.

Health Care Insurance Coverage for Regular, Full-Time Employees

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

employees may be eligible for benefits per the School's policy and applicable law.

State Disability Insurance

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

Retirement, Life Insurance and Other School-Sponsored Benefits

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

COBRA Benefits

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

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

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

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

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

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

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

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

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

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

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

PERSONNEL EVALUATION AND RECORD KEEPING

Employee Reviews and Evaluations

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

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

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

Personnel Files and Record Keeping Protocols

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

You have the right to inspect certain documents in your personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. You also have the right to obtain a copy of your personnel file as provided by law. You may add your comments to any disputed item in the file. CCS will restrict disclosure of your personnel file to authorized individuals within the School. A request for information contained in the personnel file must be directed to the Director of Human Resources. Only the Director of Human Resources or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required. Copies of an employee's personnel file can be provided upon request. A fee of .25 cents per page will be charged to the employee. Requests for digital copies of an employee file will be provided at no cost.

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

HOLIDAYS, VACATIONS AND LEAVES

Holidays

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

1. Be a full-time and active employee on the date of the School holiday;
2. Work all hours that the employee is scheduled to work on the last regular working day before, and the first regular working day after the holiday, unless the employee is on an approved absence.

Regular full-time and salaried employees (EXEMPT) will receive the following twenty-six (26) paid holidays:

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

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

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

Vacation

While the School recognizes the importance of vacation time as a period of rest and rejuvenation away from the job, vacations must be scheduled with due consideration for "peak traffic periods" in the school.

For full-time twelve (12) month employees vacation will accrue as follows:

- 1 to 4 years of employment: Ten (10) days of paid vacation per year (3.33 hours per pay period)
- 5 years or more: Fifteen (15) days of paid vacation per year (5.0 hours per pay period)

No employee will receive pay in lieu of vacation during employment. Vacation does not accrue during an unpaid leave of absence or on disability salary continuation. Part-time employees shall earn a

prorated amount of the five (5) days of vacation depending upon their work schedule.

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

Vacation time may not be utilized before it is earned. An employee whose employment terminates will be paid for accrued unused vacation days. Vacation can accrue up to a maximum of one and a half times (1.5) their annual vacation accrual for full-time twelve (12) month employees. Once this cap is reached, no further vacation will accrue until some vacation is used. When some vacation is used, vacation compensation will begin to accrue again. There is no retroactive grant of vacation compensation for the period of time the accrued vacation compensation was at the cap.

Unpaid Leave of Absence

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

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

During a Family and Medical Leave Act, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pays, provided that the vacation pay was earned prior to the commencement of leave. No vacation time is accrued during any type of unpaid leave of absence.

Sick Leave

CCS offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners/designated person, grandparents, grandchildren, or siblings), or any individual related by blood or affinity whose close association with the employee is the equivalent of a family relationship, who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take paid sick leave to receive medical care or other assistance to address instances of mental health, domestic violence, sexual assault, or stalking. Paid sick leave is also available for bone marrow or organ donation by an employee or their family member, to provide care for a guide, signal or service dog of an employee or their family member, or if CCS or an employee's child care provider's business is closed due to a public health emergency, an accident involving the employee's person or property or the person or property of an immediate family member, adoption of a child, the birth of child making it necessary for an employee who is the parent of the child to be absent from their position during work hours, personal legal matters, religious observances, and business matters that cannot be conducted outside of the workday

Paid sick leave is available to all CCS employees. All full-time employees shall accrue one day per month which will accrue at the rate of four (4) hours per pay period. Part-time employees will accrue sick leave on a pro-rates basis but will never receive less than twenty-four (24) hours of sick leave

per year.

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

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

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by the School at least fifteen (15) days in advance.

Sick leave is not to be used as vacation leave. Unused sick leave is not paid out upon termination of employment.

Family Care and Medical Leave

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

Employee Eligibility Criteria

To be eligible for FMLA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the FMLA leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of baby-bonding where the threshold is twenty (20) employees).

- Events That May Entitle an Employee to FMLA Leave

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

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they will be entitled to a combined total of twelve (12) weeks of leave for this purpose.
2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).

- a. A “serious health condition” is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
 - b. “Inpatient care” means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an “inpatient” when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
 - c. “Incapacity” means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
 - d. “Continuing treatment” means ongoing medical treatment or supervision by a health care provider.
3. To care for a spouse, domestic partner, child, or parent with a serious health condition or military service-related injury. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) month period to provide said care.
 4. For any “qualifying exigency” because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces.

Amount of FMLA Leave Which May Be Taken

1. FMLA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. “Twelve workweeks” means the equivalent of twelve (12) of the employee’s normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, “twelve workweeks” means sixty (60) working and/or paid eight (8) hour days.
2. In addition to the twelve (12) workweeks of FMLA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the service member.
3. The “twelve-month period” in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.
4. If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the School’s business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation,

the days the School's activities have ceased do not count against the employee's FMLA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

Pay during FMLA Leave

1. An employee on FMLA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.
2. An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA leave.
3. If an employee has exhausted his/her sick leave, leave taken under FMLA shall be unpaid leave.
4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA leave. Sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

Health Benefits

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

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

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

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

Seniority

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

Medical Certifications

1. An employee requesting FMLA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in denial of the leave request until such certification is provided.
2. The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee's health care provider to authenticate a certification as needed.
3. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertification's can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA Leave

1. An employee should request FMLA leave by completing a Request for Leave form and submitting it to the Director of Human Resources. An employee asking for a Request for Leave form will be given a copy of the School's then- current FMLA leave policy.
2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
4. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.

5. If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
7. The School will respond to an FMLA leave request no later than five (5) business days of receiving the request. If an FMLA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

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

Limitations on Reinstatement

1. CCS may refuse to reinstate a "key" employee if the refusal is necessary to prevent substantial and grievous injury to the School's operations. A "key" employee is an exempt salaried employee who is among the highest paid 10% of the School's employees within seventy-five (75) miles of the employee's worksite.
2. A "key" employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a "key" employee and the potential consequences with respect to reinstatement and maintenance of health benefits if the School determines that substantial and grievous injury to the

School's operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, the School will notify the "key" employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee's reinstatement would cause the School to suffer substantial and grievous injury. If the School realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.

Employment during Leave

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

Pregnancy Disability Leave

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

Employee Eligibility Criteria

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

Events That May Entitle an Employee to Pregnancy Disability Leave

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

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

Duration of Pregnancy Disability Leave

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

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on

a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, “four months” means 346.5 hours of leave entitlement (20 hours per week times 17 $\frac{1}{3}$ weeks). For an employee who normally works forty-eight (48) hours per week, “four months” means 832 hours of leave entitlement (48 hours per week times 17 $\frac{1}{3}$ weeks).

At the end or depletion of an employee’s pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

Pay during Pregnancy Disability Leave

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

Health Benefits

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

1. The employee fails to return from leave after the designated leave period expires.
2. The employee’s failure to return from leave is for a reason other than the following:
 - The employee is taking leave under the California Family Rights Act.
 - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
 - There is a non-pregnancy related medical condition requiring further leave.
 - Any other circumstance beyond the control of the employee.
3. Employees adding a dependent to their health benefits will be required to submit premium payment to CCS while they are on leave.

Seniority

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

Medical Certifications

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

Requesting and Scheduling Pregnancy Disability Leave

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

Return to Work

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

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

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

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

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

Employment during Leave

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

Industrial Injury Leave (Workers' Compensation)

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

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

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

- Immediately report any work-related injury to the Assistant Superintendent of Business

Services;

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

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

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

Military and Military Spousal Leave of Absence

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

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

Except for employees serving in the National Guard, CCS will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have

a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

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

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

Bereavement Leave

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

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

Jury Duty or Witness Leave

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

If an employee is asked to use the call in jury system and he/she is not selected to appear the next morning, the employee must report to work. The employee must notify HR if he/she has been selected to serve on a jury and if possible to notify how long the trial may last in order to plan ahead.

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

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

Employees must provide a copy of Jury Summons or Witness Subpoena when requesting Jury Duty Leave and must submit employer paperwork received from the court at the completion of jury service. Employees must request time off for Jury Service using the BambooHR system.

Voting Time Off

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

School Appearance and Activities Leave

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

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

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

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to thirty (30) workdays off in a twelve (12) month period.

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

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

An employee must first use five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

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

Victims of Abuse Leave

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

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

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

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

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

Returning from Leave of Absence

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

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

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Rules of Conduct

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

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

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

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

Off-Duty Conduct

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

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

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

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

be revoked at any time.

Termination of Employment

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

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

INTERNAL COMPLAINT REVIEW¹

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

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

Internal Complaints

(Complaints by Employees Against Employees)

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

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

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

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

Policy for Complaints Against Employees

(Complaints by Third Parties Against Employees)

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

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

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

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

General Requirements

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

AMENDMENT TO EMPLOYEE HANDBOOK

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

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

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

APPENDIX A

HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

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

If you are an employee of the School, you may file this form with the Director of Human Resources or Superintendent & CEO.

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

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

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

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

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

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

List any witnesses that were present: _____

APPENDIX B
INTERNAL COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

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

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

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

Signature of Complainant

Date: _____

Print Name

To be completed by School:

Received by: _____

Date: _____

APPENDIX C

SCHOOL SAFETY PLAN

**California Comprehensive School
Safety Plan (CSSP)
Implementation Plan**

**Compass
Charter Schools**



PART 1: California Charter School Comprehensive School Safety Plan Program Overview

What is the California Charter School Safety Plan Compliance Requirement?

Source: http://leginfo.legislature.ca.gov/faces/billAnalysisClient.xhtml?bill_id=201720180AB1747

According to the staff analysis:

Need for the Bill:

According to the author, "The California Constitution guarantees California children the right to attend public schools which are safe, secure and peaceful. The educational institutions of California, such as the CDE, public school districts, county offices of education, and the schools themselves are responsible for creating safe and secure learning environments.

According to a 2017 audit report conducted by the California State Auditor (CSA), schools face challenges in preparing and responding to incidents of school violence, including active shootings. Results from a statewide survey of districts and county offices conducted as part of the audit suggested that the frequency of active shooter threats and incidents in and around California schools is increasing.

"Comprehensive school safety plans are a collection of procedures for schools to utilize in the event of an emergency, and a policy guideline that promotes a safe learning space. Although the Department of Homeland Security and federal and state agencies recommend having procedures for responding to active shooter incidents, state law does not require that California schools include these procedures in their safety plans. Consequently, the CSA's audit revealed that many districts and county offices do not independently require their schools to include these safety procedures, which results in schools being inadequately prepared to respond to violent incidents."

Existing law specifies that school districts and county offices of education are responsible for the overall development of school safety plans. Each school is required to develop a school safety plan that includes procedures, and policies to ensure student and staff safety at a school site. The components of the plan range from procedures for safe ingress and egress of pupils, parents and school employees; to disaster and emergency procedures such as those during and after earthquakes; to behavioral policies such as discrimination and harassment policies.

State law does not currently require charter schools to have safety plans, but charter petitions must include procedures the school will follow to ensure the safety of pupils and staff. This bill requires charter schools to develop a school safety plan, including procedures for conducting tactical responses to criminal incidents; requires comprehensive school safety plans to include procedures for conducting tactical responses to criminal incidents; increases the California Department of Education's (CDE's) responsibilities relating to school safety plans; and requires school site councils to also consult with the fire department and other first responder entities in the writing and development of the comprehensive school safety plan.

Specifically, this bill:

- 1) Adds classified employees to the language stating that is the intent of the Legislature that comprehensive school safety plans be developed in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence.
- 2) States that it is the intent of the Legislature that all school staff be trained on the comprehensive school safety plan.

- 3) Requires the school site council to also consult with a representative from a fire department and other first responder entities in the writing and development of the comprehensive school safety plan.
- 4) Requires the comprehensive school safety plan and any updates to the plan shall be shared with the law enforcement agency, the fire department, and the other first responder entities.
- 5) Requires the comprehensive school safety plan to include procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions.
- 6) Requires the procedures to prepare for active shooters or other armed assailants to be based on the specific needs and context of each school and community.
- 7) Requires the CDE to:
 - a) Provide general direction to school districts, county offices of education, and charter schools on what to include in the school building disaster plan.
 - b) Maintain and conspicuously post on its Internet Web site a compliance checklist for developing a comprehensive school safety plan, and shall update the checklist when necessary.
 - c) Develop and post on its Internet Web site best practices for reviewing and approving school safety plans.
- 8) Requires charter schools to develop a school safety plan, based on many of the components of a comprehensive school safety plan, and procedures for conducting tactical responses to criminal incidents.

PART 2: What charter schools are required to include in their school safety plan

AB1747 specifically states the following:

The Charter Schools Act of 1992 provides for the establishment and operation of charter schools, including countywide charter schools, and requires a petition for the establishment of a charter school to contain comprehensive descriptions of various matters and procedures, including procedures that the charter school will follow to ensure the health and safety of pupils and staff.

This bill would require these procedures to also require the development of a school safety plan, as provided, and that the school safety plan be reviewed and updated by March 1 of every year by the charter school. To the extent the bill would impose additional duties on county boards of education, the bill would impose a state-mandated local program.

Specifically, the following sections of charter school law were amended as follows:

SEC. 5. (Establishment of a charter school within a school district)

Section 47605 of the Education Code is amended to read:

(6) Commencing January 1, 2003, a petition to establish a charter school *shall* not be approved to serve pupils in a grade level that is not served by the school district of the governing board considering the petition, unless the petition proposes to serve pupils in all of the grade levels served by that school district.

(F) The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall *require all of the following*:

(i) *That each employee of the charter school furnishes the charter school with a criminal record summary as described in Section 44237.*

(ii) *The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.*

(iii) *That the school safety plan be reviewed and updated by March 1 of every year by the charter school.*

SEC. 6. (Establishment of a charter school with a County Board of Education)

Section 47605.6 of the Education Code is amended to read:

(G) The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall *require all of the following:*

(i) *That each employee of the charter school furnishes the charter school with a criminal record summary as described in Section 44237.*

(ii) *The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.*

(iii) *That the school safety plan be reviewed and updated by March 1 of every year by the charter school.*

(I) The manner in which annual, *independent* financial audits shall be conducted, in accordance with regulations established by the state board, and the manner in which audit exceptions and deficiencies shall be resolved.

(O) The rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and any rights of return to the county office of education that an employee may have upon leaving the *employment* of the charter school.

(iv) In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued *enrollment*.

(k) If a county board of education denies a petition, the petitioner *shall* not elect to submit the petition for the establishment of the charter school to the state board.

SEC. 7.

If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.

Summary

In accordance with the amended language cited above, a Charter School Comprehensive School Safety Plan must therefore comply specifically with education code sections 44237, and subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282. In addition, the plan must include procedures for conducting tactical responses to criminal incidents.

PART 3: Charter School Employee Criminal Record Summary Policy (EC 47605.6.F.i; EC 44237)

Compass Charter Schools recognizes the importance of maintaining a safe workplace with employees who are honest, trustworthy, qualified, reliable, and nonviolent, and do not present a risk of harm to students, coworkers or others. Compass Charter Schools will perform applicant background checks and employee investigations as required by Education Code section 47605 [b][f], which requires that “each employee of the school furnish the school with a criminal record summary”.

All employees must have Live Scan fingerprint results on file with Compass Charter Schools. Proof of Live Scan fingerprinting is a requirement of employment and the results must be provided to Compass Charter Schools prior to the first day of work. Live Scan fingerprinting will be required of all job applicants, employees, and volunteers as required by California and federal law.

Background checks may also be required of employees whose job duties involve care of students, handling of money, valuables or confidential information, or as otherwise deemed prudent by the school. These background checks are performed through a fingerprinting service coordinated by the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Any and all information obtained by Compass Charter Schools may be taken into consideration in evaluating one’s suitability for employment, promotion, reassignment, or retention as an Employee.

Compass Charter Schools shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification.

Compass Charter Schools may occasionally find it necessary to investigate current employees, where behavior or other relevant circumstances raise questions concerning work performance, reliability, honesty, trustworthiness, or potential threat to the safety of coworkers, students or others. Employee investigations may, where appropriate, include credit reports and investigations of criminal records, including appropriate inquiries about any arrest for which the employee is out on bail. In the event that a background check is conducted, Compass Charter Schools will comply with the federal Fair Credit Reporting Act and applicable state laws, including providing the employee with any required notices and forms. Employees subject to an investigation are required to cooperate with Compass Charter School’s lawful efforts to obtain relevant information, and may be disciplined up to and including suspension without pay and/or termination for failure to do so.

Employees with adverse background information (such as certain specific criminal conviction) may be ineligible for employment with Compass Charter Schools.

PART 4: Charter School Safety Procedures—Child Abuse Reporting [EC 47605(6)(F)(ii); EC 32282.(2)(A)]

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school’s procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.

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

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

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

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

PART 5: Charter School Safety Procedures—Routine and Emergency Disaster Procedures [EC 47605(6)(F)(ii); EC 32282.(2)(B)]

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.). The disaster procedures shall also include, but not be limited to, both of the following:

(i) Establishing an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more pupils or more than one classroom. A school district or county office of education may work with the Office of Emergency Services and the Alfred E. Alquist Seismic Safety Commission to develop and establish the earthquake emergency procedure system. The system shall include, but not be limited to, all of the following:

(I) A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of pupils and staff.

(II) A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

(III) Protective measures to be taken before, during, and following an earthquake.

(IV) A program to ensure that pupils and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

(ii) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.

SAFETY RULES

Each employee is expected to follow all safety rules, safe operating procedures and practices designed to promote a safe and healthful workplace.

- Employees shall not engage in horseplay, running, fighting or any activity that may result in injury.
- No employee shall report to work while under the influence of drugs or intoxicating substances.
- All unsafe conditions must be reported to a supervisor immediately.
- Never operate any office machine with which you are unfamiliar or have not been trained.
- Never block or obstruct exits or hallways.
- Always observe proper lifting techniques and ask for help if required.
- Do not perform any task you feel is unsafe. Inform a supervisor and request help.
- Always observe proper posture and ergonomic guidelines when typing.
- Immediately report any work-related injuries to your supervisor

FIRST AID KIT & FIRE EXTINGUISHERS

First Aid kits are available at the administrative office and at each site where students and staff are required to gather, i.e. testing sites. The first aid kit contains medical supplies needed in case of minor accidents. Please report to your supervisor if the kit needs more supplies.

Fire extinguishers are accessible at the administrative office. Please report to your supervisor or Office Support Coordinator if you need a new fire extinguisher or need to charge your existing one. Fire extinguishers are inspected annually by an outside company that provides this service.

Remember to notify your supervisor immediately if you have any work-related accident or injury.

Driving a Vehicle as Part of One's Job

Some positions require that an employee drives to or between various sites, including students' homes during working hours. All drivers must, at all times, have a valid California drivers' license and possess at least the minimum of automobile insurance as required by Compass Charter School. If, at any time, an employee's license or insurance is terminated, revoked, cancelled or suspended, s/he must notify the school immediately and refrain from driving a motor vehicle until his or her license and/or insurance is reinstated.

Unless approval has been granted by the Superintendent, no employee shall transport a student or student's parent during working hours.

All drivers are expected to follow California's laws while driving on school business, including obeying speed limits and observing rules of the road. Moving violations, parking tickets, and accidents are an employee's responsibility and the Charter School will not reimburse for fines, tickets, or traffic school that are imposed as consequences of driving behaviors.

Employee Safety Training

All new employees will attend safety training. In addition, all current employees will attend safety training if transferred to a new position or when changes are made to the workplace. Refresher training will be provided as necessary. Safety training is mandatory.

EARTHQUAKES AND FIRE SAFETY

EARTHQUAKE PROCEDURE

In a major quake, you may experience gentle shaking at first and then more violent shaking within a few seconds. You may find it difficult to maintain your balance or it may even knock you off your feet. Or, you may be shaken by a sudden and violent jolt. It may be difficult or impossible to move from one room to the next. Within seconds, you'll feel the shaking stop.

Don't Panic:

- Remain calm and reassure students or staff.
- Act decisively; your action will set the tone for others around you.

If you are indoors when shaking starts:

- “DROP, COVER AND HOLD ON.” If you are not near a strong table or desk, drop to the floor against an interior wall and cover your head and neck with your arms or stand in a doorway and direct students to do the same.
- Stay away from windows, bookcases, cabinets, outside walls and other heavy objects until the shaking stops.
- Do not try to run out of the structure during strong shaking.
- Stay away from buildings. Glass from tall buildings does not always fall straight down; it can catch a wind current and travel great distances.
- Do not use elevators.
- If you use a wheelchair, lock the wheels and cover your head.
- Protect your head and eyes from falling debris.
- Stay in the building.
- Don't be surprised if the electricity goes out or the fire alarms sound.

If you are outdoors when shaking starts:

- Move to a clear area if you can safely walk. Avoid power lines, buildings and trees.

The Shaking Has Stopped. Now What?

Immediately after the quake, the greatest danger is from falling objects, followed by fire.

- Make sure you are safe and not injured.
- Remain calm.
- Check those around you, looking for those trapped or injured; administer first aid. Do not move seriously injured persons unless they are in immediate danger.

- Check around you for dangerous conditions, such as fires or possible fire hazards, downed power lines and structure damage.
- If you have fire extinguishers and are trained to use them, put out small fires immediately.
- If you suspect danger, evacuate.
- Don't use the elevator. Use the stairs.
- If at a testing site, calmly walk students to the evacuation meeting site, bringing student list.
- Take attendance to verify ALL students who were with you in the room are accounted for in the line.
- Note any students who are missing on the Missing Student Form. Someone will be around to collect this information.
- Wait for instructions.
- Turn on battery powered radios or a car radio.
- Check the building for damage.
- Assemble emergency supplies, water, food, and first aid supplies.
- Telephone for emergencies only.
- Be prepared for aftershocks; they are usually not as strong as the initial earthquakes.
- Cooperate with public safety officials.
- If faculty and students are released back to the building, return and verify attendance once more (if students are present).

If you are trapped in debris:

- Move as little as possible so that you don't kick up dust. Cover your nose and mouth with a handkerchief or clothing.
- Tap on a pipe or wall so that rescuers can hear where you are. Use a whistle if one is available. Shout only as a last resort.

Prepare Now Before the Shaking Starts

- Become familiar with evacuation routes.
- Discuss plans and know what to do.
- Check areas for earthquake hazards and recommend measures to correct them.
- Brace or anchor high shelves, cabinets, or other things that could fall.
- Be trained in CPR and first aid.
- Plan alternate routes of evacuation.
- Plan for disabled employees.
- You may not be able to leave the premises for 72 hours, so keep a battery-powered radio, extra batteries, flashlights, sturdy shoes, and first aid supplies on hand.

Fire Emergency Procedure

In case of fire, the individual who discovers the fire shall assume these responsibilities:

- Call the Fire Department by dialing 911 and pulling the nearest fire alarm switch.
- If police or paramedics are needed, tell the 911 operator.
- If there isn't an alarm, be sure to tell everyone in the office.

- Clear employees from the immediate area.
- Attempt to put out the fire with an extinguisher if possible, but do not jeopardize your safety to fight it.
- Close, but do not lock all doors leading to the fire areas to contain the fire.
- Have employees exit the building; check restrooms, test cells, etc.
- Assist disabled or injured employees while exiting.

Employees shall follow these safety guidelines:

- Do not panic; listen for instructions.
- Exit quietly and quickly.
- Touch doors before opening. Do not open hot doors. Do not break windows. If you cannot exit an area, stuff a jacket or coat under the door and cover air vents to prevent the entry of smoke. STAY LOW TO THE FLOOR.
- Do not assist fire-fighting personnel unless asked to do so.
- Do not attempt to salvage items or retrieve purses, coats, or other personal belongings.

Evacuation plans shall be posted in conspicuous locations throughout each building.

GUIDELINES FOR PEOPLE WITH DISABILITIES IN EMERGENCIES

Evacuation of people with disabilities will be given high priority in all emergencies. In an emergency situation, it is important that staff are familiar with the needs of people with disabilities. Whenever possible, people with disabilities will be positioned near a doorway for an easier exit.

The following guidelines are important to follow:

- Establish a buddy system. People with disabilities should prepare for an emergency ahead of time by instructing a co-worker or supervisor on how to assist in the event of any emergency.
- If assistance is not immediately available, disabled people should remain near the stairwell landing or in the elevator lobby. Rescue personnel will first check all exit corridors and stairwells for those trapped. She/he should continue to call for help until rescued.
- Individuals, who cannot speak loudly, or with voice / speech impairments, should carry a whistle or have other means of attracting attention of others.
- Be familiar with alarm signals.
- Leave school materials in the room to avoid wasting time.
 - Wait for rescue and remain calm.
 - DO NOT re-enter a building until permitted by emergency personnel.

If you suspect a fire is behind a door; cover your hand to provide protection, first and then test the door by touching it. If it is hot, then do NOT use the door as an exit. Try to find an alternate route for an exit. A cautionary note on elevators: Do NOT use elevators unless authorized to do so by police or fire personnel. Elevators could fail during a fire, earthquake or flood.

Evacuation Policy for People with Disabilities

School personnel shall familiarize themselves with these procedures in order to assist in planning for the evacuation of people with physical and sensory disabilities.

In All Emergencies, After an Evacuation has Been Ordered:

- Evacuation of people with disabilities will be given high priority in all emergencies and will be evacuated if possible. Evacuating a disabled or injured person by only one person with no assistance is a last resort.
- Attempt a rescue evacuation ONLY if you have had rescue training.
- Check on people with special needs during an evacuation, determine if they have established a “buddy system,” and ensure their safe evacuation.
- Always ASK someone with a disability how you can help BEFORE attempting any rescue technique or giving assistance. Ask how he or she can best be assisted or moved, and whether there are any special considerations or items that need to come with the person.
- If the situation is life threatening, call 9-1-1.
- Do NOT use elevators, unless authorized to do so by police or fire personnel. Elevators could fail during a fire, earthquake or flood.

POWER OUTAGES

If an outage occurs during the day and people with disabilities choose to wait in the building for electricity to be restored, they can move near a window where there is natural light and access to a working telephone. During regular building hours, the Office Support Coordinator will notify the building owner. Power cuts can occur due to rolling blackouts, extreme weather conditions, or can accompany other disasters such as earthquakes. If there is no power in the Charter School, turn off and unplug appliances and computers. Leave one light on to indicate when power has been restored.

LOCKDOWN/SHELTER IN PLACE

ACTIVE SHOOTER

In the event of an Active Shooter or Gunman on or near Charter School premises, move to our safe room, (the File Room). Lockdown and barricade inside until Police informs you it is now safe to exit this location.

In general, how you respond to an active shooter will be dictated by the specific circumstances of the encounter, bearing in mind there could be more than one shooter involved in the same situation.

If you are near an area where a shooting or shooter is identified, take whatever actions necessary to protect yourself. Situational Awareness is key; if the shooter is in your area, get away from it. Use any means necessary to get out or away from the incident. If you are not hearing gun fire or seeing an assailant, lock down and shelter in place immediately.

- Lockdown/Shelter in Place – Move quickly to the identified safe room or a room that is easily lockable. Stay in that location until Police informs you that it is safe to exit your location.
- Lock all entrances to your location.
- Barricade all entrances with furniture, desks, or anything available.
- Close blinds and turn off the lights.
- Silence cell phones.
- Stay low to the ground and hide until the situation has ended.
- Work in groups and develop a plan in case the shooter is able to make it into your area.

One of the instructions you may be given in an emergency is to shelter-in-place. This means you should stay indoors until authorities tell you it is safe or you are told to evacuate.

Shelter in Place

In case of a biological event:

- Select a small, interior room, with no or few windows.
- Close and lock all windows and exterior doors.
- Turn off all fans, heating and air conditioning systems.
- Use duct tape and plastic sheeting (heavier than food wrap) to seal all cracks around the door and any vents into the room.
- Listen to your radio or television for further instructions or updates.
- If you are in your car, close windows and turn off vents and air conditioning.

TERRORIST ATTACKS

Terrorism may involve devastating acts using weapons of mass destruction. These weapons range from chemical agents, biological hazards, a radiological or nuclear device, and other explosives. The primary objective of a terrorist is to create widespread fear.

If there is a terrorist Attack:

- Stay calm.
- Be vigilant. Look out for secondary hazards such as falling debris or additional attacks.
- Follow the instructions of emergency service personnel.

IF YOU RECEIVE A BOMB THREAT:

- Ask the caller the following questions:
 1. When is the bomb going to explode?
 2. Where is the bomb right now?
 3. What kind of bomb is it?
 4. What does the bomb look like?
 5. Why did you place the bomb?
 6. Where are you calling from?
- Record the exact time and length of the call.
- Write down the exact words of the caller.
- Listen carefully to the caller's voice and background noise.
- After you hang up, call 9-1-1 immediately from a hard-wired telephone – do not use cell phones to report a bomb threat.

TSUNAMI PROCEDURES

A local earthquake may generate tsunami waves that can reach shore in minutes. immediately evacuate by walking to higher ground if:

- Officials issue a tsunami warning and order evacuations.
- You hear the Outdoor Warning System.
- The earth shakes so much that you can't stand.
- Shaking lasts longer than 20 seconds; and/or
- You notice water receding from the shoreline.

Storm & Flooding Procedures

Winter rains can cause floods, landslides, uprooted trees, and downed or broken utility lines in almost any neighborhood.

During the Storm:

- If water has entered the premises, do not walk through it – it may contain hazardous materials.
- If you are asked to leave your property, disconnect all electrical appliances.
- Avoid downed power lines and broken gas lines.

PROCEDURE FOR DOCUMENTING AND REPORTING INJURIES

In the event of an accident or injury, the employee will fill out the Charter School Accident/Injury Report Form and turn it into the school office or direct supervisor. This form is available at the school office and is included in this Comprehensive School Safety Plan document.

This Comprehensive Safety Plan has been developed in accordance with the intent of AB 1747 (Rodriguez), passed by the California State Legislature and signed into law in 2017-18, and in full compliance with the corresponding language required in AB 1747 as referenced in California Education Code Sections 47605.(b) (5) (F), 44237, and 32282.

PART 6: Charter School Safety Procedures—Suspension/Expulsion Policies and Procedures [EC 47605(6)(F)(ii); EC 32282.(2)(C)]

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2.

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 scholar who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that scholar from being a witness and/or retaliating against that scholar 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 scholar 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 scholar 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 scholar (defined as a student, including, but is not limited to, a scholar 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 scholar to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable scholar to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable scholar 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.

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.

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 scholar 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 scholar had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee 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 scholar who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that scholar from being a witness and/or retaliating against that scholar 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 scholar 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 scholar 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 scholar (defined as a student, including, but is not limited to, a scholar 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 scholar to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable scholar to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable scholar 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.

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.

a. 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 scholar had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee 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 scholar had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee 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 scholar 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 Superintendent & 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 re-apply 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 scholar 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 scholar with a disability or scholar that CCS or the SELPA would be deemed to have knowledge that the scholar 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 scholar 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 scholar 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 scholar or the manifestation determination has been requested by either the parent/guardian or CCS, the scholar 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 scholar conduct.

The Superintendent or designee may remove a scholar to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the 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 scholar who has not been identified as an individual with disabilities pursuant to IDEA and who has violated CCS' disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if CCS had knowledge that the scholar was disabled before the behavior occurred.

CCS shall be deemed to have knowledge that the scholar had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to CCS supervisory or administrative personnel, or to one of the child's teachers, that the scholar is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other CCS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other CCS supervisory personnel.

If CCS knew or should have known the scholar had a disability under any of the three (3) circumstances described above, the scholar may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If CCS had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. CCS shall conduct an expedited evaluation if requested by the parent/guardian; however, the scholar shall remain in the education placement determined by CCS pending the results of the evaluation.

CCS shall not be deemed to have knowledge that the scholar had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the scholar has been evaluated and determined to not be eligible.

PART 7: Charter School Safety Procedures—Procedures to Notify Teachers of Dangerous Pupils [EC 47605(6)(F)(ii); EC 32282.(2)(D)]

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.

(CDE School Safety Plan Compliance Checklist guidance: Refer to Board Policy, include site-specific steps, if needed.)

At CCS, Administrators will email a confidential notification daily to staff. This bulletin includes the current student suspensions and the educational codes used to identify the student's behavioral issue. In certain cases, a teacher may be notified personally by an administrator if deemed necessary and isn't in violation of the student's rights.

PART 8: Charter School Safety Procedures—Discrimination and Harassment Policy [EC 47605(6)(F)(ii); EC 32282.(2)(E)]

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.

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

CCS adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004.

CCS is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex), Title VI, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin), the Age Discrimination in Employment Act of 1967, The Age Discrimination Act of 1975, the IDEA, and Section 504 and Title II of the ADA (mental or physical disability). The School also prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. CCS does not condone or tolerate harassment of any type, including bullying, discrimination, or intimidation, by any employee, independent contractor or other person with which CCS does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. CCS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Compliance Officers

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

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

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. CCS' full Discrimination, Harassment, Intimidation, and Bullying Prohibition Policy is available at its Central Office or on the CCS website.

Harassment comes in many forms including:

- Spam (unsolicited emails not pertaining to the course), threatening communications, offensive communications or any other kind of communication that makes a person feel uncomfortable.
- Any scholar who believes that he or she has been harassed or has witnessed any form of harassment should immediately report such incident to a CCS staff member. The Superintendent or designee will immediately investigate all such incidents in a confidential manner.

Steps for Scholars to Follow

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

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

If the abusive communication is from someone within the administration, inform the victim's learning coach of the situation who can then inform the appropriate personnel.

PART 9: Charter School Safety Procedures—Schoolwide Dress Code (if it exists), Including Prohibition of Gang-Related Apparel [EC 47605(6)(F)(ii); EC 32282.(2)(F)]

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(F) The provisions of any school wide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten

the health and safety of the school environment. A schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, “gang-related apparel” shall not be considered a protected form of speech pursuant to Section 48950.

CCS does not have schoolwide dress code for its scholars.

PART 10: Charter School Safety Procedures—Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees to and from School Site [EC 47605(6)(F)(ii); EC 32282.(2)(G)]

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school’s procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.

CCS will take measures to ensure safe ingress and egress to and from the school for pupils, parents, and school employees. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. The school will ensure that all passageways to and from school buildings, corridors within school buildings and emergency exits remain clear of all obstruction to allow flow of pedestrian and vehicular traffic. The school will also ensure that potential obstructions and hazards are removed from such areas. To achieve this goal, the school works closely with local law enforcement agencies to ensure that the school’s immediate community is safe.

Through the joint efforts of the District office, site administrators, faculty, PAC, and other organizations, including consultants, CCS has developed a plan to ensure the safe arrival and departure of students, staff, and visitors. CCS encourages input from our community and reviews this plan on an annual basis.

Any problems associated with safe ingress and egress will be addressed immediately.

PART 11: Charter School Safety Procedures—A Safe and Orderly Environment Conducive to Learning at the School [EC 47605(6)(F)(ii); EC 32282.(2)(H)]

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school’s procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(H) A safe and orderly environment conducive to learning at the school.

It is a priority of the administration and staff at CCS that every student who attends our school will be provided with an environment in which the students not only feel physically safe, but that there is also a positive school climate in all activities both in and out of the classroom.

Our administration and staff desire to provide an orderly, caring, and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements.

Our administration encourages staff to teach students the meaning of equality, human dignity, and mutual respect, and to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. Staff shall encourage and reward success and achievement, participation in community projects, and positive student conduct.

Our school district promotes nonviolent resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. Staff shall receive training which implements and supports conflict resolution (California Education Code Sections 32230-32239, 35160, 35160.1, 44806).

CCS remains in compliance with existing laws related to school safety. This manual outlines several elements critical to maintaining a safe school environment.

PART 12: Charter School Safety Procedures—Tactical Responses to Criminal Incidents [EC 47605(6)(F)(ii)]

SHOOTING/STABBINGS

No single warning sign can predict that a dangerous act will occur; however, certain warning signs may indicate that someone is close to behaving in a way that is potentially dangerous to self and/or others. Imminent warning signs usually are present as a sequence of overt, serious, or hostile behaviors or threats directed at peers, staff (usually more than one staff member), as well as the person's immediate family.

IMMINENT WARNING SIGNS REQUIRE AN IMMEDIATE RESPONSE AND MAY INCLUDE THE FOLLOWING

- Physically fighting with peers or family members.
- Hostile interactions with law enforcement that involve a number of recorded incidents.
- Hostile interactions with staff and administration.
- Destruction of property (school, home, community).
- Severe rage for seemingly minor reasons.
- Detailed (time, place and method) threats (written and/or oral) to harm or kill others.
- Possession and/or use of firearms and other weapons.
- Self-injurious behaviors or threats of suicide.
- Is carrying a weapon, particularly a firearm, and has threatened to use it.

WHAT TO DO IF A SHOOTING/STABBING OCCURS AT THE FOUNDATION OFFICE

- The first indications of a shooting may include: sound of gunfire, loud cracking sounds, banging noises, windows shattering, glass exploding, bullets ricocheting or a report of a stabbing incident on campus.
- **Call 911.** Identify your address, and succinctly explain the emergency incident and exact location. Stay on the line until the **911** dispatcher has all the information needed to respond to the situation.
- Activate Incident Command System (ICS) with Emergency Management Team.
- Establish Command Post and appoint Incident Commander and communicate location to law enforcement and fire/rescue units.

- Notify appropriate individuals, i.e. Administrators, Policy Group.
- Provide information, when practicable, about the incident to staff via PA system, e-mail or by phone.
- Account for all staff members by using phone or e-mail or other communication means. Attempt to determine if the shooter/stabber is still on the work site.
- Attempt to determine if the weapon has been found or secured.
- Attempt to determine if the shooter/stabber has been identified.
- Assign a liaison (preferably an administrator) to interface with law enforcement and fire department.
- Liaison can supply law enforcement with radio or phone communication, phone numbers, maps, keys, and other information deemed pertinent to the safe operation of the incident.
- Gather witnesses in secure room for law enforcement questioning. DO NOT allow witnesses to talk to one another (to protect the investigation). Assign staff to stay with witnesses until law enforcement arrives.
- Develop plan to evacuate staff to an off-site or alternate evacuation area should it be necessary to evacuate the building.
- Gather information of staff members involved in the incident.
- Prepare written statements for telephone callers and media in cooperation with law enforcement and the [Managing Director](#) or Public Information Officer. Can a message be placed on the [Hotline](#) or website?
- Provide a liaison representative for family members for any injured staff members.
- Provide Crisis Response Team to provide counseling and to help deal with any psychological factors.

IF STAFF ARE OUTSIDE, THEY SHOULD BE TRAINED AND/OR INSTRUCTED TO

- Move or crawl away from gunfire, trying to put barriers between you and the shooter.
- Understand that many barriers may visually conceal a person from gunfire but may not be bulletproof.
- Try to get behind or inside a building. Stay down and away from windows.
- When reaching a relatively safe area, stay down and do not move. Do not peek or raise head.
- Listen for directions from law enforcement.
- Provide your name to work area supervisor who is accounting for all staff.
- Help others by being calm and quiet.
- Provide law enforcement with as much information as possible, such as:
 - Is suspect still on site and do you know current location?
 - Where was the specific location of occurrence?
 - Are there wounded staff members? How many?
 - Description of all weapons (hand gun, shotgun, automatic, dangerous objects, explosive devices, other).
 - Describe sound and number of shots fired.

SCENE OF INCIDENT

- The scene of an incident/crime shall be preserved.
- With the exception of rescue and law enforcement personnel, no one is allowed to enter the immediate area or touch anything.
- Any witnesses, including staff members, should be held near the area of the incident and be made available to law enforcement for questioning.

Law enforcement responding to the incident will coordinate activities at the scene of the incident and finished, release the area to school officials when finished

Appendix I: Background Information

Education Code (EC § 32282) Relevant Sections Summary

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.

(B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.). The disaster procedures shall also include, but not be limited to, both of the following:

(i) Establishing an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more pupils or more than one classroom. A school district or county office of education may work with the Office of Emergency Services and the Alfred E. Alquist Seismic Safety Commission to develop and establish the earthquake emergency procedure system. The system shall include, but not be limited to, all of the following:

(I) A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of pupils and staff.

(II) A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

(III) Protective measures to be taken before, during, and following an earthquake.

(IV) A program to ensure that pupils and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

(ii) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.

(C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2.

(D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.

(E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.

(F) The provisions of any school wide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. A schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, "gang-related apparel" shall not be considered a protected form of speech pursuant to Section 48950.

(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.

(H) A safe and orderly environment conducive to learning at the school.

Compass Charter Schools

Check Register 1/1/2019 through 2/28/2019

Payment Number	Payment Date	Payee Name	Rec Status	Check Amount	Account	Account Description	Transaction Description	Invoiced GL Amount
53959	1/7/2019	Specialized Therapy Services	Cleared	\$1,546.25	5810-010-65	Educational Consultants	November 2018 AT, OT, Speech	\$1,546.25
53960	1/10/2019	Los Angeles County Office Of Education	Cleared	\$150.00	5200-010-89	Travel and Conferences	Kasey Wingate for CA MTSS Tune Up-CONF# WIN-U4U4CS	\$150.00
53961	1/14/2019	Autumn Clements	Cleared	\$64.61	5200-010-65	Travel and Conferences	REIMB: Travel to and from Vision Therapy 1/8, PT/OT 1/9/19	\$64.61
53965	1/14/2019	Los Angeles Clippers	Cleared	\$740.00	5830-010-90	Field Trip Expenses	AVID Night Acct# 12503663 2018-19 Group Tickets-Feb 25,2019	\$740.00
53964	1/14/2019	Kids Institute for Development and Advancement LLC	Cleared	\$520.00	5810-010-65	Educational Consultants	4 @ 60 mins, Clinic OT NPA	\$520.00
53962	1/14/2019	Allstate Building & Office Maintenance, Inc.	Cleared	\$375.00	5500-010-84	Operation and Housekeeping Services	Services Rendered to Jan. 1st	\$375.00
53963	1/14/2019	Global Teletherapy	Cleared	\$3,723.00	5810-010-65	Educational Consultants	For CO/OT/PS/ST Services	\$3,723.00
53966	1/17/2019	California Charter Schools Association	Cleared	\$15,090.00	5300-010-80	Dues and Memberships	Membership Dues 1/1/19-12/31/19	\$15,090.00
53967	1/17/2019	Littlefield Physical Therapy	Cleared	\$240.00	5800-010-65	Professional/Consulting Services and Operating Expenditures	OT Services 12/01 - 12/31/18	\$120.00
					5800-010-65	Professional/Consulting Services and Operating Expenditures	OT Services 11/26/18	\$120.00
53968	1/17/2019	Procopio, Cory, Hargreaves & Savitch LLP	Cleared	\$12,004.45	5805-010-80	Legal Services	Professional Services Rendered Through 12/31/18	\$12,004.45
53969	1/17/2019	Law Office of Young, Minney & Corr	Cleared	\$9,754.60	5805-010-65	Legal Services	Services Through 12/31/18	\$7,574.59
					5805-010-80	Legal Services	Services Through 12/31/18	\$2,180.01
54011	1/22/2019	EdTech 101	Cleared	\$6,195.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$295.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$295.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$295.00

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					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$295.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$295.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$295.00
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					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$295.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$295.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$295.00
54009	1/22/2019	Nancy Enoch	Cleared	\$1,430.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$1,080.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$350.00

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54014	1/22/2019	Firestorm Freerunning & Acrobatics	Cleared	\$916.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$90.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$85.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$156.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$160.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$85.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$130.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$75.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$90.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$45.00
54023	1/22/2019	Homeschool Buyers Co-op	Cleared	\$188.25	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$64.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$124.25
54026	1/22/2019	Amy Hite	Cleared	\$70.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$70.00
54021	1/22/2019	Guitar Center Stores, Inc.	Cleared	\$350.38	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$350.38
54019	1/22/2019	Guitar Ninjas	Cleared	\$506.25	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$135.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$270.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$101.25
54016	1/22/2019	Emerson Fersch	Cleared	\$45.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$45.00
54013	1/22/2019	Fat Brain Holdings, LLC	Cleared	\$115.57	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$63.20
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$52.37
54004	1/22/2019	Drama Kids of South OC	Cleared	\$60.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$60.00

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54039	1/22/2019	Little Passports, Inc.	Cleared	\$378.50	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$219.06
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$159.44
54044	1/22/2019	My Learning Studio	Cleared	\$402.75	4100-010-92	Approved Textbooks and Core Curricula Materials	SERVICES	\$186.75
					4100-010-92	Approved Textbooks and Core Curricula Materials	SERVICES	\$216.00
54048	1/22/2019	MoxieBox Art	Cleared	\$134.42	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$134.42
54046	1/22/2019	Mission Renaissance, Inc.	Cleared	\$227.03	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$99.53
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$127.50
54054	1/22/2019	Nancy Larson Science	Cleared	\$316.45	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$316.45
54052	1/22/2019	Monart School of Art	Cleared	\$150.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$150.00
54058	1/22/2019	Presence Learning, Inc.	Cleared	\$2,890.30	5810-010-65	Educational Consultants	OT & SLP Evaluations	\$2,890.30
54062	1/22/2019	Pasadena Conservatory of Music Services	Cleared	\$640.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$292.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$348.00
54063	1/22/2019	Sheri Louise Puls	Cleared	\$125.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$125.00
54059	1/22/2019	Piano4Everyone Conejo Valley	Cleared	\$700.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$200.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$140.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$200.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$160.00
54057	1/22/2019	Pearson Education	Cleared	\$499.30	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$369.99
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$129.31
54071	1/22/2019	Samara Rice	Cleared	\$413.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$118.00

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					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$59.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$118.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$118.00
54077	1/22/2019	Teachers Synergy, LLC	Cleared	\$424.32	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$165.38
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$75.46
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$183.48
54076	1/22/2019	Teaching Textbooks Inc.	Cleared	\$98.16	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$43.08
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$55.08
54073	1/22/2019	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
54070	1/22/2019	Scientifics Direct	Cleared	\$234.93	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$234.93
54068	1/22/2019	Singapore Math Inc.	Cleared	\$61.14	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$61.14
54066	1/22/2019	Recreational Music Center	Cleared	\$80.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$80.00
54045	1/22/2019	Marlene Halvorson	Cleared	\$125.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$75.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$50.00
54042	1/22/2019	Moving Beyond the Page	Cleared	\$1,362.82	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$180.52
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$927.41
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$254.89
54012	1/22/2019	Fundamental Foundations	Cleared	\$39,506.58	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	\$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	\$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	\$337.50
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$366.66
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
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$266.66
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$688.32
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$381.85
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	\$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	\$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	\$424.00
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	\$378.66
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	\$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	\$233.33
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	\$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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Check Register 1/1/2019 through 2/28/2019

					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	\$344.16
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$381.85
					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
					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	\$337.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$333.33
54001	1/22/2019	Simona Dlouha	Cleared	\$1,037.49	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$370.83
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$333.33
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$333.33
53997	1/22/2019	Cogito International Inc.	Cleared	\$400.00	4100-010-93	Approved Textbooks and Core Curricula Materials	Service	\$400.00
53993	1/22/2019	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

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Check Number	Check Date	Vendor	Check Status	Check Amount	Account	Description	Category	Check Amount
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$75.00
53990	1/22/2019	Robyn Beaufoy	Cleared	\$238.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$238.00
53987	1/22/2019	Bridges Equestrian Inc	Cleared	\$250.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$250.00
53973	1/22/2019	Arbor Learning Community	Cleared	\$1,326.26	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	\$285.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$123.75
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$220.01
					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	\$352.50
53978	1/22/2019	Art Steps, Inc.	Cleared	\$298.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$149.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$149.00
54088	1/22/2019	Young Explorers	Cleared	\$585.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$405.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$90.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$90.00
54087	1/22/2019	Young Lamplighters	Cleared	\$900.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$300.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$300.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$300.00

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54085	1/22/2019	Well Trained Mind Press	Cleared	\$228.97	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$79.68
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$149.29
54082	1/22/2019	Lauren Vargas	Cleared	\$200.00	4100-010-93	Approved Textbooks and Core Curricula Materials	Service	\$200.00
54080	1/22/2019	Temecula Clay	Cleared	\$190.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$95.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$95.00
53979	1/22/2019	Alison Albert Tutoring	Cleared	\$80.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$80.00
53976	1/22/2019	California Athletics	Cleared	\$1,650.00	4100-010-93	Approved Textbooks and Core Curricula Materials	Service	\$240.00
					4100-010-93	Approved Textbooks and Core Curricula Materials	Service	\$240.00
					4100-010-93	Approved Textbooks and Core Curricula Materials	Service	\$360.00
					4100-010-93	Approved Textbooks and Core Curricula Materials	Service	\$600.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$105.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$105.00
53972	1/22/2019	All About Learning Press, Inc.	Cleared	\$259.80	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$129.90
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$129.90
53980	1/22/2019	Auberry Computer Repair	Cleared	\$240.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$240.00
54025	1/22/2019	Home School Coaches	Cleared	\$804.50	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$48.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$90.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$132.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$177.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$44.00

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					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$48.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$132.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$132.50
54028	1/22/2019	Celeste Haueter	Cleared	\$1,024.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$43.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$41.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$192.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$192.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$172.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$192.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$192.00
54030	1/22/2019	Intro 2 Skateboarding	Cleared	\$435.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$75.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$120.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$120.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$120.00
54033	1/22/2019	JacKris Publishing LLC	Cleared	\$137.91	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$137.91
54034	1/22/2019	KidsArt -Rancho Cucamonga	Cleared	\$99.75	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$99.75
54036	1/22/2019	LEGO Brand Retail , Inc	Cleared	\$1,279.47	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$491.12
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$275.62
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$512.73
53970	1/22/2019	Trinity Cristo Rey Church	Cleared	\$5,000.00	5600-010-93	Space Rental/Leases Expense	February 2019 Rent	\$5,000.00

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54037	1/22/2019	Learn Beyond The Book	Cleared	\$5,394.44	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$60.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$225.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$44.53
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$56.25
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$56.25
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$56.25
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$42.19
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$511.75
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$56.25
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$56.25
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$56.25
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$56.25
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$287.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$56.25
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$56.25
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$42.19
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$225.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$60.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$225.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$60.00

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					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$124.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$56.25
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$56.25
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$56.25
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$225.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$56.25
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$60.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$60.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$60.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$60.93
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$124.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$44.53
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$56.25
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$56.25
54032	1/22/2019	Inspyr Arts LLC	Cleared	\$180.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$85.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$95.00
54035	1/22/2019	KiwiCo, Inc	Cleared	\$2,186.65	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$64.65
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$118.53
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$118.53
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$64.65

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					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$118.53
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$405.03
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$326.20
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$222.94
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$222.94
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$118.53
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$118.53
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$64.65
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$222.94
54031	1/22/2019	Innoved Inc.	Cleared	\$502.50	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$101.25
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$101.25
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$300.00
54029	1/22/2019	Inspire In-Home Tutoring, Inc.	Cleared	\$528.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$192.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$144.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$192.00
54027	1/22/2019	Highlights for Children	Cleared	\$28.49	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$28.49
53981	1/22/2019	Barnes & Noble, Inc.	Cleared	\$1,021.61	4100-010-92	Approved Textbooks and Core Curricula Materials	Material	\$275.54
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$36.86
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$64.30
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$64.30

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					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$103.64
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$43.72
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$14.58
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$56.55
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$197.19
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$164.93
53977	1/22/2019	Aspire Speech & Learning Center	Cleared	\$1,625.00	5810-010-65	Educational Consultants	Virtual Therapy December 2018	\$520.00
					5810-010-65	Educational Consultants	Virtual Therapy Septemeber 2018	\$260.00
					5810-010-65	Educational Consultants	Virtual Therapy November 2018	\$390.00
					5810-010-65	Educational Consultants	Virtual Therapy October 2018	\$455.00
53974	1/22/2019	The Animation Course, LLC	Cleared	\$350.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$350.00
53975	1/22/2019	Athena's Advanced Academy	Cleared	\$498.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$498.00
54079	1/22/2019	Traditional Equitation School	Cleared	\$241.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$241.00
54081	1/22/2019	Thrive Academics Inc.	Cleared	\$400.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$300.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$100.00
54084	1/22/2019	Victory Sports Center	Cleared	\$660.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$660.00
54086	1/22/2019	Joyce A. Wonderly	Cleared	\$82.68	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$82.68
54089	1/22/2019	Yamashita Karate Studios	Cleared	\$357.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$99.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$139.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$119.00
54083	1/22/2019	Victoria Gramm's Music	Cleared	\$540.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$270.00

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		Studio						
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$270.00
53971	1/22/2019	Water Court LLC	Cleared	\$8,682.82	5600-010-84	Space Rental/Leases Expense	February 2019 Rent	\$8,682.82
53984	1/22/2019	Bitsbox	Cleared	\$251.70	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$251.70
53988	1/22/2019	Blue Buoy Swim School	Cleared	\$270.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$135.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$135.00
53991	1/22/2019	Courtney Berney	Cleared	\$1,032.50	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$1,032.50
53996	1/22/2019	Centerline Martial Arts Inc.	Cleared	\$297.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$297.00
53999	1/22/2019	Kathleen Crady	Cleared	\$128.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$128.00
54003	1/22/2019	Ramona Dickinson	Cleared	\$135.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$135.00
54040	1/22/2019	Language Door Inc	Cleared	\$999.00	4100-010-93	Approved Textbooks and Core Curricula Materials	Service	\$800.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$199.00
54043	1/22/2019	Demme Learning	Cleared	\$304.09	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$117.89
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$55.35
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$130.85
54050	1/22/2019	MEL Science U.S. LLC	Cleared	\$299.40	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$299.40
54067	1/22/2019	Fernando Ruiz	Cleared	\$120.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$120.00
54069	1/22/2019	Sound Roads Music	Cleared	\$195.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$195.00
54072	1/22/2019	Showbiz Kids	Cleared	\$440.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$440.00
54074	1/22/2019	Sonrisas Spanish	Cleared	\$801.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$801.00
54078	1/22/2019	Time 4 Learning	Cleared	\$6,625.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$35.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$35.00

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4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$40.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$40.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00

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4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$40.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$40.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00

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4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$35.00

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					5900-030-80	Communications (Tele., Internet, Copies,Postage,Messenger)	Services for Dec. 2018	\$20.03
					5900-040-80	Communications (Tele., Internet, Copies,Postage,Messenger)	Services for Dec. 2018	\$22.73
					5900-020-80	Communications (Tele., Internet, Copies,Postage,Messenger)	Services for Dec. 2018	\$22.73
54056	1/22/2019	OKU Education	Cleared	\$280.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$280.00
54065	1/22/2019	Rainbow Resource Center	Cleared	\$3,224.19	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$168.28
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$87.30
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$35.65
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$138.20
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$560.20
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$16.70
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$57.68
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$159.01
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$26.55
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$216.83
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$74.09
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$58.23
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$115.17
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$205.63
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$283.07
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$145.96

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					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$73.17
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$107.91
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$119.89
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$104.20
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$276.30
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$136.08
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$58.09
54061	1/22/2019	Parnassus Preparatory Academy	Cleared	\$600.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$300.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$300.00
54064	1/22/2019	QUILL CORPORATION	Cleared	\$3,149.85	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$222.43
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$56.94
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$93.19
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$129.46
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$118.55
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$236.41
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$50.14
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$60.37
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$27.24
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$57.31
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$82.41

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4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$70.48
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$21.89
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$114.56
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$57.08
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$42.81
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$102.94
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$42.35
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$65.43
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$62.81
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$21.42
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$64.96
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$101.56
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$54.54
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$87.76
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$64.96
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$306.01
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$82.41
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$61.96
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$34.40
4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$546.55

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					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$8.52
54060	1/22/2019	Precision Gymnastics	Cleared	\$645.50	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$40.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$66.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$93.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$81.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$60.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$13.25
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$40.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$68.75
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$182.00
					54051	1/22/2019	Jennifer Murphy	Cleared
4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$152.00					
54053	1/22/2019	Noonan Family Swim School Inc	Cleared	\$156.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$156.00
54055	1/22/2019	Outschool, Inc.	Cleared	\$1,498.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$50.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$10.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$6.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$48.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$120.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$295.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$48.00

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4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$15.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$78.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$68.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$15.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$15.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$115.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$48.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$12.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$15.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$39.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$10.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$10.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$15.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$77.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$6.00

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					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$90.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$6.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$7.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$10.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$20.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$6.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$48.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$15.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$6.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$25.00
54047	1/22/2019	McRory Pediatric Services, Inc.	Cleared	\$325.00	5810-010-65	Educational Consultants	Speech & Occupational Therapy 12/13 - 12/20/18	\$325.00
54049	1/22/2019	Jeff Macias	Cleared	\$12,371.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$560.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$300.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$270.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$900.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$270.00
					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	\$270.00

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					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	\$900.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$568.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$270.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$266.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$600.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$568.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$560.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$568.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$266.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$560.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$837.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$270.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$600.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$600.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$568.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$600.00
54041	1/22/2019	LIVE Online Math	Cleared	\$1,703.99	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$104.99
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$830.00

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					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$280.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$280.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$209.00
54038	1/22/2019	Lakeshore Learning Materials	Cleared	\$3,646.78	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$122.70
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$994.86
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$819.61
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$675.33
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$190.12
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$335.03
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$279.49
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$229.64
54005	1/22/2019	Dream Elite Gymnastics Academy	Cleared	\$100.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$100.00
54015	1/22/2019	40 Acres and a Mind, Inc.	Cleared	\$3,000.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$1,500.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$1,200.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$300.00
54018	1/22/2019	Greener STEMS	Cleared	\$475.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$475.00
54020	1/22/2019	Global Teletherapy	Cleared	\$3,251.00	5810-010-65	Educational Consultants	For CO/OT/PS/ST Services	\$3,251.00
54022	1/22/2019	Home Science Tools	Cleared	\$173.83	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$173.83
54024	1/22/2019	History Unboxed	Cleared	\$178.51	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$178.51
54017	1/22/2019	Gardener's Supply Company	Cleared	\$218.21	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$218.21

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54007	1/22/2019	Explorer Field Trips	Cleared	\$428.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$100.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$328.00
54010	1/22/2019	Edgenuity	Cleared	\$1,300.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$1,300.00
54008	1/22/2019	Education.com	Cleared	\$59.94	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$59.94
53992	1/22/2019	A Child's Dream	Cleared	\$51.90	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$51.90
53994	1/22/2019	Cynthia Dapello	Cleared	\$260.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$260.00
53995	1/22/2019	Creative Creatures & Co.	Cleared	\$630.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$49.00
					4100-010-93	Approved Textbooks and Core Curricula Materials	Service	\$500.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$49.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$32.00
54000	1/22/2019	California Oaks Vision Center of Optometry	Cleared	\$250.00	5810-010-65	Educational Consultants	Vision Therapy	\$250.00
54002	1/22/2019	Diamond Bar Country Vaulters	Cleared	\$500.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$500.00
54006	1/22/2019	Dannsair Dance Academy	Cleared	\$350.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$150.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$200.00
53998	1/22/2019	Coastal Music Studios	Cleared	\$560.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$140.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$140.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$140.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$140.00
53989	1/22/2019	B&B Wenneberg Inc.	Cleared	\$429.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$250.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$179.00

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53985	1/22/2019	Burbank Music Academy	Cleared	\$292.50	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$97.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$97.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$97.50
53986	1/22/2019	Brain Builders Educational Programs	Cleared	\$250.50	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$120.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$67.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$63.00
53983	1/22/2019	B & H Foto & Electronics	Cleared	\$2,442.84	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$141.10
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$962.04
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$21.57
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$990.87
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$327.26
53982	1/22/2019	BookShark LLC	Cleared	\$1,690.19	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$934.15
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$756.04
54091	1/28/2019	All About Learning Press, Inc.	Cleared	\$87.80	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$87.80
54090	1/28/2019	Apple Inc	Cleared	\$500.08	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$53.57
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$404.68
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$41.83
54093	1/28/2019	Academics in a Box Inc.	Outstanding	\$79.90	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$79.90
54111	1/28/2019	Highlights for Children	Cleared	\$28.49	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$28.49
54124	1/28/2019	OCRA	Cleared	\$200.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$200.00

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54125	1/28/2019	Petra Poschmann	Cleared	\$172.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$90.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$38.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$44.00
54113	1/28/2019	KiwiCo, Inc	Cleared	\$530.87	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$172.35
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$185.82
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$172.70
54129	1/28/2019	Kitchen Kid LLC	Cleared	\$144.54	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$144.54
54131	1/28/2019	Singapore Math Inc.	Cleared	\$343.71	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$105.60
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$155.17
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$82.94
54130	1/28/2019	Really Good Stuff	Cleared	\$487.31	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$487.31
54104	1/28/2019	Elemental Science Inc.	Cleared	\$42.90	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$42.90
54133	1/28/2019	Specialized Therapy Services	Cleared	\$1,557.50	5810-010-65	Educational Consultants	December 2018 AT, OT, Speech	\$1,557.50
54134	1/28/2019	San Diego Creative Arts Project	Cleared	\$187.50	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$187.50
54126	1/28/2019	QUILL CORPORATION	Cleared	\$482.65	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$63.03
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$82.83
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$34.90
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$67.25
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$74.66

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					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$159.98
54095	1/28/2019	Auditory Processing Ctr. of Pasadena	Cleared	\$1,787.50	5810-010-65	Educational Consultants	CAPD/Audio Evaluation/EP	\$1,450.00
					5810-010-65	Educational Consultants	IEP 3/15/18	\$337.50
54114	1/28/2019	Learn Beyond The Book	Cleared	\$44.53	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$44.53
54108	1/28/2019	Genius Box, Inc	Cleared	\$72.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$72.00
54109	1/28/2019	Guido's Martial Arts Academy	Cleared	\$1,647.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$600.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$447.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$600.00
54128	1/28/2019	Rainbow Resource Center	Cleared	\$3,423.76	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$184.77
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$435.99
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$122.47
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$177.97
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$92.23
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$30.94
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$332.68
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$72.69
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$154.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$88.36
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$41.06
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$38.24
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$45.94

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					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$147.84
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$339.31
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$217.30
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$169.79
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$224.89
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$37.65
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$30.88
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$109.70
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$188.25
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$75.19
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$65.62
54098	1/28/2019	Brave Writer LLC	Cleared	\$229.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$229.00
54099	1/28/2019	BookShark LLC	Cleared	\$816.17	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$816.17
54110	1/28/2019	Huckleberry Center For Creative Learning	Cleared	\$1,798.38	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$160.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$238.34
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$383.35
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$153.34
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$160.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$160.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$160.00

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					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$383.35
54100	1/28/2019	B & H Foto & Electronics	Cleared	\$487.19	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$487.19
54101	1/28/2019	CrossFit Murrieta	Cleared	\$500.00	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	\$100.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$75.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$100.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$75.00
54092	1/28/2019	Allstate Building & Office Maintenance, Inc.	Cleared	\$500.00	5500-010-84	Operation and Housekeeping Services	Services Rendered to Feb. 1st	\$500.00
54127	1/28/2019	QBI, LLC	Cleared	\$825.00	5800-010-84	Professional/Consulting Services and Operating Expenditures	Semi Annual Administration Fee	\$825.00
54132	1/28/2019	S.T.A.R. Academy - Haynes Family of Programs	Cleared	\$247.50	5810-010-65	Educational Consultants	Language & Speech Services	\$247.50
54112	1/28/2019	Icetown Carlsbad	Cleared	\$138.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$138.00
54117	1/28/2019	Moving Beyond the Page	Cleared	\$2,120.86	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$686.21
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$452.22
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$982.43
54105	1/28/2019	Essentials in Writing	Cleared	\$95.25	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$95.25
54118	1/28/2019	Mathnasium of Clovis-Fresno	Cleared	\$265.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$265.00
54120	1/28/2019	Nasco Modesto	Cleared	\$47.70	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$47.70
54121	1/28/2019	Nature Pathways, LLC.	Cleared	\$200.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$200.00

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54122	1/28/2019	Orange Center School District	Outstanding	\$13,227.27	5875-030-00	District Oversight Fee	2% Oversight & Admin. Fee for 2017-2018	\$334.16
					9590-030	Due to Grantor Governments	2% Oversight & Admin. Fee for 2017-2018	\$12,055.55
					5875-030-00	District Oversight Fee	2% Oversight & Admin. Fee for 2016-2017	\$837.56
54106	1/28/2019	Elephant Head Software	Cleared	\$420.00	4100-020-92	Approved Textbooks and Core Curricula Materials	Materials	\$420.00
54107	1/28/2019	EdTech 101	Cleared	\$885.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$295.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$295.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$295.00
54123	1/28/2019	Outschool, Inc.	Cleared	\$281.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$100.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$109.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$72.00
54119	1/28/2019	Mad Dog Math	Cleared	\$187.11	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$187.11
54096	1/28/2019	Advanced Brain Technologies LLC	Cleared	\$249.95	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$249.95
54097	1/28/2019	Barnes & Noble, Inc.	Cleared	\$293.58	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$49.54
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$84.77
					4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$159.27
54094	1/28/2019	Art of Problem Solving (AoPS Inc)	Cleared	\$95.99	4100-010-92	Approved Textbooks and Core Curricula Materials	Services	\$95.99
54116	1/28/2019	Chun H. Leung	Cleared	\$270.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$270.00
54136	1/28/2019	Teachers Synergy, LLC	Cleared	\$251.96	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$109.49
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$49.73

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					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$92.74
54103	1/28/2019	Explorer Field Trips	Cleared	\$844.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$324.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$90.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$270.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$160.00
54102	1/28/2019	Department of Justice	Cleared	\$32.00	5874-010-85	Personnel Services	Fingerprints	\$32.00
54115	1/28/2019	Lakeshore Learning Materials	Cleared	\$1,212.42	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$222.11
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$111.91
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$113.82
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$170.47
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$400.02
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials [M]	\$194.09
54135	1/28/2019	Studio on the Hill	Cleared	\$535.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$255.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$145.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$45.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$90.00
54137	1/29/2019	K12 Management, Inc.	Cleared	\$30,218.00	4410-040-91	Software and Software Licensing	K-12 TEC-FTS OLS-MON	\$17,902.00
					4410-020-91	Software and Software Licensing	K-12 PFS-FTS K8C-FSF	\$8,126.00
					4410-030-91	Software and Software Licensing	k-12 MAT-FTS KTM-GEN	\$4,190.00
54138	1/30/2019	Anchor Counseling & Education Solutions, LLC	Cleared	\$10,225.00	5810-010-00	Educational Consultants	December Services 2018	\$10,225.00

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54141	1/30/2019	Oxford Consulting Services Inc.	Cleared	\$12,470.00	5810-010-65	Educational Consultants	Services Provided in December 2018	\$12,470.00
54140	1/30/2019	K12 Management, Inc.	Cleared	\$27,316.00	4410-030-91	Software and Software Licensing	K12 Mgmt. - Fresno	\$4,956.00
					4410-040-91	Software and Software Licensing	K12 Mgmt. - LA	\$15,708.00
					4410-020-91	Software and Software Licensing	K12 Mgmt. - Del Mar	\$6,652.00
54139	1/30/2019	Autumn Clements	Cleared	\$31.44	5200-010-65	Travel and Conferences	REIMB: Mileage - Going to Vision Therapy 1/29/19	\$31.44
54142	2/1/2019	Charter School Management Corporation	Cleared	\$21,400.00	5873-010-84	Financial Services	Feb.2019 Bus.Back-Office, CALPADS & Attend	\$21,400.00
54143	2/4/2019	Strongmind, Inc.	Cleared	\$21,888.53	4410-010-91	Software and Software Licensing	Media Reimbursement - Oct. 2018	\$1,812.46
					4410-010-91	Software and Software Licensing	Media Reimbursement - Dec. 2018	\$2,117.64
					4410-010-91	Software and Software Licensing	Media Reimbursement - Sept. 2018	\$16,396.07
					4410-010-91	Software and Software Licensing	Media Reimbursement - Nov. 2018	\$1,562.36
54169	2/5/2019	Riverside Dance Academy	Cleared	\$570.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$570.00
54170	2/5/2019	School Specialty	Cleared	\$205.57	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$21.92
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$14.98
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$168.67
54151	2/5/2019	CM School Supply	Cleared	\$142.28	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$81.36
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$60.92
54162	2/5/2019	KiwiCo, Inc	Cleared	\$793.19	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$118.53
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$237.05
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$118.53
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$118.77
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$118.53

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					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$81.78
54152	2/5/2019	CompuScholar, Inc.	Cleared	\$90.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$90.00
54156	2/5/2019	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
54153	2/5/2019	Cartridge Express	Cleared	\$82.12	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$82.12
54154	2/5/2019	Cultured Owl LLC	Cleared	\$80.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$80.00
54155	2/5/2019	EdTech 101	Cleared	\$17,163.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$295.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$295.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$295.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$295.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$295.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$295.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$295.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$295.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$295.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$295.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$295.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$382.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$382.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$295.00

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					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$295.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$295.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$295.00
54145	2/5/2019	Apple Inc	Cleared	\$4,842.40	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$1,758.05
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$511.93
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$53.57
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$1,420.30
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$1,098.55
54149	2/5/2019	BookShark LLC	Cleared	\$2,416.13	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$875.17
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$762.32
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$778.64
54182	2/5/2019	Well Trained Mind Press	Cleared	\$322.03	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$322.03
54174	2/5/2019	Scientific Learning Corporation	Cleared	\$800.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$800.00
54165	2/5/2019	Nature-Watch	Cleared	\$114.54	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$114.54
54167	2/5/2019	QUILL CORPORATION	Cleared	\$513.68	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$55.99
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$59.79
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$56.83
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$58.17
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$78.14
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$20.15

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					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$40.34
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$118.54
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$25.73
54166	2/5/2019	Outschool, Inc.	Cleared	\$6.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$6.00
54157	2/5/2019	Home Science Tools	Cleared	\$63.75	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$26.80
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$36.95
54147	2/5/2019	Adobe Inc.	Cleared	\$1,300.00	5877-010-84	IT Services	Adobe Sign - Enterprise License Quarterly	\$1,300.00
54158	2/5/2019	Handwriting Without Tears	Cleared	\$28.56	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$28.56
54159	2/5/2019	Homeschool Buyers Co-op	Cleared	\$84.25	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$49.25
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$35.00
54161	2/5/2019	Ivy Kids LLC	Cleared	\$695.00	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	\$119.85
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$44.90
54160	2/5/2019	Horrible Books (Del Sol Books)	Cleared	\$39.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$39.00
54168	2/5/2019	Rainbow Resource Center	Cleared	\$3,574.33	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$37.26
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$129.10
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$74.44
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$308.51

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					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$429.71
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$91.67
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$64.40
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$108.58
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$783.85
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$102.48
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$113.69
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$137.12
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$68.71
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$35.31
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$237.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$343.68
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$71.84
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$39.22
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$137.36
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$67.98
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$192.42
54148	2/5/2019	Barnes & Noble, Inc.	Cleared	\$40.26	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$40.26
54150	2/5/2019	B & H Foto & Electronics	Cleared	\$133.65	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$21.57
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$112.08

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54176	2/5/2019	Timberdoodle.com	Cleared	\$326.65	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$326.65
54177	2/5/2019	Teachers Synergy, LLC	Cleared	\$49.99	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$49.99
54178	2/5/2019	Tustin Volleyball Club LLC	Cleared	\$170.00	4100-010-93	Approved Textbooks and Core Curricula Materials	Service	\$170.00
54179	2/5/2019	Tangible Play Inc.	Cleared	\$108.41	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$108.41
54180	2/5/2019	Twinkl Inc.	Outstanding	\$117.70	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$117.70
54181	2/5/2019	Urban Workshop	Cleared	\$100.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$100.00
54175	2/5/2019	Teaching Textbooks Inc.	Cleared	\$194.90	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$194.90
54146	2/5/2019	All About Learning Press, Inc.	Cleared	\$363.35	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$52.80
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$148.85
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$161.70
54172	2/5/2019	Starfall Education	Cleared	\$35.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$35.00
54173	2/5/2019	Rebecca Scott	Cleared	\$272.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Service	\$272.00
54164	2/5/2019	Moving Beyond the Page	Cleared	\$865.65	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$609.09
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$256.56
54171	2/5/2019	Singapore Math Inc.	Cleared	\$232.74	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$107.30
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$62.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$62.94
54163	2/5/2019	Lakeshore Learning Materials	Cleared	\$167.65	4100-010-92	Approved Textbooks and Core Curricula Materials	Materials	\$167.65
54183	2/6/2019	Guided Discoveries, Inc	Cleared	\$6,560.00	5830-010-90	Field Trip Expenses	Field Trip - Catalina HS Trip	\$6,560.00
54232	2/12/2019	Nasco Modesto	Cleared	\$127.35	4100-010-92	Approved Textbooks and Core Curricula Materials	266928	\$127.35

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54245	2/12/2019	Steve Spangler Science	Cleared	\$221.51	4100-010-92	Approved Textbooks and Core Curricula Materials	788079	\$221.51
54247	2/12/2019	Scout from University of California	Cleared	\$798.00	4100-010-92	Approved Textbooks and Core Curricula Materials	22573	\$798.00
54248	2/12/2019	So Cal Speech and Debate	Cleared	\$200.00	4100-010-92	Approved Textbooks and Core Curricula Materials	2018F-COM-001	\$200.00
54249	2/12/2019	Teaching Textbooks Inc.	Cleared	\$141.24	4100-010-92	Approved Textbooks and Core Curricula Materials	19302	\$141.24
54251	2/12/2019	Teachers Synergy, LLC	Cleared	\$112.68	4100-010-92	Approved Textbooks and Core Curricula Materials	81806419	\$29.74
					4100-010-92	Approved Textbooks and Core Curricula Materials	82190920	\$82.94
54252	2/12/2019	Time 4 Learning	Cleared	\$7,370.00	4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9520	\$25.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7662	\$25.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-6281	\$25.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8668	\$35.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8476	\$35.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7364	\$25.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9401	\$35.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7444	\$25.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9341	\$35.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9472	\$25.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9412	\$35.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7352	\$25.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9383	\$25.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9522	\$25.00

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4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-6988	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7443	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7557	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7350	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7365	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7505	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7963	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7506	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7836	\$40.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8427	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9473	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9047	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7358	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8276	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8448	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7502	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8966	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8976	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7429	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9483	\$35.00

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4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9518	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8739	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7993	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8449	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9482	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8687	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8916	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8672	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8930	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9543	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-6446	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7504	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9573	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7713	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-6070	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8837	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7360	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-10185	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-10200	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7731	\$25.00

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4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7756	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-6637	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7710	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7750	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7991	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7514	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7516	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8683	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9539	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-6280	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8679	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8153	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-10205	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7984	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9510	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7817	\$40.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9657	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8932	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7729	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7346	\$25.00

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4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8429	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8920	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8638	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-6320	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8766	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8354	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9428	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9489	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8963	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8961	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7536	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7546	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9535	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9385	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7486	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7445	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8664	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7438	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8000	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8971	\$25.00

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4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8708	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7363	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9046	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9538	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9484	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9418	\$40.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8703	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7427	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9363	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8431	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7439	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7451	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7818	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7533	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7501	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7456	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8918	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7436	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7500	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7826	\$25.00

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4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-6973	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9424	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9382	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7369	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7434	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9365	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7997	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8772	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7994	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8323	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7811	\$40.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8783	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8775	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8959	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8928	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7659	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7353	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7754	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7552	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7615	\$35.00

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4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8713	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8404	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8482	\$40.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7534	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8384	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7717	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9337	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7874	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7976	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7982	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7658	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7531	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7816	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9430	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7989	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7962	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7990	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9531	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8491	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8707	\$35.00

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4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8940	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9764	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9416	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7344	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7875	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7355	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7987	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-10203	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7872	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7999	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8676	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7312	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9515	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7725	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7428	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7650	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7560	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7351	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7366	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7705	\$35.00

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4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7508	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8458	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7571	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7996	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9434	\$40.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8716	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9381	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8641	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8780	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8936	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9495	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7765	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-6107	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9426	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9541	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-10201	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7348	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7448	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7446	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8402	\$25.00

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4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8922	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7840	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8943	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7503	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7371	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7873	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9403	\$40.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7767	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7440	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7819	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8484	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7998	\$40.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8769	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7340	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7833	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7822	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7357	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7988	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7559	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7515	\$25.00

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4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7834	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8962	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7561	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7766	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8700	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7449	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-10042	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-10043	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7823	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8925	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9384	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7986	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-10059	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9533	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9432	\$40.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7368	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-6553	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7453	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8718	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7723	\$25.00

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4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8882	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7564	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8938	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7565	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7541	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8674	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7558	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7343	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7660	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7441	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9481	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7566	\$35.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-6786	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9953	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7517	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9521	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7452	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-10212	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9476	\$25.00
4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9414	\$35.00

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					4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-6279	\$25.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7706	\$25.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7992	\$25.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9523	\$25.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-9654	\$25.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7570	\$25.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7555	\$35.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-8456	\$25.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7721	\$25.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-7645	\$35.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	T4L9197-6105	\$25.00
54246	2/12/2019	Scholastic Store	Cleared	\$31.17	4100-010-92	Approved Textbooks and Core Curricula Materials	18638516	\$31.17
54233	2/12/2019	Outschool, Inc.	Cleared	\$294.00	4100-010-92	Approved Textbooks and Core Curricula Materials	3881-8862	\$48.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	4148-9708	\$25.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	4149-9811	\$25.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	3879-8858	\$48.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	3880-8863	\$48.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	3888-9693	\$60.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	3878-8795	\$40.00
54225	2/12/2019	Little Passports, Inc.	Cleared	\$658.80	4100-010-92	Approved Textbooks and Core Curricula Materials	IN-0000966031	\$522.33

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					4100-010-92	Approved Textbooks and Core Curricula Materials	IN-0000966142	\$136.47
54226	2/12/2019	Sarah Longhenry (EDC)	Cleared	\$549.14	4100-010-92	Approved Textbooks and Core Curricula Materials	DIR3848260	\$399.92
					4100-010-92	Approved Textbooks and Core Curricula Materials	DIR3756639, DIR384236	\$149.22
54214	2/12/2019	Homeschool Buyers Co-op	Cleared	\$348.06	4100-010-92	Approved Textbooks and Core Curricula Materials	990520	\$69.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	991836	\$161.41
					4100-010-92	Approved Textbooks and Core Curricula Materials	991393	\$117.65
54227	2/12/2019	The LaunchPad Therapy for Kids	Cleared	\$405.00	5810-010-65	Educational Consultants	Therapeutic ex	\$405.00
54234	2/12/2019	OKU Education	Cleared	\$280.00	4100-010-92	Approved Textbooks and Core Curricula Materials	OKUJAN	\$280.00
54235	2/12/2019	Penelope Pauley	Cleared	\$525.00	4100-010-92	Approved Textbooks and Core Curricula Materials	KCLARK JAN2019	\$25.00
					4100-010-93	Approved Textbooks and Core Curricula Materials	OCLC JAN2019	\$500.00
54236	2/12/2019	Peaceful Valley Farm & Garden Supply	Cleared	\$90.43	4100-010-92	Approved Textbooks and Core Curricula Materials	WA1489571	\$90.43
54237	2/12/2019	Petra Poschmann	Cleared	\$82.00	4100-010-92	Approved Textbooks and Core Curricula Materials	611201	\$44.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	629801	\$38.00
54229	2/12/2019	Demme Learning	Cleared	\$151.63	4100-010-92	Approved Textbooks and Core Curricula Materials	0541341-IN	\$151.63
54238	2/12/2019	Play-based Learning Academy	Cleared	\$2,122.50	4100-010-92	Approved Textbooks and Core Curricula Materials	798709-0	\$900.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	3848695	\$1,222.50
54239	2/12/2019	Sheri Louise Puls	Cleared	\$125.00	4100-010-92	Approved Textbooks and Core Curricula Materials	1302019	\$125.00
54241	2/12/2019	QUILL CORPORATION	Cleared	\$3,177.81	4100-010-92	Approved Textbooks and Core Curricula Materials	4601328	\$92.66
					4100-010-92	Approved Textbooks and Core Curricula Materials	4601320	\$144.68
					4100-010-92	Approved Textbooks and Core Curricula Materials	3427197, 3434970	\$94.90

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4100-010-92	Approved Textbooks and Core Curricula Materials	4562005	\$52.56
4100-010-92	Approved Textbooks and Core Curricula Materials	4602153	\$149.32
4100-010-92	Approved Textbooks and Core Curricula Materials	4100881, 3999860, 4049303	\$131.19
4100-010-92	Approved Textbooks and Core Curricula Materials	4149986, 4389297	\$148.41
4100-010-92	Approved Textbooks and Core Curricula Materials	4055061, 4049288	\$38.52
4100-010-92	Approved Textbooks and Core Curricula Materials	4156696	\$3.28
4100-010-92	Approved Textbooks and Core Curricula Materials	4638402	\$72.57
4100-010-92	Approved Textbooks and Core Curricula Materials	4056288, 4007308, 4055068	\$90.20
4100-010-92	Approved Textbooks and Core Curricula Materials	4101983, 4106986, 4095844, 4101983	\$72.21
4100-010-92	Approved Textbooks and Core Curricula Materials	3434050, 3544407	\$812.61
4100-010-92	Approved Textbooks and Core Curricula Materials	4200721, 4249183, 4248712, 4287190	\$190.39
4100-010-92	Approved Textbooks and Core Curricula Materials	4574375, 4529776, 4565744	\$61.79
4100-010-92	Approved Textbooks and Core Curricula Materials	3427794, 3432071, 3471796	\$154.05
4100-010-92	Approved Textbooks and Core Curricula Materials	4567200	\$96.96
4100-010-92	Approved Textbooks and Core Curricula Materials	4565724	\$104.62
4100-010-92	Approved Textbooks and Core Curricula Materials	4601314	\$122.93
4100-010-92	Approved Textbooks and Core Curricula Materials	4010686, 4011501, 4056552, 3983599	\$316.14
4100-010-92	Approved Textbooks and Core Curricula Materials	4003122, 4052496	\$62.92
4100-010-92	Approved Textbooks and Core Curricula Materials	4150688, 4156066, 4097376	\$131.24
4100-010-92	Approved Textbooks and Core Curricula Materials	4243556, 4287022	\$33.66

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54230	2/12/2019	Jeff Macias	Cleared	\$68,908.65	4100-010-92	Approved Textbooks and Core Curricula Materials	7691 Carlos Olivas JAN	\$275.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	8992 Hiram Meza JAN	\$279.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	7688 Abby Jimenez JAN	\$275.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	8846 Brandon Gonzalez JAN	\$300.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	7727 Michael Willox JAN	\$275.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	7722 Jayden Garcia JAN	\$275.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	8019 Monica Garcia JAN	\$289.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	7686 Ian Dominguez JAN	\$275.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	7734 Andrew Mendez JAN	\$275.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	7672 Matthew Solis JAN	\$275.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	9427 Aidan Asic Ruelas JAN	\$305.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	9014 Madeley Rodriguez JAN	\$300.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	7854 Marila Diaz JAN	\$275.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	7882 Yvette Flores JAN	\$298.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	8005 Ariel Sanchez JAN	\$275.55
					4100-010-92	Approved Textbooks and Core Curricula Materials	8021 Julian Maza JAN	\$272.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	8685 Mildred Arteaga	\$276.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	8451 Yesslie Diaz JAN	\$276.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	9338 Paola Guzman JAN	\$305.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	8001 Leonardo Mendez JAN	\$275.55

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4100-010-92	Approved Textbooks and Core Curricula Materials	7786 Daphne Plaza JAN	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	7698 Sergio Juarez JAN	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7787 Leslie Saavedra JAN	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	8997 Nicholas Vancil JAN	\$280.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7795 Juan Melchor JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7708 Nathan Rodriguez JAN	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	8773 Sebastian Torres JAN	\$304.00
4100-010-92	Approved Textbooks and Core Curricula Materials	9404 Angel Aldaco JAN	\$304.00
4100-010-92	Approved Textbooks and Core Curricula Materials	10044 Hiraam Garcia JAN	\$850.71
4100-010-92	Approved Textbooks and Core Curricula Materials	7730 Yahaira Leal JAN	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7684 Abrie Castillo JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	8403 Carlitos Trujillo JAN	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7703 Brandon Sepulveda JAN	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7978 Angel Sifuentes	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	9402 Hadley Meza JAN	\$304.00
4100-010-92	Approved Textbooks and Core Curricula Materials	8999 Luis Amaro JAN	\$280.00
4100-010-92	Approved Textbooks and Core Curricula Materials	8450 Dominic Diaz JAN	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	9001 Irvin Sanchez JAN	\$280.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7843 Dana Alcala JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7829 Mayepsy Vega JAN	\$275.00

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4100-010-92	Approved Textbooks and Core Curricula Materials	9417 Berenice Hernandez JAN	\$304.00
4100-010-92	Approved Textbooks and Core Curricula Materials	9471 David Torres JAN	\$279.00
4100-010-92	Approved Textbooks and Core Curricula Materials	9517 Zitlalxc Manuel JAN	\$300.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7744 Oscar Cibrian JAN	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7707 Milton Equihua JAN	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	8002 Dante Mendez JAN	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	8673 Kaden Felan JAN	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7678 Naomi Arce JAN	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7785 Alejandra Hernandez JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7692 Joshua Macias JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7714 Jose Elias Rivera JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7696 Liliana Rosales JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7782 Enrique Romero JAN	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	8767 Tania Mendoza JAN	\$279.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7701 Abraham Sepulveda JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7677 Jeremiah Nuno JAN	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	7669 Jorge Olaes JAN	\$298.88
4100-010-92	Approved Textbooks and Core Curricula Materials	8688 Esteban Arteaga JAN	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	8017 Efren Llamas JAN	\$295.00
4100-010-92	Approved Textbooks and Core Curricula Materials	8998 Rose Vancil JAN	\$147.00

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4100-010-92	Approved Textbooks and Core Curricula Materials	9485 Luis Torres JAN	\$280.00
4100-010-92	Approved Textbooks and Core Curricula Materials	9512 Michelle Melchor JAN	\$300.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7784 Fernanda Plaza JAN	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	9527 Santiago Rivera JAN	\$284.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7715 Jadon Rowley JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	9012 Nevaeh Valades JAN	\$280.00
4100-010-92	Approved Textbooks and Core Curricula Materials	8430 Yerick Martinez JAN	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	8459 David Gamez JAN	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7780 Dolores Romero JAN	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	7791 Jacob Becerra JAN	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	7724 Ela Gallardo JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	9529 Jezebel Leetoy JAN	\$266.00
4100-010-92	Approved Textbooks and Core Curricula Materials	8995 Ashley Valdivia JAN	\$280.00
4100-010-92	Approved Textbooks and Core Curricula Materials	9009 Zoe Gallardo JAN	\$280.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7841 Dayana Alcala JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	8385 Jocelyn Sanchez JAN	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	8642 Kelly Munoz JAN	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7820 Heidy Soto JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7709 Delilah Mejia JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	9010 Anthony Valades JAN	\$280.00

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4100-010-92	Approved Textbooks and Core Curricula Materials	9413 Madeline Peralta JAN	\$305.00
4100-010-92	Approved Textbooks and Core Curricula Materials	9542 Danna Verdin JAN	\$300.00
4100-010-92	Approved Textbooks and Core Curricula Materials	8701 Angela Pico JAN	\$277.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7716 Silvia Marquez JAN	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7694 Christian Cruz JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	8681 Bethany Cornejo JAN	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7877 Yisel Romero JAN	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7679 Isaias Gutierrez JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7683 Joshua Gutierrez JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7844 Andrea Sesma JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	9433 Allen Caudillo JAN	\$300.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7702 Jose Sepulveda JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	9000 Vanessa Peralta JAN	\$280.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7855 Camila Zepeda JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	9530 Gabriel Leetoy JAN	\$266.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7726 Myrel Gallardo JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7851 Jared Gonzalez JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	8004 Heber Sanchez JAN	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	7842 Joshua Gomez JAN	\$208.00
4100-010-92	Approved Textbooks and Core Curricula Materials	9516 Aldo Camargan JAN	\$300.00

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4100-010-92	Approved Textbooks and Core Curricula Materials	8682 Hannah Cornejo JAN	\$277.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7825 Joshua Espino JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	8197 Daisy Ramirez JAN	\$293.37
4100-010-92	Approved Textbooks and Core Curricula Materials	7673 Marco Martinez JAN	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	7849 Emma Luna JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7779 Salvador Villaescuza JAN	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	7797 Mileena Garcia JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	9006 Yitzak Ficher JAN	\$280.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7789 Luis Hernandez JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7790 Daniel Gonzalez JAN	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7770 Natalie-Lopez JAN	\$298.88
4100-010-92	Approved Textbooks and Core Curricula Materials	7880 Leslye Franco JAN	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	9519 Alejandra Lomeli JAN	\$300.00
4100-010-92	Approved Textbooks and Core Curricula Materials	9534 Thalia Gonzalez JAN	\$300.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7700 Rico Espinoza JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	9536 Danna Rubert JAN	\$270.00
4100-010-92	Approved Textbooks and Core Curricula Materials	8990 Axel Amolitos JAN	\$279.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7680 Kathleen Montoya JAN	\$298.88
4100-010-92	Approved Textbooks and Core Curricula Materials	9574 Erick Chaparro JAN	\$270.00
4100-010-92	Approved Textbooks and Core Curricula Materials	10045 Diego Garcia JAN	\$850.71

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4100-010-92	Approved Textbooks and Core Curricula Materials	8991 Raul Rodriguez JAN	\$280.00
4100-010-92	Approved Textbooks and Core Curricula Materials	8023 Jorge Espinoza JAN	\$295.00
4100-010-92	Approved Textbooks and Core Curricula Materials	9526 Francisco Rivera JAN	\$284.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7860 Jayden Ramirez JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	8669 Michelle Lefevre JAN	\$299.00
4100-010-92	Approved Textbooks and Core Curricula Materials	8639 Daniel Delgado JAN	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7983 Alan Carrillo JAN	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	8485 Alexander Rodriguez JAN	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	8680 Elisha Cornejo JAN	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7728 Aaliyah Willox JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	9544 Ashley Machuca JAN	\$270.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7651 Michael Solis JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7738 Thais Torres JAN	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	8770 Kiana Mendoza JAN	\$304.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7794 Leslie Bojorquez JAN	\$298.88
4100-010-92	Approved Textbooks and Core Curricula Materials	9008 Mya Gallardo JAN	\$280.00
4100-010-92	Approved Textbooks and Core Curricula Materials	9532 Jonathan Morales JAN	\$270.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7835 Miguel Solis JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	9537 Hemma Rubert JAN	\$270.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7771 Julian Macias JAN	\$275.55

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4100-010-92	Approved Textbooks and Core Curricula Materials	8989 Danae Amolitos JAN	\$279.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7768 Jonah Gallegos JAN	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	8483 Rodrigo Renteria JAN	\$294.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7879 Carlos Gonzalez JAN	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	8714 Angel Samartin JAN	\$300.00
4100-010-92	Approved Textbooks and Core Curricula Materials	9528 Lucia Leetoy JAN	\$300.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7783 Jafet Lopez JAN	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7796 Citlally Flores JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7704 Valeria Rivera JAN	\$175.00
4100-010-92	Approved Textbooks and Core Curricula Materials	9474 Elliot Salas JAN	\$280.00
4100-010-92	Approved Textbooks and Core Curricula Materials	8710 Samuel Mendez JAN	\$277.00
4100-010-92	Approved Textbooks and Core Curricula Materials	9002 Neyline Cruz JAN	\$280.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7676 Jacob Nuno JAN	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	9431 Francisco Baez JAN	\$305.00
4100-010-92	Approved Textbooks and Core Curricula Materials	8020 Natalie Valle JAN	\$272.50
4100-010-92	Approved Textbooks and Core Curricula Materials	7792 Eric Becerra JAN	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	8457 Joshua Mata JAN	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7837 Mackenzie Sanchez JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	8845 Israel Valle JAN	\$277.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7693 Joyce Macias JAN	\$275.00

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4100-010-92	Approved Textbooks and Core Curricula Materials	9004 David Macias JAN	\$280.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7793 Xochitl Moreno JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	9422 Pahoran Mata JAN	\$280.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7788 Elissa Becerra JAN	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	7674 Hadassah Arce JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	-7671 Isabella Martinez JAN	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	7828 Ian Espino JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	9524 Camila Hernandez JAN	\$284.00
4100-010-92	Approved Textbooks and Core Curricula Materials	8405 Gabriel Rodriguez JAN	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	9514 Oscar Cardenas JAN	\$300.00
4100-010-92	Approved Textbooks and Core Curricula Materials	8016 Gadiel Meza JAN	\$272.50
4100-010-92	Approved Textbooks and Core Curricula Materials	9419 Michelle Washington JAN	\$280.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7689 Andrew Abrica JAN	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	7774 Christopher Garcia JAN	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	7838 Noel Flores JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7699 Maximus Espinoza JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7821 Zachary Aguirre JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	8003 Annette Leon JAN	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	7685 Maika Lorenzo JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7681 Santiago Gutierrez JAN	\$298.00

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4100-010-92	Approved Textbooks and Core Curricula Materials	7781 Gabriel Romero JAN	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	7675 Azaria Arce JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7682 Adrian Abrica JAN	\$298.88
4100-010-92	Approved Textbooks and Core Curricula Materials	7832 Aaron Hernandez JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	9511 Stephanie Arellano JAN	\$300.00
4100-010-92	Approved Textbooks and Core Curricula Materials	8477 Margarito Roman JAN	\$299.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7670 Laycha Arnold JAN	\$298.88
4100-010-92	Approved Textbooks and Core Curricula Materials	9741 Vanessa Romero JAN	\$1,192.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7850 Careli Gonzalez JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7720 Bruno Castro JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	9429 Steven Vancil JAN	\$305.00
4100-010-92	Approved Textbooks and Core Curricula Materials	8993 Bethany Espino JAN	\$279.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7813 Cristina Avila JAN	\$293.88
4100-010-92	Approved Textbooks and Core Curricula Materials	7979 Katelynn Sifuentes JAN	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	7881 Valerie Flores JAN	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7737 Tania Torres JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	9003 Jose Castellanos JAN	\$280.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7736 Omar Torres JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	9420 Jasmin Aldaba JAN	\$266.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7985 Gauri Meza JAN	\$275.55

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4100-010-92	Approved Textbooks and Core Curricula Materials	9005 Julissa Hernandez JAN	\$280.00
4100-010-92	Approved Textbooks and Core Curricula Materials	8994 Alexandra Valdivia JAN	\$280.00
4100-010-92	Approved Textbooks and Core Curricula Materials	9425 Dyanne Cervantes JAN	\$305.00
4100-010-92	Approved Textbooks and Core Curricula Materials	8022 Arif Awan JAN	\$272.50
4100-010-92	Approved Textbooks and Core Curricula Materials	7712 Asael Rivera JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	8665 Aris Gallardo JAN	\$300.00
4100-010-92	Approved Textbooks and Core Curricula Materials	9400 Alexander Saldana JAN	\$304.00
4100-010-92	Approved Textbooks and Core Curricula Materials	9525 Paulasophia Rivera JAN	\$284.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7690 Deydra Olivas JAN	\$298.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7769 Oscar Lopez JAN	\$275.55
4100-010-92	Approved Textbooks and Core Curricula Materials	8719 Joaquin Almeida JAN	\$276.00
4100-010-92	Approved Textbooks and Core Curricula Materials	8702 Angel Pico JAN	\$277.00
4100-010-92	Approved Textbooks and Core Curricula Materials	8996 Beatriz Valdivia JAN	\$280.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7697 Ariel Rosales JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7695 Savannah Cruz JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	9475 Michelle Salas JAN	\$280.00
4100-010-92	Approved Textbooks and Core Curricula Materials	8709 Angel Mendez JAN	\$300.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7839 Timothy Flores JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7711 Isai Rivera JAN	\$275.00
4100-010-92	Approved Textbooks and Core Curricula Materials	7830 Erin Hernandez JAN	\$275.00

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				4100-010-92	Approved Textbooks and Core Curricula Materials	7878 Venecia Gomez JAN	\$298.00		
				4100-010-92	Approved Textbooks and Core Curricula Materials	7773 Edgar Garcia JAN	\$275.55		
				4100-010-92	Approved Textbooks and Core Curricula Materials	8018 Mariana Gonzalez JAN	\$275.55		
				4100-010-92	Approved Textbooks and Core Curricula Materials	7733 Angelica Mendez JAN	\$275.00		
				4100-010-92	Approved Textbooks and Core Curricula Materials	9423 Azul Mata JAN	\$280.00		
				4100-010-92	Approved Textbooks and Core Curricula Materials	9540 Gabriel Contreras JAN	\$300.00		
				4100-010-92	Approved Textbooks and Core Curricula Materials	7719 Adam Garcia JAN	\$298.00		
				4100-010-92	Approved Textbooks and Core Curricula Materials	9421 Amy Mata JAN	\$280.00		
				4100-010-92	Approved Textbooks and Core Curricula Materials	8784 Daniel Vazquez JAN	\$304.00		
				4100-010-92	Approved Textbooks and Core Curricula Materials	8781 Alfredo Chacon JAN	\$304.00		
				4100-010-92	Approved Textbooks and Core Curricula Materials	8025 Eliana Valle JAN	\$118.75		
				4100-010-92	Approved Textbooks and Core Curricula Materials	9509 Vanessa Arellano JAN	\$300.00		
				4100-010-92	Approved Textbooks and Core Curricula Materials	7718 Cesar Garcia JAN	\$275.00		
				4100-010-92	Approved Textbooks and Core Curricula Materials	9415 Elza Sillas JAN	\$304.00		
				4100-010-92	Approved Textbooks and Core Curricula Materials	9007 Kamilah Smeke JAN	\$280.00		
				4100-010-92	Approved Textbooks and Core Curricula Materials	7861 Osman Ramirez JAN	\$275.00		
				4100-010-92	Approved Textbooks and Core Curricula Materials	8715 Luis Garcia JAN	\$277.00		
				4100-010-92	Approved Textbooks and Core Curricula Materials	7876 Justin Oronoz JAN	\$298.00		
54187	2/12/2019	Apple Inc	Cleared		\$3,284.56	4100-010-92	Approved Textbooks and Core Curricula Materials	6790297673 6789520830	\$1,098.55
						4100-010-92	Approved Textbooks and Core Curricula Materials	6790689676	\$53.57

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					4100-010-92	Approved Textbooks and Core Curricula Materials	6789475949	\$384.68
					4100-010-92	Approved Textbooks and Core Curricula Materials	6789477926	\$511.93
					4100-010-92	Approved Textbooks and Core Curricula Materials	6790838580	\$137.28
					4100-010-92	Approved Textbooks and Core Curricula Materials	6790360434, 6789507766	\$1,098.55
54191	2/12/2019	Alison Albert Tutoring	Cleared	\$320.00	4100-010-92	Approved Textbooks and Core Curricula Materials	917101	\$320.00
54215	2/12/2019	History Unboxed	Cleared	\$1,299.08	4100-010-92	Approved Textbooks and Core Curricula Materials	wc-4827HU	\$951.16
					4100-010-92	Approved Textbooks and Core Curricula Materials	wc-4828HU	\$347.92
54195	2/12/2019	Blue Buoy Swim School	Cleared	\$270.00	4100-010-92	Approved Textbooks and Core Curricula Materials	10557-2	\$135.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	10557-1	\$135.00
54192	2/12/2019	Aquatic Explorations & Safety Training	Cleared	\$345.00	4100-010-92	Approved Textbooks and Core Curricula Materials	9300	\$161.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	10065	\$184.00
54188	2/12/2019	All About Learning Press, Inc.	Cleared	\$646.25	4100-010-92	Approved Textbooks and Core Curricula Materials	204540	\$312.65
					4100-010-92	Approved Textbooks and Core Curricula Materials	205212	\$62.75
					4100-010-92	Approved Textbooks and Core Curricula Materials	205053	\$270.85
54193	2/12/2019	BLICK Art Materials	Cleared	\$357.45	4100-010-92	Approved Textbooks and Core Curricula Materials	925796	\$357.45
54204	2/12/2019	Education.com	Cleared	\$60.00	4100-010-92	Approved Textbooks and Core Curricula Materials	7498	\$60.00
54205	2/12/2019	Elephant Head Software	Cleared	\$280.00	4100-010-92	Approved Textbooks and Core Curricula Materials	INV-0118	\$105.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	INV-0116	\$175.00
54194	2/12/2019	Barnes & Noble, Inc.	Cleared	\$467.94	4100-010-92	Approved Textbooks and Core Curricula Materials	56507685	\$148.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	56507545	\$17.15

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					4100-010-92	Approved Textbooks and Core Curricula Materials	56507651	\$47.14
					4100-010-92	Approved Textbooks and Core Curricula Materials	56488324	\$100.27
					4100-010-92	Approved Textbooks and Core Curricula Materials	56507735	\$64.48
					4100-010-92	Approved Textbooks and Core Curricula Materials	56507669	\$90.90
54206	2/12/2019	Edgenuity	Cleared	\$650.00	4100-010-92	Approved Textbooks and Core Curricula Materials	129069	\$650.00
54207	2/12/2019	EdTech 101	Cleared	\$382.00	4100-010-92	Approved Textbooks and Core Curricula Materials	1361	\$382.00
54209	2/12/2019	Genius Box, Inc	Cleared	\$162.00	4100-010-92	Approved Textbooks and Core Curricula Materials	195	\$162.00
54210	2/12/2019	Grow and Make LLC	Cleared	\$884.90	4100-010-92	Approved Textbooks and Core Curricula Materials	INV-38970	\$259.70
					4100-010-92	Approved Textbooks and Core Curricula Materials	INV-33029	\$251.65
					4100-010-92	Approved Textbooks and Core Curricula Materials	INV-36004	\$94.90
					4100-010-92	Approved Textbooks and Core Curricula Materials	INV-35651	\$84.90
					4100-010-92	Approved Textbooks and Core Curricula Materials	INV-42018	\$108.85
					4100-010-92	Approved Textbooks and Core Curricula Materials	INV-35650	\$84.90
54184	2/12/2019	Gary Garrigues, Esq.	Cleared	\$3,375.00	5805-010-80	Legal Services	For Services Rendered Dec. 2018	\$1,462.50
					5805-010-80	Legal Services	For Services Rendered Jan. 2019	\$1,912.50
54208	2/12/2019	Fitivities (Sandy Spin Slade, Inc.)	Cleared	\$78.23	4100-010-92	Approved Textbooks and Core Curricula Materials	22690	\$78.23
54196	2/12/2019	B&B Wenneberg Inc.	Cleared	\$429.00	4100-010-92	Approved Textbooks and Core Curricula Materials	JMiller - Jan	\$250.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	NCastrejón - Jan	\$179.00
54240	2/12/2019	Petals of Grace	Cleared	\$240.00	4100-010-92	Approved Textbooks and Core Curricula Materials	CCS2018-8985	\$240.00
54228	2/12/2019	Moving Beyond the Page	Cleared	\$55.61	4100-010-92	Approved Textbooks and Core Curricula Materials	199698	\$55.61
54250	2/12/2019	Timberdoodle.com	Cleared	\$1,223.53	4100-010-92	Approved Textbooks and Core Curricula Materials	293778	\$1,223.53

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54242	2/12/2019	Rainbow Resource Center	Cleared	\$3,684.83	4100-010-92	Approved Textbooks and Core Curricula Materials	2608572	\$27.35
					4100-010-92	Approved Textbooks and Core Curricula Materials	2608671	\$55.37
					4100-010-92	Approved Textbooks and Core Curricula Materials	2606719	\$197.23
					4100-010-92	Approved Textbooks and Core Curricula Materials	2608564	\$441.43
					4100-010-92	Approved Textbooks and Core Curricula Materials	2592167	\$242.13
					4100-010-92	Approved Textbooks and Core Curricula Materials	2609121	\$532.74
					4100-010-92	Approved Textbooks and Core Curricula Materials	2566971	\$45.94
					4100-010-92	Approved Textbooks and Core Curricula Materials	2571256	\$189.15
					4100-010-92	Approved Textbooks and Core Curricula Materials	2609200	\$90.83
					4100-010-92	Approved Textbooks and Core Curricula Materials	2605821	\$202.96
					4100-010-92	Approved Textbooks and Core Curricula Materials	2608672	\$96.10
					4100-010-92	Approved Textbooks and Core Curricula Materials	2579449	\$278.61
					4100-010-92	Approved Textbooks and Core Curricula Materials	2591022	\$128.76
					4100-010-92	Approved Textbooks and Core Curricula Materials	2609201	\$99.06
					4100-010-92	Approved Textbooks and Core Curricula Materials	2609202	\$142.67
					4100-010-92	Approved Textbooks and Core Curricula Materials	2608575	\$180.04
					4100-010-92	Approved Textbooks and Core Curricula Materials	2608576	\$168.86
4100-010-92	Approved Textbooks and Core Curricula Materials	2604496	\$417.59					
4100-010-92	Approved Textbooks and Core Curricula Materials	2606728	\$160.20					
54220	2/12/2019	Kitchen Stewardship, LLC	Cleared	\$49.95	4100-010-92	Approved Textbooks and Core Curricula Materials	131	\$49.95

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54221	2/12/2019	KiwiCo, Inc	Cleared	\$207.80	4100-010-92	Approved Textbooks and Core Curricula Materials	ST-IJZB2GGA	\$89.27
					4100-010-92	Approved Textbooks and Core Curricula Materials	ST-IOC3I5LQ	\$118.53
54189	2/12/2019	Art of Problem Solving (AoPS Inc)	Cleared	\$96.00	4100-010-92	Approved Textbooks and Core Curricula Materials	207511	\$96.00
54222	2/12/2019	Kids Institute for Development and Advancement LLC	Cleared	\$520.00	5810-010-65	Educational Consultants	Jan. 2019 Services 4 @ 60 min, Clinic OT NPA	\$520.00
54223	2/12/2019	Lakeshore Learning Materials	Cleared	\$2,720.15	4100-010-92	Approved Textbooks and Core Curricula Materials	4437980119	\$154.61
					4100-010-92	Approved Textbooks and Core Curricula Materials	4593220119	\$464.23
					4100-010-92	Approved Textbooks and Core Curricula Materials	4719150119	\$186.37
					4100-010-92	Approved Textbooks and Core Curricula Materials	3673791218	\$622.88
					4100-010-92	Approved Textbooks and Core Curricula Materials	4832390119	\$638.93
					4100-010-92	Approved Textbooks and Core Curricula Materials	4686560119	\$214.74
					4100-010-92	Approved Textbooks and Core Curricula Materials	4719260119	\$162.60
					4100-010-92	Approved Textbooks and Core Curricula Materials	3687131218	\$275.79
54190	2/12/2019	Art Steps, Inc.	Cleared	\$298.00	4100-010-92	Approved Textbooks and Core Curricula Materials	012019-6416	\$149.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	012019-9444	\$149.00
54201	2/12/2019	Ramona Dickinson	Cleared	\$180.00	4100-010-92	Approved Textbooks and Core Curricula Materials	6784JANU	\$180.00
54202	2/12/2019	Drama Kids of South OC	Cleared	\$60.00	4100-010-92	Approved Textbooks and Core Curricula Materials	2018-8024-4	\$60.00
54203	2/12/2019	EMH Sports USA Inc	Cleared	\$243.00	4100-010-92	Approved Textbooks and Core Curricula Materials	E.Manning-Jan2019	\$30.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	O.Petsco-Jan2019	\$30.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	J.Gutierrez-Jan2019	\$33.00

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					4100-010-92	Approved Textbooks and Core Curricula Materials	L.Manning-Jan2019	\$30.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	S.Manning-Jan2019	\$30.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	J.Devine-Jan2019	\$30.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Q. Petsco-Jan2019	\$30.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	N.Manning-Jan2019	\$30.00
54211	2/12/2019	Jacqueline Granda	Cleared	\$58.64	5200-010-65	Travel and Conferences	Parent - Mileage	\$58.64
54212	2/12/2019	Home Science Tools	Cleared	\$18.90	4100-010-92	Approved Textbooks and Core Curricula Materials	904507A	\$18.90
54213	2/12/2019	Handwriting Without Tears	Cleared	\$10.00	4100-010-92	Approved Textbooks and Core Curricula Materials	INV10398	\$10.00
54224	2/12/2019	Pedia Learning	Cleared	\$504.05	4100-010-92	Approved Textbooks and Core Curricula Materials	INV6969	\$504.05
54243	2/12/2019	Activities For Learning	Cleared	\$59.68	4100-010-92	Approved Textbooks and Core Curricula Materials	377157	\$59.68
54231	2/12/2019	Mystery Science Inc.	Cleared	\$69.00	4100-010-92	Approved Textbooks and Core Curricula Materials	39762	\$69.00
54244	2/12/2019	Roeland Sie	Cleared	\$618.57	4100-010-92	Approved Textbooks and Core Curricula Materials	9225	\$275.61
					4100-010-92	Approved Textbooks and Core Curricula Materials	PO-CCS2018-9217-roost02	\$55.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	9230	\$222.96
					4100-010-92	Approved Textbooks and Core Curricula Materials	PO-CCS2018-7800-kroost02	\$65.00
54219	2/12/2019	Jou Music Institute	Cleared	\$130.00	4100-010-92	Approved Textbooks and Core Curricula Materials	yeung001	\$130.00
54253	2/12/2019	TalkBox.Mom	Cleared	\$610.25	4100-010-92	Approved Textbooks and Core Curricula Materials	135847	\$326.04
					4100-010-92	Approved Textbooks and Core Curricula Materials	135848	\$284.21
54255	2/12/2019	Tamora School of Irish Dance	Cleared	\$324.00	4100-010-92	Approved Textbooks and Core Curricula Materials	10001	\$90.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	10002	\$234.00

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54256	2/12/2019	Lauren Vargas	Cleared	\$200.00	4100-010-93	Approved Textbooks and Core Curricula Materials	37-9757	\$200.00
54257	2/12/2019	Victoria Gramm's Music Studio	Outstanding	\$180.00	4100-010-92	Approved Textbooks and Core Curricula Materials	1191	\$90.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	1192	\$90.00
54254	2/12/2019	Time 4 Writing	Cleared	\$119.00	4100-010-92	Approved Textbooks and Core Curricula Materials	T4W9281	\$119.00
54258	2/12/2019	Yamashita Karate Studios	Cleared	\$357.00	4100-010-92	Approved Textbooks and Core Curricula Materials	EF013119	\$139.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	JF013119	\$99.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	IF013119	\$119.00
54200	2/12/2019	Simona Dlouha	Cleared	\$1,037.49	4100-010-92	Approved Textbooks and Core Curricula Materials	PO-CCS2018-7522 RE JAN	\$333.33
					4100-010-92	Approved Textbooks and Core Curricula Materials	PO-CCS2018-8462CEJAN	\$370.83
					4100-010-92	Approved Textbooks and Core Curricula Materials	PO-CCS2018-7523 KE JAN	\$333.33
54218	2/12/2019	JL Media Services, LLC	Cleared	\$500.00	4100-010-92	Approved Textbooks and Core Curricula Materials	10404-1	\$100.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	10406	\$100.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	10407-1	\$50.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	10403	\$100.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	10404	\$100.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	10407	\$50.00
54199	2/12/2019	Candi Chavez	Cleared	\$300.00	4100-010-92	Approved Textbooks and Core Curricula Materials	6778-5	\$100.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	6780-5	\$100.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	6779-5	\$100.00
54186	2/12/2019	Law Office of Young, Minney & Corr	Cleared	\$10,123.67	5805-010-80	Legal Services	Services Through 1/31/19	\$892.05
					5805-010-65	Legal Services	Services Through 1/31/19	\$9,231.62

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54185	2/12/2019	Littlefield Physical Therapy	Cleared	\$300.00	5800-010-65	Professional/Consulting Services and Operating Expenditures	PT Services 1/1 - 1/31/19	\$150.00
					5800-010-65	Professional/Consulting Services and Operating Expenditures	OT Services 1/1 - 1/31/19	\$150.00
54217	2/12/2019	Institute for Excellence in Writing	Cleared	\$507.00	4100-010-92	Approved Textbooks and Core Curricula Materials	576548	\$350.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	577230	\$157.00
54198	2/12/2019	CM School Supply	Cleared	\$82.25	4100-010-92	Approved Textbooks and Core Curricula Materials	00322-0	\$82.25
54216	2/12/2019	Highlights for Children	Cleared	\$160.87	4100-010-92	Approved Textbooks and Core Curricula Materials	HGS-0119-01610	\$160.87
54197	2/12/2019	Joyce Billman	Cleared	\$108.00	4100-010-92	Approved Textbooks and Core Curricula Materials	974301	\$108.00
54259	2/20/2019	Laura Gene Dolezal	Cleared	\$780.00	5810-010-00	Educational Consultants	SAI Services 12/24/18 - 2/15/19	\$780.00
54260	2/21/2019	Anchor Counseling & Education Solutions, LLC	Cleared	\$16,187.50	5810-010-00	Educational Consultants	February Services 2019	\$16,187.50
54262	2/21/2019	Orange County Department of Education	Cleared	\$130.00	5830-010-90	Field Trip Expenses	Participation Fee - Spelling Bee	\$130.00
54261	2/21/2019	Oxford Consulting Services Inc.	Cleared	\$8,734.58	5810-010-65	Educational Consultants	Services Provided in January 2019	\$8,734.58
54263	2/25/2019	Apple Inc	Cleared	\$4,655.07	4100-010-92	Approved Textbooks and Core Curricula Materials	6792805685, 6792891948	\$1,473.87
					4100-010-92	Approved Textbooks and Core Curricula Materials	AA00626375	\$214.42
					4100-010-92	Approved Textbooks and Core Curricula Materials	6790360561, 6789521338, 6789098824	\$1,844.98
					4100-010-92	Approved Textbooks and Core Curricula Materials	6789507765, AA00441306	\$1,121.80
54305	2/25/2019	Handwriting Without Tears	Cleared	\$27.98	4100-010-92	Approved Textbooks and Core Curricula Materials	INV10992	\$27.98
54311	2/25/2019	Natali Haddad	Cleared	\$194.85	4100-010-92	Approved Textbooks and Core Curricula Materials	januaryKaitlin	\$45.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	januaryireland	\$149.85
54306	2/25/2019	Huckleberry Center For	Cleared	\$1,701.69	4100-010-92	Approved Textbooks and Core Curricula Materials	9697 Jan	\$226.67

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		Creative Learning			4100-010-92	Approved Textbooks and Core Curricula Materials	9695 Jan	\$226.67
					4100-010-92	Approved Textbooks and Core Curricula Materials	9698 Jan	\$206.67
					4100-010-92	Approved Textbooks and Core Curricula Materials	9270 Jan	\$240.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	9267 Jan	\$206.67
					4100-010-92	Approved Textbooks and Core Curricula Materials	9273 Jan	\$231.67
					4100-010-92	Approved Textbooks and Core Curricula Materials	10357 JAN	\$111.67
					4100-010-92	Approved Textbooks and Core Curricula Materials	10010 JAN	\$251.67
54321	2/25/2019	Pedia Learning	Cleared	\$463.01	4100-010-92	Approved Textbooks and Core Curricula Materials	INV7046	\$274.59
					4100-010-92	Approved Textbooks and Core Curricula Materials	INV7001	\$188.42
54322	2/25/2019	Little Passports, Inc.	Cleared	\$1,270.35	4100-010-92	Approved Textbooks and Core Curricula Materials	IN-0000966256	\$159.72
					4100-010-92	Approved Textbooks and Core Curricula Materials	IN-0000965982	\$496.47
					4100-010-92	Approved Textbooks and Core Curricula Materials	IN-0000966102	\$359.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	IN-0000965981	\$255.16
54281	2/25/2019	Crafty School Crates	Cleared	\$2,504.60	4100-010-92	Approved Textbooks and Core Curricula Materials	4121	\$258.54
					4100-010-92	Approved Textbooks and Core Curricula Materials	4123	\$727.13
					4100-010-92	Approved Textbooks and Core Curricula Materials	4117	\$258.54
					4100-010-92	Approved Textbooks and Core Curricula Materials	4122	\$258.54
					4100-010-92	Approved Textbooks and Core Curricula Materials	4119	\$274.70
					4100-010-92	Approved Textbooks and Core Curricula Materials	4124	\$328.56
					4100-010-92	Approved Textbooks and Core Curricula Materials	4120	\$258.54

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					4100-010-92	Approved Textbooks and Core Curricula Materials	4118	\$140.05
54274	2/25/2019	Barnabas Robotics Inc	Cleared	\$523.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Invoice #3173	\$53.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Invoice #3158	\$63.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Invoice #3169	\$112.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	Invoice #3188	\$66.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Invoice #3174	\$53.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Invoice #3159	\$63.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Invoice #3170	\$112.50
54313	2/25/2019	Inspire In-Home Tutoring, Inc.	Cleared	\$48.00	4100-010-92	Approved Textbooks and Core Curricula Materials	9731	\$48.00
54324	2/25/2019	Language Door Inc	Cleared	\$1,260.00	4100-010-93	Approved Textbooks and Core Curricula Materials	13993	\$1,000.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	13992	\$260.00
54323	2/25/2019	LittleBits Electronics, Inc.	Cleared	\$418.95	4100-010-92	Approved Textbooks and Core Curricula Materials	96365	\$418.95
54341	2/25/2019	Recreational Music Center	Cleared	\$80.00	4100-010-92	Approved Textbooks and Core Curricula Materials	212019	\$80.00
54343	2/25/2019	Singapore Math Inc.	Cleared	\$438.61	4100-010-92	Approved Textbooks and Core Curricula Materials	346842	\$207.87
					4100-010-92	Approved Textbooks and Core Curricula Materials	346878	\$118.02
					4100-010-92	Approved Textbooks and Core Curricula Materials	346841	\$112.72
54340	2/25/2019	Riverside Dance Academy	Cleared	\$285.00	4100-010-92	Approved Textbooks and Core Curricula Materials	PC-CCS2018-9371	\$285.00
54344	2/25/2019	Sound Roads Music	Cleared	\$260.00	4100-010-92	Approved Textbooks and Core Curricula Materials	20190131	\$260.00
54345	2/25/2019	Scholastic Store	Cleared	\$189.01	4100-010-92	Approved Textbooks and Core Curricula Materials	18680081	\$21.15
					4100-010-92	Approved Textbooks and Core Curricula Materials	18673900	\$167.86

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54346	2/25/2019	Starfall Education	Cleared	\$42.00	4100-010-92	Approved Textbooks and Core Curricula Materials	5126-3116-5310	\$42.00
54347	2/25/2019	Samara Rice	Cleared	\$472.00	4100-010-92	Approved Textbooks and Core Curricula Materials	20120194	\$118.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	20120192	\$118.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	20120191	\$118.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	20120193	\$118.00
54314	2/25/2019	Intro 2 Skateboarding	Cleared	\$885.00	4100-010-92	Approved Textbooks and Core Curricula Materials	8747-2	\$100.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	9099-2	\$200.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	9373-2	\$200.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	9884	\$80.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	9374-2	\$200.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	10090	\$25.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	9885	\$80.00
54286	2/25/2019	E=McQ	Cleared	\$100.00	4100-010-92	Approved Textbooks and Core Curricula Materials	1234461	\$100.00
54348	2/25/2019	Sensory Theraplay Box	Cleared	\$306.30	4100-010-92	Approved Textbooks and Core Curricula Materials	INV-0011	\$306.30
54349	2/25/2019	Natalie Shohdy	Cleared	\$198.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Eden - Jan 2019	\$99.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Gab - Jan 2019	\$99.00
54350	2/25/2019	Studio on the Hill	Cleared	\$145.00	4100-010-92	Approved Textbooks and Core Curricula Materials	9139Jan	\$42.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	9958Jan	\$60.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	9362Jan	\$42.50
54287	2/25/2019	Elephant Head Software	Cleared	\$175.00	4100-010-92	Approved Textbooks and Core Curricula Materials	INV-0117	\$175.00

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54293	2/25/2019	Fluenz Inc.	Outstanding	\$364.00	4100-010-92	Approved Textbooks and Core Curricula Materials	4242	\$177.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	4257	\$187.00
54352	2/25/2019	Lisa Sommers	Cleared	\$643.86	4100-010-92	Approved Textbooks and Core Curricula Materials	1003	\$321.93
					4100-010-92	Approved Textbooks and Core Curricula Materials	1002	\$321.93
54353	2/25/2019	Teaching Textbooks Inc.	Cleared	\$283.14	4100-010-92	Approved Textbooks and Core Curricula Materials	19992	\$67.08
					4100-010-92	Approved Textbooks and Core Curricula Materials	20042	\$129.90
					4100-010-92	Approved Textbooks and Core Curricula Materials	20086	\$43.08
					4100-010-92	Approved Textbooks and Core Curricula Materials	20196	\$43.08
54307	2/25/2019	Homeschool Buyers Co-op	Cleared	\$880.53	4100-010-92	Approved Textbooks and Core Curricula Materials	992190	\$63.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	992796	\$155.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	993020	\$44.95
					4100-010-92	Approved Textbooks and Core Curricula Materials	992193	\$34.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	992195	\$63.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	992016	\$34.99
					4100-010-92	Approved Textbooks and Core Curricula Materials	992095	\$214.34
					4100-010-92	Approved Textbooks and Core Curricula Materials	992781	\$154.25
					4100-010-92	Approved Textbooks and Core Curricula Materials	992017	\$54.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	992194	\$63.00
54315	2/25/2019	Inspyr Arts LLC	Outstanding	\$180.00	4100-010-92	Approved Textbooks and Core Curricula Materials	inspyr-7	\$85.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	inspyr-8	\$95.00

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54354	2/25/2019	Timberdoodle.com	Cleared	\$986.47	4100-010-92	Approved Textbooks and Core Curricula Materials	294138	\$986.47
54355	2/25/2019	Teachers Synergy, LLC	Cleared	\$128.72	4100-010-92	Approved Textbooks and Core Curricula Materials	82961211	\$44.74
					4100-010-92	Approved Textbooks and Core Curricula Materials	83177726	\$83.98
54288	2/25/2019	Edgenuity	Cleared	\$2,925.00	4100-010-92	Approved Textbooks and Core Curricula Materials	53044	\$1,300.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	129771	\$1,625.00
54356	2/25/2019	Nicole Lindsey Medeiros	Cleared	\$1,060.00	4100-010-92	Approved Textbooks and Core Curricula Materials	02012019-10299	\$20.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	02012019-10123	\$40.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	02012019-9566	\$70.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	02012019-9651	\$20.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	02012019-9055	\$20.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	02012019-9826	\$20.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	02012019-9562	\$70.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	02012019-9648	\$20.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	02012019-9565	\$70.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	02012019-9635	\$70.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	02012019-9828	\$20.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	02012019-9852	\$50.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	02012019-9829	\$20.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	02012019-10253	\$20.00
4100-010-92	Approved Textbooks and Core Curricula Materials	02012019-9827	\$20.00					

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					4100-010-92	Approved Textbooks and Core Curricula Materials	02012019-9563	\$70.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	02012019-9642	\$70.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	02012019-9564	\$70.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	02012019-9640	\$70.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	02012019-9057	\$20.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	02012019-9561	\$70.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	02012019-9641	\$70.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	20192019-9897	\$50.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	02012019-9830	\$20.00
54294	2/25/2019	Fat Brain Holdings, LLC	Cleared	\$513.74	4100-010-92	Approved Textbooks and Core Curricula Materials	190247893891,	\$305.84
					4100-010-92	Approved Textbooks and Core Curricula Materials	190249898541	\$207.90
54268	2/25/2019	BLICK Art Materials	Cleared	\$481.33	4100-010-92	Approved Textbooks and Core Curricula Materials	762319	\$242.66
					4100-010-92	Approved Textbooks and Core Curricula Materials	939059	\$91.39
					4100-010-92	Approved Textbooks and Core Curricula Materials	906936	\$147.28
54295	2/25/2019	Firestorm Freerunning & Acrobatics	Cleared	\$1,206.00	4100-010-92	Approved Textbooks and Core Curricula Materials	1/19/05	\$160.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	1/19/01	\$156.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	1/19/02	\$85.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	1/19/08	\$90.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	1/19/10	\$85.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	1/19/12	\$45.00

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					4100-010-92	Approved Textbooks and Core Curricula Materials	1/19/04	\$90.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	1/19/06	\$130.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	1/19/07	\$90.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	1/19/03	\$75.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	1/19/09	\$155.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	1/19/11	\$45.00
54278	2/25/2019	Creative Creatures & Co.	Cleared	\$1,270.00	4100-010-92	Approved Textbooks and Core Curricula Materials	January-Evelyn2019	\$32.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	January-Adelynn2019	\$260.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	JanuarySPRING-Evelyn2019	\$32.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	January-Charles2019	\$49.00
					4100-010-93	Approved Textbooks and Core Curricula Materials	January-Darla2019	\$49.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	JanuarySpring-Darla2019	\$49.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	January-chaes2019	\$49.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	January-OCLC2019	\$750.00
54270	2/25/2019	BYU Independent Study Courses	Cleared	\$468.00	4100-010-92	Approved Textbooks and Core Curricula Materials	DCE-00001385	\$156.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	DCE-00001385-1	\$312.00
54317	2/25/2019	Kitchen Stewardship, LLC	Outstanding	\$49.95	4100-010-92	Approved Textbooks and Core Curricula Materials	140	\$49.95
54318	2/25/2019	KiwiCo, Inc	Cleared	\$1,925.12	4100-010-92	Approved Textbooks and Core Curricula Materials	ST-IOBXVUMQ	\$65.55
					4100-010-92	Approved Textbooks and Core Curricula Materials	ST-IO76JZHA	\$387.25
					4100-010-92	Approved Textbooks and Core Curricula Materials	ST-IETQD47Q	\$129.30

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					4100-010-92	Approved Textbooks and Core Curricula Materials	ST-IJ6CAVCI	\$117.98
					4100-010-92	Approved Textbooks and Core Curricula Materials	ST-II6LLFOY	\$120.45
					4100-010-92	Approved Textbooks and Core Curricula Materials	ST-IEPXIMBI	\$358.88
					4100-010-92	Approved Textbooks and Core Curricula Materials	ST-IO5FJSZQ	\$193.95
					4100-010-92	Approved Textbooks and Core Curricula Materials	ST-IO26DA3Q	\$258.60
					4100-010-92	Approved Textbooks and Core Curricula Materials	ST-IIG7WJDY	\$172.71
					4100-010-92	Approved Textbooks and Core Curricula Materials	ST-IIKKQEAY	\$120.45
54271	2/25/2019	B & H Foto & Electronics	Cleared	\$2,241.63	4100-010-92	Approved Textbooks and Core Curricula Materials	153416827	\$269.10
					4100-010-92	Approved Textbooks and Core Curricula Materials	154130749	\$337.35
					4100-010-92	Approved Textbooks and Core Curricula Materials	153858289	\$1,635.18
54282	2/25/2019	Emily Cook	Cleared	\$34.99	4100-010-92	Approved Textbooks and Core Curricula Materials	CSO-008	\$34.99
54283	2/25/2019	Dover Publications, Inc.	Cleared	\$43.17	4100-010-92	Approved Textbooks and Core Curricula Materials	92542958	\$43.17
54284	2/25/2019	Dream Elite Gymnastics Academy	Outstanding	\$200.00	4100-010-92	Approved Textbooks and Core Curricula Materials	OliviaKnight_Jan2019	\$100.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	LucienKnight_Jan2019	\$100.00
54285	2/25/2019	Explorer Field Trips	Cleared	\$1,460.00	4100-010-92	Approved Textbooks and Core Curricula Materials	COM013119-6	\$70.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	COM013119-4	\$365.00
					4100-010-93	Approved Textbooks and Core Curricula Materials	COM013119-2	\$290.00
					4100-010-93	Approved Textbooks and Core Curricula Materials	COM013119-1	\$265.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	COM013119-3	\$240.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	COM013119-5	\$130.00

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					4100-010-92	Approved Textbooks and Core Curricula Materials	COM013119-7	\$100.00
54265	2/25/2019	Arbor Learning Community	Cleared	\$535.75	4100-010-92	Approved Textbooks and Core Curricula Materials	AhnJan1	\$54.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	FerencZ2jan	\$54.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	FerencZJan1	\$60.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	DemaioJan	\$33.75
					4100-010-92	Approved Textbooks and Core Curricula Materials	KimJan	\$99.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	AhnJan2	\$120.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	TaylorJan2	\$60.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	TaylorJan1	\$55.00
54319	2/25/2019	LEGO Brand Retail , Inc	Cleared	\$229.45	4100-010-92	Approved Textbooks and Core Curricula Materials	1190344134	\$229.45
54296	2/25/2019	Emerson Fersch	Cleared	\$45.00	4100-010-92	Approved Textbooks and Core Curricula Materials	6354-5	\$45.00
54357	2/25/2019	Temecula Clay	Cleared	\$190.00	4100-010-92	Approved Textbooks and Core Curricula Materials	1039-2	\$95.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	1039-1	\$95.00
54297	2/25/2019	Gardener's Supply Company	Cleared	\$705.68	4100-010-92	Approved Textbooks and Core Curricula Materials	SINV05158781	\$82.96
					4100-010-92	Approved Textbooks and Core Curricula Materials	SINV05149104	\$582.23
					4100-010-92	Approved Textbooks and Core Curricula Materials	SINV05146463	\$40.49
54358	2/25/2019	Thrive Academics Inc.	Cleared	\$475.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Tatiana 0119	\$300.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Isis 0119	\$175.00
54359	2/25/2019	Twinkl Inc.	Outstanding	\$172.26	4100-010-92	Approved Textbooks and Core Curricula Materials	12913	\$86.13
					4100-010-92	Approved Textbooks and Core Curricula Materials	13008	\$86.13

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54320	2/25/2019	Lakeshore Learning Materials	Cleared	\$1,064.24	4100-010-92	Approved Textbooks and Core Curricula Materials	4832540119	\$345.02
					4100-010-92	Approved Textbooks and Core Curricula Materials	5139620219	\$170.39
					4100-010-92	Approved Textbooks and Core Curricula Materials	4980580219	\$93.24
					4100-010-92	Approved Textbooks and Core Curricula Materials	4832630119	\$99.10
					4100-010-92	Approved Textbooks and Core Curricula Materials	4941290119	\$65.63
					4100-010-92	Approved Textbooks and Core Curricula Materials	4832650119	\$226.07
					4100-010-92	Approved Textbooks and Core Curricula Materials	4941450119	\$64.79
54264	2/25/2019	All About Learning Press, Inc.	Cleared	\$257.60	4100-010-92	Approved Textbooks and Core Curricula Materials	205708	\$34.90
					4100-010-92	Approved Textbooks and Core Curricula Materials	205625	\$222.70
54316	2/25/2019	Inland Empire Musical Arts Corporation	Cleared	\$920.00	4100-010-92	Approved Textbooks and Core Curricula Materials	IEMA07	\$95.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	IEMA05	\$75.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	IEMA01	\$125.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	IEMA04	\$200.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	IEMA06	\$150.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	IMEA02	\$150.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	IEMA03	\$125.00
54351	2/25/2019	Rebecca Scott	Cleared	\$68.00	4100-010-92	Approved Textbooks and Core Curricula Materials	02042019 Chris Wright	\$68.00
54277	2/25/2019	Cynthia Dapello	Cleared	\$280.00	4100-010-92	Approved Textbooks and Core Curricula Materials	A715	\$170.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	K715	\$110.00
54342	2/25/2019	School Specialty	Cleared	\$137.87	4100-010-92	Approved Textbooks and Core Curricula Materials	208122356937,	\$137.87

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54312	2/25/2019	Institute for Excellence in Writing	Cleared	\$764.00	4100-010-92	Approved Textbooks and Core Curricula Materials	578168	\$159.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	578166	\$396.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	578723	\$209.00
54309	2/25/2019	Home School Coaches	Cleared	\$2,202.50	4100-010-92	Approved Textbooks and Core Curricula Materials	Jan PO-CCS2018-10032 Micah Wong	\$132.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	Jan PO-CCS2018-7187 Josiah Ko	\$275.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Jan PO-CCS2018-9546 Hannah Bernard	\$700.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Jan PO-CCS2018-8361 Alyssa Ko	\$90.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Jan PO-CCS2018-10031 Evangeline Wong	\$132.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	Jan PO-CCS2018-6297	\$48.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Jan PO-CCS2018-9263 Josiah Bernard	\$177.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Jan PO-CCS2018-10038 Alyssa Ko	\$105.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Jan PO-CCS2018-6142 Ezra Lundahl	\$44.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Jan PO-CCS2018-10028 Haven Wong	\$132.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	Jan PO-CCS2018-9275 Alyssa Ko	\$270.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Jan PO-CCS2018-10149 Evelyn Vetter	\$48.00
4100-010-92	Approved Textbooks and Core Curricula Materials	Jan PO-CCS2018-9919 Charles Vetter	\$48.00					
54292	2/25/2019	Fundamental Foundations	Cleared	\$37,394.27	4100-010-92	Approved Textbooks and Core Curricula Materials	kadenjones0219	\$347.14
					4100-010-92	Approved Textbooks and Core Curricula Materials	channingkirkland0219	\$333.33
					4100-010-92	Approved Textbooks and Core Curricula Materials	michaelcarrasco0219	\$366.66
					4100-010-92	Approved Textbooks and Core Curricula Materials	jesicamelchor0219	\$381.85

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4100-010-92	Approved Textbooks and Core Curricula Materials	willieoliver0219	\$347.14
4100-010-92	Approved Textbooks and Core Curricula Materials	MaryAnneborja0219	\$347.14
4100-010-92	Approved Textbooks and Core Curricula Materials	uriahalaniz0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	destinysanchez0219	\$366.66
4100-010-92	Approved Textbooks and Core Curricula Materials	josefigueroa0219	\$366.66
4100-010-92	Approved Textbooks and Core Curricula Materials	kainevins0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	jadonbotticelli0219	\$366.66
4100-010-92	Approved Textbooks and Core Curricula Materials	smithkirkland0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	leannemontoya0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	elijahandros0219	\$347.14
4100-010-92	Approved Textbooks and Core Curricula Materials	josueborja0219	\$347.14
4100-010-92	Approved Textbooks and Core Curricula Materials	sunnyjones0219	\$347.14
4100-010-92	Approved Textbooks and Core Curricula Materials	levijones0219	\$347.14
4100-010-92	Approved Textbooks and Core Curricula Materials	brennonnevins0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	nataliabeecroft0219	\$333.00
4100-010-92	Approved Textbooks and Core Curricula Materials	dustinwheeler0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	peytonpendergraft0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	zionromero0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	annicagalindo0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	carteradkins0219	\$337.50

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4100-010-92	Approved Textbooks and Core Curricula Materials	ethanbennett0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	daroldkleppe0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	josiahneilsen0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	kyleebotticelli0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	faithperez0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	jeremiahbostic0219	\$347.14
4100-010-92	Approved Textbooks and Core Curricula Materials	landonsmith0219	\$233.33
4100-010-92	Approved Textbooks and Core Curricula Materials	jaelendixon0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	andreaneilsen0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	emilyfrench0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	jonathanlopez0219	\$347.14
4100-010-92	Approved Textbooks and Core Curricula Materials	cassidykirkland0219	\$366.66
4100-010-92	Approved Textbooks and Core Curricula Materials	naveenprem0219	\$266.66
4100-010-92	Approved Textbooks and Core Curricula Materials	loganwadkins0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	bellabotticelli0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	dayanabalbuena0219	\$366.66
4100-010-92	Approved Textbooks and Core Curricula Materials	bradenkirkland0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	levismith0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	irelyndlindeman0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	shereemontalvo0219	\$366.66

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4100-010-92	Approved Textbooks and Core Curricula Materials	rosemaryborja0219	\$347.14
4100-010-92	Approved Textbooks and Core Curricula Materials	graceperez0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	avagalindo0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	judithborja0219	\$378.66
4100-010-92	Approved Textbooks and Core Curricula Materials	lorengaffney0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	xianeromero0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	azayleacarrasco0219	\$366.66
4100-010-92	Approved Textbooks and Core Curricula Materials	tysonharvey0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	emanuelperez0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	jesusborja0219	\$344.16
4100-010-92	Approved Textbooks and Core Curricula Materials	leslielopez0219	\$160.71
4100-010-92	Approved Textbooks and Core Curricula Materials	alondrahuerta0219	\$344.16
4100-010-92	Approved Textbooks and Core Curricula Materials	aliaromero0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	miagalanos0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	justinsebring0219	\$330.00
4100-010-92	Approved Textbooks and Core Curricula Materials	islagaffney0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	micahbotticelli0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	jacobmiller0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	jalenoliver0219	\$347.14
4100-010-92	Approved Textbooks and Core Curricula Materials	christopherwalden0219	\$333.33

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4100-010-92	Approved Textbooks and Core Curricula Materials	taylorsmith0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	aprilacosta0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	gavinvaldez0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	dakotajones0219	\$347.14
4100-010-92	Approved Textbooks and Core Curricula Materials	alliecantarini0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	brooklynwheeler0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	mathiasgalanos0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	jacksmith0219	\$170.00
4100-010-92	Approved Textbooks and Core Curricula Materials	mayafigueroa0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	traviswalton0219	\$337.50
4100-010-92	Approved Textbooks and Core Curricula Materials	josephsanchez0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	wyattking0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	victoriagoodrich0219	\$366.66
4100-010-92	Approved Textbooks and Core Curricula Materials	trinityhernandez0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	trevorwooley0219	\$337.50
4100-010-92	Approved Textbooks and Core Curricula Materials	wadekirkland0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	ayraandros0219	\$347.14
4100-010-92	Approved Textbooks and Core Curricula Materials	calebwooley0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	melaniegalanos0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	stellanevins0219	\$333.33

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4100-010-92	Approved Textbooks and Core Curricula Materials	alexchandler0219	\$337.50
4100-010-92	Approved Textbooks and Core Curricula Materials	oliviabotticelli0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	isaiahdixon0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	madisonsmith0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	micaelahernandez0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	paulcambio0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	katarinaivanovich0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	ianmiller0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	emmaking0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	amaraogunjumo0219	\$233.33
4100-010-92	Approved Textbooks and Core Curricula Materials	braelynnobrien0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	emmagoveia0219	\$344.16
4100-010-92	Approved Textbooks and Core Curricula Materials	efosaowens0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	sophiebennett0219	\$333.33
4100-010-92	Approved Textbooks and Core Curricula Materials	audrihines0219	\$337.50
4100-010-92	Approved Textbooks and Core Curricula Materials	peterschroeder0219	\$366.66
4100-010-92	Approved Textbooks and Core Curricula Materials	aidanmeek0219	\$337.50
4100-010-92	Approved Textbooks and Core Curricula Materials	hannahwalton0219	\$337.50
4100-010-92	Approved Textbooks and Core Curricula Materials	graceschroeder0219	\$366.66
4100-010-92	Approved Textbooks and Core Curricula Materials	chandlerayres0219	\$333.33

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					4100-010-92	Approved Textbooks and Core Curricula Materials	mateoborja0219	\$250.71
					4100-010-92	Approved Textbooks and Core Curricula Materials	zaileyhernandez0219	\$333.33
					4100-010-92	Approved Textbooks and Core Curricula Materials	maddingalanos0219	\$333.33
					4100-010-92	Approved Textbooks and Core Curricula Materials	haydenwheeler0219	\$333.33
					4100-010-92	Approved Textbooks and Core Curricula Materials	sophiakudan0219	\$333.33
					4100-010-92	Approved Textbooks and Core Curricula Materials	vallerieramirez0219	\$333.33
					4100-010-92	Approved Textbooks and Core Curricula Materials	travismonteiro0219	\$381.85
					4100-010-92	Approved Textbooks and Core Curricula Materials	tyaebotticelli0219	\$333.33
54267	2/25/2019	Auberry Computer Repair	Cleared	\$240.00	4100-010-92	Approved Textbooks and Core Curricula Materials	J000765	\$240.00
54361	2/25/2019	Lisa Tucker	Cleared	\$537.00	4100-010-92	Approved Textbooks and Core Curricula Materials	1002819-9397	\$179.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	1012819-9396	\$179.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	1022819-9395	\$179.00
54360	2/25/2019	Tippi Toes West San Gabriel Valley	Cleared	\$56.00	4100-010-92	Approved Textbooks and Core Curricula Materials	1055067-1	\$56.00
54279	2/25/2019	Cogito International Inc.	Cleared	\$500.00	4100-010-93	Approved Textbooks and Core Curricula Materials	1006January19	\$500.00
54363	2/25/2019	Well Trained Mind Press	Cleared	\$3,245.00	4100-010-92	Approved Textbooks and Core Curricula Materials	130 & 131	\$1,322.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	130	\$20.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	132 & 134	\$1,882.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	132	\$20.00
54362	2/25/2019	Urban Homeschoolers	Outstanding	\$209.25	4100-010-92	Approved Textbooks and Core Curricula Materials	S19-CC-9761	\$209.25

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54280	2/25/2019	Coastal Music Studios	Cleared	\$630.00	4100-010-92	Approved Textbooks and Core Curricula Materials	4047-4	\$210.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	4047-2	\$140.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	4047-1	\$140.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	4047-3	\$140.00
54364	2/25/2019	Trinity Cristo Rey Church	Cleared	\$5,000.00	5600-010-93	Space Rental/Leases Expense	March 2019 Rent	\$5,000.00
54365	2/25/2019	Water Court LLC	Cleared	\$8,682.82	5600-010-84	Space Rental/Leases Expense	March 2019 Rent	\$8,682.82
54301	2/25/2019	Briana Guardino	Cleared	\$120.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Kassi- January	\$120.00
54302	2/25/2019	Guitar Center Stores, Inc.	Cleared	\$488.93	4100-010-92	Approved Textbooks and Core Curricula Materials	ARINV47101526, ARIV47111245, ARINV47111262	\$347.67
					4100-010-92	Approved Textbooks and Core Curricula Materials	ARINV46085309	\$141.26
54303	2/25/2019	G&L Investments Inc	Cleared	\$2,990.00	4100-010-92	Approved Textbooks and Core Curricula Materials	56101	\$1,495.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	56201	\$1,495.00
54336	2/25/2019	Parnassus Preparatory Academy	Cleared	\$302.00	4100-010-92	Approved Textbooks and Core Curricula Materials	CCS2018-9947-01	\$302.00
54337	2/25/2019	Pasadena Conservatory of Music Services	Cleared	\$348.00	4100-010-92	Approved Textbooks and Core Curricula Materials	79515-E	\$348.00
54338	2/25/2019	QUILL CORPORATION	Cleared	\$5,658.85	4100-010-92	Approved Textbooks and Core Curricula Materials	4522743, 4565761	\$132.21
					4100-010-92	Approved Textbooks and Core Curricula Materials	4565754	\$163.67
					4100-010-92	Approved Textbooks and Core Curricula Materials	4712273	\$194.86
					4100-010-92	Approved Textbooks and Core Curricula Materials	4783062, 4729839	\$249.95
					4100-010-92	Approved Textbooks and Core Curricula Materials	4748545	\$36.99
					4100-010-92	Approved Textbooks and Core Curricula Materials	4859916, 4820150	\$29.97
					4100-010-92	Approved Textbooks and Core Curricula Materials	4532224, 4567060, 4528956	\$42.17

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4100-010-92	Approved Textbooks and Core Curricula Materials	4601319	\$14.83
4100-010-92	Approved Textbooks and Core Curricula Materials	4648708	\$66.56
4100-010-92	Approved Textbooks and Core Curricula Materials	4652559, 4708310	\$86.54
4100-010-92	Approved Textbooks and Core Curricula Materials	4537084, 4572337, 4567203	\$38.85
4100-010-92	Approved Textbooks and Core Curricula Materials	4601322, 4570804	\$118.99
4100-010-92	Approved Textbooks and Core Curricula Materials	4673188	\$149.14
4100-010-92	Approved Textbooks and Core Curricula Materials	4708305	\$31.07
4100-010-92	Approved Textbooks and Core Curricula Materials	4783020	\$77.98
4100-010-92	Approved Textbooks and Core Curricula Materials	4935625	\$64.03
4100-010-92	Approved Textbooks and Core Curricula Materials	4327654, 4288042	\$55.80
4100-010-92	Approved Textbooks and Core Curricula Materials	4288042, 4327654	\$55.80
4100-010-92	Approved Textbooks and Core Curricula Materials	4562620, 4573433	\$93.70
4100-010-92	Approved Textbooks and Core Curricula Materials	4603057, 4602392	\$90.80
4100-010-92	Approved Textbooks and Core Curricula Materials	4606906, 4718298	\$342.77
4100-010-92	Approved Textbooks and Core Curricula Materials	4752247	\$10.23
4100-010-92	Approved Textbooks and Core Curricula Materials	4783056	\$107.32
4100-010-92	Approved Textbooks and Core Curricula Materials	4601248, 4528983	\$134.14
4100-010-92	Approved Textbooks and Core Curricula Materials	4602374, 4573851	\$38.85
4100-010-92	Approved Textbooks and Core Curricula Materials	4236461, 4296592, 4234980, 4296594	\$57.80
4100-010-92	Approved Textbooks and Core Curricula Materials	4287775, 4235852	\$76.00

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4100-010-92	Approved Textbooks and Core Curricula Materials	4602399, 4599908	\$129.27
4100-010-92	Approved Textbooks and Core Curricula Materials	4569832, 4574382	\$24.59
4100-010-92	Approved Textbooks and Core Curricula Materials	4748563	\$92.51
4100-010-92	Approved Textbooks and Core Curricula Materials	4783029	\$16.92
4100-010-92	Approved Textbooks and Core Curricula Materials	4610745, 4718435	\$342.77
4100-010-92	Approved Textbooks and Core Curricula Materials	4757708, 4755759, 4756543, 4748557	\$105.41
4100-010-92	Approved Textbooks and Core Curricula Materials	4236113, 4297800, 4294697	\$58.71
4100-010-92	Approved Textbooks and Core Curricula Materials	4601325	\$63.02
4100-010-92	Approved Textbooks and Core Curricula Materials	4677125	\$172.93
4100-010-92	Approved Textbooks and Core Curricula Materials	4712270	\$62.46
4100-010-92	Approved Textbooks and Core Curricula Materials	4856271	\$49.27
4100-010-92	Approved Textbooks and Core Curricula Materials	4906645	\$72.72
4100-010-92	Approved Textbooks and Core Curricula Materials	3183200, 3107985, 3144580	\$53.02
4100-010-92	Approved Textbooks and Core Curricula Materials	4565766	\$197.15
4100-010-92	Approved Textbooks and Core Curricula Materials	4601327	\$63.02
4100-010-92	Approved Textbooks and Core Curricula Materials	4677499, 4660591, 4716550	\$43.58
4100-010-92	Approved Textbooks and Core Curricula Materials	4683475, 4754117	\$501.94
4100-010-92	Approved Textbooks and Core Curricula Materials	4570819	\$299.31
4100-010-92	Approved Textbooks and Core Curricula Materials	4601330	\$57.81
4100-010-92	Approved Textbooks and Core Curricula Materials	4606903, 4715813	\$342.77

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					4100-010-92	Approved Textbooks and Core Curricula Materials	4677504	\$127.07
					4100-010-92	Approved Textbooks and Core Curricula Materials	4935623	\$120.87
					4100-010-92	Approved Textbooks and Core Curricula Materials	4939173	\$100.71
54275	2/25/2019	Carolina Biological Supply Company	Cleared	\$54.30	4100-010-92	Approved Textbooks and Core Curricula Materials	50534046_RI	\$54.30
54304	2/25/2019	Home Science Tools	Cleared	\$179.45	4100-010-92	Approved Textbooks and Core Curricula Materials	909322A, 909322B	\$108.80
					4100-010-92	Approved Textbooks and Core Curricula Materials	903321A	\$24.85
					4100-010-92	Approved Textbooks and Core Curricula Materials	909323A	\$45.80
54310	2/25/2019	Celeste Haueter	Cleared	\$235.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Feb-83	\$43.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Feb-53	\$48.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Feb-98	\$48.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Feb-28	\$48.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	Feb-99	\$48.00
54276	2/25/2019	C3 Classes, LLC	Cleared	\$777.00	4100-010-92	Approved Textbooks and Core Curricula Materials	2019-2	\$335.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	2019-3	\$107.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	2019-1	\$335.00
54269	2/25/2019	Barnes & Noble, Inc.	Cleared	\$1,216.90	4100-010-92	Approved Textbooks and Core Curricula Materials	56427116	\$83.06
					4100-010-92	Approved Textbooks and Core Curricula Materials	56574248	\$25.71
					4100-010-92	Approved Textbooks and Core Curricula Materials	56554935	\$211.80
					4100-010-92	Approved Textbooks and Core Curricula Materials	56488365, 56524946	\$134.55
					4100-010-92	Approved Textbooks and Core Curricula Materials	56554893	\$97.87

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					4100-010-92	Approved Textbooks and Core Curricula Materials	GRAYDGT13119	\$22.04
					4100-010-92	Approved Textbooks and Core Curricula Materials	56554885	\$198.08
					4100-010-92	Approved Textbooks and Core Curricula Materials	56554794	\$295.54
					4100-010-92	Approved Textbooks and Core Curricula Materials	56573950	\$148.25
54300	2/25/2019	Allison Goad	Cleared	\$120.00	4100-010-92	Approved Textbooks and Core Curricula Materials	Nathan2019a	\$120.00
54272	2/25/2019	Bitsbox	Cleared	\$251.70	4100-010-92	Approved Textbooks and Core Curricula Materials	1941	\$251.70
54290	2/25/2019	East West Ice Palace	Cleared	\$300.00	4100-010-92	Approved Textbooks and Core Curricula Materials	2019-1	\$300.00
54308	2/25/2019	Homeschool Spanish Academy Inc.	Cleared	\$1,776.09	4100-010-92	Approved Textbooks and Core Curricula Materials	12345678	\$399.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	1234567891011,	\$349.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	1234567	\$399.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	123456789	\$297.99
					4100-010-92	Approved Textbooks and Core Curricula Materials	12345678910	\$331.10
54298	2/25/2019	Genius Box, Inc	Cleared	\$162.00	4100-010-92	Approved Textbooks and Core Curricula Materials	194	\$162.00
54299	2/25/2019	Grow and Make LLC	Cleared	\$703.01	4100-010-92	Approved Textbooks and Core Curricula Materials	INV-43895	\$36.95
					4100-010-92	Approved Textbooks and Core Curricula Materials	INV-44105	\$104.90
					4100-010-92	Approved Textbooks and Core Curricula Materials	44409	\$96.47
					4100-010-92	Approved Textbooks and Core Curricula Materials	INV-44052	\$76.90
					4100-010-92	Approved Textbooks and Core Curricula Materials	INV-44106	\$194.85
					4100-010-92	Approved Textbooks and Core Curricula Materials	44408	\$96.47
					4100-010-92	Approved Textbooks and Core Curricula Materials	44410	\$96.47
54332	2/25/2019	Presence	Cleared	\$170.00	5810-010-65	Educational Consultants	Equipment Kits	\$85.00

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		Learning, Inc.			5810-010-65	Educational Consultants	Equipment Kits	\$85.00
54333	2/25/2019	Piano4Everyone Conejo Valley	Cleared	\$300.00	4100-010-92	Approved Textbooks and Core Curricula Materials	6403-13	\$160.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	6402-14	\$140.00
54273	2/25/2019	Burbank Music Academy	Cleared	\$357.50	4100-010-92	Approved Textbooks and Core Curricula Materials	5157356	\$130.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	5157375	\$97.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	5157360	\$130.00
54334	2/25/2019	Playcorps, LLC	Cleared	\$720.00	4100-010-92	Approved Textbooks and Core Curricula Materials	septemberthrujanuary	\$720.00
54335	2/25/2019	Precision Gymnastics	Outstanding	\$926.25	4100-010-92	Approved Textbooks and Core Curricula Materials	20619-13	\$45.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	20619-3	\$54.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	20619-10	\$45.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	20619-9	\$108.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	20619-11	\$81.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	20619-5	\$54.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	20619-7	\$186.75
					4100-010-92	Approved Textbooks and Core Curricula Materials	20619-12	\$54.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	20619-1	\$53.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	20619-8	\$45.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	20619-4	\$54.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	20619-6	\$54.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	20619-2	\$91.00
54291	2/25/2019	Endeavor Gymnastics	Cleared	\$164.00	4100-010-92	Approved Textbooks and Core Curricula Materials	13119	\$82.00

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Check Number	Check Date	Vendor Name	Check Status	Check Amount	Account Number	Description	Check Number	Check Amount
					4100-010-92	Approved Textbooks and Core Curricula Materials	13119-1	\$82.00
54328	2/25/2019	Mathnasium of Clovis-Fresno	Cleared	\$265.00	4100-010-92	Approved Textbooks and Core Curricula Materials	19627601	\$265.00
54330	2/25/2019	Oak Meadow Inc.	Cleared	\$429.00	4100-010-92	Approved Textbooks and Core Curricula Materials	92833	\$259.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	92832	\$170.00
54329	2/25/2019	Nature-Watch	Cleared	\$17.61	4100-010-92	Approved Textbooks and Core Curricula Materials	135994A	\$17.61
54331	2/25/2019	Outschool, Inc.	Cleared	\$273.00	4100-010-92	Approved Textbooks and Core Curricula Materials	3886-9691	\$45.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	4337-10250	\$15.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	4161-10163	\$15.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	4160-10164	\$15.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	3541-9705	\$50.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	4145-9684	\$28.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	4150-9814	\$100.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	4334-10167	\$5.00
54289	2/25/2019	EdTech 101	Cleared	\$590.00	4100-010-92	Approved Textbooks and Core Curricula Materials	1390	\$295.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	1392	\$295.00
54339	2/25/2019	Rainbow Resource Center	Cleared	\$9,734.13	4100-010-92	Approved Textbooks and Core Curricula Materials	2606730	\$95.59
					4100-010-92	Approved Textbooks and Core Curricula Materials	2608596	\$341.06
					4100-010-92	Approved Textbooks and Core Curricula Materials	2592172	\$216.18
					4100-010-92	Approved Textbooks and Core Curricula Materials	2592503	\$770.34
					4100-010-92	Approved Textbooks and Core Curricula Materials	2610174	\$76.16

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4100-010-92	Approved Textbooks and Core Curricula Materials	2611742	\$55.49
4100-010-92	Approved Textbooks and Core Curricula Materials	2615355	\$119.88
4100-010-92	Approved Textbooks and Core Curricula Materials	2615965	\$33.58
4100-010-92	Approved Textbooks and Core Curricula Materials	2588782	\$113.04
4100-010-92	Approved Textbooks and Core Curricula Materials	2591039	\$148.17
4100-010-92	Approved Textbooks and Core Curricula Materials	2611741	\$295.33
4100-010-92	Approved Textbooks and Core Curricula Materials	2612290	\$154.61
4100-010-92	Approved Textbooks and Core Curricula Materials	2615310	\$873.76
4100-010-92	Approved Textbooks and Core Curricula Materials	2615311	\$44.22
4100-010-92	Approved Textbooks and Core Curricula Materials	2611751	\$16.25
4100-010-92	Approved Textbooks and Core Curricula Materials	2616600	\$90.69
4100-010-92	Approved Textbooks and Core Curricula Materials	2608063	\$78.34
4100-010-92	Approved Textbooks and Core Curricula Materials	2592883	\$328.85
4100-010-92	Approved Textbooks and Core Curricula Materials	2608673	\$154.22
4100-010-92	Approved Textbooks and Core Curricula Materials	2615292	\$170.65
4100-010-92	Approved Textbooks and Core Curricula Materials	2615339	\$36.69
4100-010-92	Approved Textbooks and Core Curricula Materials	2614835	\$157.78
4100-010-92	Approved Textbooks and Core Curricula Materials	2592121	\$155.66
4100-010-92	Approved Textbooks and Core Curricula Materials	2603968	\$164.23
4100-010-92	Approved Textbooks and Core Curricula Materials	2614837	\$323.01

Compass Charter Schools

Check Register 1/1/2019 through 2/28/2019

4100-010-92	Approved Textbooks and Core Curricula Materials	2614839	\$47.31
4100-010-92	Approved Textbooks and Core Curricula Materials	2615962	\$155.28
4100-010-92	Approved Textbooks and Core Curricula Materials	2615878	\$296.75
4100-010-92	Approved Textbooks and Core Curricula Materials	2605806	\$60.20
4100-010-92	Approved Textbooks and Core Curricula Materials	2606725	\$8.25
4100-010-92	Approved Textbooks and Core Curricula Materials	2615312	\$159.17
4100-010-92	Approved Textbooks and Core Curricula Materials	2614840	\$168.10
4100-010-92	Approved Textbooks and Core Curricula Materials	2615945	\$261.79
4100-010-92	Approved Textbooks and Core Curricula Materials	2615964	\$46.86
4100-010-92	Approved Textbooks and Core Curricula Materials	2595611	\$145.63
4100-010-92	Approved Textbooks and Core Curricula Materials	2592823	\$305.40
4100-010-92	Approved Textbooks and Core Curricula Materials	2611734	\$149.60
4100-010-92	Approved Textbooks and Core Curricula Materials	2613466	\$19.50
4100-010-92	Approved Textbooks and Core Curricula Materials	2615293	\$53.76
4100-010-92	Approved Textbooks and Core Curricula Materials	2615891	\$247.51
4100-010-92	Approved Textbooks and Core Curricula Materials	2566935	\$13.70
4100-010-92	Approved Textbooks and Core Curricula Materials	2588779	\$106.50
4100-010-92	Approved Textbooks and Core Curricula Materials	2592169	\$302.75
4100-010-92	Approved Textbooks and Core Curricula Materials	2611747	\$305.42
4100-010-92	Approved Textbooks and Core Curricula Materials	2612297	\$249.21

Compass Charter Schools

Check Register 1/1/2019 through 2/28/2019

					4100-010-92	Approved Textbooks and Core Curricula Materials	2614831	\$64.90
					4100-010-92	Approved Textbooks and Core Curricula Materials	2614838	\$216.95
					4100-010-92	Approved Textbooks and Core Curricula Materials	2611731	\$152.39
					4100-010-92	Approved Textbooks and Core Curricula Materials	2616577	\$159.78
					4100-010-92	Approved Textbooks and Core Curricula Materials	2612355	\$265.90
					4100-010-92	Approved Textbooks and Core Curricula Materials	2613465	\$101.64
					4100-010-92	Approved Textbooks and Core Curricula Materials	2614841	\$23.70
					4100-010-92	Approved Textbooks and Core Curricula Materials	2615314	\$24.95
					4100-010-92	Approved Textbooks and Core Curricula Materials	2614828	\$569.56
					4100-010-93	Approved Textbooks and Core Curricula Materials	2617211	\$37.89
54326	2/25/2019	Mission Renaissance, Inc.	Cleared	\$319.00	4100-010-92	Approved Textbooks and Core Curricula Materials	892245	\$319.00
54327	2/25/2019	Jennifer Murphy	Cleared	\$110.00	4100-010-92	Approved Textbooks and Core Curricula Materials	0056-7133-0119	\$34.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	0056-6355-0119	\$76.00
54325	2/25/2019	Lake Arrowhead School of Dance	Cleared	\$60.00	4100-010-92	Approved Textbooks and Core Curricula Materials	2122019	\$60.00
54266	2/25/2019	Acorn Naturalist	Cleared	\$228.52	4100-010-92	Approved Textbooks and Core Curricula Materials	404453A	\$228.52
1000008	2/28/2019	Autumn Clements	Outstanding	\$156.00	5810-010-65	Educational Consultants	REIMB: Care.com Premium Membership	\$156.00
1000007	2/28/2019	Aspire Speech & Learning Center	Outstanding	\$520.00	5810-010-65	Educational Consultants	Virtual Therapy January 2019	\$520.00
1000010	2/28/2019	Jacqueline Granda	Outstanding	\$77.54	5200-010-65	Travel and Conferences	Parent - Mileage	\$58.64
					5200-010-65	Travel and Conferences	Parent - Mileage	\$18.90
1000009	2/28/2019	Laura Gene Dolezal	Outstanding	\$65.00	5810-010-00	Educational Consultants	SAI Services - 2/21/19	\$65.00
Total Check Amount				\$687,798.46	Total GL Amount			\$687,810.65

Coversheet

Approval of the January 28, 2019 Regular Meeting Minutes

Section: II. Consent Items
Item: B. Approval of the January 28, 2019 Regular Meeting Minutes
Purpose: Approve Minutes
Submitted by: Miguel Aguilar
Related Material: Minutes for Virtual Board Meeting on January 28, 2019

RECOMMENDATION:

N/A - motion covered through consent items motion.

APPROVED



Compass Charter Schools

Minutes

Virtual Board Meeting

Date and Time

Monday January 28, 2019 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. Brown (remote), M. Suarez (remote)

Directors Absent

J. Vargas

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 Jan 28, 2019 at 6:03 PM.

B. Record Attendance and Guests

II. Consent Items

A. Consent Items

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

M. Suarez seconded the motion.

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

Roll Call

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

B. Approval of the November 26, 2018 Regular Meeting Minutes

M. Brown made a motion to approve minutes from the Virtual Board Meeting on 11-26-18
Virtual Board Meeting on 11-26-18.

M. Suarez seconded the motion.

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

Roll Call

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

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

M. Brown made a motion to approve minutes from the Special Meeting on 12-07-18
Special Meeting on 12-07-18.

M. Suarez seconded the motion.

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

Roll Call

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

III. Communications

A. Board Member Communication

Ms. Robotham mentioned that the end of semester 1 is this week and that she appreciates the teachers for their work in closing out the semester and wishes our scholars much success as they finish the semester. She looks forward to seeing scholar academic growth in the upcoming semester.

IV. Reports

A. Superintendent's Report

Mr. Lewis shared the Superintendent's Report.

He presented a 5-year anniversary token to Alex Vasquez.

B. Engagement Department Presentation

Mrs. Rebecca MacAlpine, Director of Engagement, led the board in an overview of the Engagement Department.

C. Finance Report

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

D. Parent Advisory Council Report

Mrs. Robotham shared the Parent Advisory Council Report.

E. Scholar Leadership Council Report

Mr. Lewis shared the Scholar Leadership Council Report.

V. Public Comment

A. Public Comment

No public comment.

VI. Unfinished Business

A. 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.

VII. New Business

A. Review and Approval of the 2018-19 Amended Operating Budget

L. Robotham made a motion to approve the 2018-19 Amended Operating Budget as presented.

B. Dennett seconded the motion.

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

Roll Call

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

B. Review and Approval of Auditor Selection

B. Dennett made a motion to approve the Auditor Selection of Christy White Associates for fiscal years 2018-19, 2019-20, and 2020-21.

M. Suarez seconded the motion.

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

Roll Call

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

C. Review and Approval of the Low Performing Students Block Grant

B. Dennett made a motion to approve the Low Performing Students Block Grants as presented.

M. Suarez seconded the motion.

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

Roll Call

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

D. Review and Approval of the Merger Agreement with REALM Charter Schools

M. Brown made a motion to approve the merger agreement between Compass Charter Schools and REALM Charter School.

L. Robotham seconded the motion.

The motion did not carry.

Roll Call

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

E. Review and Approval of the New Charter Petition

B. Dennett made a motion to approve the charter petition for Compass Charter Schools of Fresno.

M. Brown seconded the motion.

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

Roll Call

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

VIII. Closing Items

A. Upcoming Meetings

The next meeting of the Board of Directors will be Monday, March 25, 2019 at 5 pm (if Closed Session is needed); 6 pm for Open Session. Agenda items will include:

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

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:07 PM.

Respectfully Submitted,
M. Aguilar

Coversheet

Approval of the January 31, 2019 Special Meeting Minutes

Section: II. Consent Items
Item: C. Approval of the January 31, 2019 Special Meeting Minutes
Purpose: Approve Minutes
Submitted by: Miguel Aguilar
Related Material: Minutes for Special Meeting on January 31, 2019

RECOMMENDATION:

N/A - motion covered through consent items motion.

APPROVED



Compass Charter Schools

Minutes

Special Meeting

Date and Time

Thursday January 31, 2019 at 7:00 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
3580 Wilshire Blvd., Suite 1130, Los Angeles, CA 90010
2653 Taft Lane, Palmdale, CA 93551

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

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

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

Directors Present

B. Dennett (remote), J. Vargas (remote), M. Brown (remote), M. Suarez (remote)

Directors Absent

L. Robotham

Ex Officio Members Present

J. Lewis

Non Voting Members Present

J. Lewis

Guests Present

M. Aguilar (remote)

I. Opening Items

A. Call the Meeting to Order

J. Vargas called a meeting of the board of directors of Compass Charter Schools to order on Thursday Jan 31, 2019 at 7:05 PM.

B. Record Attendance and Guests

II. Consent Items

A. Consent Items

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

B. Dennett seconded the motion.

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

Roll Call

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

III. Public Comment

A. Public Comment

No public comment.

IV. New Business

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

M. Suarez made a motion to approve the merger agreement, as amended, by Compass Charter Schools and REALM Charter Schools.

M. Brown seconded the motion.

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

Roll Call

L. Robotham	Absent
J. Vargas	Aye

Roll Call

B. Dennett Abstain
M. Suarez Aye
M. Brown Aye

V. Closing Items

A. Upcoming Meetings

The next meeting of the Board of Directors will be Monday, March 25, 2019 at 5 pm (if Closed Session is needed); 6 pm for Open Session. Agenda items will include:

- 2019-20 Staff Handbook
- Second Interim Reports
- Counseling Services Department Presentation
- Exceptional Scholar Services Department Presentation
- Merger Agreement with REALM Charter Schools

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:02 PM.

Respectfully Submitted,
M. Aguilar

Coversheet

Approval of the February 20, 2019 Special Meeting Minutes

Section: II. Consent Items
Item: D. Approval of the February 20, 2019 Special Meeting Minutes
Purpose: Approve Minutes
Submitted by: Miguel Aguilar
Related Material: Minutes for Special Meeting on February 20, 2019

RECOMMENDATION:

N/A - motion covered through consent items motion.

APPROVED



Compass Charter Schools

Minutes

Special Meeting

Date and Time

Wednesday February 20, 2019 at 4:00 PM

CCS Central Office: 850 Hampshire Road, Suite P, Thousand Oaks, CA 91361
702 East Blue Ridge Road, Fresno, CA 93720
13 Sunrise, Irvine, CA 92603
3580 Wilshire Blvd., Suite 1130, Los Angeles, CA 90010
2653 Taft Lane, Palmdale, CA 93551
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. Suarez (remote)

Directors Absent

M. Brown

Ex Officio Members Present

J. Lewis

Non Voting Members Present

J. Lewis

Guests Present

M. Aguilar

I. Opening Items

A. Call the Meeting to Order

J. Vargas called a meeting of the board of directors of Compass Charter Schools to order on Wednesday Feb 20, 2019 at 4:05 PM.

B. Record Attendance and Guests

II. Consent Items

A. Consent Items

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

B. Dennett seconded the motion.

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

Roll Call

J. Vargas Aye

L. Robotham Aye

B. Dennett Aye

M. Suarez Aye

M. Brown Absent

III. Public Comment

A. Public Comment

No public comment.

IV. New Business

A. Review and Approval of the CCS of Fresno Charter Renewal Appeal to the Fresno County Board of Ed

L. Robotham made a motion to approve the Compass Charter Schools of Fresno charter renewal appeal to the Fresno County Board of Education as presented.

B. Dennett seconded the motion.

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

Roll Call

L. Robotham Aye

Roll Call

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

V. Closing Items

A. Upcoming Meetings

The next meeting of the Board of Directors will be Monday, March 25, 2019 at 5 pm (if Closed Session is needed); 6 pm for Open Session. Agenda items will include:

- 2019-20 Staff Handbook
- Second Interim Reports
- Counseling Services Department Presentation
- Exceptional Scholar Services Department Presentation
- Merger Agreement with REALM Charter Schools

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:17 PM.

Respectfully Submitted,
M. Aguilar

Coversheet

Approval of the March 4, 2019 Special Meeting Minutes

Section: II. Consent Items
Item: E. Approval of the March 4, 2019 Special Meeting Minutes
Purpose: Approve Minutes
Submitted by: Miguel Aguilar
Related Material: Minutes for Special Meeting on March 4, 2019

RECOMMENDATION:

N/A - motion covered through consent items motion.

APPROVED



Compass Charter Schools

Minutes

Special Meeting

Date and Time

Monday March 4, 2019 at 5:00 PM

CCS Central Office: 850 Hampshire Road, Suite P, Thousand Oaks, CA 91361
2657 Victoria Circle, Alpine CA, 91901
13 Sunrise, Irvine, CA 92603
3580 Wilshire Blvd., Suite 1130, Los Angeles, CA 90010
2653 Taft Lane, Palmdale, CA 93551

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

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

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

Directors Present

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

Directors Absent

M. Suarez

Directors who arrived after the meeting opened

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

J. Vargas called a meeting of the board of directors of Compass Charter Schools to order on Monday Mar 4, 2019 at 5:12 PM.

B. Record Attendance and Guests

II. Consent Items

A. Consent Items

B. Dennett 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 Absent

M. Suarez Absent

B. Dennett Aye

J. Vargas Aye

III. Public Comment

A. Public Comment

No public comment.

M. Brown arrived.

IV. New Business

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

L. Robotham made a motion to approve the Loan Agreement with REALM Charter Schools.

M. Brown seconded the motion.

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

Roll Call

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

V. Closing Items

A. Upcoming Meetings

The next meeting of the Board of Directors will be Monday, March 25, 2019 at 5 pm (if Closed Session is needed); 6 pm for Open Session. Agenda items will include:

- 2019-20 Staff Handbook
- Second Interim Reports
- Counseling Services Department Presentation
- Exceptional Scholar Services Department Presentation
- Merger Agreement with REALM Charter Schools

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:53 PM.

Respectfully Submitted,
M. Aguilar

Coversheet

Superintendent's Report

Section: IV. Reports
Item: A. Superintendent's Report
Purpose: FYI
Submitted by: J.J. Lewis
Related Material: K ESS.pdf
A Superintendent's Report.pdf
J Engagement.pdf
C Additions & Terminations Report.pdf
D #CCSSpringInService19 Schedule.pdf
I Counseling.pdf
G HS.pdf
F K8.pdf
H Options.pdf
E Main.pdf
B Brokerage Account Statement.pdf

RECOMMENDATION:
N/A - For Discussion Only

Compass Chronicle

Exceptional Scholar Services | Spring 2019

Hello Compass Parents and Scholars!

Compass is continuing to grow! That also means that we've had many more scholars to support through their Individualized Education Program documents. Thankfully, we were able to bring on board a few new special education instructors who align with our school's mission and vision!

I am pleased to introduce three new special education teachers: Tracy Clifton, Eva Dwyer, and Lynn Jakuba. These three new teachers have jumped right into our program and are doing a wonderful job of supporting our scholars!



Gabi Golan, Director of Exceptional Scholar Services

ggolan@compasscharters.org

[@golan_gabi](#)

Table of Contents

- What's New?
- Staff Spotlight
- Share your Story
- Continue to Counseling, Engagement, or the Main Newsletter

What's New in Exceptional Scholar Services?

Due to the incredible growth at Compass, we are now partnering with Anchor Solutions, which has provided access to a wonderful team of ^{special educators to help serve our scholars!}
Powered by BoardOnTrack

Also, our team has continued to focus on Specialized Academic Support (SAI) sessions. We are all truly enjoying supporting our scholars and working together as we continue to grow!



STAFF SPOTLIGHT



Please meet the amazing Tracy Clifton, Special Education Instructor

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?

Tracy: I am a special education instructor and I collaborate closely with the other academic staff, our parents, and scholars to develop individual goals for each scholar and develop their Individualized Education Programs (IEPs). My primary responsibilities include providing instruction and support to scholars with disabilities in the regular classroom. I joined the Compass team in January of this year!

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

Tracy: I have been a special education instructor for 20 years. Previously, I taught kindergarten and elementary school scholars with moderate to severe disabilities. Being a special educator brings me so much joy! It is truly a rewarding job. When a child makes a breakthrough, I as the teacher, understand the effort required for that breakthrough.

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

Tracy: Some advice that I would like to share with learning coaches and scholars is that it is OK to make mistakes! Teachers make mistakes and scholars and learning coaches make mistakes too. We can always learn from our mistakes!

Share one thing about you would very few people know?

Tracy: One thing that very few people know about me is that I dislike getting my face wet or getting splashed. The crazy part is that I was a swimmer all through high school!

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

Tracy: I have a wonderful husband of almost 15 years! We have two children, Caiden (13) and Ava (9). In our free time, we like to try new restaurants around San Diego and go motorhome camping. Our favorite camping spot is at the beach. We usually spend a week at the beach during the summer with friends and family.



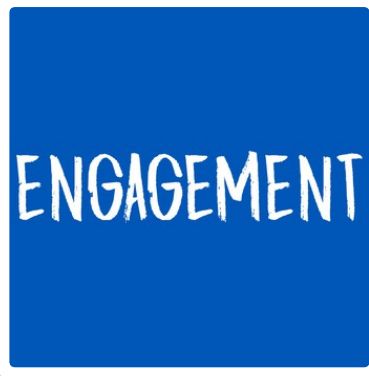
SHARE YOUR STORY



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 Main Newsletter









Compass Charter Schools

 Facebook  @CompassCS

Visit our [website](#) for more information about our academic programs. Or, contact Gabi Golan, Director of Exceptional Scholar Services at ggolan@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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Superintendent's Report
April 8, 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:
 - Insurance renewal meetings will begin in April for Workers Comp, Property, Liability and D&O coverage. CCS should be able to take advantage of lower rates as a result of no claims in the current school year. Proposals will be available for review in June.
 - Investment ladder has matured with JP Morgan Chase. We have rolled these funds over per policy. *See enclosed portfolio report.*
- Information Technology:
 - We are working on implementing Clever, a single sign-on portal, for staff and scholars next year. Clever will be a central hub where everyone can access a number of the different sites the school uses.
- Human Resources:
 - The HR team participated in the Tulare County Office of Education Spring Online Teaching Careers Fair (for Los Angeles) on March 13th and 14th. We were able to add a number of resumes to the pool of qualified candidates for our open positions.
 - Organizational changes have transpired since the last meeting. *See enclosed worksheet.*
- Operations:
 - 2018-19 enrollment has closed. We currently have 1,739 scholars active in the SIS. We have maintained steady growth as this is 369 more scholars than what we certified for Fall 1 (enrollments on or before October 4). As of March 29, we have 1,026 scholars that have indicated they will be returning to CCS for Fall 2019!
 - CalPADS Fall 2 has been certified for our three charters according to the deadline. We reported a total of 71 EL scholars.
 - We completed our 2018-19 interim audit with Christy White Associates, which included a review of a sample of scholar files including master agreements, attendance claims, work samples, free and reduced programs, home language surveys, personnel files, and fiscal controls.
 - The CAASPP testing window opened last Monday, April 1 and closes this Friday, April 12. We have a total of 1,045 eligible scholars that we will be testing throughout our service areas. This year we are offering 19 locations along with a variety of test participation incentives and support measures.

Personalized Learning

- Counseling Services:
 - Counseling Services will continue the tradition of hosting a Decision Day celebration with graduating seniors on Wednesday, May 1st. The celebration is a time to recognize scholars who have made the commitment to continue their education after high school to attend a university, community college, other educational institutions, as well as training programs or join the military.
 - Counselors will host presentations for rising 6th grade and 8th grade scholars in early May to share an overview of the programs, get them excited about the opportunities that await them in middle and high school, and ensure a smooth transition.
- Engagement:
 - Over 40 scholars enjoyed the overnight AstroCamp field trip last month. Scholars participated in indoor and outdoor science projects including building rockets, zip lining and a few team building activities, too.
 - In March, several scholars joined Mrs. Kristen Winter, online high school teacher, for a Scholar Virtual Workshop about health and fitness.
- Exceptional Scholar Services:
 - Special Education instructors, general education teachers, and administrators joined together to create a Performance Indicator Review (PIR) "task force," supported by our El Dorado SELPA, to create a plan for all three charters to increase test participation for scholars with Individual Education Plans (IEP) in the areas of English Language Arts and math.
 - This department experienced a growth in the number of incoming scholars with more serious mental health challenges that require different types of supports outside of their academics, such as scholar and parent counseling and behavior plans, to best support these scholars while they learn at home. The team is working with the Counseling Services Department to support these scholars but is seeking other solutions as well.
- Online Learning:
 - Our 8th grade scholar recruitment for AVID 9 is underway. Recruitment will include recommendations from our 8th grade teachers as well as opportunities for scholars and learning coaches to self-advocate to join the program. AVID information sessions are scheduled in April, and the Parent Town Hall in early May, and will highlight key aspects of the AVID program to build interest and enthusiasm.
 - We are continuing to plan for the second year of our Summer School program. Summer School will run from July 1 through August 9. The six-week program will be available to both enrolled and non-enrolled scholars. Currently, we have over 120 scholars interested in attending.
- Options Learning:
 - Plans are in the works for rolling out an A-G approved program for Options high school scholars for next school year. We will start with submitting primarily 9-grade courses for approval then expand to courses

typically taken in higher grade levels. We believe this will make Compass a worthwhile and attractive choice for more middle and high school homeschooling scholars.

- Regional Lead Educational Facilitators hosted park meet-ups in the Fresno, Los Angeles, and San Diego areas last month. These in-person gatherings gave families and staff the opportunity to connect and foster a sense of community, a desire felt among most homeschooling families.

Executive

- Our Professional Learning Sub-Committee hosted our second In-Service Day on Friday, March 15th. All sessions were hosted by our staff, with slides and recordings made available for easy reference throughout the school year. *See enclosed agenda.*
- Our fourth *Compass Chronicle* newsletters of the year were published for Elementary School, Middle School, High School and Options families on Thursday, March 21st. The newsletter highlights important events as well as spotlights some families, staff and scholars. *See enclosed newsletters.*
- A Planning Survey was sent to all stakeholder groups, to solicit feedback for both the LCAP and to plan for the upcoming year.
- I am honored to have been invited to serve on State Superintendent of Public Instruction Tony Thurmond's Transition Team for both his Improving Data Collection Committee and Professional Development for Educators Committee.
- We have appealed the denial our CCS of Fresno charter renewal petition to the Fresno County Board of Education. Our community participated in their March 21 Public Hearing, and will be present for their April 18 where they will take action on the appeal.
- We have submitted our petition to Winters Joint USD for the establishment of CCS of Yolo. We will participate in their Public Hearing on Thursday, April 18, where their board will also take action on our petition.

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

Engagement | Spring 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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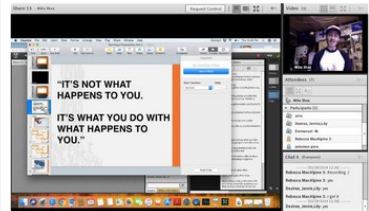
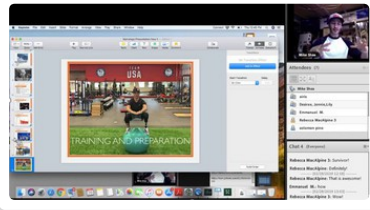
- Field Trip Reflection
 - Scholar Stories
 - Contests
 - Upcoming Events
 - Exceptional Scholar Services, Counseling, and Main Newsletter
-

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

- We have adventured to a variety of places including NASA's Jet Propulsion Lab in Pasadena, John's Incredible Pizza Co., The Apple Store, Ballis Glass, Knott's Berry Farm, Catalina Toyon Bay, the USS Midway Museum, The Traditional Equitation School in Los Angeles, the Sawdust Factory, AVID LA Clippers Game, San Onofre Nuclear Station, and the Getty Center. Just to name a few!



- Our scholars enjoyed the hands-on science activities and snorkeling at Catalina Toyon Bay, they had a great time learning about horse care at the Los Angeles Equestrian Center and they were inspired by the executives who led a speaker panel discussion before the LA Clippers game!
- Our virtual scholar workshops continue to be a great experience! Scholars enjoyed listening to an inspiring presentation by a Paralympic athlete through the Nametags™ assembly program. The special guest shared his journey to becoming a winning Paralympic athlete in an effort to help scholars develop resilience, determination and create concrete goals for the future!
- We hosted two new Coaches' Corner sessions focusing on organizational tips for scholars and supporting scholars through crisis. If you were not able to join us live, please [visit our YouTube channel](#) to view the recordings along with all of our helpful and informative Learning Coach videos!



SCHOLAR STORIES

- A learning coach who attended our educational field trip to the Apple Store shared that her scholars enjoyed the different obstacle courses that scholars worked through during their visit. She loved that the field trip was adaptable to a variety of ages and grade levels. Her older scholar was able to learn a lot of new things about coding while her younger child learned how to control a robot on his own!

- Families who attended our overnight field trip to Catalina Island said there were so many amazing highlights about the trip! They really enjoyed snorkeling and learning about marine life. The had a great time examining the tide pools and watching the sea lions and fish. The scholars built new friendships during the trip and continue to stay in touch with each other!



CONTESTS

- This month, our scholars are participating in our Scholar Fitness Challenge! They are sharing posts, photos and videos of their physical activities and having a great time staying active and healthy!

UPCOMING EVENTS

We are looking forward to the many field trips in the coming months including (but not limited to): Columbia Science Center, Designing a Disney Story at Disneyland, Seaworld, Grad Bashes at Universal, AstroCamp, Snow Valley Ski Trip, Wonder Valley High Ropes Course, Compass at the Park and more!

Continue to Exceptional Scholar Services, Counseling, and Main Newsletter



SHARE YOUR STORY



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



Compass Charter Schools

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

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

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



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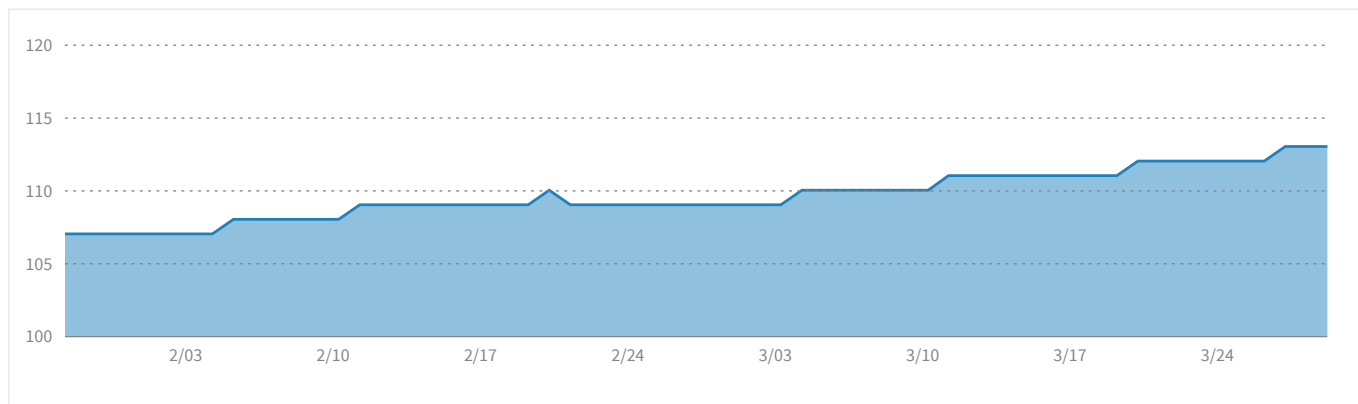


30 March 2019

Additions & Terminations



Employee Head Count



Additions (10)

Name	Employment Status	Department	Division	Location	Job Title	Hire Date
Marroquin, Karla	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	03/27/2019
Agustin, Grace	Part-Time	Special Education	Personalized Learning	Remote	Special Education Instructor	03/20/2019
Cortese, Kelly	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	03/11/2019
Amari, Elaine	Full-Time	High School	Personalized Learning	Remote	High School Teacher	03/04/2019
Jabuka, Lynn	Full-Time	Exceptional Scholar Services	Personalized Learning	Remote	Special Education Instructor	02/20/2019
Le Haas, Linh	Full-Time	Options Program	Personalized Learning	Remote	Vendor Relations Specialist	02/11/2019
Dwyer, Eva	Full-Time	Exceptional Scholar Services	Personalized Learning	Remote	Special Education Instructor	02/05/2019
Redford, Bill	Consultant	Personalized Learning	Personalized Learning	Remote		02/01/2019
Gomez, Victor	Full-Time	Online Program	Personalized Learning	Remote	High School Teacher	01/28/2019
Clifton, Tracy	Full-Time	Exceptional Scholar Services	Personalized Learning	Remote	Special Education Instructor	01/28/2019

Terminations (2)

Name	Employment Status	Department	Division	Location	Job Title	Hire Date	Termination Date
Bachand, Anne	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	08/21/2018	02/21/2019
Midler, Irene	Full-Time	Special Education	Personalized Learning	Remote	Special Education Instructor	10/10/2018	02/01/2019



#CCSSpringInService19

Friday, March 15, 2019

Schedule

OPENING SESSION

9-9:25a

Rockin' the Test

[Kelli McCaulley](#), Educational Facilitator

[Beth Sneyd](#), Assessment Coordinator

Description: Come join us to learn how we can successfully prepare our scholars and learning coaches to rock state testing! This will also be an opportunity for you, CCS staff, to learn the who, what, and why behind testing.

SESSION I: Technology Hour

9:30-10:20a

Adobe Connect 101

[Andrea Lomeli](#), Online Middle School Teacher

[Karle Roberts](#), Educational Facilitator

Description: Do you suffer from ACP....Adobe Connect Phobia? Do you worry that you won't be able to record your session or have your participants hear you? Well look no further, Adobe Connect 101 is the solution you have been waiting for! Andrea Lomeli and Karle Roberts are here to patiently walk you through the "ins and outs" of a holding a basic Adobe Connect session, from sounds checks, setting up your recording, to uploading your presentation, and giving (or taking away) your participants' privileges. This is the perfect introductory session to Adobe Connect coming from two certified online teachers that will give you practical tips and instruction so you too can be a confident Adobe Connect presenter when you leave our session.

Adobe Connect 301

[Jennifer Hobson](#), Online High School Teacher

[Michelle Whitney](#), Online High School Teacher

Description: Got the basics of Adobe Connect but want to know more? Michelle Whitney and Jen Hobson will show you some amazing advance tools that you can use to make your live sessions pack an extra punch! We'll cover topics like presenter's only area, prepare mode, using multiple layouts to make your sessions transition seamlessly, YouTube pod, polling, available apps & extensions, and MORE!! This information-packed session is perfect for anyone who wants to take their Adobe Connect classroom skills to the next level!

Google 201

[David Brasch](#), Director of IT

[Melissa Collier](#), Lead Regional Educational Facilitator

Description: Take your Google skills to the next level with tips for Gmail, Google Calendar, and Sheets! Learn how to delay emails, send mail merges, add multiple calendars, use formulas and formatting in sheets, and more! Come with any Google questions you have!

Virtual Forms 101

[Mae Van Vooren](#), Assistant Superintendent of Personalized Learning

SESSION II: Strategy Hour

11-11:50a

Data-Driven Strategies 101

[Terrasa McGuire](#), Online Middle School Teacher

[Kasey Wingate](#), Scholar Success Coordinator

Description: Make data part of the ongoing cycle for instructional improvement for tier supports. To help all scholars achieve, teachers need to systematically and routinely use data to guide instructional decisions to meet scholars' needs. Learn how to collect and interpret data from multiple sources—benchmark results, progress in courses, etc.—to raise scholar achievement.

ELL Strategies 101

Shannon Davis, Online High School Teacher
Melissa Ramon, Educational Facilitator

Description: ELL Strategies 101 will look at the various educational, social and emotional issues facing our ELL scholars. During this presentation join us for a discussion about cultural awareness/empathy, the changing face of education, challenges and triumphs of our ELL scholars and tools to use with these scholars.

UDL Strategies 101

[Gabi Golan](#), Director of Exceptional Scholar Services
[Janae Smith](#), Online High School Coordinator

Description: Universal design for learning (UDL) is meeting the needs of all scholars. During this presentation learn the basics for UDL and collaborate with peers to discuss best differentiated practices individualize instruction.

LUNCH

12-1p

SESSION III: Division Best Practices Hour

1-1:50p

Business Services Division

[Lisa Fishman](#), Assistant Superintendent of Business Services

Personalized Learning

[Mae Van Vooren](#), Assistant Superintendent of Personalized Learning

SESSION IV: Department Best Practices Hour

2-2:50p

Counseling Services Department

[Debra Stephan](#), Director of Counseling Services

Exceptional Scholar Services Department

[Gabi Golan](#), Director of Exceptional Scholar Services

Online Learning Department

[Erin Smith](#), Director of Online Learning

Operations Department

[Jessica Franco](#), Director of Operations

Options Learning Department

[Kristy Smith](#), Director of Options Learning

SESSION V

3-5p

Self-Directed Time

- Committee Work
- Grading
- Projects
- Etc.

Compass Chronicle

Counseling | Spring 2019

Can you believe there are just a few months left in the school year?



Yes! Summer break is not so far away. We hope that before things get too busy with spring break, coursework, and finals, our scholars will begin planning ahead to make the most of their time off during the summer. Scholars' summer plans will vary depending on each scholar's personal needs and situation. Perhaps some scholars have an interest in volunteering, working a job, attending summer school, taking their first community college class, or graduating and heading off into "the real world." Whatever their plans may be, our counselors, including our college career counselor, are here to support them and help them achieve their summer goals!

Sincerely,

Debra Stephan, Director of Counseling Services

dstephan@compasscharters.org

[@CompasCounselor](#)

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

WHAT'S NEW IN COUNSELING?

The excitement had a lot of fun joining schools from across the country in the Great Kindness Challenge. Scholars carried out various acts of kindness toward others, even pets!



In February, we held our third Counseling with Compass Live event at San Diego State University! Scholars that attended had a chance to tour the campus and listen to insightful presentations. They also enjoyed in-person, one-on-one meetings with our counselors. It's always a thrill for our staff to meet with scholars face-to-face. To add to the excitement, a few of our scholars have already started receiving acceptance letters to colleges and universities for Fall 2019!

Looking ahead, we are proud to once again offer a summer school program for high school scholars! Summer school is a great opportunity for scholars that may be interested in recovering their grades or getting ahead with graduation credits. The program is open to our enrolled scholars and to the public. Our [summer school course list](#) is now available and we are now enrolling for summer school. [Enroll today!](#)



FAMILY SPOTLIGHT



This month we are highlighting Wilburn Family!

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

Mrs. Wilburn: My daughters and I begin our day by reading 50 verses from our Holy Quran. After breakfast, usually around 8 am, we work on class assignments and take a break at around noon for half an hour to rest, relax, and have lunch. Then, we get back to working on the assignments, attend any scheduled learning labs and squeeze in our 45 minutes of daily physical activity. Occasionally, my daughters don't attend their classes due to either appointments or if they're not feeling well.

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)?

Mrs. Wilburn: My greatest joy is actually being able to see my daughters progressing, learning, and succeeding right before my eyes. Most importantly, I see and hear all that is being taught to them by their professors. My greatest challenge is making sure that while online, they don't deviate from their school work and get distracted by other websites. CCS has a wonderful Director of IT, David Brasch, who taught me about online safety for my daughters and how to secure their laptop and online activities.

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

Mrs. Wilburn: I chose Compass because the staff is supportive and they make every step easy for parents. They also closely monitor scholars' progress and behavior during virtual learning labs!

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

Mrs. Wilburn: As a learning coach and mother I enjoy being part of the Compass community because their commitment to my daughters is genuine. The entire staff is always there for me as a learning coach, my daughters, and most importantly they respect our beliefs.

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

Mrs. Wilburn: Honestly, do it for the right reasons. Learning from home may not be for everyone, but truthfully you will never regret all the hard work and sacrifice that you put into your child's upbringing and education.

STAFF SPOTLIGHT



This month we recognize Gabriela Ayala, 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. Ayala: I am a school counselor and I work with middle and high school scholars. I have been with Compass Charter Schools for a little more than four years but I have been a school counselor for 12 years. In my role as a counselor, I provide guidance to scholars with their academic and social/emotional needs. I work closely with scholars and their families to ensure that they are meeting our graduation requirements and that they are prepared for a successful future.

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

Mrs. Ayala: I have a heart for helping others and I find it rewarding when I can help a scholar. I enjoy knowing that I am making a difference in their lives. It's an amazing experience to be able to help scholars and families get excited about the future and all of the great possibilities that life has to offer!

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

Mrs. Ayala: As an educator, I would like to encourage learning coaches to have their scholar get involved in school, maintain a good relationship with their counselors and teachers, and empower their

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

Mrs. Ayala: Very few people know that when I was younger I scored an Olympic goal in soccer! I have followed my passion for soccer by playing on a local women's soccer team and I help my husband coach my kids' soccer teams.

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

Mrs. Ayala: In my free time, I enjoy spending time with my husband and two kids. We love the outdoors, attending sporting events, and watching movies as a family.



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 Exceptional Scholar Services, Engagement, and Main Newsletter








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Visit our [website](#) for more information about our academic programs. Or, contact Debra Stephan, Director of Counseling Services at dstephan@compasscharters.org.

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

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



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Compass Chronicle

Online High School | Spring 2019

Spring semester is in full swing!

As I reflect on the past fall semester, I commend our online high school scholars on their success as they worked hard and were dedicated to achieving their goals so far this school year. Many scholars have accepted the challenge to increase their learning lab attendance, communication with their teachers, and dedication to their courses. Great job!



I continue to encourage all of our online high school scholars to make a plan, create a schedule, and set goals to achieve success at CCS. With the help of their learning coaches, counselors, and teachers, many scholars have started meeting their goals and continue on the road to success. I look forward to seeing scholars exceed their own expectations as they work hard this semester. By reaffirming their commitment to themselves and their education, I know they will achieve all of their goals by the end of the school year!

Sincerely,

Janae Smith, High School Coordinator

jsmith@compasscharters.org

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

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- 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?

Spring semester has brought many participation opportunities to our online high school scholars. First, our semester started with our A-G College Board approved science wet labs. During these labs, our science scholars worked together to continue practicing their physical science, biology, chemistry, and physics skills to tests hypothesis and collect data. Scholars and teachers enjoyed the day working together and learning how fun science can be!



Also to kick off this spring semester, our online high school scholars, learning coaches, and teachers met during parent-teacher conferences to create goals for scholar success. Many families participated in these conferences and the entire high school team looks forward to seeing the fantastic jobs scholars do in meeting these goals by June.

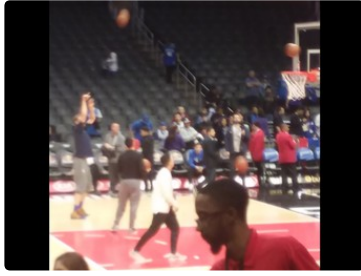
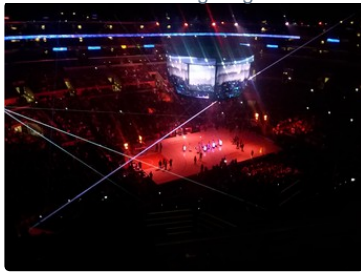
Another participation opportunity our scholars had was our 2nd annual March Madness learning lab attendance competition. During this competition, homeroom classes competed to see which one would earn the highest percentage of learning lab attendance. The class with the highest percentage earned the prize of adding additional percentage points to an assignment of their choice. This learning lab attendance was crucial to help prepare the 11th and 12th graders for SBAC testing in April!

As we look ahead this spring semester, the online high school team looks forward to meeting our 11th and 12th grade scholars in-person at our testing sites to complete state testing. We also look forward to meeting with scholars virtually to celebrate success at our end of the year awards assembly in May. Lastly, of course, we are looking forward to seeing our seniors at high school graduation in June!

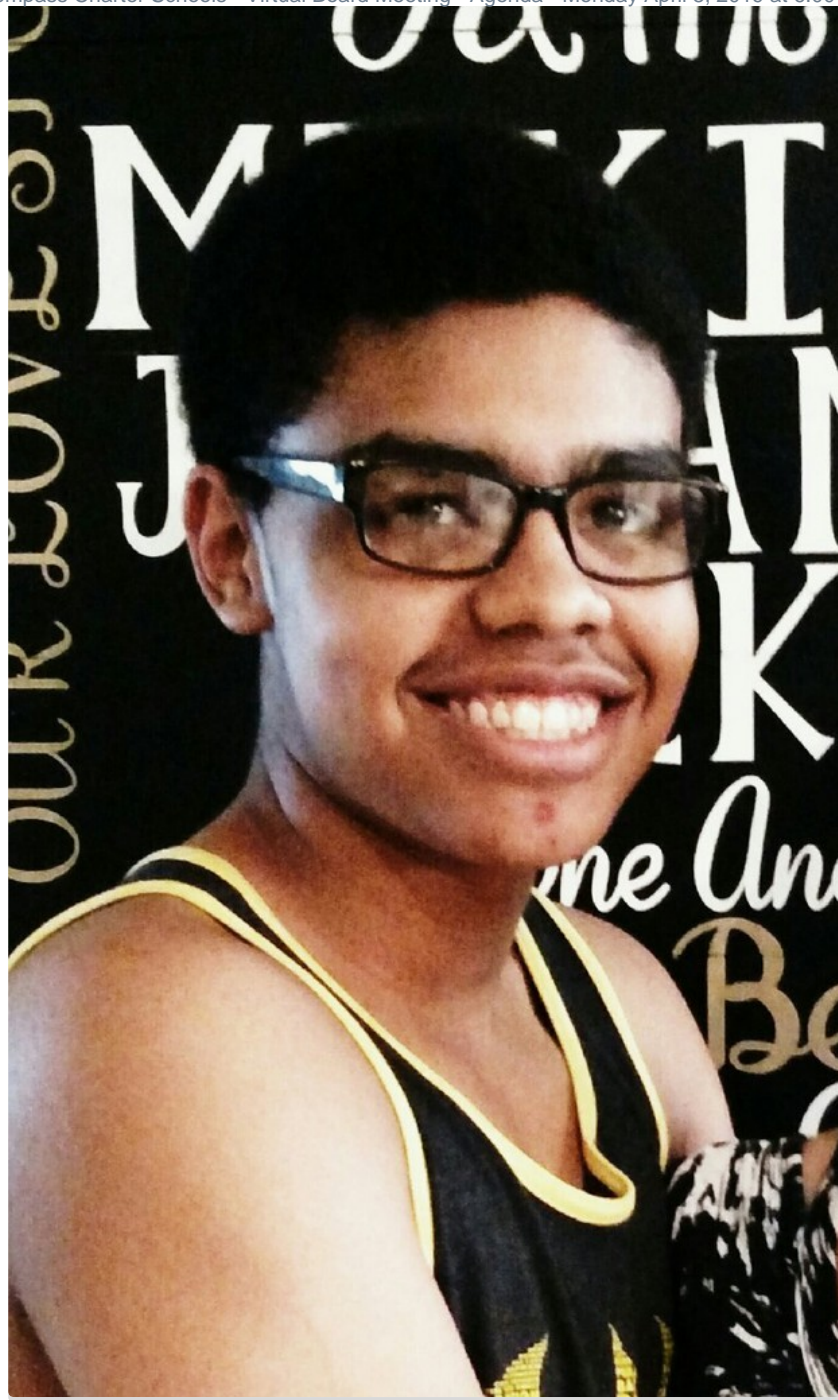
AVID

LA Clippers AVID Night

CCS had a great turn out for the annual LA Clippers AVID Night! We had over 30 scholars and families come out and enjoy a full day of events. The day started with an executive panel and Q&A session with members of the LA Clippers front office. During the Q&A session, Clippers executives shared their journey's from high school to university and finally their present positions. After the Q&A sessions, CCS families had lower level access during pregame warmups. Finally, the night was ended with a Clippers win against the Dallas Mavericks! Thanks for all who attended, please be on the lookout for more exciting AVID events.



SCHOLAR SPOTLIGHT



12th grade scholar, Julian R., and Learning Coach, Lisa R. 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?

Lisa: Most days start off with breakfast then school. After Julian is done with school then it is off to the room for some video games.

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

Lisa: I love just having him around. Julian is so funny and keeps the family laughing. I feel that he is in a really safe zone here at home with us.

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

Lisa: One of our challenges is that Julian is dyslexic. Early into homeschooling, I would spend time with him and we would trade off reading lessons. Now that he is a Senior, I have backed off. I noticed that he was struggling without my help so I reached out to CCS staff and we all came up with some

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

Lisa: My decision to home school Julian was sudden. I had already decided to homeschool his sister who is younger. Julian was a Junior in high school at a brick and mortar and he was very short for his age. Someone in the school kept tripping him daily and he didn't think that this was bullying but it was messing with his mind. He was starting to struggle and then didn't want to go at all to certain classes. I decided to just make my life "easier" by homeschooling both kids. It was not easy at first, but once we got schedules down, it was a great fit for us. I have no regrets at all over this decision.

Julian: I was having some problems with bullying and not wanting to go to school and my grades were slipping. The lessons weren't personal and at my pace which was annoying.

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

Lisa: We haven't ventured on many field trips since both kids are anti-social. As for the Compass Staff, I have enjoyed it so much. Teachers and staff have been so good for me, the parent, to work with. The kids are learning to have a voice with them and that will help them in their future.

Julian: The lessons are more at my pace and the teachers care more about me, want to watch me succeed, and are here to help me.

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

Lisa: Don't think, just do it. Once I signed them up, I knew in my heart that it was the right decision for them. Virtual school is not the homeschooling that people think. It is awesome and you have the best support ever. You are not alone and your scholars will be okay.

Julian: You have to trust your kids but also be close to know they're doing their work. It helps to find a schedule that works for you.

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

Lisa: When we are all together and our older daughter and her husband visit, we all love to have family game night. It can be loud and fun. When it is just the four of us, we play *Words with Friends* together and challenge each other. We try to have dinner every night as a family and have my father living with us now so that is always a good time and we laugh a lot.

Julian: Well when I'm not playing games, I would have to say my family and I just watch movies and comedy special because we love to laugh.



STAFF SPOTLIGHT

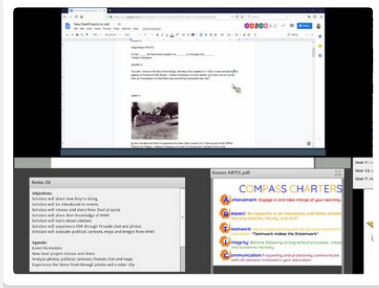


This month we're highlighting Kristen Winter, High School Health and P.E. Teacher!

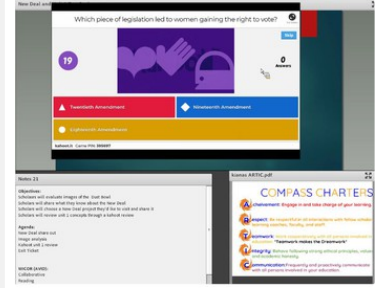
I have been teaching for almost 20 years and I have spent 12 of those years in online/virtual education. I have been a teacher with Compass Charter Schools since 2015. I hold a bachelor's degree from UCLA and my teaching credentials from SJSU. I am a certified personal trainer and master's swim coach. I am passionate as a health and fitness advocate for all scholars!

In my spare time, I enjoy swimming, trail running, surfing and paddling.

SCHOLAR WORK SAMPLES



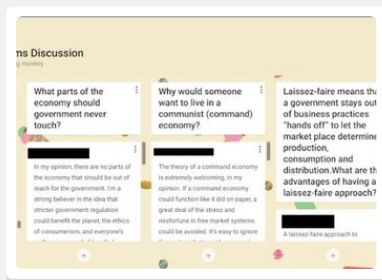
Scholars in American History investigated New Deal projects around the country, chose one and explained why they'd like to visit it and how the New Deal impacted/created the location.



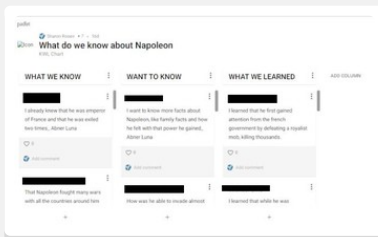
Scholars in American history played Kahoot to review for the unit 1 exam and shared their previous knowledge of the Dust Bowl. Then, scholars went on a gallery walk of images from the Dust Bowl and shared out which image impacted them the most.



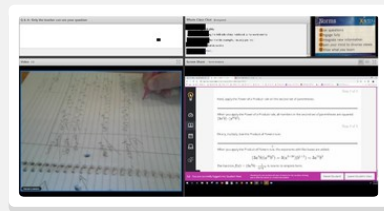
Scholars started with quotes that inspired them, boiled them down to a few words and then constructed their own mission statements. Some scholars chose to create posters to inspire themselves.



Ms. Rosen's Economic scholars discussed Economic systems in Learning Lab.



Scholars in World History used Padlet to discuss Napoleon.



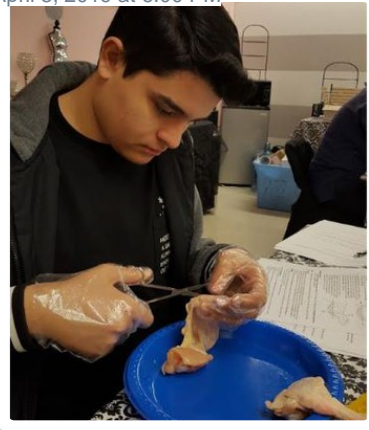
Algebra Scholars practiced note taking.



Jackson C. cuts celery stalks and puts them in water with food coloring to observe how plants use their vascular tissues to provide the plant water and nutrients.



Kaylee B. and Caylin B. collect data.



Gevorg A. dissects a chicken wing for his biology lab.



Gio C. measures to collect physical science data.



Hailie W. and Tristian B. get set up for their Chemistry lab.

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

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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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 compasscharters.org

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Compass Chronicle

Online Elementary School | Spring 2019

Scholars and families,

We have had a rainy winter here in California, but that hasn't stopped our amazing K-8 team from doing great things! We started out by hearing what our K-8 scholars and teachers were thankful for using our "CCS is Thankful" FlipGrid! After a nice and relaxing winter break, our scholars and teachers got back to working hard, and made sure to have some fun in their virtual live lessons, learning all about exciting topics from Black History Month to space! Our elementary scholars also participated in a writing workshop, refining their writing skills while interacting with their classmates!



Ashley Daugherty, K-8 Coordinator

adaugherty@compasscharters.org

[@CCSMissD](#)

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What's New in Online K-8?

K-1 Team:

History: Scholars have learned about Black History Month (Ruby Bridges), the Ancestral Pueblo of the Southwest, the Pilgrim's First Thanksgiving (Squanto) and in 1st grade: Black History Month (Ruby Bridges), the First Olympic Games, Scholars and Learning Coaches, from Athens to Alexander (Poseidon & Athena).



Math: Scholars have practiced fractions and 3D shapes.

Language Arts: Scholars have been reading passages about winter, the animals and the season. We also read passages about great leaders of the Civil Rights Movement.

2nd-3rd Grade Team:

Math: We have been focusing on our area and perimeter unit. Scholars created a robot on grid paper using exact measurements of perimeter and area. They will be completing a treehouse project using their planned blueprint and applying what they have been learning in our area and perimeter unit. Scholars are focusing on problem-solving skills and tapping into their imagination and creativity with this project!

Science: In Science they are learning about weather, the water cycle and different types of clouds. We created a water cycle using ziplock bags and made a model of a rain cloud with shaving cream, water and food coloring.

4th and 5th grade team:

Math: In January, scholars went on a trip to space! They dabbled in rocket science, the vastness of space and Elon Musk. Scholars also utilized adding and multiplying decimals and graphing.

In February, scholars reviewed Semester 1 skills with an escape room called, "Escape from a Dragon's Lair". We will be reviewing and practicing test-taking skills by using "games" until the end of March.

Art: In January, scholars learned about shading. We created 2D circles into 3D spheres and even composed a space scene with 3D planets out of chalk pastels. In February, we practiced simple optical illusions. We created our own optical illusions by bending lines utilizing markers.

Science: We learned about the Engineer Design Process by creating cars made out of vegetables and fruit in January.

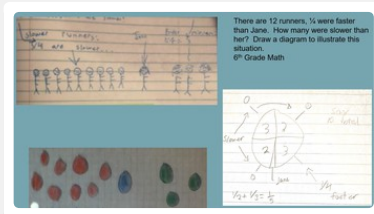
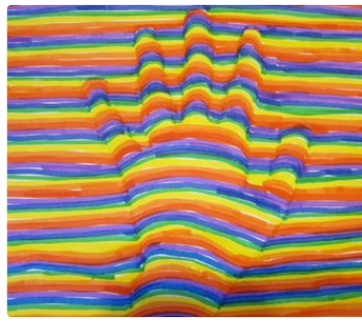
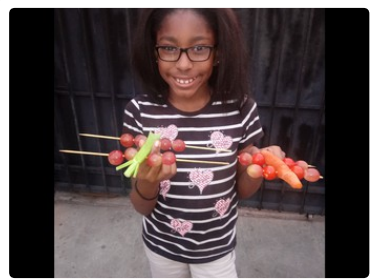
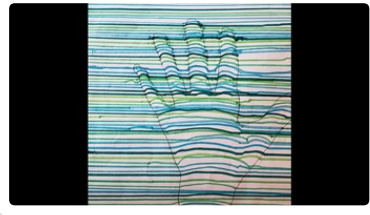
Social Studies: We celebrated Black History Month in February by studying different influential men and women each week. Scholars have learned about Martin Luther King Jr. and Frederick Douglas.

Reading: Scholars have been working on close reading to gain deeper meaning of the text! We are excited for the amazing upcoming learning labs! Be sure to check them out over the next couple months!

6th-8th Grade Team:

Science: The 6th graders are working on some engineering designs to prevent beach erosion. They teach another person at home, too!

The 7th graders are researching how different organisms interact in an ecosystem.



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 each day is different, but what would a typical day look like for you and your scholar?

Dayren: Currently, our family consists of Grandmother Miriam (Abu), Mom (myself) and daughter Yanisel (or Yani). A typical day for us is to wake up, usually not very early, since I typically work until late at night. Sometimes when I come home Abu and Yani are waiting for me to know the stories from my performance. We eat a light breakfast, run a few errands, lunch is somewhere in between the errands and school work. Our schedule varies each day because sometimes we do school work before the errands and other times Yani feels like learning later in the day. After her school work is completed, if I don't have to work, I prepare our vegan or vegetarian meal and we do something fun at night together like watch a movie or play video games. Sometimes I work from home writing music and Yani plays with Abu. Then, we clean up and get ready for bed by doing some Yoga and listening to meditation music so that we can have peaceful dreams (which works pretty often!)



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

Dayren: My greatest joy is knowing that my daughter is getting an amazing education and the knowledge that she needs for a successful future. There are other great things like having control of our time and being able to do school work at a time that works best for our schedule. We can visit our friends in Florida and still do our schooling from there. Yani has the flexibility to come with me to my shows and tours while still learning and completing her assignments using her laptop. I love it! Currently one of the jobs is playing the violin, writing music and directing the band for a Hispanic TV show. I work very long hours and there is no way that I could do my job without virtual learning! We enjoy being part of Compass for so many reasons.

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

Dayren: There are many! Starting with my language barrier, I speak Spanish and Yani helps me improve my English every day. I enjoy wo

and comprehension exercises. Also, sometimes it is challenging to keep track of all her assignments and tasks in a virtual school. But I do like that Compass uses ParentSquare to help families stay more organized and have easy access to important information.

Another very important challenge is being able to change from the role of a parent to a learning coach. It can be difficult since usually, children want to have fun with their parents and have difficulty focusing. We always solve any frustration or difficult behavior by talking and understanding how important it is for us to do our best for many reasons. Whenever she doesn't want to do her homework, we always solve it by talking and reminding ourselves of how important it is to complete the assignments so that we can continue learning from home for a long time in the future.

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

Dayren: I sent Yani to a private school because I worked as an assistant, performed at their events and was able to receive free tuition for my daughter. I was very disappointed with the experience. Then, a friend recommended using K12. We then found Compass because they allow scholars to use that curriculum. We found what we needed for Yani's education.

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

Dayren: What I enjoy the most about the Compass community is the great communication and positive attitude that the teachers and staff have.

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

Dayren: If you want your child to get a great education, and your job interferes with a traditional school schedule, Compass is an amazing alternative! The learning experience will give your child an excellent education and you as a parent have full control to monitor the education your child is receiving.

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

Dayren: We enjoy walking on the beach, visiting the library, organizing play dates with Yani's friends, going to the movies, eating delicious food, and when we have a lot of free time we love to travel!

Thanks for the opportunity to share a bit of our everyday lives.

STAFF SPOTLIGHT



Jenn Tatum, Middle School 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?

Mrs. Tatum: I am a Middle School Teacher at Compass. I primarily teach English Language Arts and Social Studies to eighth-grade scholars. I am also the committee chair for the Energy Bus Committee, which has been a wonderful way to spread positivity to our learning coaches, staff, faculty and scholars! This year is my fifth year working for Compass!

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

Mrs. Tatum: Why do I do what I do at CCS? I have always wanted to work with children, even as a young girl. I used to babysit as much as I could and I played with the neighborhood children every day after school. You can say that I was just preparing myself to be a teacher, or I just wanted to boss everyone around. I LOVE TEACHING! It is one of my biggest passions in life. I love being my scholars’ biggest cheerleader and seeing them succeed is an extra bonus.

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

Mrs. Tatum: Learning coaches and scholars have two very different roles. To my scholars, I would like to encourage them to always do their best and forget the rest. I always encourage my scholars to be positive and have fun in class and in life. Joy is addicting and if you can just be positive and spread a little joy around, you are guaranteed to make someone’s day. For learning coaches, I would like to kindly remind them that they are their scholars “go to”. Be there for them, check in on them, be proud of them and encourage them. I am their teachers, but you are their guide!

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

Mrs. Tatum: One thing that few people know about me is that my family had a house fire in 2017 that changed our lives forever. We lost a lot of very sentimental items, along with our home. My children witnessed a terrible tragedy right in front of their eyes and gained a feeling of fear in the home they once thought safe. We have since rebuilt, not just our home, but our feeling of comfort and safety. And to be on the other side of this tragedy has allowed me to see how much we have each grown as our own individual person and as a family.

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

Mrs. Tatum: Our family is very active and very busy, so as far as free time, we don't have much. My oldest son plays club soccer and he is always playing sports at school. My daughter is the creative one. She is always building, creating, drawing, gluing and cutting all the while listening to music. My youngest son can't stay still! He plays soccer, rides his bike or scooter and continually asks questions. However, if we do have the chance, we go outside! We run, swim, ride bikes, play soccer, go to the park, take our two German Shepherds on walks or go to the snow. We also like our inside games of freeze tag in the living room, telephone, any board game, hide and seek, truth or dare or playing cards.



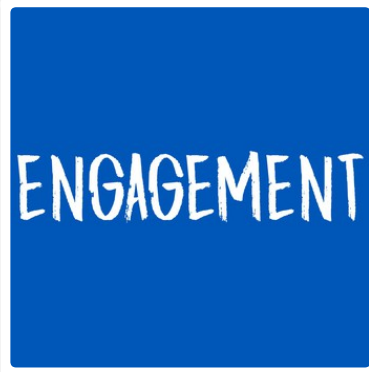
SHARE YOUR STORY



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.



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Visit our [website](#) for more information about our academic programs. Or, contact Ashley Daugherty, K-8 Coordinator at adaugherty@compasscharters.org.

 850 Hampshire Road, Suite P, T...

 info@compasscharters.org

 855-937-4227

 compasscharters.org

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



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Compass Chronicle

Options Program | Spring 2019

Welcome to 2019!

This has sure been a rainy year so far in California! But along with that rain and the intermittent days of sunshine, comes an abundant amount of beautiful new growth sprouting up around us. It makes the inconvenience of more rain than we are used to well worth it! This reminds me of the learning process. It is often through struggle and discomfort that we become a bit wiser. As Bryant McGill puts it, "Whatever makes you uncomfortable is your biggest opportunity for growth." As our scholars' learning coaches and teachers at home, we have the benefit of witnessing our children go through this learning process that involves both discomfort and triumph. Truly something to cherish!



In this newsletter, we are excited to share with you about a Compass family who has worked out a way to successfully homeschool through the added challenge of one parent away on active duty. You'll also get to know two of our dedicated Educational Facilitators a little better, along with witnessing some of the exciting projects and activities that our scholars have been working on. Finally, you'll get a closer look at some of the vendors that are available to you and what they can add to your scholar's springtime educational activities. Enjoy!

Kristy Smith, Director of Options Learning

ksmith@compasscharters.org

[@CCSKristySmith](#)

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What's New in Options?

Thank you to those parents who participated in our Options Roundtable sessions in February. Learning coaches and Educational Facilitators shared ideas on two topics that many homeschooling families find challenging -- integrating subject areas and building a local homeschool community for their scholars. At the end of this month, we will gather again for our final Options Roundtable of the school year to share some free available resources to take advantage of. We hope you learn about some new freebies during this next roundtable discussion!



FAMILY SPOTLIGHT



Learning Coach Valeska Tuntariyanond takes a moment to talk to CCS about what homeschooling looks like with two working parents, one of whom is active duty military, and a high achieving daughter!

Q: Please introduce your family and tell us a little bit about yourselves as a family! What does a typical (is there such a thing???) day in the life of the Tuntariyanond family look like?

Alexa: Our family is composed of three members. Nick (dad), is currently in the Army and is gearing up for deployment pretty soon. Valeska (mom), is a nurse and works part-time. I'm Alexa, a scholar and an ice skater. My family's daily activities require a calendar so we can keep up with what everyone's activities and we use Facetime a lot to stay connected. But when everyone is at home, we enjoy a lot of quality time by eating our meals together, reading a book to my parents, and watching a movie as a family.

Q: What led you to your decision to homeschool Alexa? How long have you been homeschooling? Are there unexpected challenges or joys that you have encountered in this journey?

Mrs. Tuntariyanond: Alexa attended a hybrid school for kindergarten and first grade. We decided to homeschool full time at Compass Charter Schools because her father will be deploying, and with my unpredictable working schedule, I did not have anyone to pick her up and drop her off at school. Also, another reason for homeschooling is because Alexa ice skates. She's in a competitive sport, she has to practice very often. Alexa can easily be at the ice rink for more than 20 hours a week! Compass has given us more flexibility. We can schedule her activities without affecting her education. At the beginning of this year, putting her curriculum together was a challenge. Alexa and I finally found our groove, though, and we settled on a curriculum and schedule that works for us. Also, knowing that we have our Educational Facilitator, Karissa, available to answer any questions that we might have or any challenges to get over is very comforting.

Q: Why did you choose Compass? What is something about Compass that you particularly like?

Mrs. Tuntariyanond: I was referred to Compass by a fellow skating mom. After visiting the school website, I was convinced that this school would work for us. Here we are halfway through our first year with Compass and I have yet to be disappointed! Compass offers so many learning pathways to best suit each child's needs. I love the follow up we receive from our Educational Facilitator and the readiness of the Compass family to assist us with any issues that we might have.

Q: What piece of advice would you give to a family considering pulling their child out of the traditional classroom to homeschool?

Mrs. Tuntariyanond: Parents, don't be scared of the unknown; don't let it scare you away from enjoying the many benefits that come with homeschooling! At Compass, you are never alone; you have great staff to guide you along the way. You can go through each school subject as fast or as slow as your child needs. You can't get the one-on-one attention that they need. The flexibility is like no other, everything and anything can become a learning experience!

Q: Of the 5 ARTIC traits (Achievement, Respect, Teamwork, Integrity, Communication), which do you feel Alexa best exemplifies?

Mrs. Tuntariyanond: Though I feel she has a little bit of all the traits, I will choose Respect. Alexa not only respects her family and her elders, she also has respect for her education and her sport. She is respectful of everyone and everything that we love and that is how she shows appreciation.

Q: How does Alexa exemplify that trait?

Mrs. Tuntariyanond: Alexa treats people with courtesy, politeness, and kindness. She follows directions and instruction given to her by her parents and coaches. She works hard for the sport that she loves and keeps up with her school work.

Q: Does Alexa exemplify any of the other traits to a lesser degree? Will you give examples of how she exemplifies them?

Mrs. Tuntariyanond: Achievement: Alexa set her heart on passing her pre-preliminary free skate test in ice skating. She worked hard and achieved her goal! This year she will start competing at that level. She is learning that to achieve anything in life, hard work and perseverance have to be done.

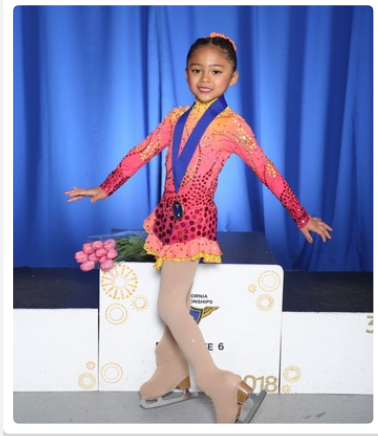
Q: Is there anything else that you would like to share with the Compass family either about your family, about homeschooling in general, about any curriculum that you are using and love, or about a vendor that does a particularly good job of supporting you in your homeschool journey?

Mrs. Tuntariyanond: I always thought that to homeschool my child, I would have to be a stay-at-home mom. But I was wrong. Any type of family dynamic can make this work. Yes, my family's schedule is crazy and hectic, but homeschooling has opened up a new world of learning for my child. Alexa does not have to be sitting in a classroom for six hours a day trying to fight for the teacher's attention. We can take our time in subjects that she's struggling with and speed through the ones that she gets right away. I am thankful to have a great support system in my family, friends, and Compass. We are here to stay!

Q: What would you say is your biggest goal for her for this year? Academic, social, skating?

Mrs. Tuntariyanond: Our goal for this year is to continue doing a good job with her reading, writing, and math. Also for Alexa to continue putting in the hard work with ice skating, especially now that we are about to start the competition season. Also, to keep building and making great memories with her friends.

Thank you so much for sharing a little bit about yourself and your family! You are an inspiration!



STAFF SPOTLIGHT



This month's spotlight is on our new Facilitator and OCLC science teacher, Shalimar Slobojan!

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?*

Ms. Slobojan: I am an Educational Facilitator and a science teacher at Compass' Orange County Learning Center (OCLC) in Santa Ana. I joined the Compass team in August of 2018.

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

Ms. Slobojan: My "why" for working with Compass is that I am able to build long-term relationships with scholars and their families. I can share my passion for teaching and learning, and I am able to work with the best colleagues!

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

Ms. Slobojan: I would like to tell my scholars to always strive to be the best version of themselves, to be kind to themselves and others, and to look for the good in every situation (at Compass and in life).

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

Ms. Slobojan: I was a dancer for most of my youth and young adult life. I did ballet, jazz, and tap. I performed in the Nutcracker many times and once with dancers in the ABT Ballet.

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

Ms. Slobojan: My family likes to have movie and game nights. We enjoy cooking, hiking, and going on vacations together.

We would also like to feature Karle Roberts, Educational Facilitator with the Options Program at Compass. Karle loves working with homeschooling families and this is her fifth year working with Compass.

CCS: *What is one of your favorite parts about working with homeschooling families?*

Mrs. Roberts: I love the relationships that I am able to build with the families that I work with. I love helping them and seeing their growth and the excitement that comes with it!

CCS: *What is your favorite thing to do outside of work?*

Mrs. Roberts: I love spending time with my family, going for a jog, and enjoying a great cup of coffee in the early morning.

CCS: *Is there anything unique about you that you'd like our families to know?*

Mrs. Roberts: I originally went to UC Davis to become a veterinarian but changed my career path midway through college and then I changed colleges! I remind high school scholars that it's okay to change your mind if you decide what you originally wanted to do might not be a good fit.

CCS: *What is your favorite subject?*

Mrs. Roberts: My favorite subject is science. When I was in high school, I loved all of the science courses. (Of course, because I was also going to be a veterinarian but I still love animals.) All of the information I learned has been beneficial as a teacher.

CCS: *Anything personal that you'd like to add?*

Mrs. Roberts: I have been married to my husband, Ryan, for 17 years, and we have three precious children: Preston 10, Peyton 7, and Presley 5.

CCS: What advice do you have for scholars or learning coaches that you wish someone would have told you when you were a student?

Mrs. Roberts: I encourage scholars to find what excites and energizes them so that can find a career that they will continue to enjoy. And it's okay to change your mind! Since I was a young child I thought I was going to be a veterinarian and midway through college, I totally changed my mind. And I am so thankful I did!

Karle can be reached through her CCS email address or phone: kroberts@compasscharters.org or at (805) 807-8215.



SCHOLAR WORK SAMPLES



Medieval times castle

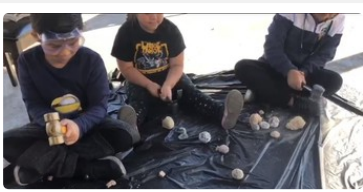
Second-grade scholar Addison W. made an amazing Medieval Times Castle out of their Amazon boxes and construction paper to go along with her social studies unit. It even has a working drawbridge! They really focused on what the day-to-day life was like and Addison's learning coach (Chelsey) helped her understand how much harder life was back then. What a great project!



Our kindergartener Rowan L. created this mobile to show all that he learned about the planets and our solar system. He even got the opportunity to experience what space might be like after it was hung up. He and his mom turned off the lights, added pillows on the floor for a "bouncy" zero gravity effect, and pretended they were in space looking at his beautiful creation.



Families that learn together grow together!
 Kindergartener Vanellope D., third grader Alexander D., and fifth grader Ethan D. made it a goal this year to create and add to their YouTube channel, which helps educate others about things they are learning while homeschooling. With each video they create, they are able to practice their speaking and communication skills, learn concepts on a deeper level through teaching, and also be able to educate others along the way.



In their video on geodes, Vanellope and Alexander each explain what geodes are, how they are formed, and take us through a step-by-step process of how to break geodes in a safe manner. They made sure to add how important it is to "clean up." Go team!



Andrew is in 8th grade and is an Exceptional Scholar. He did extensive research on trains and their history. He then put a lot of time into creating a powerpoint to share all that he learned.



At the OCLC, the TK and Kindergarten class created presentations about their family history. They traced back to see how their family immigrated into America. This was a culmination project of learning about Immigration through Ellis Island.

VENDOR NEWS

SunDog Therapy

What better way to learn than with “man’s best friend”? A new service vendor, SunDog Therapy, located in South Bay Los Angeles, offers classes right along side Dottie and Tater Tot, two canine co-therapists. Dr. Karen Ni, the owner of SunDog Therapy says, “Our classes are for students to engage in activities with dogs that promote the health and well-being of both humans and animals. Students will learn about caring for pets, how dogs communicate, positive relationship-based training methods, and playing games with dogs while developing positive relationships with animals and peers, social skills, empathy, perspective taking, motor coordination, cognition, independent living skills, vocational skills, and more!” Learning with the help of dogs can not only be fun but also beneficial for the social and emotional well-being of the human. This is a one-of-a-kind class led by an occupational therapist that incorporates animal assisted interventions and humane education. These classes do not provide direct OT, but participants can gain valuable skills and learn positive human-animal interactions.



If you have a dog-lover at home, and you live in the South Bay area, SunDog Therapy might be worth looking into for future classes. According to Karen, “My programs are inclusive to individuals of all abilities, disabilities, and special needs. These classes are ideal for individuals who love animals, or who want to gain more experience with animals in a friendly environment.” Some of the most popular ongoing six-week course offerings include Being a Dog’s Best Friend, Cooking for Canines, and Canine Sports. Karen is passionate about giving people the opportunity to experience the human-animal bond with her canine companions while supporting improved health, wellbeing, and meaningful participation in daily life. She looks forward to sharing her passion with your scholar. You can contact SunDog Therapy by phone at (424) 262-9617 or by e-mail at karen@sundogtherapy.com, and more information can be found on their [website](#).



VENDOR SPOTLIGHT

CodeWizardsHQ

[CodeWizardsHQ](#) is an international coding school for youth. Classes are live, scholar-centered, project-based, and teacher-led. Their multi-year structured curriculum prepares scholars for a capstone internship that gives them real-world web development experience, allowing them to build a portfolio and stand out amongst peers in college applications. They offer a weekly schedule available to scholars at home, and they serve scholars in grades 5th-12th with different levels of expertise. This [video](#) gives a quick overview of the program. The approach of CodeWizardHQ combines the benefits of teacher-led, student-centered, project-based instruction and the ease and convenience of online classrooms. CodeWizardsHQ talented teachers are available to scholars through same-day email support and free 1-on-1 extra help. Parents receive weekly progress updates.



It all started when CodeWizardsHQ's founder, Jey Iyempandi, wanted his daughter to learn how to code. He was able to find the resources but soon realized that he would also be taking the course as she would need his guidance. He began preparing the courses in the early hours of the day so he could explain the content to his daughter when it was her turn. This went on until he realized there had to be a better way, and he began researching coding curriculum, created a pilot program and offered it to families in his community. Everyone loved it, and the program continued to evolve as his daughter's skills progressed. Now CodeWizardsHQ is an international programming school that provides online classes starting at introductory with graduates that are ready to thrive in a tech-driven world!

To read more about CodeWizardsHQ's curriculum and structure click [here](#).

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 gives you the best quality in every crate!

Mariah Gage began Crafty School Crates as a homeschooling mom. Being a parent of seven, 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 expressed the same desire to be able to offer their children 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 their team specifically for each crate! They have included portfolios so your child can create a lasting memory book of their writings and art, along with 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 Astronomy Crate and Ancient Civilization Crate have flown off the shelf. Our crate selection is rapidly growing in order to meet the needs of families and their learning needs."

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

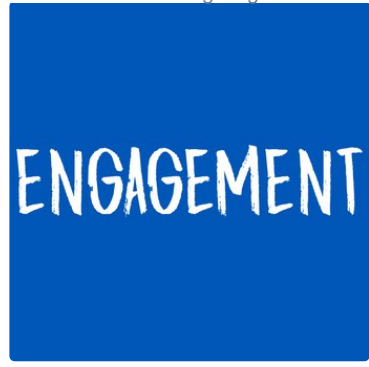


SHARE YOUR STORY

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.

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

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Compass Chronicle

Compass Charter Schools | Spring 2019

Welcome, Spring!

Our quarterly Compass Chronicle is here! In this issue, we're sharing updates, fun work samples, and shining spotlights on our scholars and staff.

Believe it or not, we are only about four months away from the close of the school year. Time has been moving quickly! I'd like you to take a moment to reflect on the year so far to recognize your hard work and accomplishments. Your teachers are extremely impressed by your work and dedication!



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 check back in on the goals you set for your year of possibility to see how far have you come and how many you have reached! This is a great way to stay organized and make a plan to achieve the remainder of your goals before the end of the year. Continue to work hard through the final months of the 2018-19 school year!

Forever Loud & Proud,

J.J. Lewis, Superintendent & CEO

jlewis@compasscharters.org

[@lewis1jj](#)

Choose your program newsletter below!



SHARE YOUR STORY



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 compasscharters.org

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



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Statement Period
September 29 - October 31, 2018

Account Number
520-15886

Investment Statement

02561 JPS 001 003 30418 - NNNNNNNNNNNN

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

Account Value with Accruals

Account Description	Previous Period	This Period
Brokerage	2,023,396.70	2,026,684.23
ACCOUNT VALUE	\$2,023,396.70	\$2,026,684.23

See page 3 for footnotes and more detail.

Questions?

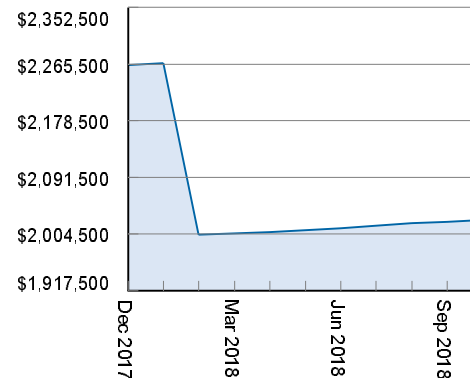
For Full Service Accounts, Call Financial Advisor Team

(415) 772 3071 Edwin Voeller, John Witry

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

www.jpmorgan.com More contact information on page 14

Account Value with Accruals
 (December 2017 to October 2018)

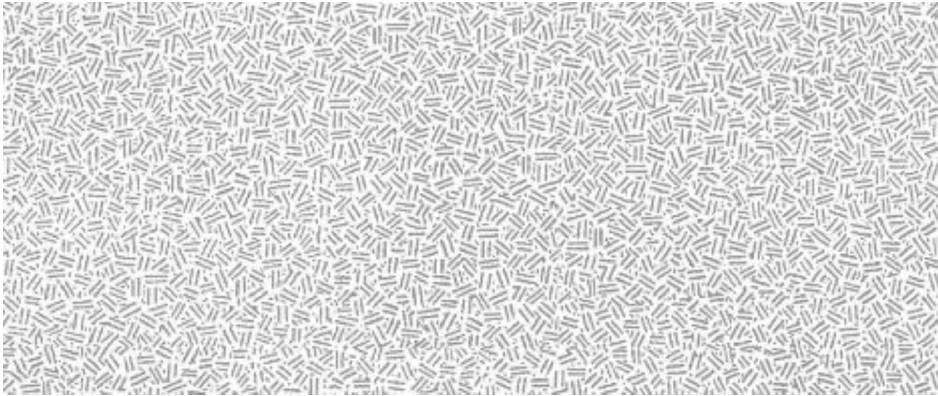


If you have any questions about your statement or concerns about your account, please call us at the toll free number provided above.

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 - SUBJECT TO INVESTMENT RISKS, INCLUDING POSSIBLE LOSS OF THE PRINCIPAL AMOUNT INVESTED

Account is held at J.P. Morgan Securities LLC (JPMS), member Financial Industry Regulatory Authority (FINRA) and Securities Investor Protection Corporation (SIPC). **This statement summary is provided for convenience purposes only.** For information about your JPMS account(s), please refer to your official JPMS account statement(s), which follows this statement summary. **Neither this statement summary nor your official JPMS account statement(s) should be used for tax reporting purposes.**

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Statement Period
September 29 - October 31, 2018

Last Statement: September 28, 2018

Account Number

520-15886

Account Value With Accruals: **\$2,026,684.23**

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

EDUCATIONAL INST

Account Activity Summary

Description	This Period	Year-to-Date
Beginning Account Value	\$2,009,905.01	\$2,262,800.86
Deposits (Cash & Securities)	0.00	0.00
Withdrawals (Cash & Securities)	0.00	(265,678.91)
Net Deposits / Withdrawals	\$0.00	(\$265,678.91)
Income	1,649.88	14,627.94
Fees ¹	0.00	0.00
Change In Investment Value	490.00	295.00
ENDING ACCOUNT VALUE	\$2,012,044.89	\$2,012,044.89
Net Accrued Income	14,639.34	14,639.34
Account Value With Accruals	\$2,026,684.23	\$2,026,684.23

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

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

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

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J.P.Morgan

EDUCATIONAL INST (Acct # 520-15886)

COMPASS CHARTER SCHOOL

Statement Period: September 29 - October 31, 2018

Asset Allocation Summary

Description	Market value Previous Period	Market value This Period	Total Change (\$)
Cash & Sweep Funds	(250,000.00)	0.00	250,000.00
Fixed Income	2,259,905.01	2,012,044.89	(247,860.12)
TOTAL ACCOUNT VALUE	\$2,009,905.01	\$2,012,044.89	\$2,139.88

Bonds with a 60 Day Horizon Summary

Expected Payment Date	Maturity Date	Event Type	Description	Quantity	Interest Rate (%)
21 Dec 2018	21 Dec 2018	MATURITY	FIRST FED SVGS & LN ASSN OCD CUSIP: 32023HAH1	250,000	1.7
21 Dec 2018	21 Dec 2018	MATURITY	WEX BK MIDVALE UTAH CUSIP: 92937CGU6	250,000	1.7
27 Dec 2018	27 Dec 2018	MATURITY	SAFRA NATL BK NEW YORK INSTL CUSIP: 78658QY56	250,000	1.65
28 Dec 2018	28 Dec 2018	MATURITY	FIRST PREMIER BANK N A SIOUX CUSIP: 33610RRN5	250,000	1.65
28 Dec 2018	28 Dec 2018	MATURITY	MEADOWS BK LAS VEGAS NV CD CUSIP: 58321JBA5	250,000	1.7

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

Assets and Liabilities Summary

Description	Previous Period	This Period
Long Market Value	2,259,905.01	2,012,044.89
Total Assets	\$2,259,905.01	\$2,012,044.89
Margin Loan / Debit Balance	(250,000.00)	0.00
Total Liabilities	(\$250,000.00)	\$0.00
TOTAL ACCOUNT VALUE	\$2,009,905.01	\$2,012,044.89
Long Accrued Income	13,491.69	14,639.34
Total Account Value with Accruals	\$2,023,396.70	\$2,026,684.23

Unrealized Gain / Loss Summary

Description	This Period
Short-Term Loss	(827.50)
Short-Term Net Gain / Loss	(\$827.50)
Long-Term Net Gain / Loss	\$0.00
TOTAL UNREALIZED GAIN / LOSS	(\$827.50)

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

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

J.P.Morgan

EDUCATIONAL INST (Acct # 520-15886)

COMPASS CHARTER SCHOOL

Statement Period: September 29 - October 31, 2018

Income Summary

Description	This Period	Year-to-Date
Dividends	103.30	371.75
Interest	1,546.58	14,256.19
Total Income from Taxable Investments	\$1,649.88	\$14,627.94
Total Income from Non-Taxable Investments	\$0.00	\$0.00
TOTAL INCOME	\$1,649.88	\$14,627.94

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

Realized Gain / Loss Summary

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

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

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

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

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

J.P.Morgan

EDUCATIONAL INST (Acct # 520-15886)

COMPASS CHARTER SCHOOL

Statement Period: September 29 - October 31, 2018

Holdings

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

FIXED INCOME

Description	Acquisition Date	Quantity	Price	Market Value	Unit Cost	Cost Basis	Unrealized Gain/Loss	Accrued Income Est. Annual Inc.
DREYFUS GOVT CASH MGMT INST SHS EST YIELD: 1.84% Symbol: DGCXX		512,872.39	1	512,872.39	1	512,872.39	0.00	-- 9,457.37
FIRST FED SVGS & LN ASSN OCD C/D FDIC INS TO LIMITS DATED DATE 12/22/2017 BOOK ENTRY ONLY DUE 12/21/2018 1.70000% EST YIELD: 1.70% RATING: MOODY N/A S&P N/A CUSIP: 32023HAH1	14 Dec 2017 N	250,000	99.947	249,867.50	100	250,000.00	(132.50) ST	104.79 4,250.00
FIRST PREMIER BANK N A SIOUX FALLS S D C/D FDIC INS TO LIMITS DATED DATE 12/28/2017 FIRST COUPON 12/28/2018 BOOK ENTRY ONLY DUE 12/28/2018 1.65000% EST YIELD: 1.65% RATING: MOODY N/A S&P N/A CUSIP: 33610RRN5	14 Dec 2017 N	250,000	99.924	249,810.00	100	250,000.00	(190.00) ST	3,471.88 4,125.00
MEADOWS BK LAS VEGAS NV CD C/D FDIC INS TO LIMITS DATED DATE 12/28/2017 FIRST COUPON 12/28/2018 BOOK ENTRY ONLY DUE 12/28/2018 1.70000% EST YIELD: 1.70%	15 Dec 2017 N	250,000	99.932	249,830.00	100	250,000.00	(170.00) ST	3,574.66 4,250.00

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

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EDUCATIONAL INST (Acct # 520-15886)

COMPASS CHARTER SCHOOL

Statement Period: September 29 - October 31, 2018

FIXED INCOME (continued)

Description	Acquisition Date	Quantity	Price	Market Value	Unit Cost	Cost Basis	Unrealized Gain/Loss	Accrued Income Est. Annual Inc.
MEADOWS BK LAS VEGAS NV RATING: MOODY N/A S&P N/A CUSIP: 58321JBA5								
MONTGOMERY BK NA MO CD 2.1 C/D FDIC INS TO LIMITS DATED DATE 10/05/2018 FIRST COUPON 01/04/2019 BOOK ENTRY ONLY DUE 01/04/2019 2.10000% EST YIELD: 2.10% RATING: MOODY N/A S&P N/A CUSIP: 613118BG2	28 Sep 2018 N	250,000	99.997	249,992.50	100	250,000.00	(7.50) ST	373.97 5,250.00
SAFRA NATL BK NEW YORK INSTL C/D FDIC INS TO LIMITS DATED DATE 12/28/2017 FIRST COUPON 12/27/2018 BOOK ENTRY ONLY DUE 12/27/2018 1.65000% EST YIELD: 1.65% RATING: MOODY N/A S&P N/A CUSIP: 78658QY56	14 Dec 2017 N	250,000	99.926	249,815.00	100	250,000.00	(185.00) ST	3,469.52 4,125.00
WEX BK MIDVALE UTAH C/D FDIC INS TO LIMITS DATED DATE 12/22/2017 FIRST COUPON 12/21/2018 BOOK ENTRY ONLY DUE 12/21/2018 1.70000% EST YIELD: 1.70% RATING: MOODY N/A S&P N/A CUSIP: 92937CGU6	14 Dec 2017 N	250,000	99.943	249,857.50	100	250,000.00	(142.50) ST	3,644.52 4,250.00
TOTAL FIXED INCOME				\$2,012,044.89		\$2,012,872.39	(\$827.50)	\$14,639.34 \$35,707.37

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

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J.P.Morgan

EDUCATIONAL INST (Acct # 520-15886)

COMPASS CHARTER SCHOOL

Statement Period: September 29 - October 31, 2018

Holdings (continued)**Total Account Value : \$2,012,044.89**

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

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

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

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STATEMENT SUMMARY

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J.P.Morgan

EDUCATIONAL INST (Acct # 520-15886)

COMPASS CHARTER SCHOOL

Statement Period: September 29 - October 31, 2018

Activity

CASH FLOW SUMMARY

Description	This Period	Year-to-Date
Opening Cash Balance	(\$250,000.00)	\$14,183.36
Trade and Investment Activity	500,000.00	2,249,790.00
Income	1,649.88	14,627.94
Total Credits	\$501,649.88	\$2,264,417.94
Trade and Investment Activity	(251,649.88)	(2,012,922.39)
Cash Withdrawals	0.00	(265,678.91)
Total Debits	(\$251,649.88)	(\$2,278,601.30)
Net Cash Activity	\$250,000.00	(\$14,183.36)
CLOSING CASH BALANCE	\$0.00	\$0.00

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

TRADE AND INVESTMENT ACTIVITY

Trade Date Settle Date	Transaction Closing Method	Description	Quantity	Price	Cost	Proceeds	Cost Basis	Realized Gain/Loss
01 Oct 2018 01 Oct 2018	REINVEST	DREYFUS GOVT CASH MGMT INST SHS DIVIDEND REINVEST Symbol: DGCXX	103.3		(103.30)			
28 Sep 2018 05 Oct 2018	BUY	MONTGOMERY BK NA MO CD 2.1 C/D FDIC INS TO LIMITS DUE 01/04/2019 02.100% SOLICITED DISCLOSURE ENCLOSED OR UNDER SEPARATE MAIL SOLD PURSUANT TO REGISTRATION CUSIP: 613118BG2	250,000	100	(250,000.00)			
05 Oct 2018 05 Oct 2018	SELL	DREYFUS GOVT CASH MGMT INST SHS "" Symbol: DGCXX	(250,000.0)	1		250,000.00		

^ Settled transaction was initiated in prior statement period and settled in current statement period.

See additional footnotes on the last page of this account.

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J.P.Morgan

EDUCATIONAL INST (Acct # 520-15886)

COMPASS CHARTER SCHOOL

Statement Period: September 29 - October 31, 2018

TRADE AND INVESTMENT ACTIVITY (continued)

Trade Date Settle Date	Transaction Closing Method	Description	Quantity	Price	Cost	Proceeds	Cost Basis	Realized Gain/Loss
22 Oct 2018 22 Oct 2018	BUY	DREYFUS GOVT CASH MGMT INST SHS "" Symbol: DGCXX	349.32	1	(349.32)			
30 Oct 2018 30 Oct 2018	BUY	DREYFUS GOVT CASH MGMT INST SHS "" Symbol: DGCXX	251,197.26	1	(251,197.26)			
30 Oct 2018 30 Oct 2018	N REDEMPTION FIFO	EAST WEST BK PASADENA CALIF C/D FDIC INS TO LIMITS 1.900 DUE 10/30/18 REDEMPTION CUSIP: 27579TRS1	(250,000.0)			250,000.00	250,000.00	
Total Securities Bought & Sold					(\$501,546.58)	\$250,000.00		
Total Other Investment Activity					(\$103.30)	\$250,000.00		
TOTAL TRADE AND INVESTMENT ACTIVITY					(\$501,649.88)	\$500,000.00		

^ Settled transaction was initiated in prior statement period and settled in current statement period.

INCOME

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

Income from Taxable Investments

Date	Transaction	Description	Quantity	Rate	Debit Amount	Credit Amount	Net Amount
01 Oct 2018	DIVIDEND	DREYFUS GOVT CASH MGMT INST SHS MONTHLY DIVIDEND Symbol: DGCXX				103.30	103.30
22 Oct 2018	INTEREST	FIRST FED SVGS & LN ASSN OCD C/D FDIC INS TO LIMITS DUE 12/21/2018 1.700 REG INT ON 250000 BND REC 10/07/18 PAY 10/22/18 CUSIP: 32023HAH1	250,000	1.7		349.32	349.32
30 Oct 2018	INTEREST	EAST WEST BK PASADENA CALIF C/D FDIC INS TO	250,000	1.9		1,197.26	1,197.26

See additional footnotes on the last page of this account.

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STATEMENT SUMMARY

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J.P.Morgan

EDUCATIONAL INST (Acct # 520-15886)

COMPASS CHARTER SCHOOL

Statement Period: September 29 - October 31, 2018

Income from Taxable Investments (continued)

Date	Transaction	Description	Quantity	Rate	Debit Amount	Credit Amount	Net Amount
		EAST WEST BK PASADENA LIMITS DUE 10/30/2018 1.900 REG INT ON 250000 BND REC 10/15/18 PAY 10/30/18 IFM 07/30/18 F/C 10/30/18 CUSIP: 27579TRS1					
Total Dividends						\$103.30	\$103.30
Total Interest						\$1,546.58	\$1,546.58
TOTAL INCOME FROM TAXABLE INVESTMENTS						\$1,649.88	\$1,649.88
Total Income						\$1,649.88	\$1,649.88

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

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

See additional footnotes on the last page of this account.

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

STATEMENT SUMMARY

BROKERAGE

IMPORTANT INFORMATION

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J.P.Morgan

EDUCATIONAL INST (Acct # 520-15886)

COMPASS CHARTER SCHOOL

Statement Period: September 29 - October 31, 2018

Realized Gain / Loss Detail - Year To Date

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

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

SHORT TERM GAIN / LOSS DETAILS

Acquisition Date		Closing Method	Description	Quantity	Proceeds	Cost Basis	Realized Gain/Loss
Date Sold							
19 Sep 2017 29 Mar 2018	N	FIFO	ENTERPRISE BANK (MISSOURI) C/D FDIC INS TO LIMITS DUE 03/29/2018 1.25000% CUSIP: 29367SHC1	250,000	250,000.00	250,000.00	0.00
19 Sep 2017 26 Feb 2018	N	FIFO	PEOPLES ST BK NEWTON ILL C/D FDIC INS TO LIMITS DUE 03/29/2018 1.20000% CUSIP: 712490AT8	250,000	249,750.00	250,000.00	(250.00)
09 Apr 2018 12 Jul 2018	N	FIFO	BMO HARRIS BK NATL ASSN CHICAGO ILL C/D FDIC INS TO LIMITS DUE 07/12/2018 1.60000% CUSIP: 05581WWR2	250,000	250,000.00	250,000.00	0.00
17 Jul 2018 30 Oct 2018	N	FIFO	EAST WEST BK PASADENA CALIF C/D FDIC INS TO LIMITS DUE 10/30/2018 1.90000% CUSIP: 27579TRS1	250,000	250,000.00	250,000.00	0.00
TOTAL SHORT TERM GAIN / LOSS					\$999,750.00	\$1,000,000.00	(\$250.00)

LONG TERM GAIN / LOSS DETAILS

Acquisition Date		Closing Method	Description	Quantity	Proceeds	Cost Basis	Realized Gain/Loss
Date Sold							
19 Sep 2017 28 Sep 2018	N	FIFO	BMO HARRIS BK NATL ASSN CHICAGO ILL C/D FDIC INS TO	250,000	250,000.00	250,000.00	0.00

See additional footnotes on the last page of this account.

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STATEMENT SUMMARY

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J.P.Morgan

EDUCATIONAL INST (Acct # 520-15886)

COMPASS CHARTER SCHOOL

Statement Period: September 29 - October 31, 2018

LONG TERM GAIN / LOSS DETAILS (continued)

Acquisition Date		Closing Method	Description	Quantity	Proceeds	Cost Basis	Realized Gain/Loss
Date Sold							
			BMO HARRIS BK NATL ASSN LIMITS DUE 09/28/2018 1.45000% CUSIP: 05581WRX5				
19 Sep 2017 27 Sep 2018	N	FIFO	GOLDMAN SACHS BK USA NEW YORK C/D FDIC INS TO LIMITS DUE 09/27/2018 1.45000% CUSIP: 38148PQB6	250,000	250,000.00	250,000.00	0.00
TOTAL LONG TERM GAIN / LOSS					\$500,000.00	\$500,000.00	\$0.00

Total Realized Gain / Loss	\$1,499,750.00	\$1,500,000.00	(\$250.00)
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A - Average Cost B - Adjusted for Amortization or Accretion D - Acquisition Date = Date of Death E - Adjusted for Option Exercise or Assignment K - Gifted Security LT - Long Term
MT - Mixed Term N - Noncovered Provide - Please provide this information ST - Short Term T - Cost Basis provided by Third Party W - Adjusted for Wash Sale

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

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



Important Information

COMPASS CHARTER SCHOOL

Statement Period : September 29 - October 31, 2018

Additional Contact Information

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

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



Important Information

COMPASS CHARTER SCHOOL

Statement Period : September 29 - October 31, 2018

Messages**SHORT DEBIT FEE DISCLOSURE**

Clients engaging in short sales currently incur fees that are based on a fluctuating rate applied daily to the market value of the securities sold short. These fees, which are in addition to interest charged on any debit balances in your account created in connection with your short positions, are based on (i) the costs and expenses incurred by J.P. Morgan to settle and maintain those transactions, and (ii) service fees in connection with the establishment and/or maintenance of your short positions. Any rate that may be established at the time a short sale settles or established thereafter is not guaranteed or otherwise fixed for any period of time and is subject to change without notice. Rates may vary depending upon market conditions, including the then-prevailing difficulty in the market of borrowing the particular security. The ease or difficulty of borrowing any particular security, and the related cost, may change rapidly and materially and such change is not predictable. Before engaging in short selling, customers should take into account the fees charged on short sales and the risk that those fees may increase rapidly and materially. Customers who maintain short positions are urged to review their account statements and speak with their J.P. Morgan Securities Financial Advisor regularly to monitor the fees being charged. These fees will appear on your account statements.

NON RECEIPT OF CHECKS OR STOCKS

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

MARGIN ACCOUNT

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

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

ELECTRONIC FUNDS TRANSFER NOTICE

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

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

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

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

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

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

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

STATEMENT SUMMARY

BROKERAGE

IMPORTANT INFORMATION



Important Information

COMPASS CHARTER SCHOOL

Statement Period : September 29 - October 31, 2018

Messages (continued)**CHECK DEPOSITS CLIENT NOTIFICATION**

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

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

NOTICE OF AMENDMENT OF CUSTOMER AGREEMENT(S)

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

COLLECTION AND OTHER ACCOUNT-RELATED COSTS

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

IMPORTANT INFORMATION REGARDING PURCHASES INDICATED AS AVERAGE PRICE

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

IMPORTANT INFORMATION FOR CLIENTS HOLDING RESTRICTED SECURITIES

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

IMPORTANT INFORMATION REGARDING AUCTION RATE SECURITIES (ARS)

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

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



Important Information

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Important Information about Your Account Statement(s)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



Important Information

COMPASS CHARTER SCHOOL

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reflect all activity during the quarter. All other customers will be sent statements at least four times a calendar year provided their account contains a money balance or security position.

FUND MANAGER DISCLOSURE INFORMATION AVAILABLE UPON REQUEST: If you have an investment account that is managed by an SEC-Registered Investment Advisor, JPMS will provide a copy of the advisor's Form ADV Part 2A Firm Brochure upon written request.

IMPORTANT INFORMATION ABOUT YOUR INVESTMENTS AND POTENTIAL CONFLICTS OF INTEREST APPLICABLE TO YOUR INVESTMENT ADVISORY ACCOUNT(S): Conflicts of interest will arise whenever J.P. Morgan affiliates have an actual or perceived economic or other incentive in its management of or advice for our clients' portfolios to act in a way that benefits J.P. Morgan. Conflicts will result, for example (to the extent the following activities are permitted in your account): (1) when J.P. Morgan invests or recommends that you invest in an investment product, such as a mutual fund, structured product, separately managed account or hedge fund issued or managed by JPMorgan Chase Bank, N.A. or an affiliate, such as J.P. Morgan Investment Management Inc.; (2) when a J.P. Morgan entity obtains services, including trade execution and trade clearing, from an affiliate; (3) when J.P. Morgan receives payment as a result of purchasing or recommending an investment product for a client's account; or (4) when J.P. Morgan receives payment for providing services (including shareholder servicing, recordkeeping or custody) with respect to investment products purchased or recommended for a client's portfolio. Other conflicts will result because of relationships that J.P. Morgan has with other clients or when J.P. Morgan acts for its own account. Please refer to the FORM ADV Program Brochure(s) for your Advisory account(s) for further information on how J.P. Morgan addresses conflicts of interest.

FINRA BROKERCHECK PROGRAM: As part of the Financial Industry Regulatory Authority (FINRA) Investor Education Program, BrokerCheck provides investors with the ability to research the professional backgrounds, business practices, and conduct of FINRA-registered brokerage firms and brokers. In connection with this program, investors may call the BrokerCheck Hotline at 800.289.9999, and visit the FINRA website at <http://brokercheck.finra.org/>. An investor brochure that includes information describing the FINRA BrokerCheck Program is available from either of these sources.

BUSINESS RECOVERY AND CONTINUITY: J.P. Morgan maintains a business recovery and continuity plan, including alternate processing and data centers, which will allow us to resume normal business operations including relocating technology and personnel to alternate facilities within 24 hours, in the event of an extended business disruption. The recovery time objective is 24 hours. The plan is reviewed annually, tested throughout the year, and updated as necessary. Investors will be able to obtain information about their accounts by contacting us at the phone number listed on the front of this statement, or by visiting www.jpmorgan.com. Every effort will be made to provide investors with timely and accurate information.

IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR ACCOUNT STATEMENTS: Please review your account statement closely. You are advised to promptly report any inaccuracy or discrepancy in your account (including things like possible unauthorized trading activity, unrecorded dividend payments, unaccounted cash positions, improper payments or transfers, differences or non-receipt of checks or stocks indicated as delivered to you) to JPMS at the telephone numbers listed on this statement. In order to protect your rights, including any rights under the Securities Investor Protection Act (SIPA), any such communications should be reconfirmed in writing, using the information provided on the front of this statement, to JPMS at the addresses which appear on the front of this statement. If you have any questions, please contact us.

In your written communication, please provide the following information: (1) your name and account number; (2) the dollar amount of the suspected error; and (3) a description of the error and explanation, if you can, why you believe there is an error. If you need more information, you must describe the item you are unsure about. We must receive your written communication no later than 10 days after the statement on which the error or problem appeared is sent or made available. If you do not so notify us, you agree that the statement activity and account balance(s) are correct.

CHANGES TO YOUR INVESTMENT OBJECTIVES OR FINANCIAL SITUATION:

Please notify us as soon as possible if you experience a change in your investment objectives or overall financial situation, or if you have questions or concerns about the management of your account. If we do not hear from you, we will consider the information we currently have on file to be complete and accurate. You can review your current investment objectives and/or make any changes to the personal financial information we have on file for your account anytime by calling the number listed on this statement. **If you send us any written correspondence, please be sure to include your account number.**

CHANGE OF ADDRESS: Please promptly notify the office servicing your account in writing of any change of address or call the phone number on the front of this statement. **Please include your account number(s) on all correspondence.**

USA PATRIOT ACT: The USA PATRIOT Act requires that all financial institutions obtain certain identification documents or other information in order to comply with their customer identification procedures. Until you provide the required information or documents, we may not be able to open or maintain an account or effect any transactions for you.

ASSETS: Subject to regulatory or other pre-agreed limitations, all or any part of the securities in your account may have been used by us in securities financing transactions.

INFORMATION AVAILABLE UPON REQUEST: The date and time of the transaction and the name of the person from whom the security was purchased, or to whom it was sold will be furnished upon request.

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

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Coversheet

Counseling Services Department Presentation

Section: IV. Reports
Item: B. Counseling Services Department Presentation
Purpose: FYI
Submitted by: J.J. Lewis
Related Material:
Counseling Services Department Board of Directors Presentation 2019.pdf

RECOMMENDATION:
N/A - For Discussion Only



Counseling Services Department

Debra Stephan
Director of Counseling Services



Counseling Services Department

- Meet the Team & Department Mission
- Counseling Services School Wide Systems of Support for Scholar Success
- Multi Tiered System of Supports (MTSS), including Response to Intervention (RTI) and Positive Behavioral Intervention and Supports (PBIS)
- Comprehensive School Counseling Program - Multi-Tiered, Multi Domain System of Supports for School Counselors (MTMDSS)
- Overlap of the Two Frameworks



Counseling Services Department



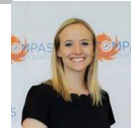
Debra Stephan
Director of Counseling Services



Gabriela Gonzalez
Counselor (S-Z)



Gabriela Ayala
Counselor (A-F)



Mataya Olson
College Career Readiness Counselor



Jacob Samples
Counselor (G-L)



Kacey Wingate
Scholar Success Coordinator



Mandi Schwartzberg
Counselor (M-R)



Karla Gonzalez
Transcript Technician

Mission

The counseling and scholar support services' mission is to support the academic, personal, emotional, and post secondary goals of scholars via delivery of an engaging, comprehensive, data driven program to develop curious, confident, and creative scholars who become successful, life-long, and self-advocating learners.



Counseling Services School Wide Systems of Support for Scholar Success

Multi-Tiered System of Supports (K-12)



Comprehensive School Counseling Program (6-12)





Multi Tiered System of Supports, including Response to Intervention (RTI) and Positive Behavioral Intervention and Supports (PBIS)

CA MTSS Framework

Multi-Tiered System of Support

- Inclusive Academic Instruction**
 - Identify comprehensive assessment system
 - Develop data review process
 - Provide universal academic supports
 - Provide targeted interventions and supports
 - Provide individualized interventions and supports
 - Develop practice to respond to students with special needs to learning (SL)
- Inclusive Behavioral Instruction**
 - Identify comprehensive assessment system
 - Develop data review process
 - Provide universal behavioral supports
 - Provide targeted interventions and supports
 - Provide individualized interventions and supports
 - Provide comprehensive social-emotional development supports
- Inclusive Social/Emotional Instruction**
 - Identify comprehensive assessment system
 - Develop data review process
 - Provide universal social-emotional supports
 - Provide targeted interventions and supports
 - Provide comprehensive social-emotional development supports

All Means All

- Administrative Leadership**
 - Develop & implement strategic plan
 - Lead development of vision and strategic plan
 - Lead strategic plan implementation
 - Lead strategic plan evaluation
 - Lead strategic plan communication
 - Lead strategic plan monitoring
- Integrated Educational Framework**
 - Identify the core curriculum
 - Identify the core standards
 - Identify the core standards
 - Identify the core standards
 - Identify the core standards
 - Identify the core standards
- Family & Community Engagement**
 - Build relationships
 - Engage with students and families
 - Engage with stakeholders
 - Provide engagement opportunities
 - Provide engagement opportunities
 - Provide engagement opportunities
- Inclusive Policy Structure & Practice**
 - Develop school-based plan
 - Develop school-based plan
 - Develop school-based plan
 - Develop school-based plan
 - Develop school-based plan
 - Develop school-based plan

What are your NEXT STEPS to support CA SUMS within your school counseling program?

MTSS is....

- A framework that helps schools improve performance.
- A comprehensive system that screens all scholars.

MTSS is not...

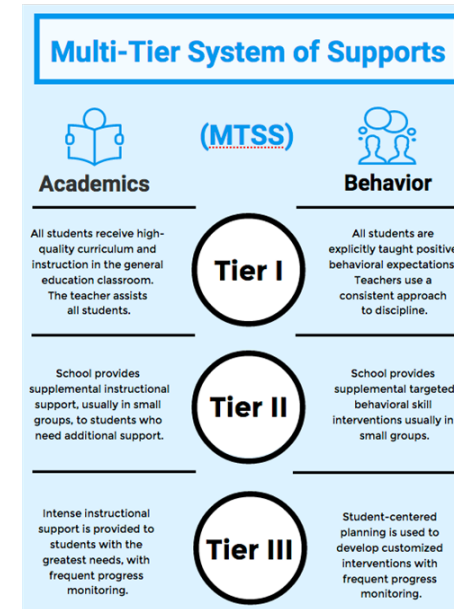
- Only support with academics (Response to Intervention (RTI). Includes Behavioral (PBIS) and Social-emotional (SEL).
- The focus of a few specialists. Teachers, Educational Facilitators, Counselors, Administrators and Learning Coaches play a key role.



Multi Tiered System of Supports, including Response to Intervention (RTI) and Positive Behavioral Intervention and Supports (PBIS)

MTSS - three-tiered approach for providing academic, behavioral and social emotional supports

- Tier 1 – Universal Support (ALL scholars) - primary prevention.
- Tier 2 – Supplemental Support (SOME scholars) – secondary prevention. **Small-group** (English, math, behavioral) services.
- Tier 3 – Intensified Support (FEW scholars) - tertiary prevention **one-to-one** instruction.





Multi Tiered System of Supports, including Response to Intervention (RTI) and Positive Behavioral Intervention and Supports (PBIS)

Key tenets of the Compass MTSS.....

1. Grade-level learning with adequate support.
2. Rooted in proactivity and prevention.
3. Evidence-based practices.
4. Driven by school and scholar data.
5. Support given is based on needs.
6. Implementation school wide.
7. Incorporate a Multi-Tiered, Multi-Domain System of Supports for School Counselors (MTMDSS).



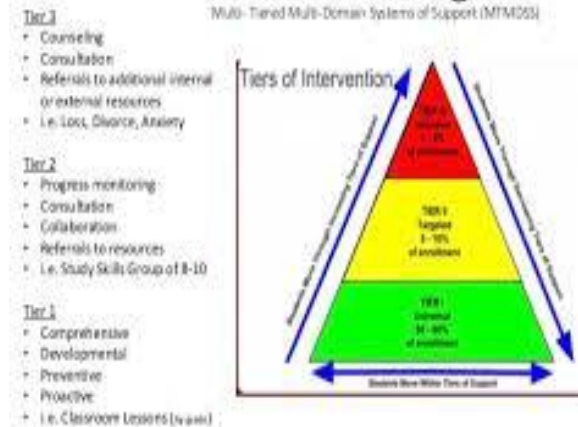


Comprehensive School Counseling Program incorporating a Multi-Tiered, Multi-Domain System of Supports for School Counselors (MTMDSS)

Tenants of the Comprehensive School Counseling Program Model.....

- Solid foundation in counseling and the culture of schools, collaboration, leadership, resource management, delivery, advocacy and program development and evaluation.
- Focus on curriculum, responsive services and individual planning. Balanced emphasis of academic development, social/emotional development, and college career readiness skills.

Tiers of counseling services





Comprehensive School Counseling Program incorporating a Multi-Tiered, Multi-Domain System of Supports for School Counselors (MTMDSS)

Comprehensive School Counseling Program Multi-Domains (based on ASCA Guidelines)

1. *Academic Development*

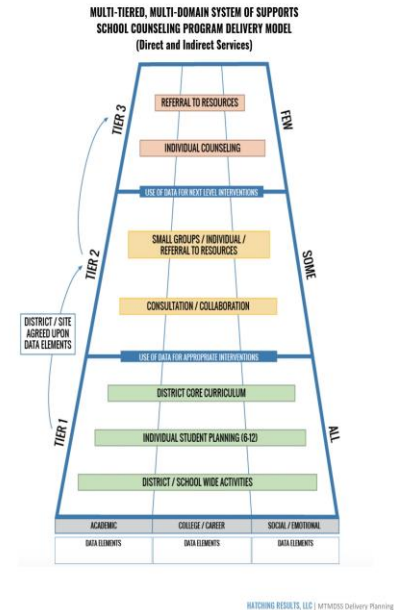
Standards to implement strategies and activities to support and maximize scholars' ability to learn.

2. *Social/Emotional Development*

Standards to help scholars manage emotions and learn and apply interpersonal skills.

3. *College Career Development*

Standards to help scholars a) understand the connection between school and the world of work. b) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the life span.





Comprehensive School Counseling Program incorporating a Multi-Tiered, Multi-Domain System of Supports for School Counselors (MTMDSS)

Tier Levels of Supports:

Tier 3: Intensive, Individual Interventions for Scholars at High Risk

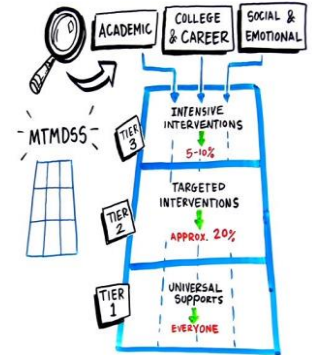
(Responsive Services-short term solution focused counseling; Referrals to school or community services)

Tier 2: Supplemental/Strategic Interventions for Scholars at Some Risk

(Individual Short-term Counseling and/or Small-group Counseling)

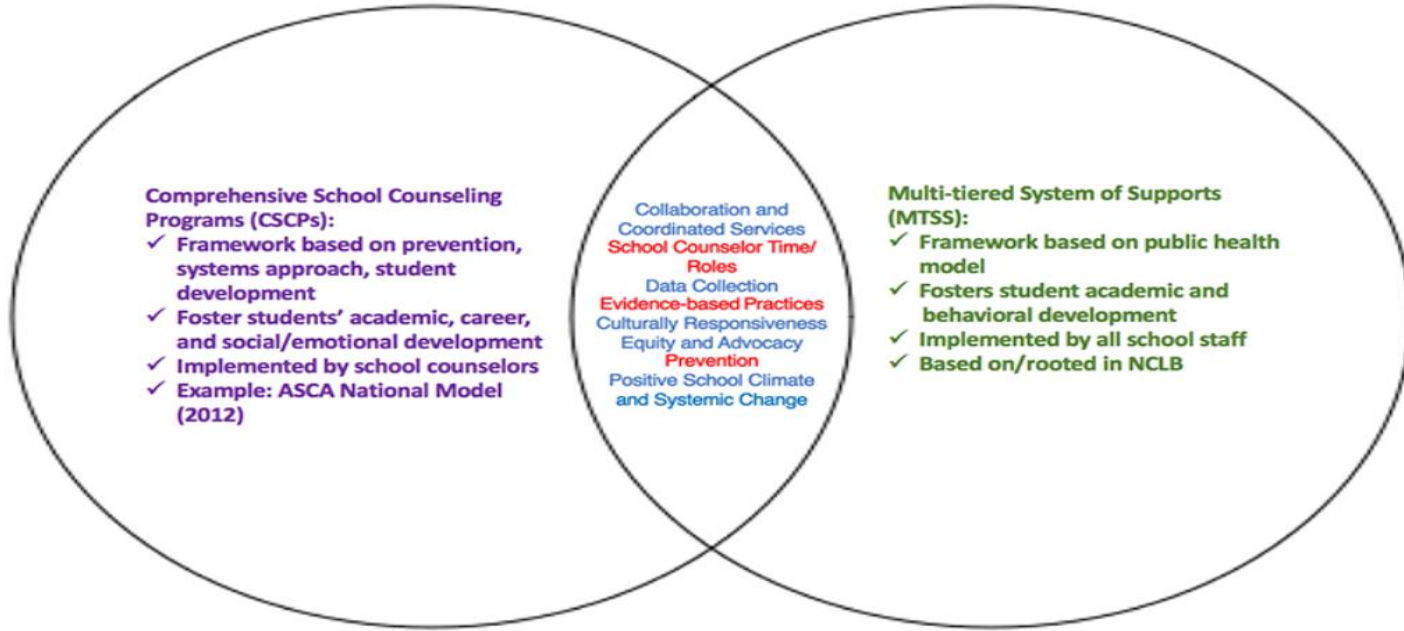
Tier 1: Universal Core Instructional Interventions for All Scholars,

Preventive and Proactive (Standards and Competencies; School Counseling Core Curriculum; Individual Scholar Planning (6-12); Counseling Data Profile)





Overlap of the Frameworks within the Department





Thank You

dstephan@CompassCharters.org | 805-807-8211

Coversheet

Exceptional Scholar Services Department Presentation

Section: IV. Reports
Item: C. Exceptional Scholar Services Department Presentation
Purpose: Discuss
Submitted by: J.J. Lewis
Related Material:
Exceptional Scholar Services Department Board of Directors Presentation 2019.pdf

RECOMMENDATION:
N/A - For Discussion Only



COMPASS

CHARTER SCHOOLS

Exceptional Scholar Services 2018-2019

| (855) 937- 4227

CompassCharters.org



MISSION STATEMENT

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

VISION STATEMENT

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



Meet the Team

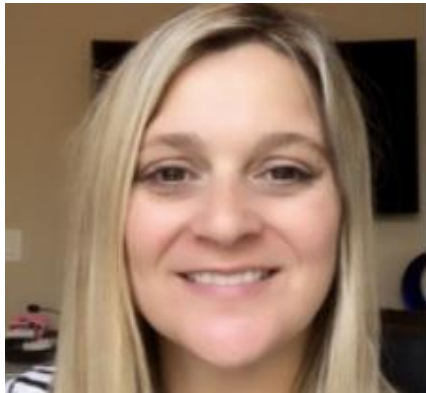
Barbara Johnston, Leslie Sharma, Tracy Clifton, Eva Dwyer, Lynn Jabuka, and Grace Agustin.



Gabrielle Golan
Director of Exceptional
Scholar Services



Lindsey Fischenich
Program Specialist





What we do in detail:

- Case Managers
- Monitor compliance
- Develop and Coordinate Extended School Year programs
- Collect and interpret data
- Provide training and staff development programs
- Communicate best practices and legal mandates
- Represent the Special Education Department at the El Dorado SELPA District Committees





What we do:

SPECIAL EDUCATION TEACHERS
Wear Many Hats

Mentor: Helping students develop life skills that will help them succeed in the next year of school and beyond.

Administrator: Working with other members of the schools administration and parents to develop individualized plans of learning for each student.

Manager: Overseeing the activities of in-class support staff and other educators to ensure the needs of special education students are being met.

Educator: Working with students who may be facing a wide variety of physical, mental, or behavioral challenges.

GradSchools.com



The Fine Balance:

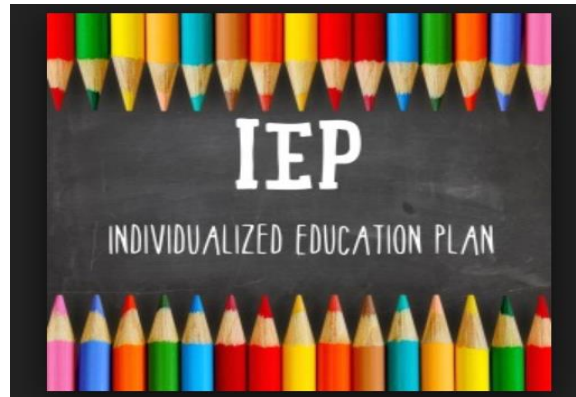
- We assume full responsibility for providing quality and compliant special education programs and services, while ensuring that all eligible students receive FAPE as required by law.
- We are responsible for identifying and providing an appropriate program or placement for the student.





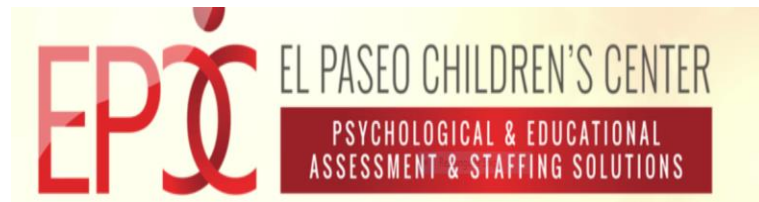
How many IEP's have we held to date?

155 IEP Meetings!



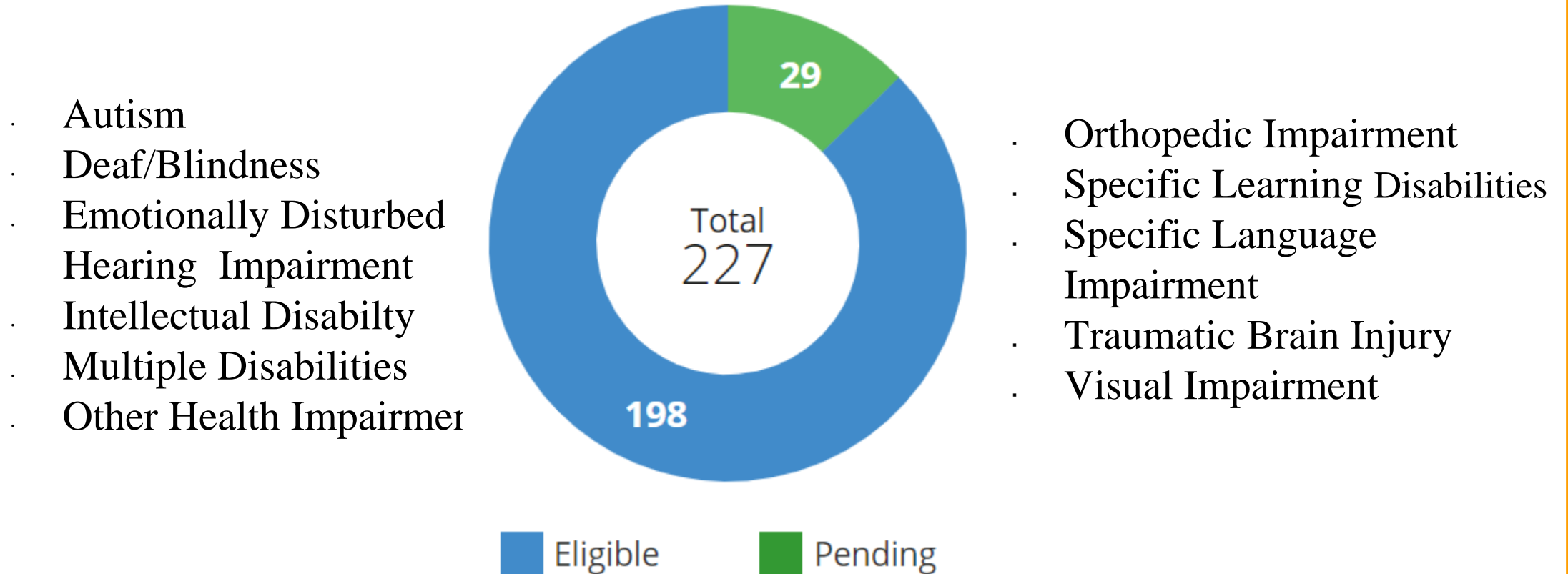


OUR PROVIDERS:





The Breakdown of Eligibilities:

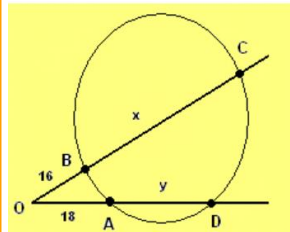
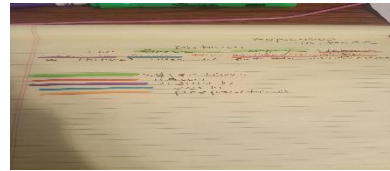
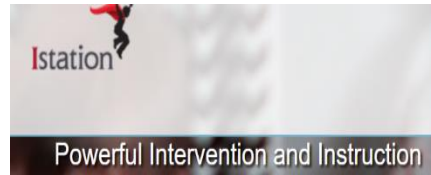
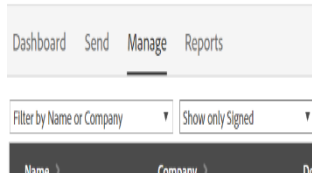




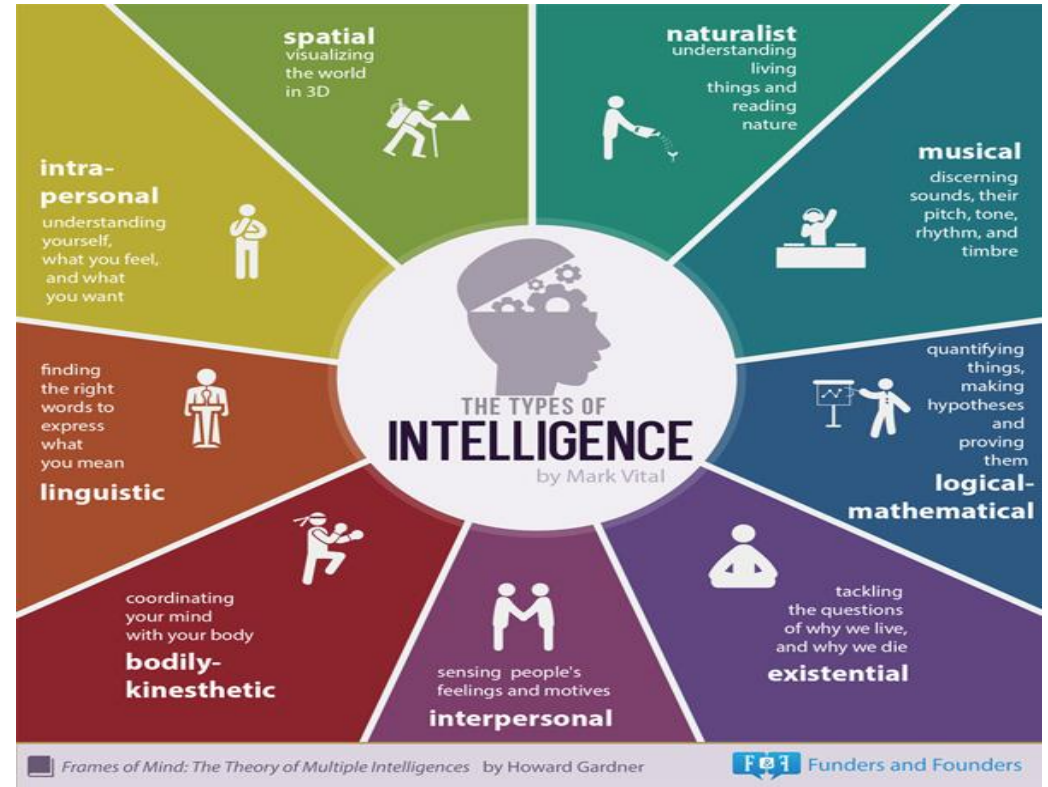
What we provide to Scholars in terms of Special Education Program Supports.



POWERED BY Adobe Sign



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 AM	Math	Math	Math	Math	Math
8:30 AM	Reading	Reading	Reading	Reading	Reading
9:00 AM	Science	Science	Science	Science	Science
9:30 AM	History	History	History	History	History
10:00 AM	Art	Art	Art	Art	Art
10:30 AM	Music	Music	Music	Music	Music
11:00 AM	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
11:30 AM	Lunch	Lunch	Lunch	Lunch	Lunch
12:00 PM	Math	Math	Math	Math	Math
12:30 PM	Reading	Reading	Reading	Reading	Reading
1:00 PM	Science	Science	Science	Science	Science
1:30 PM	History	History	History	History	History
2:00 PM	Art	Art	Art	Art	Art
2:30 PM	Music	Music	Music	Music	Music
3:00 PM	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
3:30 PM	Math	Math	Math	Math	Math
4:00 PM	Reading	Reading	Reading	Reading	Reading
4:30 PM	Science	Science	Science	Science	Science
5:00 PM	History	History	History	History	History
5:30 PM	Art	Art	Art	Art	Art
6:00 PM	Music	Music	Music	Music	Music
6:30 PM	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education





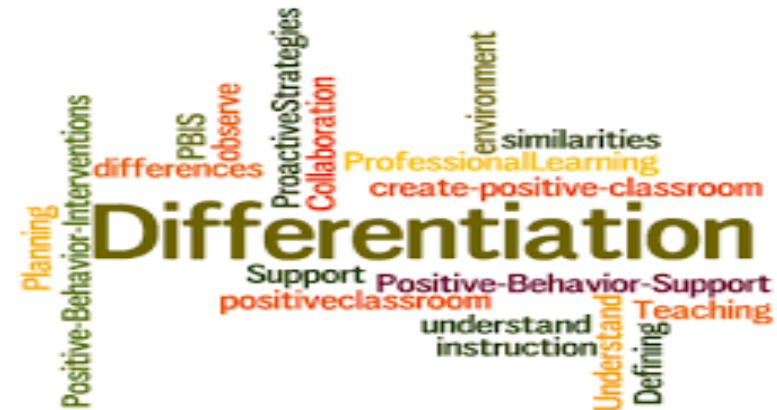
UDL: Universal Design Learning:

U= Universal

D= Designing learning opportunities (so that everybody...)

L=Learns

- The "**what**" of learning
- The "**how**" of learning
- The "**why**" of learning





Q and A

Gabi Golan, Director of Exceptional Scholar Services



Coversheet

Finance Report

Section: IV. Reports
Item: D. Finance Report
Purpose: FYI
Submitted by: J.J. Lewis
Related Material: C Compass BS Feb. 2019.pdf
A FY19 Budget Update Presentation - April 2019.pdf
D Compass PL Feb. 2019.pdf
B Board Report - through February 2019.pdf

RECOMMENDATION:
N/A - For Discussion Only

Compass Charter Schools

February 2019

Group Description	Account	Account Description	
Liquidity Ratio			5.6
Assets			
Current Assets			
Cash	9120-010	Cash in Bank(s) - Chase Account	\$286,630
Cash	9121-010	California Credit Union - Checking	\$149,169
Cash	9125-020	Cash in County Treasury Account	\$582,967
Cash	9125-030	Cash in County Treasury Account	\$163,800
Investments	9150-010	Investments - J.P Morgan	\$1,413,082
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	\$9,903
Accounts Receivables	9290-030	Due from Grantor Governments	\$10,702
Accounts Receivables	9290-040	Due from Grantor Governments	\$17,678
Prepaid Expenses	9330-010	Prepaid Expenses	\$14,721
Other Current Assets	9335-010	Employee Advances	\$852
Total Current Assets			\$2,900,094
Fixed Assets			
Total Fixed Assets			-
Other Assets			
Loans Receivable	9311-010	Loans Receivable - REALM	\$350,000
Security Deposits	9350-010	Security Deposits	\$5,000
Total Other Assets			\$355,000
Total Assets			\$3,255,094
Liabilities And Net Assets			
Current Liabilities			
Accounts Payable	9500-010	Accounts Payable-System	\$34,190
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	\$7,064
Accrued Salaries, Payroll Taxes, Postemployment Benefits	9501-010	Accrued Salaries	\$230,884
Deposits held on behalf of other employees	9661-010	Summer Holdback	\$119,782
Total Current Liabilities			\$515,099
Long Term Liabilities			
Loans Payable	9620-010	Security Deposit Payable - ILead	\$15,000
Total Long Term Liabilities			\$15,000
Total Liabilities			\$530,099
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			(\$2,398,340)
Total Net Assets			\$2,724,995
Total Liabilities And Net Assets			\$3,255,094



COMPASS

CHARTER SCHOOLS

2018-19 Budget Update

March 2019

(855) 937- 4227

CompassCharters.org



Agenda

- Enrollment Update
- P2 Review
- Fiscal Impacts
- Q & A



Enrollment Update

Enrollment Forecast

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

Enrollment as of March 5

Fresno	Los Angeles	San Diego	Total
189	684	793	1,666

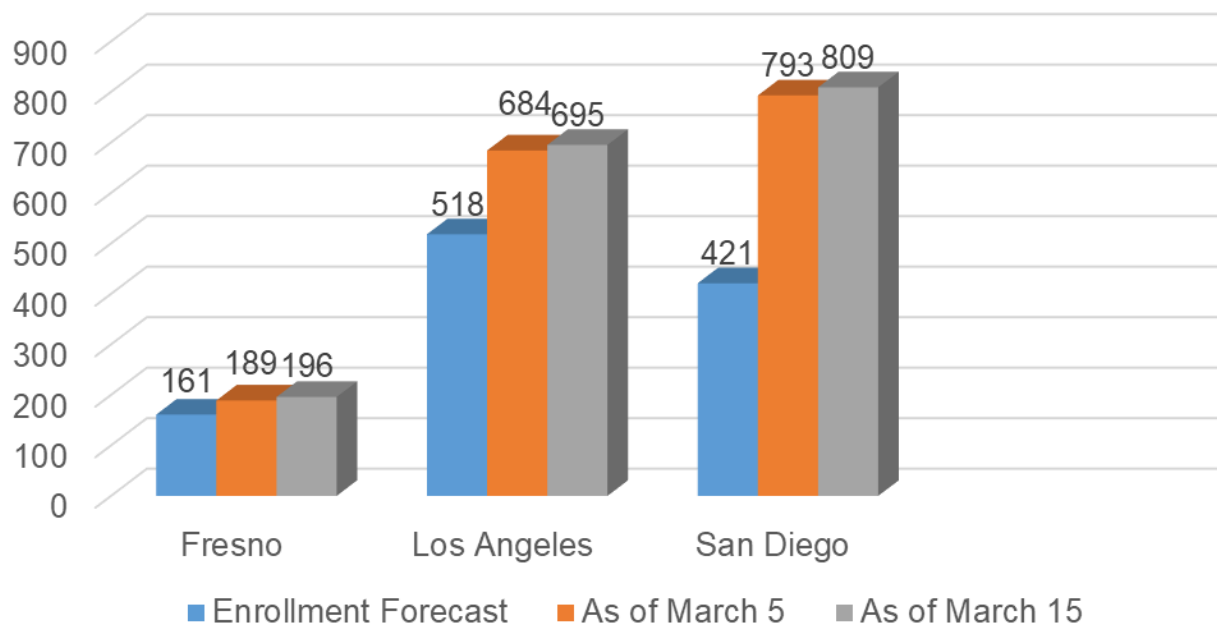
Enrollment as of March 15

Fresno	Los Angeles	San Diego	Total
196	695	809	1,700





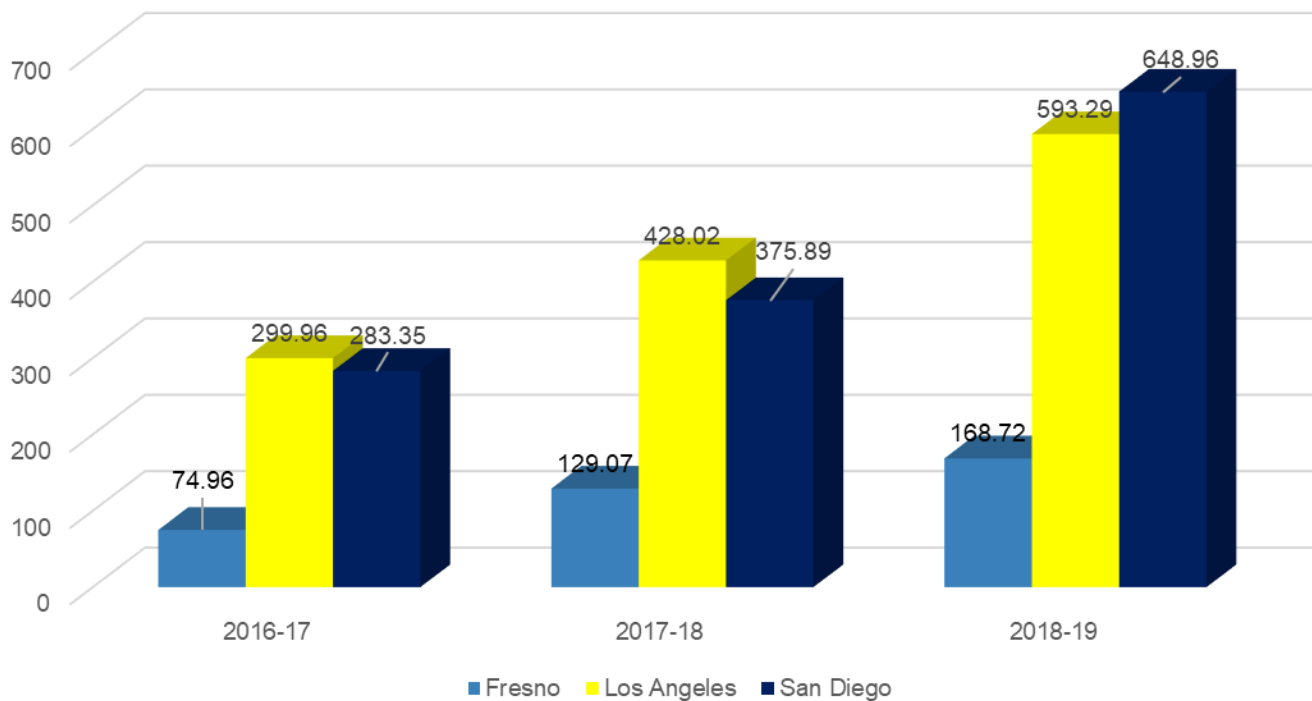
Enrollment Update





P2 Attendance Comparison

P2 Attendance



*2018-19 Data is estimated





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



Revenue

FY19 To Date

Fresno	Los Angeles	San Diego	Home Office	Total
\$929,773	\$2,496,911	\$2,314,200	\$54,146	\$6,617,760

FY19 Projected Total

Fresno	Los Angeles	San Diego	Home Office	Total
\$1,753,057	\$5,822,937	\$5,810,999	\$49,750	\$13,436,743



Expenses

FY19 to Date

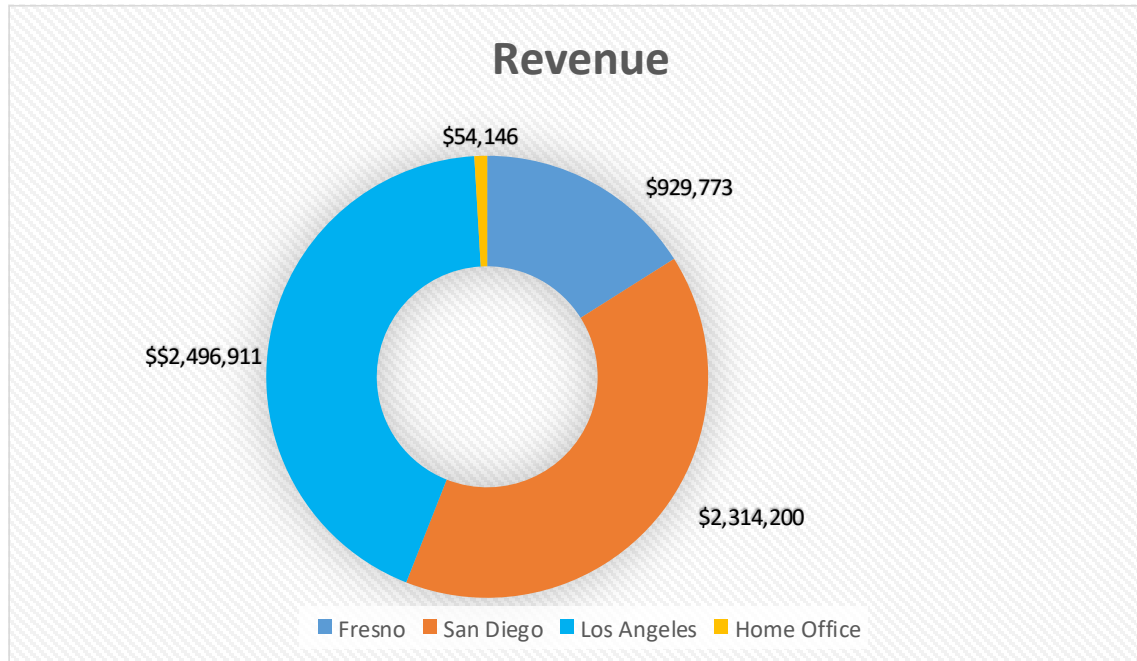
Fresno	Los Angeles	San Diego	Home Office	Total
\$1,015,188	\$3,515,499	\$3,588,074	\$54,145	8,188,975

FY19 Projected

Fresno	Los Angeles	San Diego	Home Office	Total
\$1,658,115	\$5,571,949	\$5,513,169	\$49,750	\$12,830,446



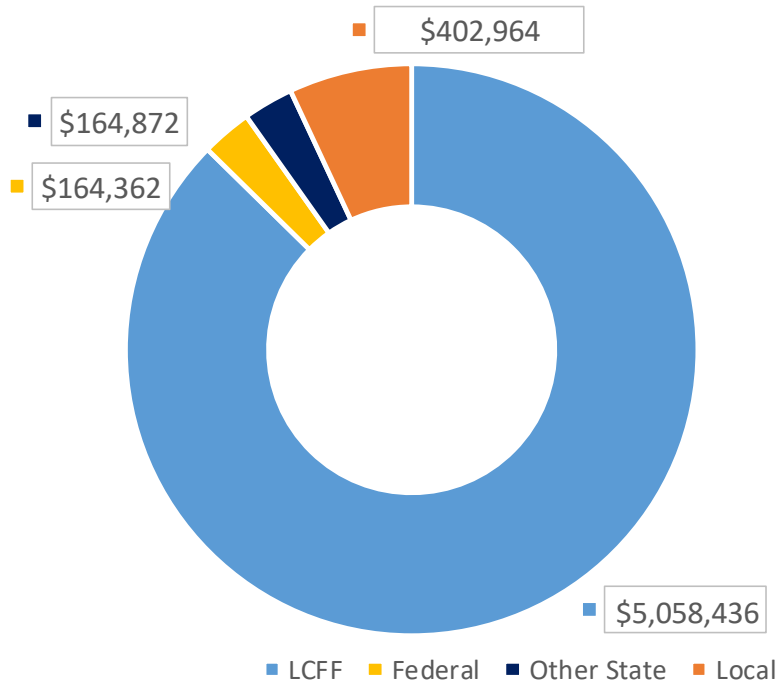
FY19 Actuals To Date





FY19 Actuals To Date

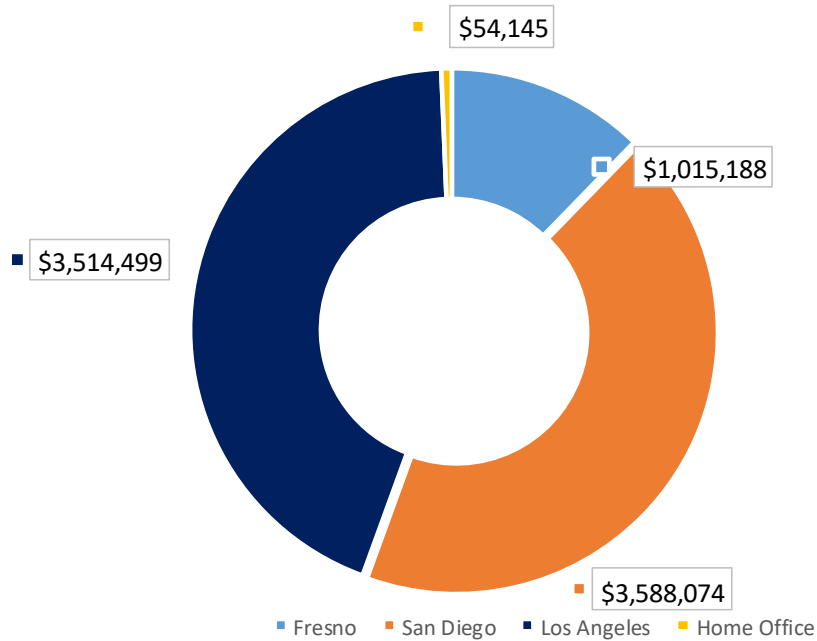
Revenue Stream





FY19 Actuals To Date

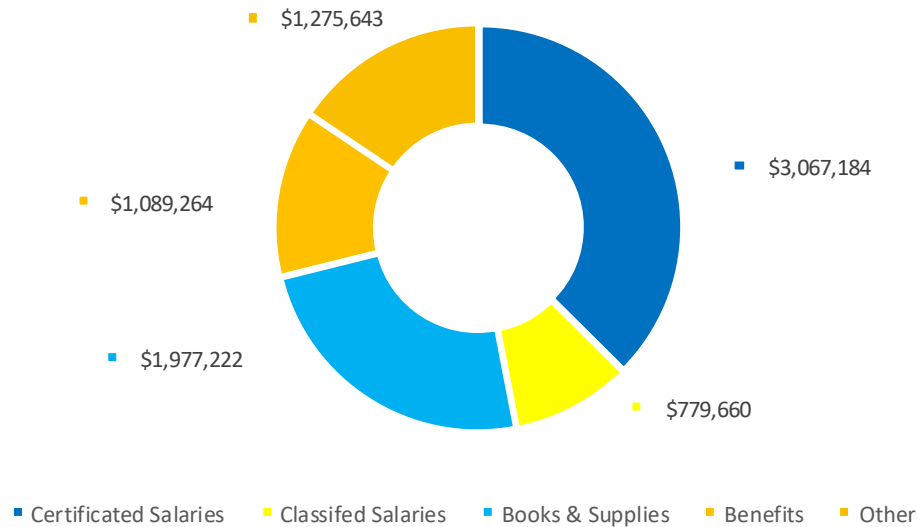
Expenses





FY19 Actuals To Date

Expenses by Category





Questions?



Contact:

Lisa Fishman | Assistant Superintendent of Business Services

(818) 732-4692

lfishman@compasscharters.org

[@ccsbizservices](#)



Year to Date Actual to Budget Detail

Compass Charter Schools

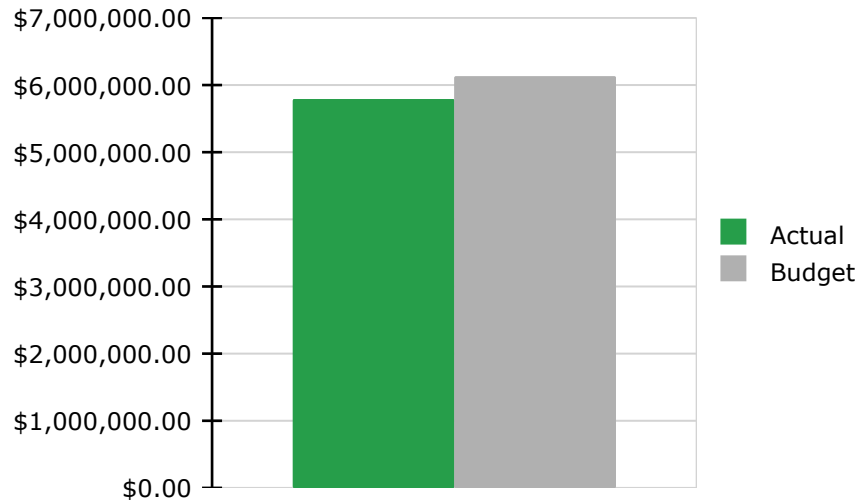
February 2019 - February 2019

		February		July - February Summary				2018-2019		
Account Code	Description	Actual	Budget	Actual	Budget	Variance \$	Variance %	Total Budget	Remaining Budget	% Remaining
8011	LCFF Revenue	\$974,747	\$1,185,418	\$4,276,170	\$4,486,841	(\$210,671)	-4.7%	\$9,375,966	\$4,546,364	48.49%
8012	Education Protection Account Revenue			\$353,581	\$353,581	(\$0)	0.0%	\$1,006,763	\$653,182	64.88%
8019	Prior Year Income/Adjustments	\$137	-	\$137	-	\$137	0.0%	-	\$1,228	
8096	Charter Schools Funding In-Lieu of Property Taxes	\$83,848	\$201,014	\$428,549	\$545,715	(\$117,166)	-21.5%	\$1,349,773	\$921,224	68.25%
LCFF		\$1,058,732	\$1,386,432	\$5,058,437	\$5,386,137	(\$327,701)	-6.1%	\$11,732,502	\$6,121,999	52.18%
8181	Special Education - Entitlement			-	-	-	0.0%	\$154,379	\$154,379	100.00%
8291	Title I Federal Revenue			\$142,584	\$142,584	-	0.0%	\$188,304	\$45,720	24.28%
8292	Title II			\$22,288	\$22,288	-	0.0%	\$29,185	\$6,897	23.63%
Federal Revenue				\$164,872	\$164,872	-	0.0%	\$371,868	\$206,996	55.66%
8550	Mandated Block Grant	\$17,865	-	\$79,945	\$62,080	\$17,865	28.8%	\$190,528	\$110,583	58.04%
8560	State Lottery Revenue			\$29,573	\$29,573	(\$0)	0.0%	\$249,579	\$220,006	88.15%
8590	All Other State Revenues			\$32,531	\$32,531	-	0.0%	\$58,695	\$26,164	44.58%
8599	Prior Year State Income	\$21,348	-	\$22,314	\$966	\$21,348	2,210.9%	\$966	(\$21,570)	0.00%
Other State Revenue		\$39,213	-	\$164,362	\$125,150	\$39,213	31.3%	\$499,767	\$335,183	67.07%
8650	Rental Income			\$49,750	\$49,750	-	0.0%	\$49,750	-	0.00%
8660	Interest Income	\$6	\$2,500	\$18,629	\$21,122	(\$2,493)	-11.8%	\$31,124	\$12,495	40.15%
8682	Foundation Grants/Donations	\$143	\$297	\$1,030	\$1,187	(\$158)	-13.3%	\$3,488	\$2,459	70.48%
8685	School Site fundraising	\$5,000	\$1,126	\$20,392	\$16,518	\$3,874	23.5%	\$21,022	(\$3,371)	0.00%
8699	All Other Local Revenue	\$209	\$1,500	\$75,245	\$76,535	(\$1,290)	-1.7%	\$82,536	(\$15,579)	0.00%
8793	SPED State/Other Transfers of Apportionments from JPA	\$38,932	\$89,140	\$237,918	\$288,126	(\$50,208)	-17.4%	\$644,686	\$310,911	48.23%
Local Revenue		\$44,290	\$94,564	\$402,964	\$453,239	(\$50,275)	-11.1%	\$832,606	\$306,915	36.86%
Total Revenue		\$1,142,235	\$1,480,996	\$5,790,634	\$6,129,398	(\$338,763)	-5.5%	\$13,436,743	\$6,971,093	51.88%
1100	Teachers' Salaries	\$365,376	\$358,266	\$2,511,335	\$2,504,225	(\$7,110)	-0.3%	\$3,937,290	\$1,425,955	36.22%
1200	Certificated Pupil Support Salaries	\$46,093	\$50,148	\$353,216	\$357,271	\$4,055	1.1%	\$557,862	\$204,645	36.68%
1300	Certificated Pupil Support Salaries	\$32,480	\$63,427	\$202,633	\$233,576	\$30,944	13.2%	\$487,283	\$284,651	58.42%
Certificated Salaries		\$443,948	\$471,841	\$3,067,184	\$3,095,072	\$27,888	0.9%	\$4,982,435	\$1,915,251	38.44%
2200	Classified Support Salaries (Maintenance, Food)	\$24,822	\$18,481	\$161,190	\$154,851	(\$6,339)	-4.1%	\$228,775	\$67,227	29.39%
2300	Classified Supervisor and Administrator Salaries	\$43,945	\$44,170	\$339,789	\$340,014	\$225	0.1%	\$516,693	\$176,904	34.24%
2400	Clerical, Technical, and Office Staff Salaries	\$22,776	\$25,000	\$248,235	\$250,462	\$2,226	0.9%	\$350,462	\$102,226	29.17%
2900	Other Classified Salaries (Noon and Yard Sup, etc.)	\$4,200	\$4,850	\$30,446	\$31,093	\$648	2.1%	\$50,493	\$20,048	39.70%
Classified Salaries		\$95,743	\$92,501	\$779,660	\$776,421	(\$3,240)	-0.4%	\$1,146,423	\$366,405	31.96%
3101	State Teachers' Retirement System, certificated positions	\$69,593	\$77,615	\$492,657	\$500,679	\$8,021	1.6%	\$811,140	\$316,178	38.98%
3313	OASDI	\$7,428	\$6,778	\$44,615	\$43,967	(\$648)	-1.5%	\$71,078	\$26,441	37.20%
3323	Medicare	\$7,563	\$8,447	\$54,195	\$55,081	\$886	1.6%	\$88,868	\$34,668	39.01%
3403	Health & Welfare Benefits	\$62,307	\$51,169	\$365,313	\$354,179	(\$11,134)	-3.1%	\$558,855	\$139,409	24.95%

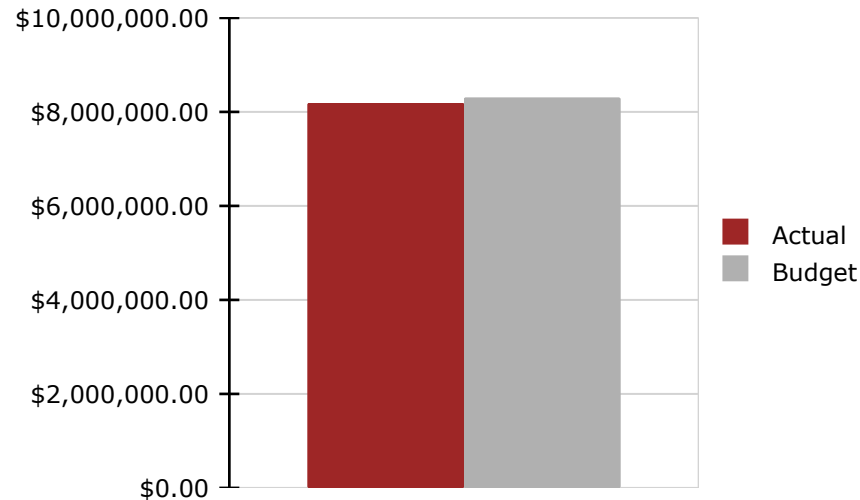
3503	State Unemployment Insurance	\$2,571	\$4,735	\$54,495	\$56,659	\$2,164	3.8%	\$75,600	\$21,105	27.92%
3603	Worker Compensation Insurance	\$5,762	\$3,356	\$57,621	\$55,217	(\$2,404)	-4.4%	\$68,643	\$4,680	6.82%
3903	Other Employee Benefits	\$3,840	\$5,672	\$20,368	\$22,201	\$1,833	8.3%	\$44,889	\$24,520	54.62%
Employee Benefits		\$159,063	\$157,773	\$1,089,265	\$1,087,983	(\$1,282)	-0.1%	\$1,719,074	\$567,002	32.98%
Total Personnel Expenses		\$698,754	\$722,114	\$4,936,109	\$4,959,476	\$23,367	0.5%	\$7,847,932	\$2,848,658	36.30%
4100	Approved Textbooks and Core Curricula Materials	\$143,934	\$27,197	\$1,181,355	\$1,064,620	(\$116,735)	-11.0%	\$1,173,406	(\$107,922)	0.00%
4200	Books and Other Reference Materials	-	\$5,971	\$19,047	\$25,018	\$5,971	23.9%	\$48,900	\$29,853	61.05%
4300	Materials and Supplies	\$2,400	\$982	\$7,488	\$6,070	(\$1,418)	-23.4%	\$10,000	\$2,512	25.12%
4315	Classroom Materials and Supplies	\$350	\$1,716	\$7,269	\$8,635	\$1,366	15.8%	\$15,500	\$8,231	53.10%
4400	Noncapitalized Equipment	-	\$903	\$483	\$1,386	\$904	65.2%	\$5,000	\$4,517	90.35%
4410	Software and Software Licensing	-	\$177,716	\$705,098	\$882,813	\$177,715	20.1%	\$1,593,675	\$860,359	53.99%
4430	Noncapitalized Student Equipment	-	\$7,083	\$56,482	\$63,564	\$7,082	11.1%	\$91,894	\$35,412	38.54%
Books and Supplies		\$146,685	\$221,568	\$1,977,222	\$2,052,105	\$74,883	3.6%	\$2,938,375	\$832,962	28.35%
5200	Travel and Conferences	\$7,814	\$4,195	\$37,027	\$33,408	(\$3,619)	-10.8%	\$50,188	\$12,666	25.24%
5210	Training and Development Expense	-	\$88	\$74,766	\$74,853	\$87	0.1%	\$75,221	\$455	0.60%
5300	Dues and Memberships	-	\$99	\$34,889	\$34,987	\$98	0.3%	\$35,384	\$465	1.31%
5400	Insurance	-	\$1,790	\$15,498	\$17,288	\$1,790	10.4%	\$24,448	\$8,950	36.61%
5500	Operation and Housekeeping Services	\$500	\$500	\$4,495	\$4,494	(\$1)	0.0%	\$6,495	\$2,000	30.79%
5501	Utilities	\$137	\$305	\$1,614	\$1,782	\$168	9.4%	\$3,000	\$1,177	39.24%
5600	Space Rental/Leases Expense	\$13,683	\$10,905	\$176,569	\$173,792	(\$2,777)	-1.6%	\$233,413	\$56,843	24.35%
5601	Building Maintenance	-	\$200	-	\$200	\$200	100.0%	\$1,000	\$1,000	100.00%
5602	Other Space Rental	-	\$7,870	\$2,088	\$9,958	\$7,870	79.0%	\$41,438	\$38,975	94.06%
5605	Equipment Rental/Lease Expense	-	\$272	\$4,639	\$4,914	\$275	5.6%	\$6,001	\$1,362	22.69%
5610	Equipment Repair	-	\$100	-	\$100	\$100	100.0%	\$500	\$500	100.00%
5800	Professional/Consulting Services and Operating Expenditures	\$2,962	\$2,587	\$12,449	\$12,073	(\$375)	-3.1%	\$22,422	\$1,974	8.80%
5803	Banking and Payroll Service Fees	\$652	\$436	\$3,930	\$3,715	(\$215)	-5.8%	\$5,460	\$1,508	27.63%
5805	Legal Services	\$13,499	\$12,448	\$118,047	\$116,996	(\$1,051)	-0.9%	\$166,790	\$28,050	16.82%
5806	Audit Services	-	\$9,127	\$18,250	\$27,377	\$9,127	33.3%	\$38,000	\$19,750	51.97%
5807	Legal Settlements	\$1,384	-	\$39,511	\$38,128	(\$1,383)	-3.6%	\$41,128	\$1,137	2.76%
5809	Employee Tuition Reimbursement			-	-	-	0.0%	-	-	
5810	Educational Consultants	\$31,213	\$17,478	\$270,569	\$256,833	(\$13,736)	-5.3%	\$326,743	\$56,044	17.15%
5811	Student Transportation			-	-	-	0.0%	-	-	
5812	Other Student Activities			-	-	-	0.0%	-	-	
5815	Advertising/Recruiting	\$29,151	\$34,868	\$154,812	\$160,528	\$5,716	3.6%	\$300,000	\$145,188	48.40%
5830	Field Trip Expenses	\$9,259	\$10,387	\$32,323	\$33,451	\$1,128	3.4%	\$75,000	\$41,220	54.96%
5873	Financial Services	\$21,400	\$21,400	\$171,200	\$171,202	\$2	0.0%	\$256,800	\$64,200	25.00%
5874	Personnel Services	\$128	\$93	\$1,073	\$1,040	(\$33)	-3.2%	\$1,413	\$340	24.06%
5875	District Oversight Fee	\$3,436	\$13,110	\$39,967	\$49,641	\$9,673	19.5%	\$247,738	\$207,771	83.87%
5877	IT Services	\$49	\$1,295	\$8,570	\$9,818	\$1,248	12.7%	\$15,000	\$6,430	42.87%
5890	Interest Expense/Fees	\$133	\$1	\$1,674	\$1,543	(\$130)	-8.4%	\$1,549	(\$125)	0.00%
5900	Communications (Tele., Internet, Copies, Postage, Messenger)	\$1,171	\$3,701	\$51,684	\$54,204	\$2,520	4.6%	\$69,009	\$17,325	25.11%
Services & Other Operating Expenses		\$136,570	\$153,256	\$1,275,644	\$1,292,326	\$16,682	1.3%	\$2,044,139	\$715,206	34.99%
Total Operational Expenses		\$283,255	\$374,823	\$3,252,866	\$3,344,431	\$91,565	2.7%	\$4,982,515	\$1,548,168	31.07%
Total Expenses		\$982,009	\$1,096,937	\$8,188,975	\$8,303,907	\$114,932	1.4%	\$12,830,446	\$4,396,826	34.27%
Net Income		\$160,225	\$384,059	(\$2,398,340)	(\$2,174,509)	(\$223,831)	-10.3%	\$606,296	\$2,574,267	

Book Balance: \$1,182,566

Revenue To Date



Expense To Date



Revenue Summary

Actual	\$5,790,634
Budget	\$6,129,398
Actual to Budget	94 %

Expense Summary

Actual	\$8,188,975
Budget	\$8,303,907
Actual to Budget	99 %

Compass Charter Schools

July 2018 - February 2019

YTD Actual to Budget Summary

Segment Name	Filter Applied
Object	All
Restriction	All
Location	All

Account Description	July - February				2018 - 2019	
	Actual	Budget	Variance \$	Variance %	Total Budget	Remaining Budget
LCFF	\$5,058,437	\$5,386,137	(\$327,701)	-6.1 %	\$11,732,502	\$6,674,066
Federal Revenue	\$164,872	\$164,872	-	0.0 %	\$371,868	\$206,996
Other State Revenue	\$164,362	\$125,150	\$39,213	31.3 %	\$499,767	\$335,405
Local Revenue	\$402,964	\$453,239	(\$50,275)	-11.1 %	\$832,606	\$429,642
Total Revenue	\$5,790,634	\$6,129,398	(\$338,763)	-5.5 %	\$13,436,743	\$7,646,109
Certificated Salaries	\$3,067,184	\$3,095,072	\$27,888	0.9 %	\$4,982,435	\$1,915,251
Classified Salaries	\$779,660	\$776,421	(\$3,240)	-0.4 %	\$1,146,423	\$366,763
Employee Benefits	\$1,089,265	\$1,087,983	(\$1,282)	-0.1 %	\$1,719,074	\$629,809
Total Personnel Expenses	\$4,936,109	\$4,959,476	\$23,367	0.5 %	\$7,847,932	\$2,911,823
Books and Supplies	\$1,977,222	\$2,052,105	\$74,883	3.6 %	\$2,938,375	\$961,153
Services & Other Operating Expenses	\$1,275,644	\$1,292,326	\$16,682	1.3 %	\$2,044,139	\$768,495
Capital Outlay	-	-	-	0.0 %	-	-
Other Outgo	-	-	-	0.0 %	-	-
Total Operational Expenses	\$3,252,866	\$3,344,431	\$91,565	2.7 %	\$4,982,515	\$1,729,649
Total Expenses	\$8,188,975	\$8,303,907	\$114,932	1.4 %	\$12,830,446	\$4,641,472
Net Income	(\$2,398,340)	(\$2,174,509)	(\$223,831)	-10.3 %	\$606,296	\$3,004,637

Compass Charter Schools

July 2018 - February 2019

Balance Sheet Summary

Segment Name	Filter Applied
Object	All
Restriction	All
Location	All

Liquidity Ratio	5.6
-----------------	-----

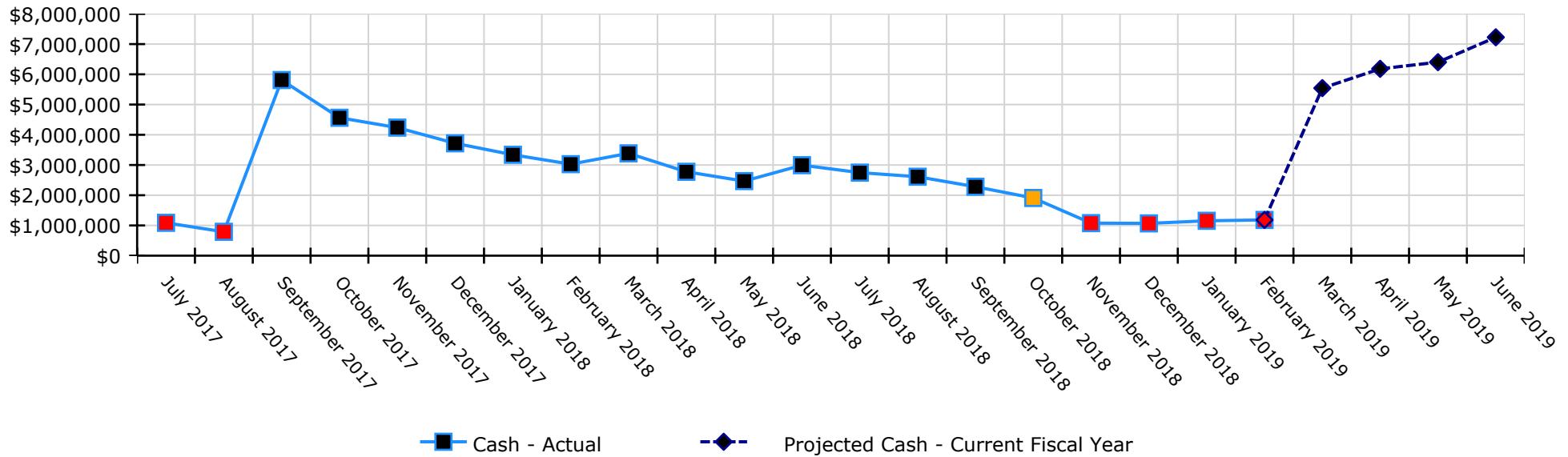
Assets	
Current Assets	
Cash	\$1,182,566
Investments	\$1,663,636
Accounts Receivables	\$38,320
Prepaid Expenses	\$14,721
Other Current Assets	\$852
<i>Total Current Assets</i>	<i>\$2,900,094</i>
Fixed Assets	
<i>Total Fixed Assets</i>	<i>\$0</i>
Other Assets	
Loans Receivable	\$350,000
Security Deposits	\$5,000
<i>Total Other Assets</i>	<i>\$355,000</i>
Total Assets	\$3,255,094

Compass Charter Schools

July 2018 - February 2019

Liabilities and Net Assets	
Current Liabilities	
Accounts Payable	\$164,433
Accrued Salaries, Payroll Taxes, Postemployment Benefits	\$230,884
Deposits held on behalf of other employees	\$119,782
<i>Total Current Liabilities</i>	<i>\$515,099</i>
Long Term Liabilities	
Loans Payable	\$15,000
<i>Total Long Term Liabilities</i>	<i>\$15,000</i>
Total Liabilities	
	\$530,099
Net Assets	
Unrestricted Net Assets	\$5,123,335
Profit/Loss YTD	(\$2,398,340)
<i>Total Net Assets</i>	<i>\$2,724,995</i>
Total Liabilities and Net Assets	
	\$3,255,094

Monthly Book Balance Over Time



	Cash Amount	Actual or Projected
July 2017	\$1,086,939.88	Actual
August 2017	\$790,093.07	Actual
September 2017	\$5,810,753.71	Actual
October 2017	\$4,563,284.43	Actual
November 2017	\$4,236,894.57	Actual
December 2017	\$3,717,913.52	Actual
January 2018	\$3,337,773.93	Actual
February 2018	\$3,027,670.99	Actual
March 2018	\$3,385,599.57	Actual
April 2018	\$2,775,549.79	Actual
May 2018	\$2,467,297.98	Actual
June 2018	\$2,993,836.04	Actual

	Cash Amount	Actual or Projected
July 2018	\$2,747,564.33	Actual
August 2018	\$2,611,903.14	Actual
September 2018	\$2,280,780.05	Actual
October 2018	\$1,908,841.42	Actual
November 2018	\$1,076,416.37	Actual
December 2018	\$1,068,639.33	Actual
January 2019	\$1,154,059.33	Actual
February 2019	\$1,182,565.73	Actual
March 2019	\$5,543,673.00	Projected
April 2019	\$6,181,878.00	Projected
May 2019	\$6,401,612.00	Projected
June 2019	\$7,225,061.00	Projected

Financial Ratio	Formula	Current	Target
Current Ratio (Liquidity)	(Current Assets) / (Current Liabilities)	5.63	> 1.00
Cash Ratio	(Cash) / (Current Liabilities)	229.58 %	> 100.00%
Defensive Interval	(Cash + Securities + AR) / (Average Expenses past 12 months)	1.84	> 4 months
Debt Ratio	(Total Liabilities) / (Total Assets)	16.29 %	< 30.00%
Asset Ratio	(Current Assets) / (Total Assets)	89.09 %	> 80.00%
Cash on Hand	(Cash)	\$1,182,565.73	>= \$0.00
Days Cash on Hand	(Cash) / ((Average Expenses past 12 months) / (30.4))	22.88	> 45
Cash Reserve Ratio	(Cash) / (Budgeted Annual Expenses)	9.22 %	> 10.00%
Savings Indicator	((Last Closed Revenue) - (Last Closed Expenses)) / (Last Closed Expenses)	0.16	> 1.00
YTD Savings Indicator	((YTD Closed Revenue) - (YTD Closed Expenses)) / (YTD Closed Expenses)	-0.29	> 1.00

Financial Ratio	Description
Current Ratio (Liquidity)	Ability to pay short-term obligations
Cash Ratio	Ability to meet short-term obligations with cash
Defensive Interval	Possible months of continued operations if no additional funds received
Debt Ratio	Proportion of debt relative to total assets
Asset Ratio	Proportion of liquid assets relative to total assets
Cash on Hand	Assets immediately convertible to cash for purchase of goods and services
Days Cash on Hand	Possible days of continued operations using current cash
Cash Reserve Ratio	Ratio of cash to annual expenses expressed as a percentage
Savings Indicator	Last closed period's increase or decrease in the organization's net assets as a percentage of expenses
YTD Savings Indicator	Year to date closed increase or decrease in the organization's net assets as a percentage of expenses

Input Values as of 2/28/2019

Compass Charter Schools

July 2018 - February 2019

Cash	\$1,182,565.73
Securities	\$1,663,635.62
AR	\$38,319.69
Current Assets	\$2,900,093.81
Total Assets	\$3,255,093.81
Current Liabilities	\$515,098.90
Total Liabilities	\$530,098.90
Last Closed Revenue	\$1,142,234.60
Last Closed Expenses	\$982,009.26
Budgeted Annual Expenses	\$12,830,446.49
Average Expenses past 12 months	\$1,571,531.90
Average monthly payroll expenses	\$617,013.63
YTD Closed Revenue	\$5,790,634.33
YTD Closed Expenses	\$8,188,974.73

Coversheet

Parent Advisory Council Report

Section: IV. Reports
Item: E. Parent Advisory Council Report
Purpose: FYI
Submitted by: J.J. Lewis
Related Material: Parent Advisory Council Report - April.pdf

RECOMMENDATION:
N/A - For Discussion Only



Parent Advisory Council Report
April 8, 2019

The Parent Advisory Council (PAC) met on Friday, February 15 at 3 pm. Members of the council consist of Ms. Mariecor Agravante, Mrs. Therese Nordstrom Christopher, Mr. Tony Christopher, Ms. Galit Gordon, Ms. Samantha Herrod, Ms. Lisa Hunter, Ms. Shelby MacLeish, Ms. Esmeralda Rivera, Ms. Lisa Robotham (chair), Ms. Leah Smith, Mrs. Joy Elizabeth Sterling-Effie, and Ms. Roann Vanderwath.

The council met with members of StrongMind, our curriculum provider for both online middle school and online high school, for an overview of all systems and services provided to Compass. The council shared ideas and suggestions on course layouts, pacing, and workbooks. Compass shared updates on the charter renewals, for both CCS of Fresno (appealing renewal to the Fresno County Board of Education) and CCS of Los Angeles (approved by Acton-Agua Dulce in January). Also, we continue to work on the merger process with REALM Charter Schools. 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 3:59 pm. Draft minutes can be found on Board on Track. The next Parent Advisory Council meeting is scheduled for Friday, April 26 starting at 3 pm.

Respectfully Submitted,

Mrs. Lisa Robotham
Board Secretary &
Parent Advisory Council Chair

Coversheet

Scholar Leadership Council Report

Section: IV. Reports
Item: F. Scholar Leadership Council Report
Purpose: FYI
Submitted by: J.J. Lewis
Related Material: A Scholar Leadership Council Report - April.pdf
B SLC Survey Year to Year.pdf

RECOMMENDATION:
N/A - For Discussion Only



Scholar Leadership Council Report
April 8, 2019

The Scholar Leadership Council (SLC) met on Wednesday, February 13 at 3 pm and Wednesday, March 13 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.

The council met with Mrs. Rebecca MacAlpine, Director of Engagement, to review and discuss of scholar engagement during their February meeting. Compass shared updates on charter renewals, for both CCS of Fresno and CCS of Los Angeles. The SLC reviewed the year to year comparison results from the survey and provided feedback. Mrs. Beth Sneyd, Assessment Coordinator, was a special guest during the March meeting to discuss state testing. SLC members shared ideas to help scholars become academically successful in their course work. Compass is still growing, with prospective scholars working to join the family. A 'Proud Scholar' t-shirt will be sent to all scholars who completed the re-enrollment process by Friday, March 22. Also, we continue to work on an affiliation with REALM Charter Schools.

Under New Business, each SLC member provided feedback to bring to staff.

Draft minutes can be found on Board on Track. The next Scholar Leadership Council meeting is scheduled for Wednesday, April 10 starting at 3 pm.

Respectfully Submitted,

Mr. J.J. Lewis
Superintendent & CEO &
Interim Scholar Leadership
Council Secretary



COMPASS

CHARTER SCHOOLS

Scholar Leadership Council Survey Results Year-to-Year Comparison

(855) 937- 4227

CompassCharters.org



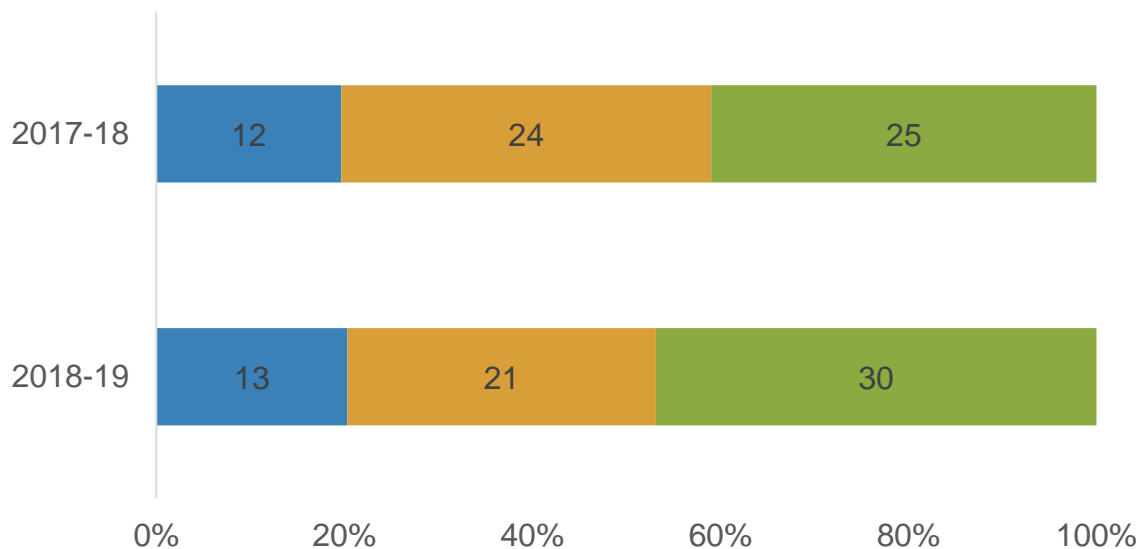
Agenda

- Demographic Information
- Communication
- Online Learning
- Options Learning
- Program Feedback
- Compass Experience



Demographics

Grade Level



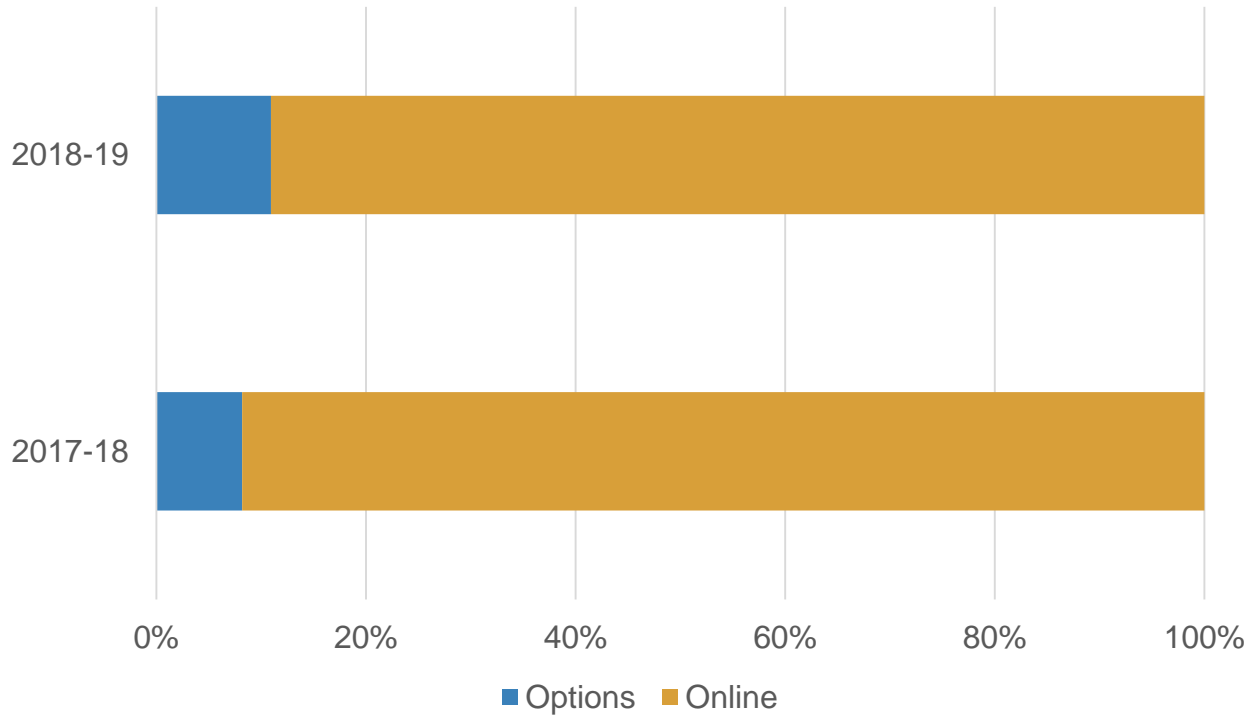
	2018-19	2017-18
■ Elementary	13	12
■ Middle School	21	24
■ High School	30	25





Demographics

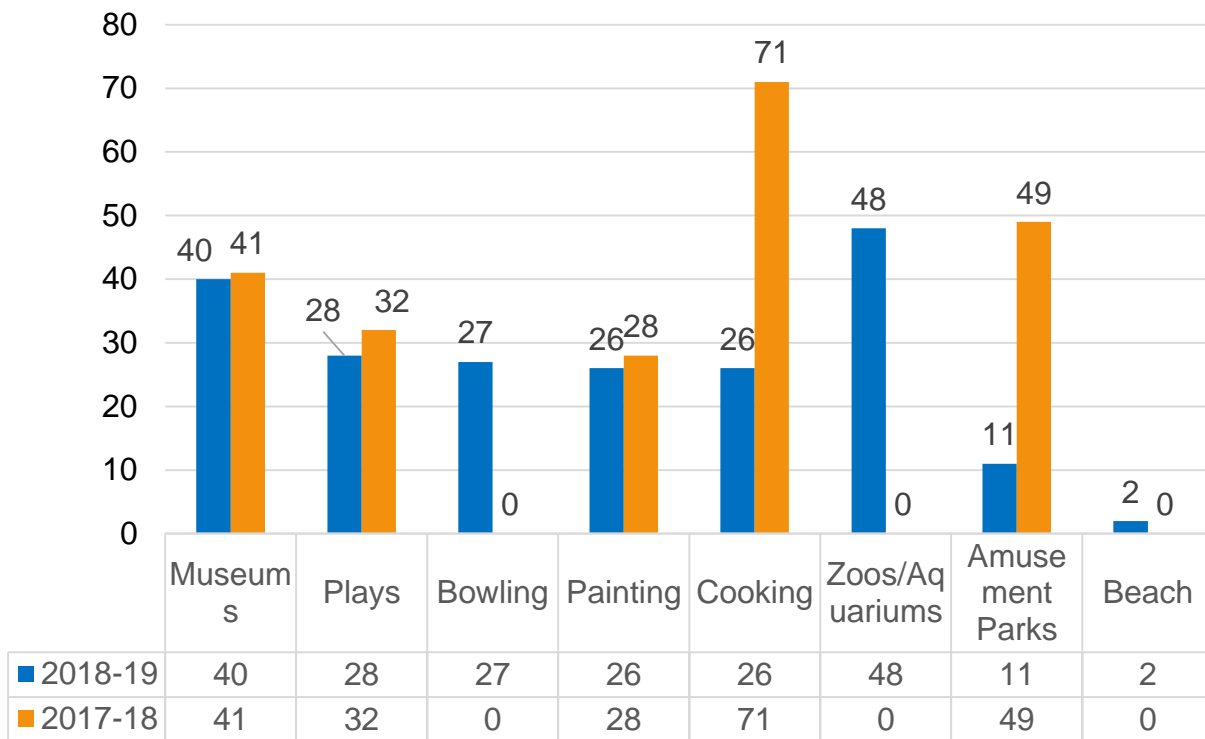
Program Enrolled In





Field Trips

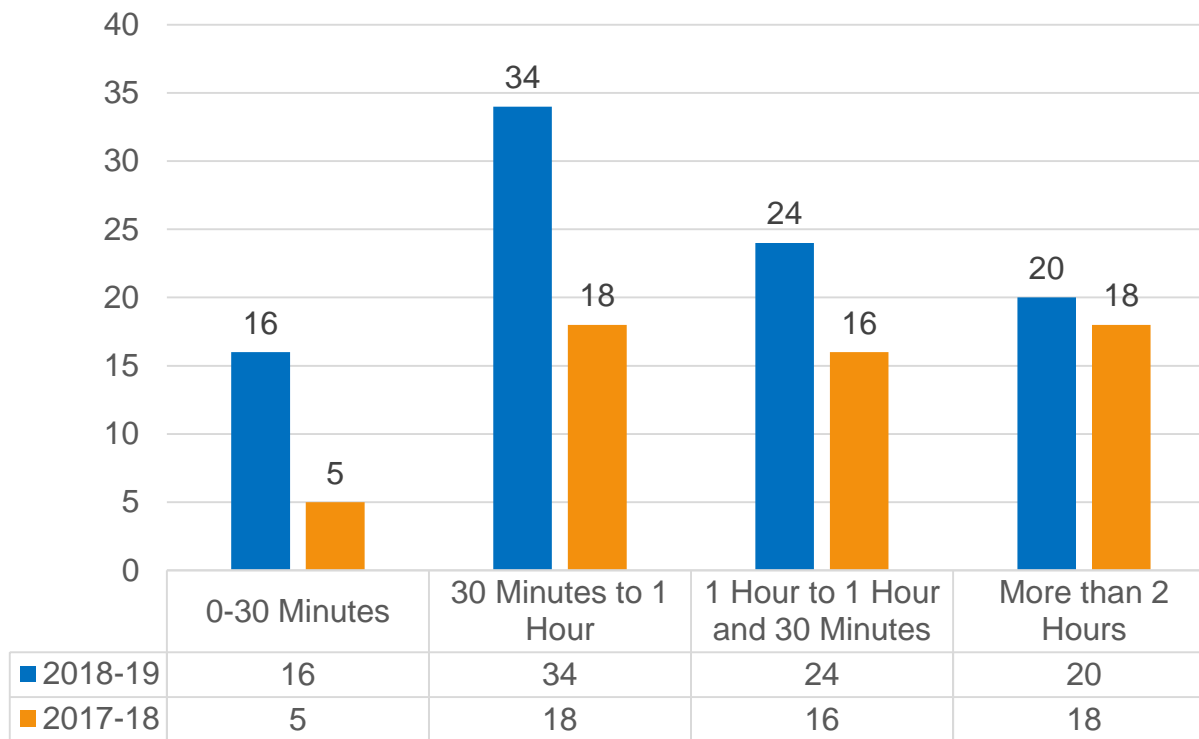
Field Trips Interested In Attending





Field Trips

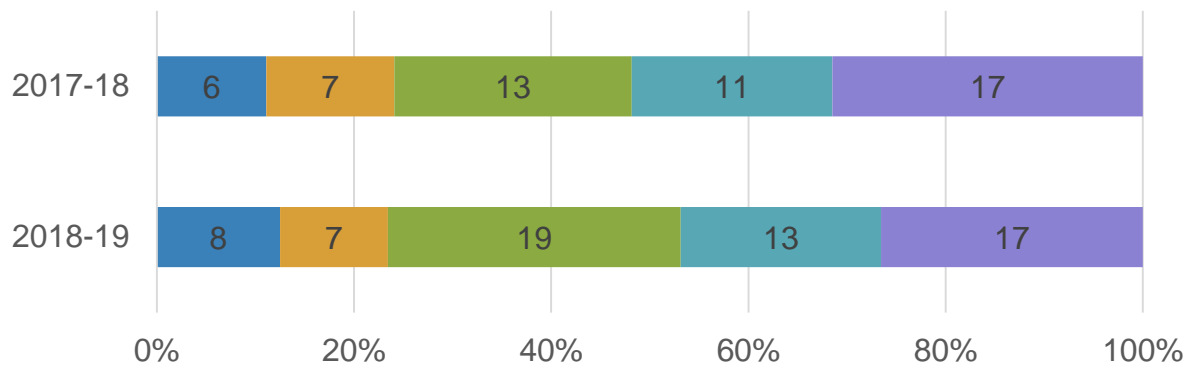
Time Willing To Spend Traveling





Field Trips

Attend Field Trips On Weekends



	2018-19	2017-18
■ 1 Disagree	8	6
■ 2	7	7
■ 3	19	13
■ 4	13	11
■ 5 Agree	17	17

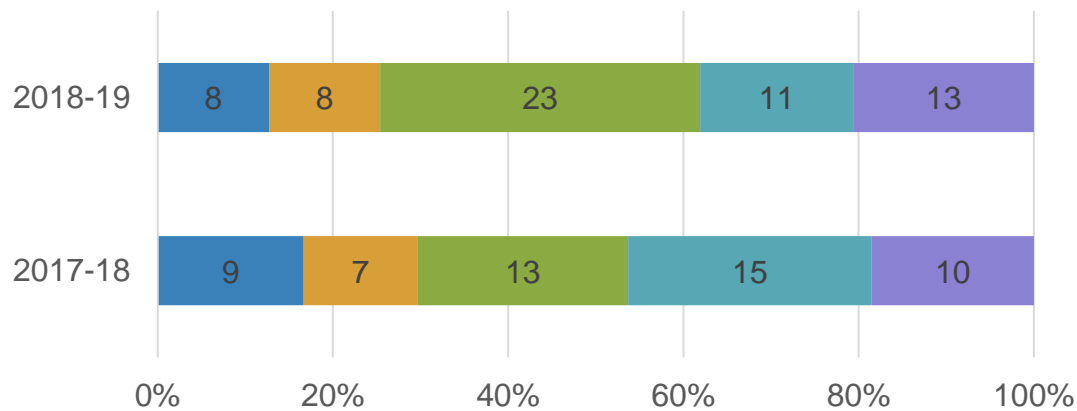
■ 1 Disagree ■ 2 ■ 3 ■ 4 ■ 5 Agree





Field Trips

Attend Field Trips On Weekdays

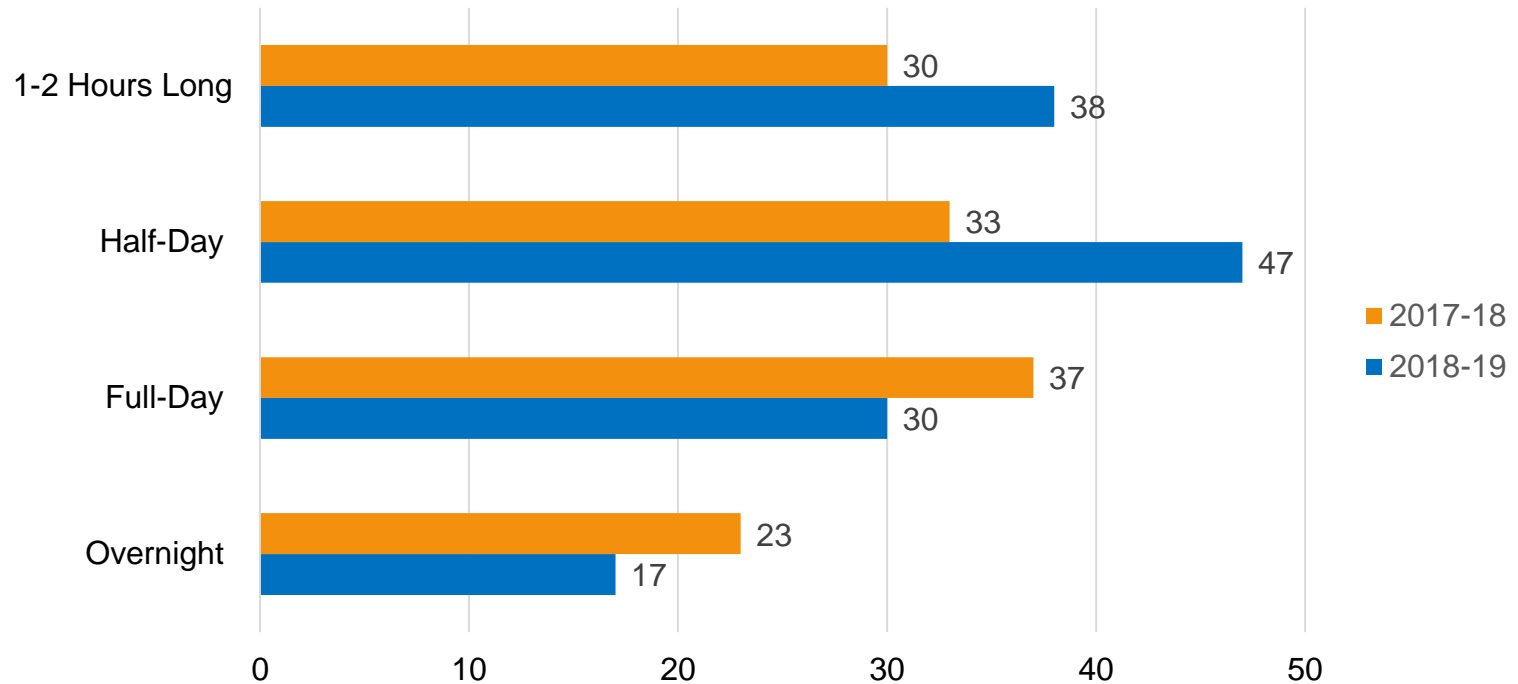


	2017-18	2018-19
■ 1 (Not Likely at all)	9	8
■ 2	7	8
■ 3	13	23
■ 4	15	11
■ 5 (Very Likely)	10	13



Field Trips

Length of Field Trips





Field Trips

Reasonable Price For Chaperones

	\$0-\$15	\$15-\$30	\$30-\$45	\$45-\$60	\$60+	Total
2018-19	34	17	9	3	1	64
2017-18	28	19	5	2	0	54



Field Trips

Required Advanced Notice

	Less than 1 Week	2 Weeks	3-4 Weeks	More than 4 Weeks	Total
2018-19	5	22	24	13	64
2017-18	8	18	19	9	54



Communication

How often do you read the MMU?

	Never	Rarely	Sometimes	Often	Always	Total
2018-19	10	8	12	11	22	63
2017-18	7	3	16	11	17	54



Communication

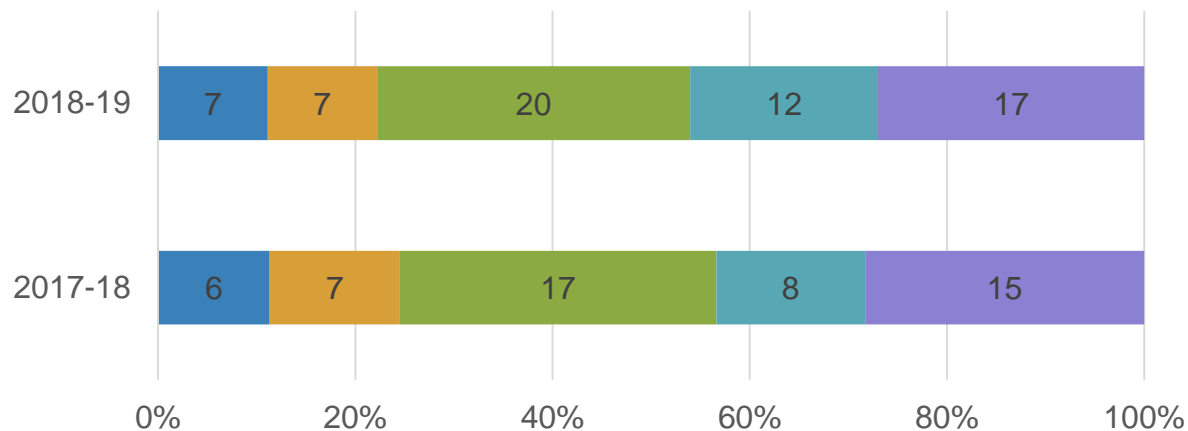
I believe the Monday Morning Update (MMU) is too long

	1 Disagree	2	3	4	5 Agree	Total
2018-19	25	7	20	6	5	63
2017-18	16	15	15	3	5	54



Communication

I believe the MMU is valuable

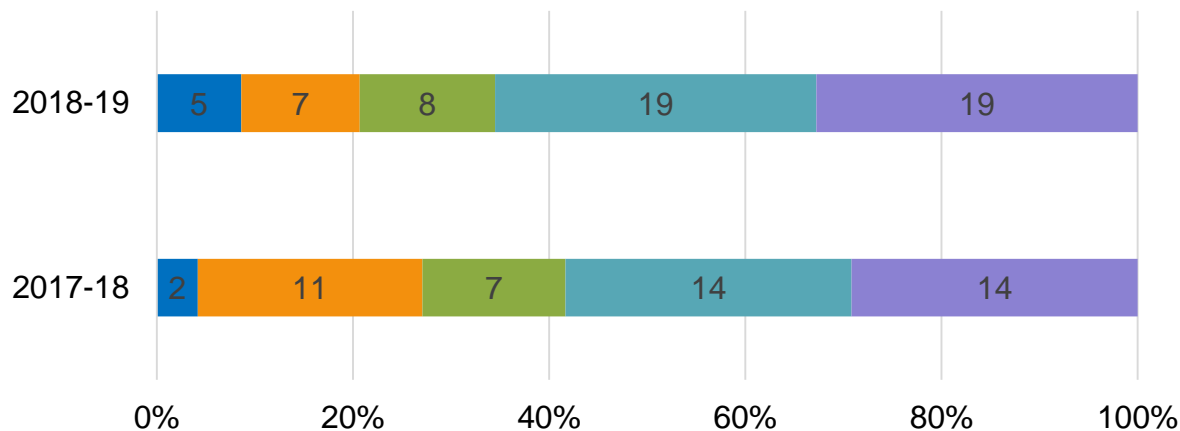


	2017-18	2018-19
■ 1 Disagree	6	7
■ 2	7	7
■ 3	17	20
■ 4	8	12
■ 5 Agree	15	17



Online Learning

How often do attend Learning Labs?

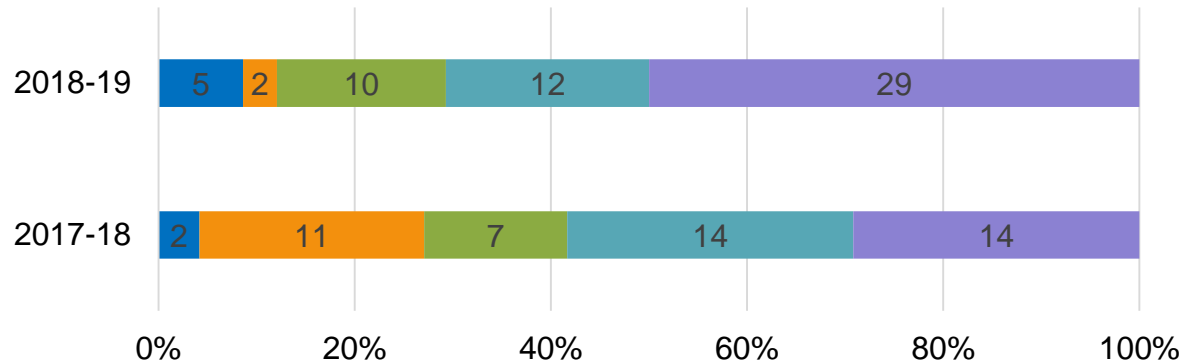


	2017-18	2018-19
■ Never	2	5
■ Rarely	11	7
■ Sometimes	7	8
■ Often	14	19
■ Always	14	19



Online Learning

I believe Learning Labs help me better understand content in my courses

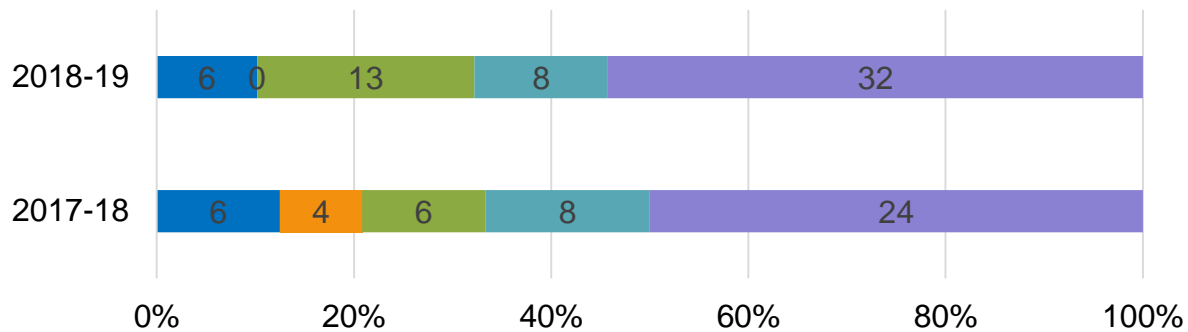


	2017-18	2018-19
■ Never	2	5
■ Rarely	11	2
■ Sometimes	7	10
■ Often	14	12
■ Always	14	29



Online Learning

I believe live sessions are more valuable than recorded sessions



	2017-18	2018-19
■ 1 Disagree	6	6
■ 2	4	0
■ 3	6	13
■ 4	8	8
■ 5 Agree	24	32



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Website: www.compasscharters.org





Questions?



Contact:

J.J. Lewis | Superintendent & CEO

(818) 824-6233

jlewis@compasscharters.org

[@lewis1jj](#)



Coversheet

Discuss Board and Committee Structure

Section: VI. Unfinished Business
Item: A. Discuss Board and Committee Structure
Purpose: Discuss
Submitted by: J.J. Lewis

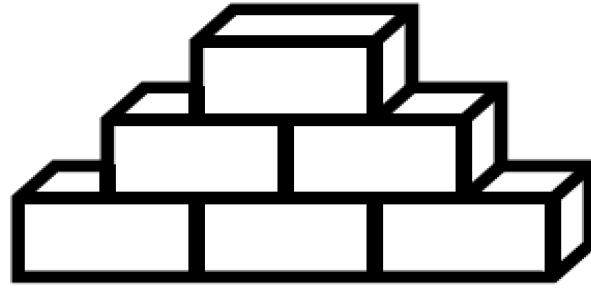
RECOMMENDATION:
N/A - For Discussion Only

Coversheet

Discuss Merger Progress with REALM Charter Schools

Section: VI. Unfinished Business
Item: B. Discuss Merger Progress with REALM Charter Schools
Purpose: Discuss
Submitted by: J.J. Lewis
Related Material: C REALM Charter Petition Material Revision.pdf
D Board-Meeting-Agenda-041019.pdf
B Letter to Attorney General re Merger..PDF
A REALM Merger Progress Report.pdf

RECOMMENDATION:
N/A - For Discussion Only



REALM

Charter School

REALM CHARTER SCHOOL

MATERIAL REVISION

**SUBMITTED MARCH 11, 2019 TO
BERKELEY UNIFIED SCHOOL DISTRICT**

JULY 1, 2016 – JUNE 30, 2021

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AFFIRMATIONS AND DECLARATION

REALM Charter School (sometimes referred to as the “Charter School”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- REALM Charter School shall 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. [Ref. Education Code Section 47605(c)(1)]
- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of REALM Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School 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), admission to REALM Charter School 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 the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate 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)]
- The Charter School 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 in Education Improvement Act of 2004.

- The Charter School 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)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School 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).
- If a pupil is expelled or leaves REALM Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]
- The Charter School 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)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]

- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b), 47610]
- 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”).
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Victor Diaz
Executive Director

Date

EXECUTIVE SUMMARY

REALM Charter School was initially established in 2012 as two separate schools, REALM Charter High School and REALM Charter Middle School, in the Berkeley Community of Alameda County.

Both schools were approved for renewal for the term of July 1, 2016 to June 30, 2021 by Berkeley Unified School District. Through a material revision in the Spring of 2018, the two schools were consolidated by adding the middle school program into the existing high school charter petition to create a combined REALM Charter School serving grades 6-12 under a single charter petition.

Through this material revision, the charter petition would be revised to reflect the proposed merger of REALM Charter Schools, a California nonprofit public benefit corporation ("RCS"), into Compass Charter Schools, a California nonprofit public benefit corporation ("Compass"). RCS and Compass share similar public and charitable purposes and activities. The proposed merger will result in a Charter School that will be more fiscally sustainable as a result of additional resources.

Following the completion of the merger, Compass will operate the Charter School, and the Charter School will continue to be known as REALM Charter School. The Charter School's classroom-based programs will continue, with a goal of having as little impact on the students and programs as possible. The Charter School is expected to have an expanded reach through independent study options alongside the classroom-based program, up to the 20% limit. This is also anticipated to help the Charter School maintain its financial sustainability. A proposed five-year budget is being submitted concurrently to the District.

Although Compass is not bound by the Collective Bargaining Agreement between Berkeley Federation of Teachers and REALM, Compass intends to offer a competitive compensation package to REALM's current employees that are offered employment with Compass. In the coming weeks, Compass will assess the needs of the Charter School based on student enrollment and other factors and will make a determination as to which current employees will be extended an employment offer with Compass for the upcoming 2019-2020 school year.

The material revision would be effective as of the completion of the proposed merger of RCS into Compass.

MISSION

The mission of REALM Charter School is to cultivate resiliency, develop critical thinking skills, advance knowledge through rigorous studies, and equip students to serve our communities and the world in the 21st century. REALM Charter School will serve diverse urban students in grades 6-12 using a student-centered model that features project-based learning, an emphasis on technology, research and action on concerns in the community and activities that develop emotional resiliency.

VISION

REALM Charter School's vision is to increase academic achievement and social responsibility by creating authentic and challenging learning environments based on four central program elements: (1) project-based learning, (2) immersive technologies, (3) mindfulness in education (Transformative Life Skills), and (4) participatory action research. We seek to develop in each student the ability and passion to work wisely and creatively in order to become life-long learners with the skills necessary to contribute to the betterment of humankind. This will be accomplished by immersing our teachers and students in authentic and virtual learning environments that require collaboration, inquiry, critical thinking, ingenuity, imagination, and active problem-solving.

PROJECTED ENROLLMENT & GRADE EXPANSION

REALM Charter Middle School has had a continuous enrollment of 300 students in each of the first four years of operation. Currently, REALM Charter Middle School has 185 enrolled students in grades 6-8. The following chart illustrates projected enrollment for the next 4 years for the middle school grades. We anticipate growing our enrollment back to the levels from 2011, of approximately 300 students for students in grades 6-8, due to our new facility and long-term lease, which is one block from UC Berkeley. The following chart demonstrates the projected enrollment for students in grades 6-8 for the remainder of the charter term.

Projected Enrollment by Grade			
	Grade 6	Grade 7	Grade 8
2017-2018	39	56	90
2018-2019	60	70	75
2019-2020	70	75	95
2020-2021	90	90	95

REALM Charter High School has 332 enrolled students in grades 9-12. The following chart illustrates the projected enrollment for students in grades 9-12, for the remainder of the charter term.

Projected Enrollment by Grade				
	Grade 9	Grade 10	Grade 11	Grade 12
2017-2018	88	84	75	85
2018-2019	100	95	84	75
2019-2020	110	100	90	75
2020-2021	115	110	95	85

SUCCESSSES AND ACCOMPLISHMENTS OF THE PRIOR CHARTER TERM: 2011-2016

REALM Charter School
 Charter Renewal 2016-2021
 Material Revision Submitted March 11, 2019

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The following are the list of achievements for REALM Charter Middle School:

- Schoolwide implementation of the Common Core State Standards
- Annual Schoolwide API Growth
- Establishment of REALM Parent Alliance
- Partnership with Linda Darling-Hammond from Stanford School of Education for math and science Common Core curriculum development
- Professional Development for teachers on Project Based learning by Project H Design
- Renovation of school facility to provide 21st Century Learning environment
- Strategic partnership with nonprofit Project H Design (Studio H academic program), which led students to design and build the school library
- REALM Charter School Teachers joined the Berkeley Federation of Teachers, American Federation of Teachers
- Securing of a new, long-term facility on the grounds of the Pacific School of Religion
- Growing our list of partners at UC Berkeley: College of Engineering, College of Environmental Design, and Stiles Hall

The following are the list of achievements for REALM Charter High School:

- Schoolwide implementation of the Common Core State Standards
- Annual Schoolwide API Growth
- 100% of Courses are UC A-G approved with the exception of AP Biology and AP Calculus (pending approval).
- 100% of Grade 11 students are administered the PSAT
- SAT Prep Workshops are offered for all Grade 11-12 Students
- Expanded AP course offerings to include: AP Biology, AP English Literature, AP English Composition, AP Spanish, AP Calculus, and AP U.S. History
- All Grade 11 Students visit Colleges/Universities: Stanford University, SJSU, CSU Sacramento, Sonoma State University, UC Berkeley, UCSC, CSU East Bay, SFSU, Holy Names University, Samuel Merritt College, and St. Mary's College
- Establishment of REALM Parent Alliance
- Free FAFSA Workshops for students & families, including bilingual workshops
- Schoolwide College-Going Culture
- Earned WASC Accreditation through 2021.
- Full-time College Counselor
- Advisory Course – focuses on College Readiness
- 50% of graduates were accepted to 4-year College/University
- Strategic partnership with nonprofit Project H Design (Studio H academic program), which led students to design and build tiny homes for the homeless
- Students participated in UC Berkeley Robotics Competition
- REALM Charter School Teachers joined the Berkeley Federation of Teachers, American Federation of Teachers

CHARTER RENEWAL CRITERIA

REALM Charter School

Charter Renewal 2016-2021

Material Revision Submitted March 11, 2019

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Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

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

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) (A) 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.
- (4) (B) The determination made pursuant to this paragraph shall be based upon the following:
 - i. Documented and clear and convincing data.
 - ii. Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) for demographically similar pupil populations in the comparison schools.
 - iii. Information submitted by the charter school. Must submit to SPI for recommendation and wait 30 days.
- (5) Has qualified as an ASAM School.

The following shall serve as documentation confirming that REALM Charter High School and REALM Charter Middle School met the statutory criteria required for renewal as set forth in Education Code Section 47607(b) for their respective charter renewal petitions that were previously submitted for a renewal term of July 1, 2016 to June 30, 2021 (Also see Appendix C: CDE Dataquest Report):

ACADEMIC PERFORMANCE INDEX

REALM Charter School
Charter Renewal 2016-2021
Material Revision Submitted March 11, 2019

The following chart illustrates **REALM Charter Middle School's** Academic Performance Index (API):

2011-15 API RESULTS					
YEAR	API STATEWIDE RANKING	API SIMILAR SCHOOLS	API GROWTH	API GROWTH	METSCHOOL GROWTH TARGET
2015	2015 No API				
2014	No state mandated testing for 2013-14 school year				
	3-Year Average API: N/A				
	3-Year Weighted Average API: N/A				
	2013 Statewide Rank: 3 2013 Similar Schools Rank: 4				
2013	3	4	744	+10	YES
2012	2	N/A	734	?	NO

The following charts illustrate the Academic Performance Index schoolwide and by identified subgroups For REALM Charter Middle School:

ACADEMIC PERFORMANCE INDEX SCHOOLWIDE			
	BASE	GROWTH	CHANGE
2014	--	--	
2013	--	744	+10
2012	734	734	

ACADEMIC PERFORMANCE INDEX HISPANIC			
	BASE	GROWTH	CHANGE
2014	--	--	
2013	--	741	-17
2012	758	758	

ACADEMIC PERFORMANCE INDEX SOCIOECONOMICALLY DISADVANTAGED			
	BASE	GROWTH	CHANGE
2014	--	--	
2013	--	723	-8
2012	731	731	

ACADEMIC PERFORMANCE INDEX ENGLISH LANGUAGE LEARNERS			
	BASE	GROWTH	CHANGE
2014	--	--	
2013	--	726	-49
2012	775	775	

The following chart illustrates REALM Charter High School’s Academic Performance Index (API):

2011-15 API RESULTS					
YEAR	API STATEWIDE RANKING	API SIMILAR SCHOOLS	API GROWTH	API GROWTH	METS SCHOOL GROWTH TARGET
2015	2015 No API				
2014	No state mandated testing for 2013-14 school year 3-Year Average API: N/A 3-Year Weighted Average API: N/A 2013 Statewide Rank: 1 2013 Similar Schools Rank: 5				
2013	1	5	636	+33	YES
2012	1*	N/A	606	?	?

The following charts illustrate the Academic Performance Index schoolwide and by identified numerically significant subgroups for REALM Charter High School:

ACADEMIC PERFORMANCE INDEX SCHOOLWIDE			
	BASE	GROWTH	CHANGE
2014	--	--	--
2013	--	636	+33
2012	603	606	

ACADEMIC PERFORMANCE INDEX HISPANIC			
	BASE	GROWTH	CHANGE
2014	--	--	--
2013	--	639	+40
2012	599	604	--

ACADEMIC PERFORMANCE INDEX SOCIOECONOMICALLY DISADVANTAGED			
	BASE	GROWTH	CHANGE
2014	--	--	--
2013	--	614	+11
2012	603	606	

ACADEMIC PERFORMANCE INDEX ENGLISH LANGUAGE LEARNERS			
	BASE	GROWTH	CHANGE
2014	--	--	--
2013	--	632	+37
2012	595	601	

ANNUAL YEARLY PROGRESS (AYP)

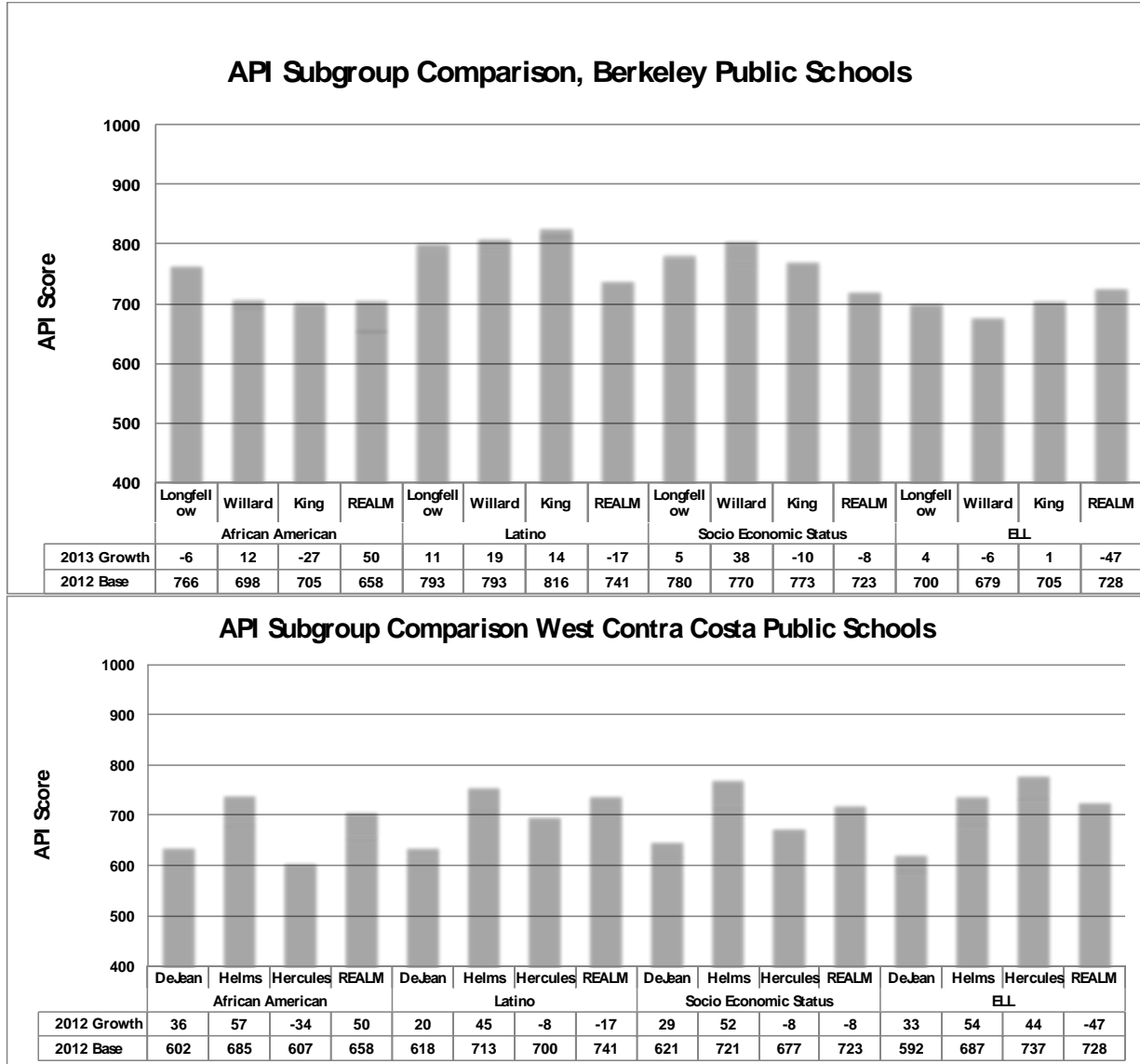
The following chart illustrates the Annual Yearly Progress for REALM Charter Middle School:

ANNUAL YEARLY PROGRESS (AYP)					
		2012	2013	2014	2015
MET AYP		NO	NO	N/A	N/A
PROGRAM IMPROVEMENT		NO	YES, YEAR 1	--	--
ELA	PARTICIPATION RATE	100.0%	100.0%	--	--
	% PROF. SW	42.0%	47.3%	--	--
	% PROF HISPANIC	41.2%	44.4%	--	--
	% PROF ELL	42.5%	40.0%		
	% PROF SED	41.3%	41.5%	--	--
MATH	PARTICIPATION RATE	100.0%	100.0%	--	--
	% PROF. SW	37.0%	36.3%	--	--
	% PROF HISPANIC	43.1%	35.0%	--	--
	% PROF ELL	42.5%	29.0%		
	% PROF SED	36..3%	31.3%	--	--

COMPARISONS WITH LOCAL SCHOOLS

The following are comparisons of the REALM Charter Middle School data with that of local public middle schools:

- For the African-American subgroup: REALM Charter Middle School's academic performance is comparable to Willard Middle School and King Middle School, but outperforms Hercules Middle School and Dejean Middle School.
- For the Latino subgroup: REALM Charter Middle School outperformed Hercules High School and Dejean Middle School
- For the Socioeconomically Disadvantaged subgroup: REALM Charter Middle School outperformed Hercules High School and Dejean Middle School.
- For the ELL subgroup: REALM Charter Middle School significantly outperformed Longfellow Middle School, Willard Middle School, King Middle School, Helms Middle School, and Dejean Middle School.



ANNUAL YEARLY PROGRESS (AYP)

The following chart illustrates the Annual Yearly Progress for REALM Charter High School:

ANNUAL YEARLY PROGRESS (AYP)					
		2012	2013	2014	2015
MET AYP		NO	NO	NO	N/A
PROGRAM IMPROVEMENT		NO	YES, YEAR 1	YES, YEAR 2	--
ELA	PARTICIPATION RATE	100.0%	100.0%	99.0%	--
	% PROF. SW	41.2%	34.8%	36.4%	--
	% PROF HISPANIC	40.0%	32.7%	38.3%	--
	% PROF ELL	37.1%	25.0%	33.3%	
	% PROF SED	41.2%	26.0%	36.2%	--
MATH	PARTICIPATION RATE	99.0%	99.0%	99.0%	--
	% PROF. SW	17.6%	29.5%	34.1%	--
	% PROF HISPANIC	15.0%	29.6%	35.0%	--
	% PROF ELL	14.3%	28.2%	28.9%	
	% PROF SED	17.6%	25.4%	31.9%	--

CAHSEE

The following chart illustrates the CAHSEE Passing Rate for REALM Charter High School for the past three (3) years. As of July 1, 2015, the SBE has suspended the CAHSEE Assessment.

CAHSEE PASSING RATE				
	ELA		MATH	
	# TESTED	% PASSING	# TESTED	% PASSING
2015	98	77%	97	65%
2014	92	72%	91	71%
2013	96	65%	90	72%

GRADUATION RATE

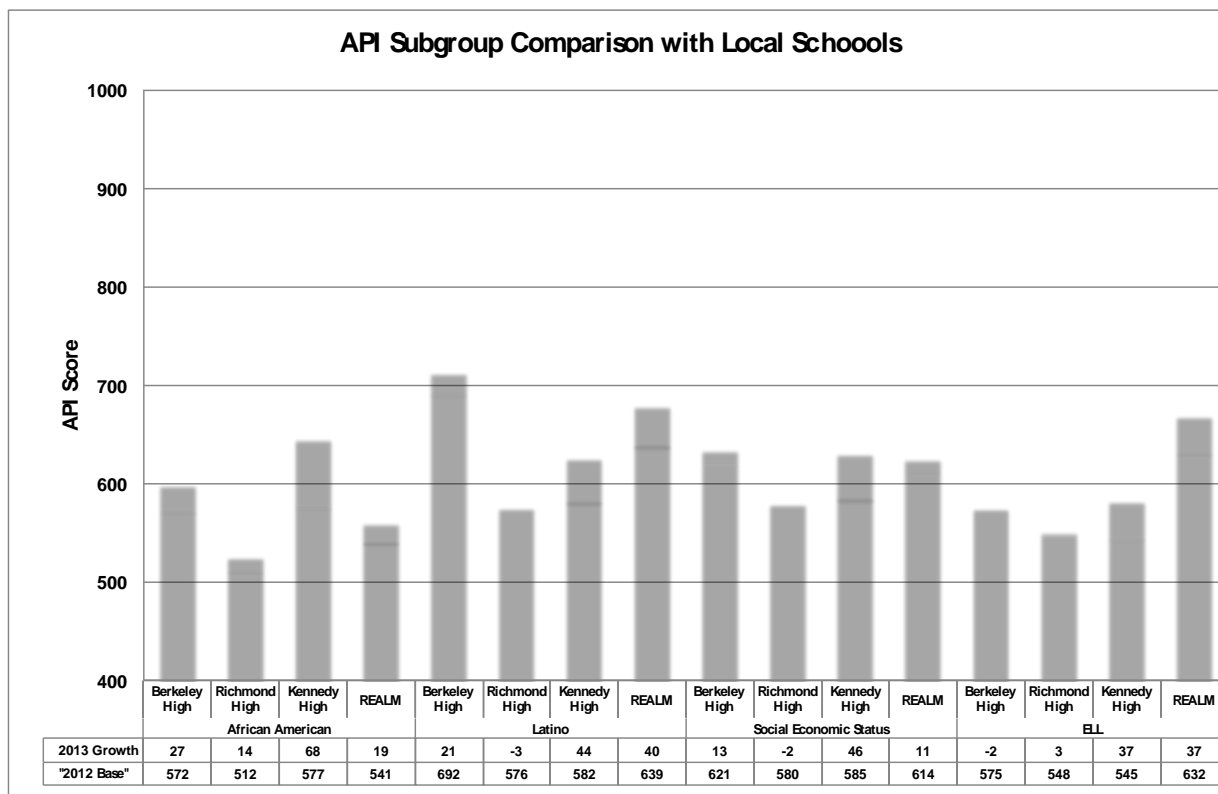
The following chart illustrates the graduation rate for REALM Charter High School:

GRADUATION RATE	
YEAR	PERCENTAGE
2015	92.0%
2014	92.0%

COMPARISONS WITH LOCAL SCHOOLS

The following are comparisons of the REALM Charter High School data with that of local public high schools:

- For the African-American subgroup: REALM Charter High School outperformed Richmond High School.
- For the Latino subgroup: REALM Charter High School outperformed Richmond High School and Kennedy High School.
- For the Socioeconomically Disadvantaged subgroup: REALM Charter High School outperformed Richmond High School, Kennedy High School (2012), and was comparable to Berkeley High School.
- For the ELL subgroup: REALM Charter High School significantly outperformed Berkeley High School, Richmond High School, and Kennedy High School.



As the above data demonstrates, both REALM Charter Middle School and REALM Charter High School have met the charter renewal criteria in their last renewal charter petitions, and expect to continue to meet and exceed the criteria for the duration of this charter term as REALM Charter School.

SELPA PROVIDER

REALM Charter School is its own local educational agency (“LEA”) member of the El Dorado County Office of Education Charter Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a).

FISCAL AUDITS

The past two (2) fiscal audits conducted for the 2015-2016 and 2016-17 school year have stated going concern regarding , largely, the middle school’s negative ending deficit. However, conservative estimates show that REALM High School will have a positive ending balance with a 30% reserve by the end of the 2019-2020 FY.

ELEMENT 1: EDUCATIONAL PLAN

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).

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 the charter school, 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 these goals. Education Code Section 47605(b)(5)(A)(ii).

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).

COMPLIANCE WITH LOCAL CONTROL FUNDING FORMULA & LOCAL CONTROL ACCOUNTABILITY PLAN

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP) or LCAP update, as appropriate, to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1. In accordance with Ed. Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Ed. Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Ed. Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, Principals, administrators, other school personnel, parents, and pupils in developing the annual update.” Ed. Code § 47606.5(e).

TARGET STUDENT POPULATION

REALM Charter School was created as an innovative new learning opportunity in which students, parents, and the community are active participants and dedicated cohorts in the students’ education. In August 2011, REALM Charter Middle School opened with 100 6th grade students. Each year we have added approximately 105 students per grade level. The middle

school has expanded to serve grades 6-8 with a total of 185 students. The high school opened with 200 students in 9th and 10th grades. The high school has reached full capacity with 350 total students serving grades 9-12.

Since its inception, both REALM charter schools employed an outreach strategy designed to recruit a student body that is representative of the diversity of the surrounding community and Berkeley Unified School District (BUSD) as a whole. This outreach reflects a provision of law that originally aimed to prevent charter schools from serving as publicly funded enclaves of privilege serving just one ethnicity.

Our original outreach goal was to achieve a student population that is roughly 26% African American, 9% Asian American, 14% Latino, and 34% White. REALM Charter School shall not discriminate against any child on the basis of race, gender, ability, religion, sexual orientation, or any other characteristic listed in Education Code Section 220 (or association with an individual who has any of the aforementioned characteristics).

Satisfying another stated aim of charter school law, REALM Charter High School and REALM Charter Middle School have served students who are presently academically low-achieving. REALM Charter School is positioned to continue to serve those students who are traditionally underserved and underrepresented in college and other post-secondary opportunities. Presently, 72% of our students qualify for free and reduced priced lunch and approximately 58% are English Learners. Currently, REALM Charter School serves a total of 517 students between grades 6 to 12.

We recognize that the starting line is different for each of our students –students do not come to our program at the same academic level or face the same set of challenges. Our student population includes a majority of non-native English speaking students with English language needs, students who have fallen behind grade level in one or more vital subject areas, and students with other special needs.

Despite the challenges that many of our students face, we believe that through a rigorous, project-based and technology rich instructional program, we can close the achievement gap that plagues the neighborhoods surrounding the targeted school location and prepare our student population for a demanding post-secondary education.

WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21st CENTURY

REALM Charter School students, as educated people in the 21st century, demonstrate the following skills:

- Intellectual openness: The student possesses curiosity and a thirst for deeper understanding, questions the views of others when those views are not logically supported, accepts constructive criticism, and changes personal views if warranted by the evidence.

- Analysis: The student identifies and evaluates data, material, and sources for quality of content, validity, credibility, and relevance. The student compares and contrasts sources and findings and generates summaries and explanations of source materials.
- Inquisitiveness: The student engages in active inquiry and dialogue about subject matter and research questions and seeks evidence to defend arguments, explanations, or lines of reasoning.
- Reasoning/Argumentation: The student constructs well-reasoned arguments or proofs to explain phenomena or issues; utilizes recognized forms of reasoning to construct an argument and defend a point of view or conclusion; accepts critiques of or challenges to assertions; and addresses critiques and challenges by providing a logical explanation or refutation, or by acknowledging the accuracy of the critique or challenge.
- Interpretation: The student analyzes competing and conflicting descriptions of an event or issue to determine the strengths and flaws in each description and any commonalities among or distinctions between them; synthesizes the results of an analysis of competing or conflicting descriptions of an event or issue or phenomenon into a coherent explanation.
- Problem solving: The student develops and applies multiple strategies to solve routine problems, generate strategies to solve non-routine problems, and applies methods of problem solving to complex problems that require method-based problem solving.
- Creativity and Innovation: The student demonstrates originality and inventiveness in work by developing, implementing, and communicating new ideas to others; is open and responsive to new and diverse perspectives; and acts on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs.
- Critical Thinking: The student exercises sound reasoning in understanding, making complex choices and decisions, understanding the interconnections among systems, and identifying and asking significant questions that clarify various points of view and lead to better solutions.
- Collaboration: The student articulates thoughts and ideas clearly and effectively through speaking and writing, while demonstrating ability to work effectively with diverse teams. The student will also exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal and assume shared responsibility for collaborative work.
- ICT Literacy (Information, Communications, and Technology): The student uses digital technology, communication tools, and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy; uses technology as a tool to research, organize, evaluate, and communicate ethical/legal issues surrounding the access and use of information.
- Media Literacy: The student understands how media messages are constructed, for what purposes and using which tools, characteristics and conventions; examines how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors; and possesses a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

HOW LEARNING BEST OCCURS

Learning at REALM Charter School best occurs in a small school environment where students are engaged in a rigorous, Common Core State Standards (“CCSS”)-aligned curriculum taught by a quality and diverse teaching faculty, and students are provided the additional support they need to master the curriculum and gain the life skills necessary for success. REALM Charter School provides a safe, caring, high expectation/high support environment that presents and monitors rigorous academic curriculum. The small school setting allows students, teachers, and staff to develop the common bonds and positive relationships that are conducive to a highly effective teaching and learning environment. REALM Charter School’s personalized approach, including an advisory program, enables each student to develop his/her individual potential to the fullest in a challenging environment.

Moreover, learning is enhanced at REALM Charter School by the integration of Common Core State Standards and other State Content Standards, including the English Language Development (“ELD”) Standards, Next Generation Science Standards (“NGSS”), History-Social Science Content Standards, and any other applicable state standards (hereinafter, collectively “State Standards”), into the education program, which is a student-centered, project-based model. Our educational program is based on the research of many educators and policy-makers and the veteran experience of our leadership and staff who have worked extensively with similar populations of students in traditional and alternative middle and high school programs in Berkeley and various other communities with similar demographics. The curriculum of project-based learning, immersive technology, and community action prepares students with authentic, “real-world” experiences. The instructional program is continuously monitored and improved as student needs change with data driving modifications to our instructional practices.

INSTRUCTIONAL PROGRAM

REALM Charter School offers an intensive, UC A-G course approved college preparatory program integrating academics, technology, research, resiliency, and social action with site-based matriculation. The REALM Charter School instructional program has been accredited by Western Association of Schools and Colleges (WASC) and its college preparatory courses have been approved by the University of California (A-G) course approval system. We seek to develop in each student the ability and passion to work wisely and creatively in order to become life-long learners with the skills necessary to contribute to the betterment of humankind. This is accomplished by immersing our teachers and students in authentic and virtual learning environments that require collaboration, inquiry, critical thinking, ingenuity, imagination, and active problem solving.

Our program uses the following core strategies:

- **Rigorous and relevant curriculum** throughout the students’ schedule that meets the

California State University and University of California’s “a-g” requirements.

- **Personalized learning approach** that focuses on identifying and meeting the individualized needs of every student – through a small school approach, level testing, personal learning plans, a student advisory, and supplemental support.
- **Supplemental educational support** that meets after school, in the evenings, and/or during summer to allow for students on various levels to seek additional understanding and support.
- **Small school environment** with an enrollment of approximately 300 students for grades 6 to 8, and 400 students for the grades 9 through 12 at full capacity.
- **Student Support Team (SST)** with years of experience in dealing specifically with Berkeley students struggling academically and/or behaviorally as well as disinterested students working below their potential. The SST will focus on “barriers to learning.” Some examples are homelessness, employment, substance abuse, pregnancy prevention, and courts/probation to name a few.
- **Integrating community-based organizations (local and regional)** that provide mentoring, health/sex education, job training and placement, sports and other after school activities.

Student-centered teaching and learning is implemented through a focus on project-based learning in all subjects and grade levels.

For over 100 years, educators such as John Dewey have reported on the benefits of experiential, hands-on, student-directed learning. Most teachers, knowing the value of engaging, challenging projects for students, have planned field trips, laboratory investigations, and interdisciplinary activities that enrich and extend the curriculum. “Doing projects” is a long-standing tradition in American education.

The roots of Project Based Learning (PBL) lie in this tradition but now also reflect two important developments over the last 25 years. First, there has been a revolution in learning theory. Research in neuroscience and psychology has extended cognitive and behavioral models of learning—which support traditional direct instruction—to show that knowledge, thinking, doing, and the contexts for learning are inextricably tied. We now know that social activity enhances learning: learning outcomes tend to increase when more explicitly situated within the context of culture, community, and past experiences, as in PBL. This is apparent in research on problem-based learning in the medical field, an important forerunner of PBL, and is also now solidly supported in research on brain-based learning, that is, research examining cognitive structures and processes of learning.

Research shows that, in PBL, learners actively use what they know to explore, negotiate, interpret, and create. They construct solutions, thus shifting the emphasis toward the process of learning. In addition, cognitive research has revealed much more about the nature of problem solving. Education has benefited from this research, as teachers have learned how to effectively scaffold content and activities to amplify and extend the skills and capabilities of

students.

In addition to aligning with the above developments in learning theory, PBL also aligns with how the world has changed. Nearly all teachers understand how the industrial culture has shaped the organization and methods of schools in the 19th and 20th centuries, and they recognize that schools must now adapt to a new century. It is clear that children need both knowledge and skills to succeed. This need is driven not only by workforce demands for high-performance employees who can plan, collaborate, and communicate, but also by the need to help all young people learn civic responsibility and master their new roles as global citizens.

In a sense, the need for education to adapt to a changing world is the primary reason that PBL is increasingly popular. PBL is an attempt to create new instructional practices that reflect the environment in which children now live and learn. And, as the world continues to change, so does our definition of PBL. The most important recent shift in education has been the increased emphasis on standards, clear outcomes, and accountability.

PBL engages students as active agents in the learning process and is characterized by recurrent cycles of analysis, synthesis, action, and reflection. The topic being studied usually integrates concepts from multiple disciplines or fields of study. Group members collaborate with one another to produce a collective outcome over a designated period of time. The core idea of project-based learning is that real world problems capture student interest and provoke serious thinking as the students acquire and apply new knowledge in a problem-solving context. PBL is widely believed to be a powerful teaching strategy that promotes self-directed learning. This pedagogical approach is part of a revolutionary paradigm shift from traditional to constructivist approaches of teaching and learning.

REALM Charter School has collaborated with Project H Design and the Buck Institute for Education, using protocol and unit-planning tools to create strong projects that:

- Tap students' inherent drive to learn, their capability to do important work, and their need to be taken seriously by putting them at the center of the learning process;
- Meet the needs of learners with a range of learning styles and skill levels;
- Engage students in the central concepts and principles of a discipline. The project work is central rather than peripheral to the curriculum;
- Integrate disciplines by focusing on themes, issues, and deeper investigations of topics from local to global;
- Highlight provocative issues or questions that lead students to in-depth exploration of authentic and important topics;
- Use 21st century tools and skills, including problem solving, communication, collaboration self-management, project management, and technology use;
- Develop higher order thinking skills;
- Specify products that solve problems, explain dilemmas, or present information generated through investigation, research, or reasoning;
- Include multiple products that permit frequent feedback and consistent opportunities

for students to learn from experience;

- Use performance-based assessments that communicate high expectations, present rigorous challenges, and require a range of skills and knowledge;
- Encourage collaboration in some form, either through small groups, student-led presentations, or whole-class evaluations of project results;
- Involve, at times, parents and community members in the educational process, often leading to more support for the school and a better understanding of the needs of students;
- Promote teacher collaboration; and
- Create a high-performance school culture that values both rigor and relevance.

COMMON CORE-FOCUSED PBL

In Common Core-based project-based learning, students are pulled through the curriculum by a Driving Question or authentic problem that creates a need to know the material. The Driving Question is tied to content standards, and assessment is explicitly designed to evaluate the students' knowledge of the content. In an era of standards-based accountability, instructional methods must incorporate high standards, rigorous challenges, and valid assessment methods. PBL is an effective vehicle for standards-based instruction and assessment, with many additional advantages described above. REALM Charter School works with Project H Design and the Buck Institute for Education to create a school-wide planning process for projects. This process continues to evolve as the instructional staff observes over time what is most effective with the target student population.

PBL runs the gamut ranging from brief projects of one to two weeks based on a single subject in one classroom to yearlong, interdisciplinary projects that involve community participation and adults outside the school. At REALM Charter School, projects may take several days or several months. To date, they have included the design and construction of two tiny homes, the school library, laser-etched skateboards, public furniture, a shipping container classroom, and collaborations with the California College of the Arts and the UC Berkeley College of Engineering, and more.

PBL is REALM Charter School's core strategy for delivering Common Core-based instruction.

CURRICULAR PROGRAM: Grades 6-8

REALM Charter School's curricula is carefully planned to align with the State Standards in each of our core areas of English/language arts, math, science, and history/social science for grades 6 through 8.

- Students experience multiple-year exposure to content rather than stand-alone one-year courses. Our curriculum is built on the belief that understanding develops over time from exposure to ideas and concepts. This approach supports even the least academically successful students in obtaining both basic fundamental knowledge and advanced conceptual understandings of a wide range of subjects. At REALM Charter

School, concepts gradually progress from simple to more complicated. The curriculum section below illustrates how this functions in the content areas.

CORE CURRICULAR MATERIALS: Grades 6-8

REALM Charter School uses a combination of textbooks and non-textbook based resources, supplemented by project-based curriculum. Specifically, REALM Charter School uses the following textbooks and core math and science programs for its middle school program:

- *College Preparatory Math (CPM)*
- *NY Engage Math*
- *Full Option Science System (FOSS)*

ENGLISH

REALM Charter School's middle school English curriculum is based on Common Core ELA/ELD frameworks and emphasizes the development of skills and strategies students need to be competent readers, writers, and speakers for college level work. REALM Charter School uses a workshop format to develop students' skills in these areas, following Lucy Calkins' Reading and Writing Workshop, tailored to the Middle School level. As appropriate, instructional strategies may also include direct skills instruction and application in projects.

Reading and Writing Workshop is a strong vehicle for English instruction for the target student population. Reading Workshop places a premium on connecting students with books they love, by helping them find topics, genres, and authors they like and by having them read at the appropriate reading level, not a level that is frustratingly easy or hard. Writing Workshop emphasizes writing for a purpose and finding voice as authors. These formats are highly engaging to students and offer the personalization needed to help students progress faster than they would in a homogenous curriculum. All classrooms have leveled reading libraries, and this year a greater emphasis has been placed on nonfiction, memoir, and technical reading materials.

REALM Charter School administers a quarterly reading diagnostic and conducts a writing interview evaluated with a rubric at the beginning of the year. REALM Charter School students are trained to do reading and writing self-assessments, reflecting upon their identities as readers, their progress and their new learning goals. Informal assessment on these components occurs daily as teachers observe students reading and interact with them in small-group strategy sessions and one-on-one conferences. REALM Charter School rubrics reflect high standards for content, style, and conventions in writing. Students' growth in writing over time is documented in the student writing portfolios, which again should show improvement in content, style, and conventions as well as mastery of an increasing number of strategies and genres.

The English curriculum provides the core of reading and writing instruction, but these skills are also supported across the content areas as students read and write in genres specific to other disciplines. Students read and write as part of projects, another strategy that increases

opportunities to read and write for authentic purposes, so that the work is meaningful to them, and they develop a greater sense of the value of reading and writing. English teachers collaborate with other teachers to align writing instruction in English with that done in other disciplines.

MATHEMATICS

REALM Charter School's middle school mathematics curriculum is based on Common Core standards and follows an integrated curriculum sequence using College Preparatory Math (CPM) *Making Connections* courses 1 and 2 and *Algebra Connections* course 3. CPM teaching strategies focus on how students best learn and retain mathematics. Teaching strategies rely on the recommendations of the National Council of Teachers of Mathematics, and are based solidly on the methodological research in teaching mathematics. The research-based principles that guide the course are:

- Students should engage in problem-based lessons structured around a core idea.
- Guided by a knowledgeable teacher, students should interact in groups to foster mathematical discourse.
- Practice with concepts and procedures should be spaced over time; that is, mastery comes over time.

Although CPM predates the CCSS Standards for Mathematical Practice by about 20 years, very similar practices have always been a core and integral part of CPM curriculum materials. Because of CPM's broad experience and long history with these practices, the CCSS Mathematical Practices are deeply and seamlessly interwoven into the fabric of the daily lessons. The course balances procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (transference and extension).

All of the materials were designed to implement the vision of Middle School mathematics portrayed in the National Council of Teachers of Mathematics (NCTM) Curriculum and Evaluation Standards for School Mathematics (1989) and Professional Standards for Teaching Mathematics (1991). The completed curriculum and the instructional and assessment practices it supports align well with NCTM's Principles and Standards for School Mathematics (2000). Through investigations of real-life contexts, students develop a rich understanding of important mathematics that makes sense to them and that, in turn, enables them to make sense out of new situations and problems.

These traits of CPM make it a strong choice for the target population. Placing math concepts in real life contexts is engaging to students and gives them a reason for learning math. The emphasis on sense making also helps make math instruction more relevant, not an abstract language lacking intuitive appeal. The relatively heavy inclusion of language in mathematics helps students become more versatile readers, especially as teachers provide comprehension supports such as explicit content vocabulary development to make the reading accessible.

Further, students who might otherwise struggle will be placed in supplemental Math Support classes taught by the same teacher, to provide ongoing support.

HISTORY/SOCIAL SCIENCE

Social studies instruction for grade 6 to 8 students is based on Common Core standards and embeds content knowledge in active learning that promotes thinking skills used by practitioners of social science disciplines. The social studies program emphasizes the History and Social Sciences Analysis Skills in the Common Core standards for grades 6-8. The main goals of the social studies program overall are to help students to build a common base of essential knowledge, strengthen academic skills – especially those skills pertinent to social science disciplines, enhance appreciation of the human experience, and foster critical thinking. Ideally REALM Charter School students develop improved abilities to identify and assess the ‘how and why’ of our world and the human condition. The social studies curriculum is designed with both a whole 6-12 grade-level humanities arc in mind. The curriculum explores key historical developments, but with emphasis upon a shared set of analytical skills, the History and Social Sciences Analysis Skills in the Common Core standards, which are employed at each level with increasing complexity and sophistication.

Active learning activities emphasize projects and also include simulations, debates, speeches, research papers, and other written assignments. REALM Charter School identifies key content standards taught for mastery through deeper exploration. REALM Charter School draws on textbooks from the Teachers Curriculum Institute, which aligns well with the school’s instructional philosophy. These include the *History Alive!* textbook. TCI lessons and activities are based on five well-established theories: Understanding by Design, Nonlinguistic Representation, Multiple Intelligences, Cooperative Interaction, and Spiral Curriculum. TCI is distinctive in its emphasis on multiple ways of knowing and also supports English/language arts integration, student engagement, differentiation for student needs, and varied assessment modes. REALM Charter School draws on the California History Social Science Course Models and other resources in lieu of textbook material. These units are comprehensive of the standards; provide rich learning activities that are well aligned with REALM Charter School’s instructional philosophy, and provide several strong authentic assessments embedded in every unit. Using this approach students examine the historical, cultural, and political circumstances leading up to that moment and then, taking on the roles of those who faced difficult choices then or must face them now, to make decisions.

Projects play an especially large role in history-social science instruction, and often, REALM Charter School teachers structure content from non-textbook based resources using the standards-based project planning process. These activities engage student interest and tap higher order thinking skills through inquiry, analysis, application, and cross-disciplinary thinking.

SCIENCE

REALM Charter School's middle school science curriculum is based on the Next Generation Science Standards (NGSS). The curriculum uses hands-on activities and experimentation to deepen conceptual understanding and facility with scientific methods. The scientific thinking process may be seen as a developmental sequence involving the following cognitive processes: observing (using the senses to get information), communicating (talking, drawing, acting), comparing (pairing, making one-to-one correspondence), organizing (grouping, serializing, sequencing), relating (cause and effect, classification), inferring (using superordinate/subordinate classification and if/then reasoning, developing scientific laws) and applying (developing strategic plans, inventing).

REALM Charter School uses the Full Option Science System (FOSS), which is aligned to NGSS standards. FOSS has evolved from a philosophy of teaching and learning at the Lawrence Hall of Science that has guided the development of successful active-learning science curricula for more than 40 years. The FOSS Program bridges research and practice by providing tools and strategies to engage students and teachers in enduring experiences that lead to deeper understanding of the natural and designed worlds.

Science is a creative and analytic enterprise, made active by our human capacity to think. Scientific knowledge advances when scientists observe objects and events, think about how they relate to what is known, test their ideas in logical ways, and generate explanations that integrate the new information into understanding of the natural and designed worlds. Engineers apply that understanding to solve real-world problems. Thus, the scientific enterprise is both what we know (content knowledge) and how we come to know it (science practices). Science is a discovery activity, a process for producing new knowledge.

The best way for students to appreciate the scientific enterprise, learn important scientific and engineering concepts, and develop the ability to think well is to actively participate in scientific practices through their own investigations and analyses. The FOSS Program was created specifically to provide students and teachers with meaningful experiences through engaging with this active participation in scientific practices.

FOSS K-8 Module Sequences

		PHYSICAL SCIENCE		EARTH SCIENCE		LIFE SCIENCE	
		MATTER	ENERGY AND CHANGE	DYNAMIC ATMOSPHERE	ROCKS AND LANDFORMS	STRUCTURE/ FUNCTION	COMPLEX SYSTEMS
8 ↑ K	Electronics		Planetary Science		Human Brain and Senses		
	Chemical Interactions	Force and Motion	Weather and Water	Earth History	Diversity of Life	Populations and Ecosystems	
	Mixtures and Solutions	Motion, Force, and Models	Weather on Earth	Sun, Moon, and Planets	Living Systems		
	Measuring Matter	Energy and Electromagnetism	Water	Soils, Rocks, and Landforms	Structures of Life	Environments	
	Solids and Liquids	Balance and Motion	Air and Weather	Pebbles, Sand, and Silt	Plants and Animals	Insects and Plants	
	Materials in Our World		Trees and Weather		Animals Two by Two		

PHYSICAL EDUCATION

REALM Charter School students take PE in grades 6-8. Most Physical Education (PE) classes are organized by grade level to accommodate the changing needs and abilities of growing adolescents. Consistent with our interdisciplinary philosophy, physical education is also integrated with other subjects throughout the year. REALM Charter School strives to offer non-traditional PE courses as well, including: Break Dancing, skateboarding, Tae Kwon Do, and more. The long-term goal of the program is to encourage every student to enjoy athletics and physical fitness as a source of well-being and pleasure throughout life. Specifically, the physical education curriculum develops a sense of self-esteem and self-confidence; increases physical flexibility, strength, and endurance; improves timing and coordination; and increases skills in particular sports (rules and strategies). The curriculum interweaves health lessons, including nutrition, anatomy, and body functions, such as the cardiovascular and respiratory systems. Cardiovascular fitness is developed through periodic runs in which students keep track of their times and pulse rates. After a warm-up and stretch period, most classes focus on a particular sport. Additional sports elective courses are offered for students who wish to spend more time in physical education. The California Framework for Physical Education is an important resource for instructional planning.

FOREIGN LANGUAGE

REALM Charter School's foreign language program for grades 6 to 8 focuses on developing communicative ability in Spanish (introductory and Heritage speaker), incorporating the elements of speaking, reading, writing, listening, and culture. Acquiring verbal fluency and a working vocabulary receive high priority. An emphasis on grammar clarifies communicative intent. Activities engage students' interest and encourage lively discussion.

ART & DESIGN

REALM Charter School students take art and design courses as part of their elective wheel. The range of art and design electives include fine art, instrumental and vocal music performance, and design. REALM Charter School prioritize arts electives that align with its focus on design, practical application and as a medium for communication, especially via specialized visual arts media. The arts curriculum provides students with artistic avenues for creative self-expression and to channel emotions into creative forms, with the objective of instilling in students a lifelong interest in the arts as well as tolerance and respect for diversity.

CURRICULAR PROGRAM: Grades 9-12

REALM Charter School's curriculum is demanding, coherent, and project-based with embedded Common Core standards. The REALM Charter School curricula consists of the following fundamental components:

- Fulfillment of UC and CSU "A-G" requirement by all students with grades of C or higher in order to receive course credit, with an emphasis on college-level, research and writing, Algebra II, Trigonometry, Statistics, and physical sciences with labs
- Only one track at REALM Charter School—a college preparatory curriculum that all students will be expected to achieve
- Project-based courses with mastery of subject matter required at each grade level
- Meaningful homework every night

REALM Charter School students take the required Smarter Balance assessments. REALM Charter School's curricula is carefully planned to align with the State Standards in each of our core areas of English/language arts, math, science, and history/social science for grades 9 through 12. All students receive PSAT prep support and we administer the PSAT on site.

Project-based learning is the primary instructional strategy at REALM Charter School, but not the only one. Some content is more effectively delivered using other methods, including many reading, writing, and numeracy skills. The content area sections below describe this, including the role of Lucy Calkins' Reader's and Writer's Workshop in the English curriculum. Moreover, traditional instructional methods may be used in any of the subject areas to accomplish a number of purposes, i.e., test-prep, variation of instructional methods to suit different types of learners, coverage of foundational/background information, and study skills, to name a few.

Students experience multiple-year exposure to content rather than stand-alone one-year courses. Our curriculum is built on the belief that understanding develops over time from exposure to ideas and concepts. This approach supports even the least academically successful students in obtaining both basic fundamental knowledge and advanced conceptual understandings of a wide range of subjects. At REALM Charter School, concepts gradually progress from simple to more complicated. The curriculum section below illustrates how this functions in the content areas.

CORE CURRICULAR MATERIALS: Grades 9-12

REALM Charter School uses a combination of textbooks and non-textbook based resources, supplemented by project-based curriculum. Specifically, REALM Charter School is using the following textbooks and core math and science programs for its high school program:

- *College Preparatory Math* (CPM)
- *Big Ideas* math curriculum
- *Living by Chemistry*
- *Principles of Life* (Biology)

ENGLISH

REALM Charter School's high school English curriculum is based on Common Core standards and emphasizes the development of skills and strategies students need to be competent readers, writers, and speakers for college level work. REALM Charter School uses a workshop format to develop students' skills in these areas, following Lucy Calkins' Reading and Writing Workshop, tailored to the high school level. As appropriate, instructional strategies may also include direct skills instruction and application in projects.

Reading and Writing Workshop is a strong vehicle for English instruction for the target student population. By high school, many students have disengaged from reading and writing because of a disconnect with the curriculum. Reading Workshop places a premium on connecting students with books they love, by helping them find topics, genres, and authors they like and by having them read at the appropriate reading level, not a level that is frustratingly easy or hard. Writing Workshop emphasizes writing for a purpose and finding voice as authors. These formats are highly engaging to students and offer the personalization needed to help students progress faster than they would in a homogenous curriculum. All classrooms have leveled reading libraries, and this year a greater emphasis has been placed on nonfiction, memoir, and technical reading materials.

REALM Charter School administers a quarterly reading diagnostic and conducts a writing interview evaluated with a rubric at the beginning of the year. REALM Charter School students are trained to do reading and writing self-assessments, reflecting upon their identities as readers, their progress and their new learning goals. Informal assessment on these components occurs daily as teachers observe students reading and interact with them in small-group strategy sessions and one-on-one conferences. REALM Charter School rubrics reflect high standards for content, style, and conventions in writing. Students' growth in writing over time is documented in the student writing portfolios, which again should show improvement in content, style, and conventions as well as mastery of an increasing number of strategies and genres.

The English curriculum provides the core of reading and writing instruction, but these skills are also supported across the content areas as students read and write in genres specific to other disciplines. Students read and write as part of projects, another strategy that increases opportunities to read and write for authentic purposes, so that the work is meaningful to them,

and they develop a greater sense of the value of reading and writing. English teachers collaborate with other teachers to align writing instruction in English with that done in other disciplines.

MATHEMATICS

REALM Charter School's has implemented Common Core aligned Traditional Pathway. The high school Mathematics curriculum is based on Common Core standards and follows an integrated curriculum sequence through level 3 Precalculus. At this point, students will be prepared to take precalculus, AP calculus, AP statistics, or calculus. REALM High School uses College Preparatory Mathematics (CPM) and supplements this curriculum with Big Ideas mathematics curriculum. CPM teaching strategies focus on how students best learn and retain mathematics. Teaching strategies rely on the recommendations of the National Council of Teachers of Mathematics, and are based solidly on the methodological research in teaching mathematics. The research-based principles that guide the course are:

- Students should engage in problem-based lessons structured around a core idea.
- Guided by a knowledgeable teacher, students should interact in groups to foster mathematical discourse.
- Practice with concepts and procedures should be spaced over time; that is, mastery comes over time.

Although CPM predates the CCSS for Mathematical Practice by about 20 years, very similar practices have always been a core and integral part of CPM curriculum materials. Because of CPM's broad experience and long history with these practices, the CCSS Mathematical Practices are deeply and seamlessly interwoven into the fabric of the daily lessons. The course balances procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (transference and extension).

All of the materials were designed to implement the vision of high school mathematics portrayed in the National Council of Teachers of Mathematics (NCTM) Curriculum and Evaluation Standards for School Mathematics (1989) and Professional Standards for Teaching Mathematics (1991). The completed curriculum and the instructional and assessment practices it supports align well with NCTM's Principles and Standards for School Mathematics (2000). Through investigations of real-life contexts, students develop a rich understanding of important mathematics that makes sense to them and that, in turn, enables them to make sense out of new situations and problems. This theme of sense making, as well as the pervasive expectation that students reason about mathematics, aligns with the recently released NCTM document "Focus in High School Mathematics: Reasoning and Sense Making" (in press Fall 2009).

These traits of CPM make it a strong choice for the target population. Placing math concepts in real life contexts is engaging to students and gives them a reason for learning math. The emphasis on sense making also helps make math instruction more relevant, not an abstract language lacking intuitive appeal. The relatively heavy inclusion of language in mathematics helps students become more versatile readers, especially as teachers provide comprehension

supports such as explicit content vocabulary development to make the reading accessible. Further, students who might otherwise struggle will be placed in supplemental Math Support classes taught by the same teacher, to provide ongoing support. Content covered by each CPM course include:

<i>Course One</i>	<i>Course Two</i>	<i>Course Three</i>	<i>Course Four</i>
Patterns of Change Patterns in Data Linear Functions Vertex-Edge Graphs Exponential Functions Patterns in Shape Quadratic Functions Patterns in Chance	Functions, Equations, and Systems Matrix Methods Coordinate Methods Regression and Correlation Nonlinear Functions and Equations Network Optimization Trigonometric Methods Probability Distributions	Reasoning and Proof Inequalities and Linear Programming Similarity and Congruence Samples and Variation Polynomial and Rational Functions Circles and Circular Functions Recursion and Iteration Inverse Functions	Families of Functions Vectors and Motion Algebraic Functions and Equations Trigonometric Functions and Equations Exponential Functions, Logarithms, and Data Modeling Surfaces and Cross Sections Concepts of Calculus Counting Methods and Induction Binomial Distributions and Statistical Studies Mathematics of Information Processing and the Internet

HISTORY/SOCIAL SCIENCE

Social studies instruction is based on Common Core standards and embeds content knowledge in active learning that promotes thinking skills used by practitioners of social science disciplines. The social studies program emphasizes the History and Social Sciences Analysis Skills in the Common Core standards for grades 9-12. The main goals of the social studies program overall are to help students to build a common base of essential knowledge, strengthen academic skills – especially those skills pertinent to social science disciplines, enhance appreciation of the human experience, and foster critical thinking. Ideally REALM students develop improved abilities to identify and assess the ‘how and why’ of our world and the human condition. The social studies curriculum is designed with both a whole 6-12 humanities arc in mind. The curriculum explores key historical developments, but with emphasis upon a shared set of analytical skills, the History and Social Sciences Analysis Skills in

the Common Core standards, which are employed at each level with increasing complexity and sophistication.

Active learning activities emphasize projects and also include simulations, debates, speeches, research papers, and other written assignments. REALM Charter School identifies key content standards taught for mastery through deeper exploration. REALM Charter School draws on textbooks from the Teachers Curriculum Institute, which aligns well with the school's instructional philosophy. These include the *Geography Alive! History Alive!* and *Econ Alive!* series of textbooks. TCI lessons and activities are based on five well-established theories: Understanding by Design, Nonlinguistic Representation, Multiple Intelligences, Cooperative Interaction, and Spiral Curriculum. TCI is distinctive in its emphasis on multiple ways of knowing and also supports English/language arts integration, student engagement, differentiation for student needs, and varied assessment modes. REALM Charter School draws on the California History Social Science Course Models and other resources in lieu of textbook material. The Course Models also forms much of the basis for World History in grade 10. These units are comprehensive of the standards; provide rich learning activities that are well aligned with REALM Charter School's instructional philosophy, and provide several strong authentic assessments embedded in every unit. Facing History, Facing Ourselves and the Choices series offers excellent instructional units, resource books, and supplemental materials to further enrich instruction around key events in World and U.S. History. These resources emphasize examples of civic engagement and developing students' identity as involved community members, with an eye to building healthy democracies. Choices units put students in the position of decision-makers, sometimes at an historical turning point, sometimes facing a critical current question. Using this approach students examine the historical, cultural, and political circumstances leading up to that moment and then, taking on the roles of those who faced difficult choices then or must face them now, to make decisions.

Projects play an especially large role in history-social science instruction, and often, REALM Charter School teachers structure content from non-textbook based resources using the standards-based project planning process. These activities engage student interest and tap higher order thinking skills through inquiry, analysis, application, and cross-disciplinary thinking.

SCIENCE

REALM Charter School's high school science curriculum is based on the Next Generation Science Standards (NGSS). The curriculum uses hands-on activities and experimentation to deepen conceptual understanding and facility with scientific methods. The scientific thinking process may be seen as a developmental sequence involving the following cognitive processes: observing (using the senses to get information), communicating (talking, drawing, acting), comparing (pairing, making one-to-one correspondence), organizing (grouping, serializing, sequencing), relating (cause and effect, classification), inferring (using superordinate/subordinate classification and if/then reasoning, developing scientific laws) and applying (developing strategic plans, inventing).

REALM Charter School uses the textbook *Principles of Life and Living by Chemistry*, which are both aligned to NGSS standards.

PHYSICAL EDUCATION

REALM Charter School students take PE in grades 9 and 10. Physical Education (PE) and sports options are available for the upper grades, including after-school sports teams. Most PE classes are organized by grade level to accommodate the changing needs and abilities of growing adolescents. Consistent with our interdisciplinary philosophy, physical education is also integrated with other subjects throughout the year. The long-term goal of the program is to encourage every student to enjoy athletics and physical fitness as a source of well-being and pleasure throughout life. Specifically, the physical education curriculum develops a sense of self-esteem and self-confidence; increases physical flexibility, strength, and endurance; improves timing and coordination; and increases skills in particular sports (rules and strategies). The curriculum interweaves health lessons, including nutrition, anatomy, and body functions, such as the cardiovascular and respiratory systems. Cardiovascular fitness is developed through periodic runs in which students keep track of their times and pulse rates. After a warm-up and stretch period, most classes focus on a particular sport. Additional sports elective courses are offered for students who wish to spend more time in physical education. The California Framework for Physical Education is an important resource for instructional planning.

FOREIGN LANGUAGE

REALM Charter School's foreign language program focuses on developing communicative ability in Spanish (introductory and Heritage speaker) and Mandarin, incorporating the elements of speaking, reading, writing, listening, and culture. Acquiring verbal fluency and a working vocabulary receive high priority. An emphasis on grammar clarifies communicative intent. Activities engage students' interest and encourage lively discussion. REALM Charter School students take a minimum of two years of a foreign language (they may choose to fulfill the requirement through a community college if desired).

ART & DESIGN

REALM Charter School students are required to take at least two years of art and design in grades 9 to 12 to satisfy graduation and college entrance requirements (they may choose to fulfill the requirement through a community college if desired). The range of art and design electives include fine art, music composition and performance, design, architecture, computer science, video game design, and more. REALM Charter School prioritizes arts electives that align with its focus on design, practical application and as a medium for communication, especially via specialized visual arts media. The arts curriculum provides students with artistic avenues for creative self-expression and to channel emotions into creative forms, with the objective of instilling in students a lifelong interest in the arts as well as tolerance and respect for diversity.

WASC ACCREDITATION

In 2013, REALM Charter High School underwent the WASC Initial Visit and was accredited for 3 years. The Charter School completed its second review in the spring of 2016 and received full accreditation through June 2022.

HIGH SCHOOL GRADUATION REQUIREMENTS

REALM Charter School requirements are in alignment with the state minimum high school graduation requirements and the University of California (UC) A-G minimum undergraduate admission requirements. Students must complete 255 credits in order to earn a high school diploma.

	UC MINIMUM Requirements for Freshman Admissions	REALM Charter HS Graduation Requirements	Eligible Courses	COURSE CREDITS
HISTORY	2 years of "A" courses, including 1 year of World History, Cultures & Geography, and 1 year of U.S. History or 1/2 year of U.S. History and 1/2 year of Civics or American Government	3 years of eligible courses (30 credits)	U.S. History/AP U.S. History	10
			World History	10
			American Government	5
			Economics	5
ENGLISH	4 years of "B" courses	4 years of eligible courses (40 credits)	English 9	10
			English 10/English 10H	10
			English 11	10
			English 12/AP English Literature	10
			AP English Language	10
MATH	3 years of "C" courses, including Algebra, geometry and intermediate algebra or approved Integrated Math Courses. 4 years recommended	3 years of eligible courses (30 credits)	Algebra I	10
			Geometry	10
			Algebra II	10
			Pre-Calculus	10
LAB SCIENCE	2 years of "D" courses from Biology, Chemistry, & Physics (must address 2 subjects). 3 years recommended	3 years of eligible courses (30 credits)	Physics	10
			Biology	10
			Environmental Science*	10
			Advanced Inquiry in Science*	10
FOREIGN LANGUAGE	2 years of "E" courses of the same language. 3 years recommended	2 years of eligible courses (20 credits)	Spanish for Native Speakers 1/2	10
			Spanish 1	10
			Spanish 2	10
			Beginning Mandarin*	10
VAPA	1 year long "F" course in dance, drama/theater, music, or visual art	1 year of eligible courses (10 credits)	Art 1	10
			Advanced Art	10
COLLEGE PREPARATORY ELECTIVE	1 year of "G" courses chosen from visual and performing arts, history, social science, English, advanced math, Lab Science, and language other than English	2 years of eligible courses (20 credits)	Computer Science*	10
			Game Design*	10
			Women's Studies	10
			Design & Build	10
			Advanced Design & Build	10
			Global Perspectives: Project Aruna	
PE	N/A	2 years of eligible courses (20 credits)	Health & Wellness	10
			Capoeira	10
ELECTIVES	N/A	55 Credits	Physical Computing	10
			Student Leadership	10
			Music: Sing	10
			Music: Create	10
			Business Design	10
			Men's Forward Thinking	10
			Peace & Conflict Studies	10

*Awaiting UC Approval

COLLEGE PREPARATORY, TRANSFERABILITY

REALM Charter School provides students and parents with a Student / Parent Handbook, notifying parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Parents of students seeking higher education admission are notified in writing should any issues or problems arise regarding the eligibility of the Charter School's courses to meet college entrance requirements.

REALM Charter School

Charter Renewal 2016-2021

Material Revision Submitted March 11, 2019

As mentioned above, REALM Charter High School was initially granted WASC accreditation in 2013 and received approval for 80% of its courses for UC A-G requirements for college entrance eligibility. 100% of its courses were approved by UC by the end of the 2015-2016 academic year. As the high school curriculum shall remain the same upon the approval of this material revision, REALM Charter School expects to maintain its WASC accreditation and 100% approval of its courses for UC A-G requirements. This will ensure that all high school courses will be transferable to other local high schools, colleges, and universities.

It is the intent of REALM Charter School to provide its students with the instruction and life skills necessary to allow them to be admitted to and flourish at the California State University and the University of California systems. As a necessary component of this preparation, REALM Charter School ensures that its students have completed the following “a-g” requirements:

- 1) English: 4 years of college preparatory English composition and literature
- 2) Math: 3 years (4 years is recommended), including Algebra I, Geometry, Algebra II, or higher mathematics
- 3) History and Social Science: 2 years, including 1 year of U.S. History (or 1 semester of civics or American government) and 1 year of social science
- 4) Laboratory Science: 2 years, including 1 biological science and 1 physical science
- 5) Language (other than English) 2 years of the same language
- 6) Visual and Performing Arts: 1 year of dance, drama or theater, music, or visual art
- 7) College Preparatory Elective: 1 year of any college preparatory subject

PLAN FOR ENGLISH LEARNERS

English Learners (EL) have full access to REALM Charter School’s educational program and are supported to achieve English language proficiency. To identify ELs, REALM Charter School administers the home language survey to all students as they enroll. All students whose home language survey indicates a language other than English are assessed using the English Language Proficiency Assessments for California (“ELPAC”) to determine their English language proficiency level. Students observed to have very low English proficiency may also be administered a primary language assessment in their non-English language to identify their academic levels irrespective of English proficiency. We now have a full-time ELPAC coordinator on staff to coordinate the above activities.

The ELPAC is administered annually to EL students. In accordance with the process established by the California Department of Education, a combination of the REALM Charter School’s annual ELPAC and CAASPP data, teacher observations and optional parent input determine their English Language Development (ELD) levels and reclassify EL students as English proficient when appropriate. Once an English Learner is identified, a conference is scheduled with the parent to outline the instructional program, the teacher’s role in its implementation, and the teachers’, parents’ and Charter School’s role in providing support. REALM Charter School continues to monitor the student’s performance in English for at least two years after they have been reclassified as fluent in English.

EL PROGRAM

REALM Charter School provides a quality EL program that enables EL students to attain English proficiency, to achieve in all academic subject areas, and to have full access to the range of educational opportunities that REALM Charter School provides. To help students understand content being taught, teachers use support strategies such as providing instructional material at or near students' reading levels in their native language and/or in English, explicitly teaching academic vocabulary, and using appropriate instructional strategies such as Specially Designed Academic Instruction in English (SDAIE) methods. These include strategies for scaffolding, schema building, text representation, etc. (e.g., using clear, slow speech and simpler vocabulary to explain grade level content, visual and kinesthetic instructional modes, graphic organizers, etc.). English Language Arts teachers have been trained in Dr. Kate Kinsella's teaching academic vocabulary for EL students. Tutoring and homework help give EL students additional support to keep pace. Teachers participate in professional development to develop the skills needed to effectively serve EL students.

REALM Charter School also provides formal English Language Development instruction to identified EL students, either in a "pullout" program during the school day, integrated within the classroom, or as a program outside of school hours, as appropriate to students' ELD levels and individual needs. Instructional support staff and volunteers may provide support in the native language and/or in English as is feasible and desirable.

To ensure that the school effectively assists EL students in a successful transition from Limited English Proficient (LEP) to Fluent English Proficient (FEP) status, REALM Charter School:

- Places EL students in classrooms with a qualified teacher who possesses the appropriate qualifications, such as a CLAD certification or its equivalent
- Provides teachers with professional development on best practices in second language acquisition so they become skilled in classroom strategies to meet the needs of EL students
- Ensures that instructional materials for EL students and curriculum frameworks and standards are aligned
- Provides instructional support in the home language (as appropriate) or in accessible English for students with the lowest ELD levels as is feasible and desirable
- Monitors the progress of EL students

REALM Charter School has hired CLAD or BCLAD certified, experienced teachers and work with other EL specialists as appropriate to develop effective programming. Teacher professional development will address strategies to provide EL students with full access to the curriculum.

REALM Charter School makes teachers aware that raising EL students' rate of English acquisition and overall academic performance is not only a moral imperative, it is also a factor in their CAASPP results and state accountability systems, e.g. the California School Dashboard. Instructional staff monitors progress of ELs throughout the year to ensure that students are on

track for meeting growth goals. REALM Charter School complies with all applicable laws with respect to English Learners, including those pertaining to identification, provision of services, assessment, and reclassification.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW-ACHIEVING

REALM Charter School takes a systematic approach to closing the achievement gap by allocating multiple resources and interventions towards academically low-performing students.

Traditionally, low achieving students have been identified by using state measurements, formerly the STAR test, and currently the CAASPP and other applicable state tests. Unfortunately, state testing is summative and is usually received at year's end. Currently, we use teacher's grades, progress reports, quarterly grades, student surveys, self-assessments, and other formative data to identify the highest-need (as identified by low grades, high absenteeism, disciplinary issues and suspendable offenses) students earlier in the school year.

First, these students are identified by their advisor, who works one-on-one with the student to develop a support plan. Second, if problems persist, one of our support staff is contacted and brought in to develop a more comprehensive plan. The support plan(s) may include mental health support, focused academic support (study hall), after-school one-on-one meetings with teachers, office hours, parent meetings on a quarterly basis, etc.

We also provide summer school for students who have not passed classes, and credit recovery that need to make up additional credits during the school day.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

Traditionally, high achieving students have been identified by using state measurements, formerly the STAR test, and currently the CAASPP and other applicable state tests. Unfortunately, state testing is summative and is usually received at year's end. Currently, we use teacher's grades, progress reports, quarterly grades, student surveys, self-assessments, and other formative data to identify students who are high achieving earlier in the school year.

First, these students are identified by their advisor, who works one-on-one with the student to develop a plan to remain challenged in school, to accelerate within a specific discipline, and to be better prepared for college. Some examples of this include honors classes, AP classes, community college classes using a modified schedule aligned with community college schedules, internships, collaboration with UC Berkeley students and departments, PSAT testing on site, semester-long SAT prep classes, etc.

PLAN FOR STUDENTS WITH DISABILITIES

The Charter School shall comply with all applicable state and federal laws in serving students 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 Education Improvement Act ("IDEA").

REALM Charter School shall be its own local educational agency (“LEA”) and shall maintain membership in the El Dorado County Charter Special Education Local Plan Area (“SELPA”). REALM Charter School shall receive state and federal special education funding pursuant to the SELPA’s local allocation plan and shall use these funds, supplemented with the Charter School’s general-purpose funds, to both directly provide and contract for special education and related services for eligible students. REALM Charter School is solely responsible for all of its special education costs, including those that exceed its special education revenues.

The El Dorado County Charter SELPA is responsible for oversight to ensure that REALM is compliant with all federal and state laws and regulations pertaining to students with disabilities.

SECTION 504

The Charter School understands that its students may have exceptional needs that are not governed by the terms of the federal special education law (IDEA) but who may require accommodations or services pursuant to the terms of section 504 of the Rehabilitation Act and that the Charter School will be responsible for planning and implementing any such accommodations or services.

VOLUNTARY INDEPENDENT STUDY OPTION

While the Charter School will remain a classroom-based program, it will offer a voluntary independent study option for students. In this respect, the Charter School shall comply with independent study laws and regulations 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, as applicable. The Charter School will maintain written records that contemporaneously document all student attendance and make these records available for audit and inspection.

COMPLIANCE WITH LOCAL CONTROL FUNDING FORMULA

REALM CHARTER SCHOOL
CHARTER ELEMENT 1 – EDUCATIONAL PROGRAM
GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES

Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing the Charter School’s annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.

Local Control Accountability Plan (“LCAP”)

The Charter School will produce a Local Control Accountability Plan (“LCAP”) using the LCAP template adopted by the State Board of Education. Pursuant to Education Code Section 47606.5, on or before July 1, 2015, and each year thereafter, the Charter School shall update the LCAP, including the goals and annual actions identified below. The Charter School shall submit the LCAP to its authorizer and the Alameda County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, the Charter School has separated out the state priorities into “subpriorities.”

STATE PRIORITY #1 — BASIC SERVICES

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

SUBPRIORITY A – TEACHERS

GOAL TO ACHIEVE SUBPRIORITY	100% of core teachers will hold a valid CA Teaching Credential with appropriate English Learner authorization as defined by the CA. Commission on Teaching Credentialing, and will be appropriately assigned.
ACTIONS TO ACHIEVE GOAL	All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English Learner authorization. The Charter School Superintendent will annually review credential status.

SUBPRIORITY B – INSTRUCTIONAL MATERIALS

GOAL TO ACHIEVE SUBPRIORITY	100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.
ACTIONS TO ACHIEVE GOAL	All instructional materials purchased will be aligned to Common Core State Standards and aligned with our charter petition.

SUBPRIORITY C – FACILITIES

GOAL TO ACHIEVE SUBPRIORITY	Maintain a clean and safe school facility.
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ACTIONS TO ACHIEVE GOAL	Daily general cleaning by janitorial staff who will maintain cleanliness. Annual facility inspections will screen for safety hazards.
<u>STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS</u> <i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	100% of teachers will participate in annual professional development on the implementation of the Common Core State Standards.
ACTIONS TO ACHIEVE GOAL	Identify and participate in professional development and trainings on the Common Core State Standards
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	100% of EL students will gain academic content knowledge through the implementation of the Common Core State Standards
ACTIONS TO ACHIEVE GOAL	EL students will participate in Common Core aligned instruction and receive academic intervention to support learning.
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	Annually, EL students will advance at least one level on the ELPAC.
ACTIONS TO ACHIEVE GOAL	EL performance on the CAASPP assessment, ELPAC & Benchmark assessments.
<u>STATE PRIORITY #3— PARENTAL INVOLVEMENT</u> <i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Maintain parent participation at annual schoolwide orientation.
ACTIONS TO ACHIEVE GOAL	Parent attendance at orientation.
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	Participation in School Site Council (SSC), English Language Advisory Council (ELAC); and/or REALM Parent Alliance (RPA).
ACTIONS TO ACHIEVE GOAL	The Charter School principal will work with parents and teachers to recruit parents to the SSC, ELAC and/or RPA via flyers, board agendas, and newsletters.
SUBPRIORITY C – PARENT SURVEYS	

GOAL TO ACHIEVE SUBPRIORITY	Solicit parent feedback via annual satisfaction surveys.
ACTIONS TO ACHIEVE GOAL	Annually, the Charter School will administer a student, staff and parent surveys on school effectiveness. Results of parent survey will be presented to the Governing Board annually.
STATE PRIORITY #4— STUDENT ACHIEVEMENT	
<i>Pupil achievement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. <i>California Assessment of Student Performance and Progress (CAASPP) statewide assessment</i> B. <i>Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</i> C. <i>Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessment for California (ELPAC)</i> D. <i>EL reclassification rate</i> E. <i>Percentage of pupils who have passed an AP exam with a score of 3 or higher</i> F. <i>Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</i> 	
SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	Increase the percentage of students scoring Proficient (Standard Met) on the CAASPP in ELA/Math by 1% annually both schoolwide and by numerically significant subgroup (Hispanic, ELL, Socioeconomically Disadvantaged).
ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> 1. The Charter School will purchase common core aligned instructional materials. 2. The Charter School will implement common core aligned benchmark assessments. 3. Teachers will receive Professional Development on the CCSS to ensure classroom instruction meets the rigors of the Common Core. 4. Provide academic intervention and supports through the SST process as described in this petition.
SUBPRIORITY B – COLLEGE & CAREER READY	
GOAL TO ACHIEVE SUBPRIORITY	<ol style="list-style-type: none"> 1. Annually increase the percentage of graduates meeting UC A-G eligibility requirements. 2. Annually increase the percentage of students in grades 10-11 participating in the PSAT. 3. Annually increase the percentage of students in grades 11-12 participating in the SAT.

ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> 1. Continue to provide UC A-G courses and support structures to ensure all students are prepared to meet UC A-G requirements. 2. Continue to encourage participation in PSAT & SAT. 3. Provide academic counseling for College Planning and applying for FAFSA for college.
SUBPRIORITY C – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will advance at least one performance level on the ELPAC each academic year.
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support, which includes 1-on-1 teacher supports; small group instruction; use of SDAIE and ELD instructional strategies.
SUBPRIORITY D – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP/SBAC.
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support, which includes 1-on-1 teacher support; small group instruction; use of SDAIE and ELD instructional strategies.
SUBPRIORITY E – AP EXAM PASSAGE RATE	
GOAL TO ACHIEVE SUBPRIORITY	Annually increase the AP Passage Rate.
ACTIONS TO ACHIEVE GOAL	Students will have access AP Courses. Course curriculum and supports will be aligned to passage of AP exams administered.
SUBPRIORITY F – COLLEGE PREPAREDNESS/EAP	
GOAL TO ACHIEVE SUBPRIORITY	Grade 11 students will demonstrate college readiness on the EAP assessment at higher rates than grade 11 students at comparable neighborhood schools.
ACTIONS TO ACHIEVE GOAL	The Charter School counselor will ensure all students are on UC A-G pathway. All grade 11 students will take EAP as part of CAASPP assessment.
<p><u>STATE PRIORITY #5— STUDENT ENGAGEMENT</u></p> <p><i>Pupil engagement, as measured by all of the following, as applicable:</i></p> <ol style="list-style-type: none"> A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates 	

SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will increase ADA annually.
ACTIONS TO ACHIEVE GOAL	The Charter School will provide a safe, nurturing and engaging learning environment for all its students and families, including all subgroups (Hispanic, ELL, Socioeconomically Disadvantaged) enrolled; parents/families will be engaged throughout the year.
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will continue to decrease student absenteeism rates.
ACTIONS TO ACHIEVE GOAL	Students and parents will be informed of the Charter School’s attendance policy as outlined in the Parent/student handbook disseminated at the beginning of each school year.
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will retain and promote 98% of grade 6-8 students.
ACTIONS TO ACHIEVE GOAL	Offer academically engaging learning environments for all students including subgroups (Hispanic, ELL, Socioeconomically Disadvantaged).
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will minimize dropouts; dropouts are defined as students staying in CA but not returning to a CA Public School.
ACTIONS TO ACHIEVE GOAL	Regular and ongoing meetings with counselor, Advisory, COST, and administrator will speak with parents prior to terminating enrollment from the Charter School.
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will graduate as 90% of persisting seniors; cohort graduation rates will be higher than graduation rates at comparable neighborhood schools.
ACTIONS TO ACHIEVE GOAL	Regular and ongoing meetings with Counselor, Advisory; and Cross Organization Support Team (COST).
<u>STATE PRIORITY #6— SCHOOL CLIMATE</u>	
<i>School climate, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. <i>Pupil suspension rates</i> B. <i>Pupil expulsion rates</i> C. <i>Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i> 	

SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will maintain suspension rates below 5%.
ACTIONS TO ACHIEVE GOAL	Continue to implement Advisory Course with a focus on Restorative Justice, Social-emotional Counseling and Cross Organization Support Team (COST). The Charter School will assess Suspension & Expulsion policies annually.
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will maintain expulsion rates below 1%.
ACTIONS TO ACHIEVE GOAL	Continue to implement Advisory Course with a focus on Restorative Justice, Social-emotional Counseling and Cross Organization Support Team (COST). The Charter School will assess Suspension & Expulsion policies annually.
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	Students, families and school community will feel a sense of safety and connectedness.
ACTIONS TO ACHIEVE GOAL	The Charter School will administer annual student surveys.
<p><u>STATE PRIORITY #7— COURSE ACCESS</u></p> <p><i>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 students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i></p> <p><i>“Broad course of study” includes the following, as applicable:</i></p> <p><i><u>Grades 1-6:</u> English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i></p> <p><i><u>Grades 7-12:</u> English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i></p>	
GOAL TO ACHIEVE SUBPRIORITY	Students, including all student subgroups (Hispanic, ELL, Socioeconomically Disadvantaged) will have access to academic and educational program as outlined in the Charter School’s charter.
ACTIONS TO ACHIEVE GOAL	The Charter School will design its master schedule to meet the needs of its students using prior student academic performance. Master schedule will focus on Common Core State Standards, and include Advisory and interventions, as necessary.
<p><u>STATE PRIORITY #8— OTHER STUDENT OUTCOMES</u></p>	

<i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	60% of students including subgroups (Hispanic, ELL, Socioeconomically Disadvantaged) will achieve growth between each benchmark assessment.
ACTIONS TO ACHIEVE GOAL	All students will participate in the Literacy Framework for Reading and Writing, small group instruction, peer tutorial support, reading intervention program, oral language skills, and collaboration with teachers to support student-learning goals.
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	60% of students including subgroups (Hispanic, ELL, Socioeconomically Disadvantaged) will achieve growth between each benchmark assessment.
ACTIONS TO ACHIEVE GOAL	All students will participate in Integrated Pathways Common Core aligned math, including small group instruction, peer tutorial support, in collaboration with teachers to support student-learning goals.

ELEMENT 2: MEASURABLE STUDENT OUTCOMES

Governing Law: The measurable student 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 schoolwide 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).

All students at REALM Charter School will have access to and engage in a rigorous, common core aligned educational program. All students at REALM Charter School will progress and reach proficiency. This includes students who achieve at, above, or below grade level, are English Learners, or who have identified disabilities and use their accommodations and modifications as outlined in their IEPs.

REALM Charter School has clearly defined schoolwide and student outcome goals in compliance with Education Code Sections 47605(b)(5)(B) and 52060(d). The following table delineates REALM Charter School’s measurable outcomes and methods of measurement that align with the Eight State Priorities and the Charter School’s goals and actions to achieve the Eight State Priorities, as identified in Element 1 of this charter.

Accomplishments in each of the goals and outcomes directly support our mission to provide every REALM Charter School student with an equitable, nurturing, and effective learning environment that promotes the development of 21st century skills: critical thinking, effective communication, creativity and collaboration, with a multicultural perspective and core values essential for academic and lifetime success.

<p>CHARTER ELEMENT 2: MEASURABLE PUPIL OUTCOMES</p> <p>CHARTER SCHOOL OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES</p>
<p>Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing the Charter School’s outcomes that align with the state priorities and the Charter School’s goals and actions to achieve the state priorities, as identified in Element 1 of the charter.</p> <p>The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.</p>
<p>STATE PRIORITY #1— BASIC SERVICES</p>

<i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i>	
SUBPRIORITY A – TEACHERS	
MEASURABLE OUTCOME	100% of core teachers will hold a valid CA Teaching Credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.
METHODS OF MEASUREMENT	Initial and annual verification of core teacher credentials as reported by the CA Commission on Teacher Credentialing; CALPADS reporting; and School Accountability Report Card (SARC).
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
MEASURABLE OUTCOME	100% of students will have access to Common Core aligned materials and additional instructional materials as outlined in our charter petition.
METHODS OF MEASUREMENT	The Principal will review all instructional materials before purchase; Charter School-maintained list of textbooks and supplemental materials.
SUBPRIORITY C – FACILITIES	
MEASURABLE OUTCOME	<ol style="list-style-type: none"> 1. Annually, 90% of Facility Inspection checklists will be in compliance/good standing. 2. 100% of identified Required Corrections will be corrected within three months. 3. Daily cleanliness spot checks will be performed.
METHODS OF MEASUREMENT	<ol style="list-style-type: none"> 1. Annual Facility Inspection Reports 2. School Accountability Report Card (SARC)
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS	
<i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUBPRIORITY A – CCSS IMPLEMENTATION	
MEASURABLE OUTCOME	Annually, 100% of teachers will participate in ongoing CCSS Professional Development; and 100% of teachers will follow through with CCSS implementation in their classroom.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Professional Development Agendas • Professional Development Plan • Grade Level meeting notes • Classroom observation data • Common Core aligned instructional materials
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	

MEASURABLE OUTCOME	Annually, 100% of EL students will gain academic content knowledge through the implementation of the CCSS.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • EL Student Performance in CAASPP ELA/Math • ELPAC • DRA Assessment • Common Core aligned benchmark assessments • Formative & Summative Common Core aligned Assessments • Developmental Reading Assessment • Writing Assessments
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
MEASURABLE OUTCOME	EL students will progress at least 1 performance level annually on the ELPAC.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • ELPAC • Title III AMAO Report • EL subgroup performance on CAASPP • Formative & Summative Assessments • Literacy Benchmark Assessments • Professional Development Agenda
STATE PRIORITY #3— PARENTAL INVOLVEMENT	
<i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
MEASURABLE OUTCOME	Parent attendance at annual orientation.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Sign-in sheets • Parent/student handbook
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
MEASURABLE OUTCOME	Participation in School Site Council (SSC), English Language Advisory Council (ELAC); and/or REALM Parent Alliance (RPA).
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Meeting Agenda & Minutes committee (ELAC/SSC/RPA) meetings • Sign-in sheets • Parent Survey results
SUBPRIORITY C – PARENT SURVEYS	
MEASURABLE OUTCOME	Ensure at least 25% of families complete annual parent/family surveys.

METHODS OF MEASUREMENT	Results from Parent Surveys will be shared with all stakeholders at the beginning of the school year.
STATE PRIORITY #4— STUDENT ACHIEVEMENT	
<i>Pupil achievement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment B. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education C. Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessment for California (ELPAC) D. EL reclassification rate E. Percentage of pupils who have passed an AP exam with a score of 3 or higher F. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness 	
SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS	
MEASURABLE OUTCOME	2015 CAASPP ELA & Math assessment results will serve to establish a baseline for growth targets. Increase the percentage of students scoring Proficient (Standard Met) on the CAASPP in ELA/Math by 1% annually both schoolwide and by numerically significant subgroup (Hispanic, ELL, Socioeconomically Disadvantaged).
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • CAASPP Results
SUBPRIORITY B – COLLEGE & CAREER READY	
MEASURABLE OUTCOME	Increase percentage of students who meet UC A-G eligibility requirements. In addition, all grade 11 students will be administered the CAASPP EAP Assessment.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Percentage of grade 12 students who meet UC A-G eligibility • Percentage of students administered CAASPP EAP • Percentage of students who are “college ready” as measured by EAP. • Percentage of students participating in PSAT • Percentage of students participating in SAT
SUBPRIORITY C – EL PROFICIENCY RATES	
MEASURABLE OUTCOME	EL students will progress at least one performance level annually using the ELPAC.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • EL Subgroup performance on CAASPP • ELPAC Results

	<ul style="list-style-type: none"> • Pre/Post Literacy Assessments • Title III AMAO Report
SUBPRIORITY D – EL RECLASSIFICATION RATES	
MEASURABLE OUTCOME	Increase EL reclassification rates annually and ensure academic performance at grade level.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Analysis of ELPAC results • CAASPP Assessments • Literacy Assessments
SUBPRIORITY E – AP EXAM PASSAGE RATE	
MEASURABLE OUTCOME	Annually increase the AP Passage Rate.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • AP Exam results
SUBPRIORITY F – COLLEGE PREPAREDNESS/EAP	
MEASURABLE OUTCOME	Grade 11 students will pass EAP assessment at higher rates than students at comparable neighborhood schools.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • EAP Results
STATE PRIORITY #5— STUDENT ENGAGEMENT	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
A. School attendance rates	
B. Chronic absenteeism rates	
C. Middle school dropout rates (EC §52052.1(a)(3))	
D. High school dropout rates	
E. High school graduation rates	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
MEASURABLE OUTCOME	The Charter School will increase ADA annually.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Daily Attendance Records • ADA reports
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
MEASURABLE OUTCOME	The Charter School will continue to decrease student absenteeism rates.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Attendance Records • COST Referrals

SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
MEASURABLE OUTCOME	Charter School will retain and promote 98% of grade 6-8 students.
METHODS OF MEASUREMENT	Offer academically engaging learning environments for all students including subgroups (Hispanic, ELL, Socioeconomically Disadvantaged).
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
MEASURABLE OUTCOME	Maintain high school dropout rate below 10%
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • CALPADS Reporting • SARC Report
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
MEASURABLE OUTCOME	Maintain high school graduation rate above 90%
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • CALPADS Reporting • SARC Report
<p><u>STATE PRIORITY #6— SCHOOL CLIMATE</u></p> <p><i>School climate, as measured by all of the following, as applicable:</i></p> <ul style="list-style-type: none"> A. <i>Pupil suspension rates</i> B. <i>Pupil expulsion rates</i> C. <i>Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i> 	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
MEASURABLE OUTCOME	The Charter School will maintain suspension rates below 5%.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • CALPADS Reporting • SARC Report
SUBPRIORITY B – PUPIL EXPULSION RATES	
MEASURABLE OUTCOME	The Charter School will maintain expulsion rates below 1%.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • CALPADS Reporting • SARC Report
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
MEASURABLE OUTCOME	Student and parent satisfaction of 75%.

METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Parent and student annual surveys
<p><u>STATE PRIORITY #7— COURSE ACCESS</u></p> <p><i>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 students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i></p> <p><i>“Broad course of study” includes the following, as applicable:</i></p> <p><i><u>Grades 1-6:</u> English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i></p> <p><i><u>Grades 7-12:</u> English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i></p>	
MEASURABLE OUTCOME	100% of students including all subgroups (Hispanic, ELL, Socioeconomically Disadvantaged) will have access to academic and educational program as outlined in the Charter School’s charter.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Master Schedule
<p><u>STATE PRIORITY #8— OTHER STUDENT OUTCOMES</u></p> <p><i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i></p>	
SUBPRIORITY A – ENGLISH	
MEASURABLE OUTCOME	60% of students including subgroups (Hispanic, ELL, Socioeconomically Disadvantaged) will achieve growth between each benchmark assessment.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Benchmark assessments – administered 3 times/year
SUBPRIORITY B – MATHEMATICS	
MEASURABLE OUTCOME	60% of students including subgroups (Hispanic, ELL, Socioeconomically Disadvantaged) will achieve growth between each benchmark assessment.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Benchmark assessments – administered 3 times/year

ELEMENT 3: METHODS OF MEASUREMENT

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. Education Code Section 47605(b)(5)(C).

REALM Charter School shall adhere to all state testing requirements, including provisions of AB 484/2012 and any revisions of the Education Code that are applicable to charter schools. As established in Element 2, REALM Charter School will be utilizing diverse assessments that are aligned with the curriculum and instructional program, compliant with state expectations. They will be administered according to the assessment cycle below.

ASSESSMENT	GRADES	DESCRIPTION	SCHEDULE
CAASPP/SBAC	6-8	State Mandated	ANNUALLY
CST: Science	8	State Mandated	ANNUALLY
Physical Fitness Test (PFT)	7	State Mandated	ANNUALLY
CELDT	6-8	State Mandated	ANNUALLY
DRA (Reading Assessment)	6-8	Local Assessment	ANNUALLY
Math Placement	6-8	Local Assessment	ANNUALLY
Interim Common Core Aligned Assessments	6-8	Local Assessment	3 times/year
Common Core Aligned Benchmark	6-8	Local Assessment	3 times/year
Portfolios	8	Local Assessment	End of Year

ASSESSMENT	GRADE(S)	DESCRIPTION	SCHEDULE
CAASPP/SBAC (EAP)	11	State Mandated	ANNUALLY
CST: Life Science	11	State Mandated	ANNUALLY
Physical Fitness Test (PFT)	9	State Mandated	ANNUALLY
CELDT	9-12	State Mandated	ANNUALLY
DRA (Reading Assessment)	9-12	Local Assessment	ANNUALLY
Math Placement	9-12	Local Assessment	ANNUALLY
Interim Common Core Aligned Assessments	9-12	Local Assessment	3 times/year
Common Core Aligned Benchmark	9-12	Local Assessment	3 times/year
Portfolios	12	Local Assessment	End of Year
PSAT	10-11	College Readiness	ANNUALLY
SAT	11-12	College Readiness	ANNUALLY

ASSESSMENTS

REALM Charter School will administer all statewide standards and will conduct pupil state assessments required pursuant to Education Code Sections 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public

schools. REALM Charter School certifies that its pupils will participate in the state-mandated testing in the same manner as other District students. During all state assessments administered, EL and Special Education students will receive all accommodations designated to them as stated in their EL and/or IEP/504 plans.

REPORTING OF DATA

REALM Charter School is held accountable for meeting state and federal measurable student outcomes within a performance-based accountability system. REALM Charter School will participate in all state-mandated testing (CAASPP, ELPAC, CAAs, CAST, PFT), develops an annual SARC Report, administers Report Cards, holds Parent-Teacher Conferences and holds Local Control Accountability Plan (LCAP) meetings as methods to inform all stakeholders on the Charter School's performance. Parents are able to participate and provide input in the Charter School's educational program. REALM Charter School uses our accountability data as a means of evaluating the effectiveness of, and need for, new program initiatives.

The Principal presents at each Board meeting on enrollment, attendance, student achievement, professional development, and issues pertaining to the Charter School.

ELEMENT 4: 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 insure parental involvement. Education Code Section 47605(b)(5)(D).

Non-Profit Public Benefit Corporation

REALM Charter School 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 currently operates and governs three charter schools: Compass Charter Schools of Fresno, which is authorized by the governing board of the Orange Center School District, Compass Charter Schools of Los Angeles, which is authorized by the governing board of the Acton-Agua Dulce Unified School District, and Compass Charter Schools of San Diego, which is authorized by the governing board of the Mountain Empire Unified School District. The Board may also operate and govern additional charter schools.

REALM Charter School will operate autonomously from the Berkeley Unified School District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the Berkeley Unified School District and the Charter School. Pursuant to Education Code Section 47604, Berkeley Unified School District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the Berkeley Unified 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 the Charter School 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, Berkeley Unified 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 the Charter School, 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 Berkeley Unified School District as necessary in accordance with applicable law
- Long-term strategic planning for the Charter School
- Participation as necessary in dispute resolution
- Monitoring overall scholar performance
- Monitoring the performance of the Charter School and taking necessary action to ensure that the Charter School remains true to its mission and charter
- Monitoring the fiscal solvency of the Charter School
- Participation in the Charter School's independent fiscal audit
- Increasing public awareness of the Charter School

The Charter School 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 charter management organization ("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 Charter School. The Charter School, 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.
- If applicable, 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 the Charter School, 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.

Compass has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 87300 *et seq.* Compass also complies with all applicable conflict restrictions required by the Corporations Code and Government Code Section 1090, *et seq.*, and will comply any statutory or regulatory conflicts restrictions that may be adopted in the future as applicable to the Charter School.

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 Compass 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 the Charter School. 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 the Charter School, including but not limited to:

- Provide leadership to the Charter School
- Attend meetings at Berkeley Unified 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 working at the Charter School
- 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 Compass' legal counsel
- Participate in the dispute resolution procedure and the complaint procedure when necessary
- Provide all legally required financial reports to Berkeley Unified 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 Compass Board of Directors meetings and attend as necessary Berkeley Unified School District Board meetings
- Foster an amicable relationship between the District and the Charter School and facilitate a sharing of resources between both entities
- Present Annual Report to the Compass Board and, upon review by the Compass Board, present report to the Berkeley Unified School District Board and the Berkeley Unified School District Superintendent

Parent Involvement in Governance

Compass will ensure parents have an opportunity to participate in governance of the Charter School 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 the Charter School. 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.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(b)(5)(E).

Compass will ensure that all legal qualification requirements will be met for teachers, staff, paraprofessionals and other administrative employees of Compass working at the REALM Charter School. Each certificated employee at the Charter School will meet the state licensing requirements for the position that he/she holds. No state licensing requirements exist for most non-certificated positions. For all positions, certificated and non-certificated, the employee, at minimum, needs to satisfactorily meet the performance specifications required for the position and must possess the qualifications required to perform the essential functions of the position, as determined by the Compass Board and/or the Superintendent.

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 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 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 Mental Health

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 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.

Director of Project-Based 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.

Director of Special Education

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.

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

ELEMENT 6: HEALTH & SAFETY POLICIES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(b)(5)(F).*

In order to provide safety for all students and staff, REALM Charter School shall implement and maintain full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These policies are incorporated into the Charter School's student/parent and staff handbooks and are reviewed on an ongoing basis by the Principal, Superintendent and Board of Directors. The Charter School ensures that staff are trained annually on the health and safety policies. A complete copy of such policies is available upon request.

The Charter School will develop a comprehensive school safety plan pursuant to AB 1747 (2018), which will include the topics listed in Education Code Section 32282(a)(2)(A)-(H) and procedures for conducting tactical responses to criminal incidents. The school safety plan will be reviewed and updated by March 1 every year by the Charter School.

The following is a summary of the health and safety policies at REALM Charter School.

HEALTH, SAFETY, EMERGENCY PLAN

- Drills calendared: All drills (earthquake, fire drill) will be calendared once per quarter to ensure teachers, staff and students understand and know the proper emergency protocols.
- Fire/Earthquake/Emergency Evacuation Drill/Plan: There will be a comprehensive emergency plan, including, but not limited to, specific policy and procedures for Fire/Earthquake/Emergency Evacuation/Lock Down plans drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal.
- Emergency Response: All staff and teachers will be trained to perform basic first aid and CPR techniques.
- Supplies: The school site will be equipped with the appropriate supplies.
- Traveling to/from campus with staff: All staff and teachers will be properly trained on safety procedures when traveling to and from the school site. This training will include, but not limited to, safe routes of travel, procedures for crossing the street, and buddy systems to ensure student safety.

- **Blood-borne Pathogens:** The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. 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:** The Charter School 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. The Charter School 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. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA)

All site employees will act according to FERPA Act protecting the privacy of student education records.

- **Student Privacy Statement and Volunteer Confidentiality agreement:** Annually staff, volunteers and Office Aides will sign a confidentiality agreement committed to protecting the privacy of student education records.
- **Email/Written Correspondence:** All staff members and teachers will abide by state and federal laws excluding personal identifiers in subject headings, posting grades publically or engaging in any other behavior that may be a breach of confidentiality.

EMPLOYEES & VOLUNTEERS

- **Criminal Background Check and Fingerprinting:** Employees and contractors of the Charter School will 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.
- **Mandated Child Abuse Reporting:** All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School 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 students, 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.

IMMUNIZATIONS, HEALTH SCREENINGS, MEDICAL RECORDS, STUDENT HEALTH

- Immunization records: All enrolled students who receive classroom-based instruction will 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. Submitting records will be a condition of school attendance. Paper records will be maintained in Main Office by Office manager.
- Tdap/Whooping Cough Vaccine Booster: Students advancing to grades 7-12 are required to show proof of immunization with a pertussis (whooping cough) vaccine booster.
- Vision, Hearing, Scoliosis screenings: School site will provide all screenings including, but not limited to, vision, hearing and scoliosis for appropriate students at appropriate grade levels. The Charter School will adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.
- Medication in School: The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.
- Epinephrine: The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.
- Medical information and alert in PowerSchool: all medical information including but not limited to allergies, immunizations and medical conditions will be entered into the student data system Powerschool. In addition, a visible medical alert will be assigned to any/every student with specific medical needs.
- Lunch program and food vendor: The Charter School will partner with a lunch vendor who provides options and substitutes for commonly known food allergies and other dietary restrictions.
- Health and Wellness courses: All 9th grade students will be required to be enrolled in and participate in Health and Wellness (physical education) class. Students will be required to complete two years of physical education according to state law.
- Diabetes: The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7.
- Mental health services: The Charter School will provide notification to students and parents or guardians of students on how to initiate access to available mental health services pursuant to Education Code Section 49428.

SAFE SPACE

- Suicide Prevention Policy: The Charter School will adopt a policy on student suicide prevention in accordance with Education Code Section 215.
- Drug-, Alcohol-, and Smoke-Free Environment: The Charter School shall function as a drug-, alcohol-, and smoke-free environment.
- Comprehensive Anti-Discrimination and Harassment Policies and Procedures: The Charter School 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. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (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 the Charter School's anti-discrimination and harassment policies.

- Visitor/Volunteer/Substitute Teacher Check-In: The Office Manager will require all volunteers, visitors and subs to sign in/out of the Check-In binder and wear a visible "Visitor" identifier.
- Sign in/out: To ensure the safety and whereabouts of each student, parents/guardians and students will be required to sign in and out of the binder in Main Office.
- Tardy Log: Students who are tardy or extremely will be required to check-in at the Main Office and sign the tardy log ensuring student arrival.
- Attendance: Teachers/staff are required to take attendance within the first 20 minutes of the start to of the class to ensure known whereabouts of all students.
- Taking class off campus: Teachers/staff must inform both the Office Manager and the principal of where the class the class is going and the time of arrival back to campus. Teachers/staff must complete the sign-out binder when a class will be taken off campus.
- Teacher/Staff Professional Development: Teachers and staff will receive annual professional development and trainings for, including, but not limited Restorative Justice, inclusive communities, and sexual harassment to improve student behavior and build school culture.
- Student/Family Handbook: Students and families will receive and be expected to sign the Student/Family Handbook outlining all expectations around student and campus health and safety
- School Safety Officer: The school safety officer(s) will act as campus supervision and be available to teachers and staff for support for student health and safety.
- Greeting students, Campus supervision: Before school, during lunch and at dismissal time, staff will be available and supervising students transitioning into after school programs or leaving campus.
- Employee interactions with students: The Charter School will comply with Education Code section 44050 regarding its policy on employee interactions with students.

ELEMENT 7: RACIAL & ETHNIC BALANCE

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 district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

REALM Charter School is a public charter school, open to all children with in grades 6-12 who live within Alameda County or an adjacent county, regardless of race or ethnicity. Achieving racial and ethnic balance is important in public education. To achieve this, the Charter School 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. the Charter School 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, the Charter School will utilize social media by announcing events and promoting activities in which we are taking part, which will allow the Charter School to stay active in groups that might benefit from our program and might not be aware of the Charter School and its program option. REALM will work towards creating community partnerships that will allow the Charter School to reach scholars in the areas that we serve. Additionally, the Charter School's enrollment team will consist of a bilingual staff to allow for the answering of questions from prospective families in multiple languages.

the Charter School 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 Berkeley Unified 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 Berkeley Unified 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 Berkeley Unified School District.

ELEMENT 8: ADMISSIONS POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d). Education Code Section 47605(b)(5)(H).

The Charter School is nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. 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. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records

PUBLIC RANDOM DRAWING

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Siblings of students admitted to or attending the Charter School
2. Students who reside within the Berkeley Unified School District
3. 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.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a waiting list according to their draw in the lottery. This waiting list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waiting 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 the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform all applicants and 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.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

ELEMENT 9: FINANCIAL AUDITS

Governing Law: The manner, in which annual, independent, financial audits 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. Education Code Section 47605(b)(5)(I).

An annual independent fiscal audit of the books and records of REALM Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School 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 Berkeley Unified 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 Berkeley Unified 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 the Charter School is a public record to be provided to the public upon request.

ELEMENT 10: SUSPENSION/EXPULSION PROCESS

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). Education Code Section 47605(b)(5)(J).

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter 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.* The Charter School 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 student from regular classroom instruction. This policy shall serve as REALM Charter High School's policy and procedures for student suspension and expulsion and it may be amended from time to time

without the need to amend the charter so long as the amendments comport with legal requirements.

Charter School staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. This policy and its procedures will be printed and distributed as part of the Student/Parent Handbook and will clearly describe discipline expectations. A copy of the Suspension and Expulsion Policy can be found in Appendix H.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, community service on or off campus, the use of alternative educational environments, suspension and expulsion. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of reasonable force necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act ("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 students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws, including, but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School 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 students. REALM Charter School shall notify Berkeley Unified School District of the suspension of any student identified under the IDEA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and would grant the District approval rights prior to the expulsion of any such student as well.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster

child or youth or a homeless child or youth, the student'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 student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student 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 Students

A student 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 class work, 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 schoolsite, 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 class work, 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 schoolsite, 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.

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 student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to 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 the Superintendent's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Superintendent 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 students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student'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, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student 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 student. In addition, the notice may also state the date and time when the student 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 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 Superintendent's 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: 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), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student 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 student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

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 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 student and the student'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 the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student'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 student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of 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 that shall be examined only by the Charter School. 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 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. The Charter School 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 expulsion 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, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity 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 hearing chairperson 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 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 no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place

communicated to the hearing room 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 circumstance 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 student 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. 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 expelled pupil, the hearing is held in a public setting, 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 student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student'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 student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student 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 the Charter School as the Charter School 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. The Charter School 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

Students who are expelled from the Charter School 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 the Charter School for readmission.

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 Charter School's 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

The Charter School 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 the Charter School 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, the Charter School, 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 the Charter School, 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 the Charter School, 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 the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, 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 the Charter School 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 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, 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 the Charter School, 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 the Charter School 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

Charter School 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 the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School 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 Charter School 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 Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School 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 the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parent/guardian; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

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. Education Code Section 47605(b)(5)(K).

The 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. Compass shall participate in federal Social Security as required by law. As shall be arranged with the County, Compass shall pay the County a reasonable percentage for the provision of such services. The Compass Superintendent shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all Compass employees.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School 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 policies. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

ELEMENT 13: EMPLOYEE RETURN RIGHTS

Governing Law: The rights of an 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. Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at REALM Charter School. Employees of the District who choose to leave the employment of the District to work at REALM Charter School will have no automatic rights of return to the District after employment by Compass unless specifically granted by the District through a leave of absence or other agreement. Compass employees who work at the Charter School shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of Compass working at REALM Charter School are considered the exclusive employees of Compass and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to Compass. Employment by Compass provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT 14: 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. Education Code Section 47605(b)(5)(N).

Disputes Between the Charter School and the District

REALM Charter School 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. The Charter School is willing to consider changes to the process outlined below as suggested by the District.

The Charter School and Berkeley Unified 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 the Charter School and Berkeley Unified School District, the Charter School 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 Berkeley Unified School District and the Charter School. All timelines and procedures in this dispute resolution procedure may be revised if mutually agreed upon by Berkeley Unified School District and the Charter School.

If the dispute remains unresolved after mediation, both the Charter School and Berkeley Unified School District may pursue any further available legal remedy under the law.

Internal Disputes

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's 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 the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall refer all disputes not related to a possible violation of the charter or law to the Charter School.

ELEMENT 15: PROCEDURES FOR CLOSURE

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. Education Code Section 47605(b)(5)(O).

Closure of the Charter School 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.

Compass will promptly notify parents and students of the Charter School, the District, the Alameda County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School'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.

Compass will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

Compass 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, Compass will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. Compass will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, Compass shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessments, 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, Compass will prepare final financial records. Compass will also have an independent audit completed within six months after closure. Compass will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by Compass and will be provided to the 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 the Charter School.

Compass will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and, upon the dissolution of the non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the 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, Compass shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated as 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 H, Compass 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 cashflow and financial projections for the first three years of operation. Education Code Section 47605(g).

Attached, as Appendix H, please find the following documents:

- Budget narrative
- Budget
- Financial projections and cash flow for the next three years of operation

The Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's 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.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School 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.

The Charter School 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, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

B. Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(g).

Compass will provide or procure its own administrative services for the Charter School through an appropriately qualified third-party contractor. Compass 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

Compass reserves the right to contract with another appropriately qualified back-office provider or vendor as approved by the Compass 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.

C. 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. Education Code Section 47605(g).

The REALM Charter School High School campus is located at 2023 8th St., Berkeley, CA, and the Middle School campus is located at 1798 Scenic Drive, Berkeley, CA.

Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(g).

The Charter School shall be operated by 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).

Pursuant to Education Code Section 47604, an authority 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. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School intends to enter into a memorandum of understanding with the District, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general

liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

Insurance amounts shall be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

APPENDIX A: LETTERS OF SUPPORT
APPENDIX B: PROFESSIONAL DEVELOPMENT PLAN
APPENDIX C: DATA QUEST REPORT
APPENDIX D: LOCAL CONTROL ACCOUNTABILITY PLAN
APPENDIX E: BOARD BYLAWS & ORGANIZATIONAL CHART
APPENDIX F: UNIFORM COMPLAINT PROCEDURE
APPENDIX G: SUSPENSION AND EXPULSION POLICY
APPENDIX H: BUDGET, CASH FLOW & FINANCIAL PROJECTIONS



Board of Education:

Judy Appel, President
Beatriz Leyva-Cutler, Vice President
Ty Alper, Director/Clerk
Ka'Dijah Brown, Director
Julie Sinai, Director
Arvin Hariri, Student Director, BHS
Oneida Abrams, Student Director, BTA

BOARD OF EDUCATION

Meeting Location: 1231 Addison Street, Berkeley CA 94702

MEETING AGENDA

Wednesday, April 10, 2019

The Berkeley Unified School District intends to provide reasonable accommodations in accordance with the Americans with Disabilities Act of 1990. If a special accommodation is desired, please call the Superintendent's Office 48 hours prior to the meeting at 510-644-6206

El Distrito Escolar Unificado de Berkeley tiene la intención de proporcionar adaptaciones especiales en conformidad con el *Americans with Disabilities Act of 1990* (Ley de Americanos con Discapacidades de 1990). Si usted desea una adaptación especial, por favor comuníquese con el personal de la Oficina del Superintendente 48 horas antes de la reunión al 510-644-6206.

Notice of Non-Discrimination

The Berkeley Unified School District does not discriminate on the basis of race, color, national origin, sex, disability, age, religious creed, gender, sexual orientation, gender expression, marital or parental status, ancestry, national origin, ethnic group identification, disability, medical condition, homelessness or foster status, in its programs and activities, and provides equal access to the Boy Scouts and other designated youth groups. Discrimination based on protected class includes sexual harassment, sexual violence, and bullying. All inquiries or concerns regarding BUSD's nondiscrimination policy 5145.3 or the filing of discrimination complaints should contact:

Chelsea Yogerst
District Compliance Officer & Title IX
Coordinator
2020 Bonar St., Room 116
Berkeley, CA 94702
Phone: 510.883.5224
Fax: 510.644.7712
Email: chelseayogerst@berkeley.net

To access this agenda online, go to: <https://berkeley.agendaonline.net/public/>

1. Call to Order

The Presiding Officer will call the meeting to order at 5:45 p.m. The Regular Meeting will convene by 7:30 p.m.

2. Closed Session Public Testimony

Persons wishing to address the Board should fill out a green speaker card. **Cards turned in by 5:30 p.m. will be given priority.** Public Testimony is limited to **15 minutes with a 3-minute limit per speaker per topic,** although the time allotted per speaker may be reduced to 2 minutes at the discretion of the President.

3. Closed Session

The Board may recess into Closed Session before or after the public meeting under the authority of the Brown Act (including but not limited to Government Code sections 54954.5, 54956.8, 54956.9, 54957, 54957.6, as well as 35146) Under Government Code section 54954.3, members of the public may address the board on an item on the Closed Session agenda.

3.1	Public Employee Appointment (Government Code Section 54957)
	3.1.1 Vice Principal, Martin Luther King Jr. Middle School
	3.1.2 Principal, Emerson Elementary
3.2	Collective Bargaining Government Code Section 54957.6(a) (District Negotiator: Evelyn Tamondong-Bradley)
	3.2.1 Berkeley Council of Classified Employees (BCCE)
	3.2.2 Berkeley Federation of Teachers (BFT)
	3.2.3 Union of Berkeley Administrators
3.3	Conference with Legal Counsel – Anticipated Litigation (Government Code Section 54956.9(c)) – One (1) Potential Case
3.4	Public Employment (Government Code Section 54957) Title: Superintendent

4. Call to Order - 7:30 PM

5. Approve Regular Meeting Agenda for April 10, 2019

6. Report Out on Closed Session

7. Snapshot of Our Schools

Cragmont Elementary

8. Open Session Public Testimony (1st Opportunity)

Persons wishing to address the Board should fill out a green speaker card. **Cards turned in by 7:15 p.m. will be given priority.** Public Testimony is strictly limited to **30 minutes with a 3-minute limit per speaker per topic**, although the time allotted per speaker may be reduced to 2 minutes at the discretion of the President.

9. Union Comments

The chair (or designee) of each District committee that include members of the public is given the opportunity to address the Board on any issue. 5 minutes per committee

<u>Unions</u>
Berkeley Federation of Teachers (BFT)
Berkeley Council of Classified Employees (BCCE)
Union of Berkeley Administrators (UBA)
Local 21

10. Committee Comments

Representatives from District committees that include members of the public are given the opportunity to address the Board on any issue. 5 minutes per committee.

11. Board Member and Superintendent Comments

Board members and the Superintendent are given the opportunity to address any issue.

12. Consent Calendar

12.1	Approval of Human Resources Reports
12.2	Approval of Out of State Travel Requests
12.3	Approval of Contracts/Purchase Orders for Services Contracts
12.4	Approve Increase of Master Contracts for Nonpublic School for the 2018-2019 School Year
12.5	Approval of Increase of Master Contracts for Nonpublic School for the 2018-2019 School Year
12.6	Approval of Resolution 19-027 for the Refunding of 2011 and 2013 General Obligation Refunding Bonds
12.7	Approval to Renew Reciprocal Use Agreement with UC Berkeley
12.8	Approve the Add-Service Contract Fee for Interactive Resources for Architectural Services on the Sylvia Mendez Roofing Project
12.9	Approve Increase to the Construction Management Services Fee for Berkeley Community Theatre Project
12.10	Accept the Completion of the Berkeley High School Turf Replacement Project and Approve Resolution 19-025

13. Decision on Ongoing and One-Time Budget Proposals for 2019-2020 from Base Grant (Unrestricted General Funding) – Action (30 min)

14. Workforce Housing – Action (30 min)

15. Initial Discussion About Possible Middle School Rezoning – Discussion (20 min)

16. Approval of Notice of Intent to Revoke REALM’s Charter – Action (20 min)

17. Public Hearing for REALM Charter School’s Request for Material Revision – TIME CERTAIN: 9:30PM – Discussion (10 min)

18. Public Hearing for and Approval of Resolution 19-026 to Enter Into an Energy Service Contract with Clear Blue Energy Corporation for Lighting Projects Covered Under Proposition 39 – TIME CERTAIN: 9:45PM – Action (5 min)

19. Open Session Public Testimony (2nd Opportunity)

Persons wishing to address the Board should fill out speaker card. **Cards turned in for the earlier open session public testimony will be given priority.** Speakers will

be randomly selected based on topic and position, with BUSD students generally given priority. Public testimony is limited to **15 minutes with a 3-minute limit per speaker per topic**

20. Extended Board Member and Superintendent Comments

Board members and the Superintendent are given the opportunity to address any issue.

21. Adjournment

2019 BUSD School Board Calendar
Regular Meeting Dates

January	9	13 (Board Retreat)	23
February	6	20	
March	13	27	
April	10	24	
May	8	22	29
June	12	26	
July			
August	21		
September	4	18	
October	2	23	
November	6	20	
December	11		

LCFF AND LCAP ACRONYMS

ADA: Average Daily Attendance – the average number of pupils actually attending classes for at least the minimum school day.

API: Academic Performance Index – a measurement of a school’s academic performance and progress.

BASE RATE: state funding allocated to districts under LCFF tied to ADA in grade spans K-3, 4-6, 7-8, and 9-12.

BSEP: Berkeley Schools Excellence Program – funds provided by a local (parcel) tax to the Berkeley Schools.

BUSD: Berkeley Unified School District

CATEGORICAL AID: Funds from the state or federal government for specialized programs such as special education and Gifted and Talented Education (GATE); or special purposes, such as transportation.

CCSS: Common Core State Standards - an education initiative adopted by California and 44 States detailing what K-12 students should know at the end of each grade.

CSR: Class Size Reduction – California provides funds for lower class sizes K-3; the BSEP measure provides additional funding.

CTE: Career Technical Education

COE: County Office of Education

DDF: District Defined Fund for LCAP Supplemental Programs

DELAC: District English Learner Advisory Committee

DISCRETIONARY: refers to funds with some flexibility in use.

EIA: Economic Impact Aid - State categorical aid for districts with concentrations of children who are bilingual, transient and/or from low income families. No longer used under LCFF, which instead uses supplemental and concentration grants.

EL: English Learner

ELPAC: English Learner Parent Advisory Committee (LCFF/LCAP)

FTE: Full Time Equivalent Teacher

FREE AND REDUCED LUNCH: In California public schools, a family of four with income at or below \$43,568 qualifies for reduced price meal, and under \$30,615 for free meals. This guideline defines “low-income” (**LI**) for purposes of the LCFF.

LCAP: Local Control and Accountability Plan- a plan and budget adopted by a school district that reflects goals and specific actions, based on the 8 state priorities outlined in the LCFF legislation, as well as any locally adopted priorities

LCFF: Local Control Funding Formula – California’s new school finance model for allocation of state funding to local school districts.

PAC: Parent Advisory Committee (for LCFF/LCAP)

REVENUE LIMIT: Prior to LCFF, the amount of revenue that a district could collect annually for general purposes from local property taxes and state aid, calculated per unit of ADA.

SUBGROUPS: The LCAP must address student subgroups, meaning all major racial/ethnic groups as well as low income, English learners, foster youth and students with disabilities.

SUPPLEMENTAL FUNDING: Under LCFF each English Learner (EL), Low Income (LI) or foster youth counts toward funding of an additional 20 percent of the base rate, The count must be “unduplicated”, meaning an EL, LI or foster youth may only be counted once, even if belonging to more than one group.

WILLIAMS REQUIREMENTS/BASIC SERVICES – California legislation established standards for maintaining adequate school facilities, sufficient instructional materials, and qualified teachers.



SCHOOL BOARD GOVERNANCE TEAM NORMS

We agree to:

- Focus on the best interest of students
- Work together as a team
- Respect and listen to all options, opinions, and styles
- Actively participate in board meetings, committees, work groups and district events
- Come to meetings prepared and be fully present and engaged
- Be open to new ideas
- Exhibit positive body language, mannerisms, and tone of voice
- Engage in active listening; do not interrupt; avoid side conversations
- Disagree agreeably
- Assume good will

Begin on time and conduct business efficiently.



PROCOPIO
1117 S California Ave
Suite 200
Palo Alto, CA 94304
T. 650.645.9000
F. 619.235.0398

A. AIKO YAMAKAWA
P. 650.645.9021
aiko.yamakawa@procopio.com

DEL MAR HEIGHTS
LAS VEGAS
PHOENIX
SAN DIEGO
SILICON VALLEY

April 1, 2019

VIA FEDEX

Attorney General of the State of California
Charitable Trusts Section
455 Golden Gate Avenue suite 1100
San Francisco, CA 94102

Re: Merger of Compass Charter Schools, a California nonprofit public benefit corporation (Corporate No. C3425366) ("Surviving Corporation") and Realm Charter Schools, a California nonprofit public benefit corporation (Corporate No. C3306651) ("Disappearing Corporation")

Ladies and Gentlemen:

We hereby give 20 days' written notice of the merger of, and enclose a copy of the proposed Agreement and Plan of Merger between, the foregoing corporations, as required under Section 6010(b) of the California Corporations Code.

The Surviving Corporation and the Disappearing Corporation anticipate that the merger will be consummated, and the fully executed Agreement and Plan of Merger and the respective Certificates of Approval of Agreement and Plan of Merger executed by the appropriate officers of the Surviving Corporation and the Disappearing Corporation will be filed with the Secretary of State, on or about July 1, 2019.

The Surviving Corporation was incorporated on October 28, 2011, and the Disappearing Corporation was incorporated on July 2, 2010. The Restated Articles of Incorporation of the Surviving Corporation file stamped February 8, 2017, and the Articles of Incorporation of the Disappearing Corporation file stamped July 2, 2010, are also enclosed with this letter.

procopio.com



Thank you for your assistance in this matter. If you have any questions, please call me.

Very truly yours,

A handwritten signature in blue ink that reads "A. Aiko Yamakawa".

A. Aiko Yamakawa

AAV

Enclosures

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3425366

**RESTATED ARTICLES OF INCORPORATION
OF
ACADEMY OF ARTS AND SCIENCES CHARTER SCHOOL**

FILED ^{CS} ^{YM}
SECRETARY OF STATE
STATE OF CALIFORNIA

FEB -8 2017

ICC

The undersigned certify that:

1. They are the Chair of the Board and the Secretary of Academy of Arts and Sciences Charter School, a California nonprofit public benefit corporation (the "Corporation").
2. The Articles of Incorporation of the Corporation are amended and restated to read in full as follows:

I.

The name of the Corporation is Compass Charter Schools.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. 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 Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its

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directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

IV.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

V.

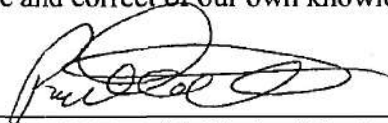
Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

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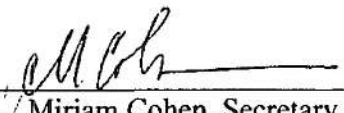
3. The foregoing amendment to and restatement of the Articles of Incorporation have been duly approved by the Board of Directors.
4. The Corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Dated: January 30, 2017



Peter McDonald, Chair of the Board



Miriam Cohen, Secretary

3306651

**ARTICLES OF INCORPORATION
OF
REALM CHARTER SCHOOLS
(A California Nonprofit Public Benefit Corporation)**

FILED
in the office of the Secretary of State
of the State of California
JUL 02 2010 *EW*

I.

The name of the Corporation shall be REALM Charter Schools.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote the one or more California public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Victor Diaz
4955 Coronado Avenue
Oakland, CA 94618

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not

participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.


V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

Dated: July 2, 2010



Andrea C. Sexton, Incorporator

AGREEMENT AND PLAN OF MERGER

This Agreement and Plan of Merger (“Agreement”) is made and entered into, and dated for convenience as of February 5, 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 April 30, 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


J.J. Lewis (Feb 5, 2019)

Victor Diaz

By: J.J. Lewis

By: Victor Diaz

Its: Superintendent & CEO

Its: Executive Director



Merger Progress Report

April 8, 2019

CONDITIONS TO THE CLOSING (from Agreement and Plan of Merger)

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.

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.

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.

The letter to the Attorney General was submitted by our legal team from Procopio on Monday, April 1. Please see attached.

5.1.5. **Delivery of Documents.** Each Party shall have delivered or made available to the other Parties those documents described in Sections 1.4.1 and 1.4.2 hereof, respectively.

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.

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.

REALM submitted the Material Revision to Berkeley USD on Monday, March 11. A Public Hearing has been scheduled for this Wednesday, April 10 to consider the Material Revision. Please see attached Material Revision and BUSD agenda.

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.

REALM has been working with CSMC to reduce its debts and liabilities with its creditors. To date, \$97,713.43 has been reduced through negotiations, with a number of conversations continuing to reduce the debt further.

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.

Coversheet

Discuss 2019 Board Retreat

Section: VII. New Business
Item: A. Discuss 2019 Board Retreat
Purpose: Discuss
Submitted by: J.J. Lewis

RECOMMENDATION:
N/A - For Discussion Only

Coversheet

Review and Approval of the Merger Agreement with Millennium Charter High School

Section: VII. New Business
Item: B. Review and Approval of the Merger Agreement with Millennium Charter High School
Purpose: Vote
Submitted by: J.J. Lewis

RECOMMENDATION:

A motion to approve the merger agreement between Compass Charter Schools and Millennium Charter High School.