



Compass Charter Schools

Virtual Board Meeting

Date and Time

Thursday October 3, 2019 at 6:00 PM PDT

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

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

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

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

Agenda

	Purpose	Presenter	Time
I. Opening Items			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
<p>Consent Items – Items under Consent Items will be voted on in one motion unless a member of the Board requests that an item be removed and voted on separately, in which case, the Board Chair will determine when it will be called and considered for action. Due to the set-up of BoardOnTrack, approval of any meeting minutes will be done through consent, unless removed and voted on separately as noted above, using the same vote count.</p> <ul style="list-style-type: none"> • Approval of the September 26, 2019 Meeting Agenda • Approval of the August Board Retreat Minutes • Approval of the Check Registry for August 2019 • Approval of Donations to CCS • Approval of Los Angeles County Office of Education Certification of Signatures • Approval of Resolution 2019-01: CCS of Yolo CalSTRS Membership 			
B. Approval of the August Board Retreat Minutes	Approve Minutes	J.J. Lewis	
III. Communications			6:07 PM
A. Board Member Communication	FYI	John Vargas	10 m
<ul style="list-style-type: none"> • Matthew Brown • 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. Academic Services Report	FYI	Aviva Ebner	5 m
C. Financial Services Report	FYI	Lisa Fishman	5 m

	Purpose	Presenter	Time
D. Information Services Report	FYI	Mae Van Vooren	5 m
V. Presentations			6:37 PM
A. Operations Department Presentation	FYI	Jessica Franco	10 m
B. Scholar Support Services Department Presentation	FYI	Susana Tolchard	10 m
VI. Public Comment			6:57 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 (https://forms.gle/jEmpDNMxeZYjirg89) and submit it to Miguel Aguilar, Executive Assistant to the Superintendent. The Speaker Request Card must contain speaker name, contact number or email, and subject matter and submitted to the Executive Assistant to the Superintendent prior to the start of the meeting. Members of the public may address the Board on any matter within the Board’s jurisdiction and have two (2) minutes each to do so. The total time of each subject will be fifteen (15) minutes, unless additional time is requested by a Board Member and approved by the Board.</p> <p>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.</p>			
VII. Unfinished Business			7:02 PM
A. Review and Approval of the Board Policy Manual	Vote	J.J. Lewis	10 m
VIII. New Business			7:12 PM

	Purpose	Presenter	Time
A. Review and Approval of the 2018-19 Unaudited Actuals <ul style="list-style-type: none"> • Compass Charter Schools of Fresno • Compass Charter Schools of Los Angeles • Compass Charter Schools of San Diego 	Vote	Lisa Fishman	10 m
B. Review and Approval of the California Dashboard Local Indicator Results <ul style="list-style-type: none"> • Compass Charter Schools of Fresno • Compass Charter Schools of Los Angeles • Compass Charter Schools of San Diego 	Vote	J.J. Lewis	10 m
C. Review and Approval of Appointments to the El Dorado Charter SELPA Community Advisory Committee <ul style="list-style-type: none"> • Compass Charter Schools of Los Angeles <ul style="list-style-type: none"> ◦ Pam Towobola • Compass Charter Schools of San Diego <ul style="list-style-type: none"> ◦ Randi Pugh • Compass Charter Schools of Yolo <ul style="list-style-type: none"> ◦ Jenni Beckwith 	Vote	J.J. Lewis	5 m
D. Discussion on SB 126	Discuss	J.J. Lewis	10 m
IX. Closing Items			7:47 PM
A. Upcoming Meetings Board of Directors Thursday, November 21 at 5 pm (if Closed Session is needed); 6 pm for Open Session <ul style="list-style-type: none"> • Approve 2018-19 Annual Audit • Approve First Interim Reports • 2018-19 Year-in-Review Presentations • Online Learning Presentation 	FYI	J.J. Lewis	1 m

	Purpose	Presenter	Time
• Options Learning Presentation			
B. Adjourn Meeting	FYI	John Vargas	1 m

Coversheet

Consent Items

Section: II. Consent Items
Item: A. Consent Items
Purpose: Vote
Submitted by:
Related Material: A Compass - CR - August 19.pdf
C Los Angeles County Office of Education Certification of Signatures.pdf
D CCS of Yolo CalSTRS Membership Resultion 2019-01.pdf
B Donations to CCS.pdf

Compass Charter Schools

Check Register 8/1/2019 through 8/30/2019

Payment Number	Payment Date	Payee Name	Rec Status	Check Amount	Account	Account Description	Invoiced GL Amount
55844	8/1/2019	Charter School Management Corporation	Cleared	\$30,000.00	5873-010-84	Financial Services	\$30,000.00
55845	8/5/2019	Eva Dwyer	Cleared	\$294.30	9501-010	Accrued Salaries	\$294.30
55849	8/6/2019	Kids Institute for Development and Advancement LLC	Cleared	\$390.00	5810-010-65	Educational Consultants	\$390.00
55847	8/6/2019	Beach Kids Therapy Center	Cleared	\$350.00	5810-010-65	Educational Consultants	\$350.00
55846	8/6/2019	World's Greatest Promotional Stuff	Cleared	\$1,969.96	5210-010-84	Training and Development Expense	\$1,969.96
55848	8/6/2019	Friends Of The Temecula Children's Museum	Cleared	\$40.00	5830-010-90	Field Trip Expenses	\$40.00
55851	8/6/2019	Professional Tutors of America Inc.	Cleared	\$450.00	5810-010-65	Educational Consultants	\$450.00
55853	8/6/2019	Tricor Logistics, LLC	Cleared	\$23.73	5900-010-80	Communications (Tele., Internet, Copies,Postage,Messenger)	\$21.00
					5900-010-80	Communications (Tele., Internet, Copies,Postage,Messenger)	\$2.73
55852	8/6/2019	Sparkletts	Cleared	\$42.99	4300-010-84	Materials and Supplies	\$42.99
55850	8/6/2019	McRory Pediatric Services, Inc.	Cleared	\$1,072.50	5810-010-65	Educational Consultants	\$1,072.50
55855	8/8/2019	World's Greatest Promotional Stuff	Cleared	\$4,147.10	5210-010-84	Training and Development Expense	\$249.66
					5210-010-84	Training and Development Expense	\$429.41
					5210-010-84	Training and Development Expense	\$301.13
					4300-010-86	Materials and Supplies	\$891.97
					5210-010-84	Training and Development Expense	\$661.03
					5210-010-84	Training and Development Expense	\$1,613.90
55854	8/8/2019	PBS SOCAL	Cleared	\$5,000.00	5815-010-80	Advertising/Recruiting	\$5,000.00
55856	8/8/2019	Anchor Counseling & Education Solutions, LLC	Cleared	\$14,750.00	5810-010-00	Educational Consultants	\$14,750.00
55857	8/8/2019	Energy Bus for Schools	Cleared	\$6,150.00	5210-010-84	Training and Development Expense	\$3,000.00

					5210-010-84	Training and Development Expense	\$2,400.00
					5300-010-80	Dues and Memberships	\$750.00
55858	8/13/2019	Law Office of Young, Minney & Corr	Cleared	\$7,795.22	5805-010-65	Legal Services	\$1,323.00
					5805-010-80	Legal Services	\$6,472.22
55865	8/15/2019	Christy White Associates	Cleared	\$3,206.25	5806-010-84	Audit Services	\$3,206.25
55862	8/15/2019	Procopio, Cory, Hargreaves & Savitch LLP	Cleared	\$216.00	5805-010-80	Legal Services	\$216.00
55859	8/15/2019	Allstate Building & Office Maintenance, Inc.	Cleared	\$500.00	5500-010-84	Operation and Housekeeping Services	\$500.00
55860	8/15/2019	The Gentle Barn Foundation	Cleared	\$200.00	5830-010-90	Field Trip Expenses	\$200.00
55864	8/15/2019	Temecula Valley Therapy Services	Cleared	\$3,150.00	5810-010-65	Educational Consultants	\$2,175.00
					5810-010-65	Educational Consultants	\$975.00
55861	8/15/2019	The LaunchPad Therapy for Kids	Cleared	\$405.00	5810-010-65	Educational Consultants	\$405.00
55866	8/15/2019	The City of Los Angeles	Cleared	\$100.00	5830-010-90	Field Trip Expenses	\$100.00
55863	8/15/2019	QBI, LLC	Cleared	\$1,650.00	5873-010-84	Financial Services	\$1,650.00
55868	8/15/2019	World's Greatest Promotional Stuff	Cleared	\$1,738.63	5210-020-84	Training and Development Expense	\$60.77
					5210-010-84	Training and Development Expense	\$1,677.86
55867	8/15/2019	Kryterion Inc.	Cleared	\$1,500.00	4410-010-80	Software and Software Licensing	\$1,500.00
55869	8/16/2019	Victor Gomez	Cleared	\$2,024.63	9501-010	Accrued Salaries	\$2,024.63
55873	8/19/2019	Gary Garrigues, Esq.	Cleared	\$2,175.00	5805-010-80	Legal Services	\$2,175.00
55871	8/19/2019	Charter School Development Center	Cleared	\$3,555.00	5200-010-80	Travel and Conferences	\$3,555.00
55870	8/19/2019	Adobe Inc.	Cleared	\$1,300.00	5877-010-94	IT Services	\$1,300.00
55874	8/19/2019	Harvard Business School	Cleared	\$4,788.00	4300-010-80	Materials and Supplies	\$4,788.00
55877	8/19/2019	Strongmind, Inc.	Cleared	\$3,637.07	4410-010-91	Software and Software Licensing	\$3,637.07
55872	8/19/2019	California Oaks Vision Center of Optometry	Cleared	\$789.00	5810-010-65	Educational Consultants	\$250.00
					5810-010-65	Educational Consultants	\$539.00
55876	8/19/2019	Strongmind, Inc.	Cleared	\$2,540.99	4410-010-91	Software and Software Licensing	\$2,540.99
55875	8/19/2019	Infinity Kids	Cleared	\$960.00	5810-010-65	Educational Consultants	\$960.00
55878	8/20/2019	Republic Indemnity Co Of America	Cleared	\$5,933.40	3603-010-84	Worker Compensation Insurance	\$5,933.40

55879	8/20/2019	Strongmind, Inc.	Cleared	\$26,590.36	5815-010-94	Advertising/Recruiting	\$26,590.36
55881	8/22/2019	Bill Dennett	Cleared	\$187.92	5200-010-80	Travel and Conferences	\$187.92
55880	8/22/2019	Matt Brown	Cleared	\$120.64	5200-010-80	Travel and Conferences	\$120.64
55883	8/22/2019	Rodrigo Martin Suarez	Cleared	\$392.08	5200-010-80	Travel and Conferences	\$392.08
55882	8/22/2019	Imagination Station, Inc.	Cleared	\$18,720.00	4410-010-95	Software and Software Licensing	\$18,720.00
55884	8/22/2019	John Vargas	Cleared	\$89.32	5200-010-80	Travel and Conferences	\$89.32
55905	8/26/2019	Water Court, LLC	Cleared	\$8,980.81	5600-010-84	Space Rental/Leases Expense	\$8,980.81
55904	8/26/2019	Water Court, LLC	Cleared	\$26.94	5600-010-84	Space Rental/Leases Expense	\$26.94
55900	8/26/2019	Trinity Cristo Rey Church	Outstanding	\$3,500.00	5600-010-93	Space Rental/Leases Expense	\$3,500.00
55892	8/26/2019	INTERNAL REVENUE SERVICE	Cleared	\$746.57	5890-010-84	Interest Expense/Fees	\$746.57
55885	8/26/2019	Allstate Building & Office Maintenance, Inc.	Cleared	\$375.00	5500-010-84	Operation and Housekeeping Services	\$375.00
55896	8/26/2019	Lisa F. Robotham	Cleared	\$177.28	5200-010-80	Travel and Conferences	\$177.28
55903	8/26/2019	VocabularySpellingCity	Cleared	\$1,020.00	4100-010-92	Approved Textbooks and Core Curricula Materials	\$1,020.00
55894	8/26/2019	McRuffy Press	Outstanding	\$155.20	4100-010-92	Approved Textbooks and Core Curricula Materials	\$155.20
55895	8/26/2019	QUILL CORPORATION	Cleared	\$26.85	4100-010-92	Approved Textbooks and Core Curricula Materials	\$26.85
55897	8/26/2019	Sparkletts	Cleared	\$42.99	4300-010-84	Materials and Supplies	\$42.99
55898	8/26/2019	Teaching Textbooks Inc.	Cleared	\$43.08	4100-010-92	Approved Textbooks and Core Curricula Materials	\$43.08
55899	8/26/2019	Teachers Synergy, LLC	Cleared	\$191.28	4100-010-92	Approved Textbooks and Core Curricula Materials	\$191.28
55901	8/26/2019	Tales2Go Inc.	Cleared	\$3,000.00	4100-010-92	Approved Textbooks and Core Curricula Materials	\$3,000.00
55902	8/26/2019	TheraSens, Inc.	Cleared	\$977.50	5810-010-65	Educational Consultants	\$977.50
55893	8/26/2019	Lakeshore Learning Materials	Cleared	\$184.96	4100-010-92	Approved Textbooks and Core Curricula Materials	\$184.96
55889	8/26/2019	EdTec Inc.	Cleared	\$75.00	5800-010-80	Professional/Consulting Services and Operating Expenditures	\$75.00
55890	8/26/2019	Function Junction	Cleared	\$2,247.50	5810-010-65	Educational Consultants	\$2,247.50
55891	8/26/2019	Global Teletherapy	Cleared	\$3,663.20	5810-010-65	Educational Consultants	\$3,663.20
55886	8/26/2019	Emily Cook	Cleared	\$23.96	4100-010-92	Approved Textbooks and Core Curricula Materials	\$23.96
55888	8/26/2019	Department of	Cleared	\$657.00	5874-010-92	Personnel Services	\$32.00

		Justice			5874-010-92	Personnel Services	\$32.00
					5874-010-92	Personnel Services	\$32.00
					5874-010-84	Personnel Services	\$32.00
					5874-010-65	Personnel Services	\$32.00
					5874-010-84	Personnel Services	\$32.00
					5874-010-92	Personnel Services	\$32.00
					5874-010-92	Personnel Services	\$32.00
					5874-010-65	Personnel Services	\$32.00
					5874-010-92	Personnel Services	\$32.00
					5874-010-92	Personnel Services	\$32.00
					5874-010-92	Personnel Services	\$32.00
					5874-010-92	Personnel Services	\$32.00
					5874-010-92	Personnel Services	\$32.00
					5874-010-94	Personnel Services	\$49.00
					5874-010-91	Personnel Services	\$32.00
					5874-010-92	Personnel Services	\$32.00
					5874-010-92	Personnel Services	\$32.00
					5874-010-92	Personnel Services	\$32.00
					5874-010-92	Personnel Services	\$32.00
					5874-010-91	Personnel Services	\$32.00
55887	8/26/2019	Central Coast Language & Learning Center, Inc	Cleared	\$180.00	5810-010-65	Educational Consultants	\$180.00
55906	8/29/2019	Age Of Learning For Schools, Inc.	Cleared	\$5,000.00	4100-010-92	Approved Textbooks and Core Curricula Materials	\$5,000.00
55907	8/29/2019	Jacqueline Granda	Outstanding	\$51.07	5200-010-65	Travel and Conferences	\$51.07
55909	8/29/2019	Presence Learning, Inc.	Cleared	\$6,002.64	5810-010-65	Educational Consultants	\$6,002.64
55908	8/29/2019	MIDAS Education LLC	Cleared	\$15,000.00	5877-010-80	IT Services	\$15,000.00
Total Check Amount				\$211,293.92	Total GL Amount		\$211,293.92

DISTRICT _____

CERTIFICATION OF SIGNATURES

As clerk/secretary to the governing board of the above named district, I certify that the signatures shown below in Column 1 are the verified signatures of the members of the governing board. I certify that the signatures shown in Column 2 are the verified signatures of the person or persons authorized to sign notices of employment, contracts and orders drawn on the funds of the district. These certifications are made in accordance with the provisions of Education Code Sections:

K-12 Districts: 35143, 42632, and 42633

Community College Districts: 72000, 85232, and 85233

If persons authorized to sign orders as shown in Column 2 are unable to do so, the law requires the signatures of the majority of the governing board.

These approved signatures are valid for the period of: _____ to _____

In accordance with governing board approval dated _____, 20 _____.

Signature _____
Clerk (Secretary) of the Board

Typed Name _____
Clerk (Secretary) of the Board

NOTE: Please TYPE name under signature.

Column 1

Signatures of Members of the Governing Board

SIGNATURE	INITIALS
TYPED NAME	
President of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Clerk/Secretary of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	

Column 2

Signatures of Personnel and/or Members of Governing Board authorized to sign Orders for Salary or Commercial Payments, Notices of Employment, and Contracts:

SIGNATURE	INITIALS
TYPED NAME	
TITLE	
SIGNATURE	INITIALS
TYPED NAME	
TITLE	
SIGNATURE	INITIALS
TYPED NAME	
TITLE	
SIGNATURE	INITIALS
TYPED NAME	
TITLE	
SIGNATURE	INITIALS
TYPED NAME	
TITLE	
SIGNATURE	INITIALS
TYPED NAME	
TITLE	
SIGNATURE	INITIALS
TYPED NAME	
TITLE	

Number of Signatures required:

ORDERS FOR SALARY PAYMENTS	ORDERS FOR COMMERCIAL PAYMENTS
NOTICES OF EMPLOYMENT	CONTRACTS



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

Board Resolution 2019-01
CCS of Yolo CalSTRS Membership

The Board of Directors (“Board”) of Compass Charter Schools (“Compass”), a tax exempt, California nonprofit public benefit corporation operating public charter schools, does hereby adopt the following resolution pursuant to the provisions of the California Constitution:

WHEREAS, the Compass Charter Schools Board of Directors has the authority to implement the provisions of Internal Revenue Code (IRC) section 414(h)(2); and

WHEREAS, the Teachers’ Retirement Board of the California State Teachers’ Retirement System (CalSTRS) adopted its resolution of IRC section 414(h)(2) on May 17, 1985; and

WHEREAS, the Internal Revenue Service has stated on August 27, 1985, that the implementation of the provisions of IRC section 414(h)(2) pursuant to the resolution of the Teachers' Retirement Board would satisfy the legal requirements of IRC section 414(h)(2); and

WHEREAS, Compass Charter Schools Board has determined that even though the implementation of the provisions of IRC section 414(h)(2) is not required by law, the tax benefit offered by IRC section 414(h)(2) should be provided to its employees who are members of CalSTRS.

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

BE IT FURTHER RESOLVED, that the Compass Charter Schools Board of Directors will implement the provisions of IRC section 414(h)(2) by making employee contributions to CalSTRS on behalf of its employees who are members of CalSTRS. “Employees contributions” shall mean those contributions to CalSTRS which are deducted from the salary of employees and are credited to individual employees’ accounts; and

BE IT FURTHER RESOLVED, that the contributions made by Compass Charter Schools to CalSTRS, although designated as employee contributions, are being paid by Compass Charter Schools in lieu of contributions by the employees who are members of CalSTRS; and

BE IT FURTHER RESOLVED, that employees shall not have the option of choosing to receive the contributed amounts directly instead of having them paid by Compass Charter Schools to CalSTRS; and

BE IT FURTHER RESOLVED, that Compass Charter Schools shall pay to CalSTRS the contributions designated as employee contributions from the same source of funds as used in paying salary.

BE IT FURTHER RESOLVED, that the amount of the contributions designated as employee contributions and paid by Compass Charter Schools to CalSTRS on behalf of an employee shall be the entire contribution required of the employee by the Teachers' Retirement Law (California Education Code sections 22000 et seq.); and

BE IT FURTHER RESOLVED, that the contributions designated as employee contributions made by Compass Charter Schools to CalSTRS shall be treated for all purposes, other than taxation, in the same way that member contributions are treated by CalSTRS; and

BE IT FURTHER RESOLVED, that Compass Charter Schools shall make no contributions designated as employee contributions until CalSTRS has developed and implemented procedures for administering the provisions of IRC section 414(h)(2) and until CalSTRS has officially notified Compass Charter School Schools that it will accept contributions pursuant to IRC section 414(h)(2); and

BE IT FURTHER RESOLVED, that this resolution is effective as of August 1, 2019; and

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

* * *

IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution at a regular Board meeting this 26th day of September, 2019.

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



Memorandum

To: Board of Directors
From: J.J. Lewis, Superintendent & CEO
Date: September 26, 2019
RE: **Donations to CCS**

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

The following donations were made to Compass Charter Schools:

- Schools First Federal Credit Union (\$400)
 - To support Professional Development efforts

Coversheet

Approval of the August Board Retreat Minutes

Section: II. Consent Items
Item: B. Approval of the August Board Retreat Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Retreat on August 10, 2019

APPROVED



Compass Charter Schools

Minutes

Board Retreat

Date and Time

Saturday August 10, 2019 at 6:00 PM

Location

67967 Vista Chino Cathedral City, CA 92234

DoubleTree by Hilton Golf Resort Palm Springs: 67967 Vista Chino Cathedral City, CA 92234

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

Directors Present

B. Dennett, J. Vargas, L. Robotham, M. Brown, M. Suarez

Directors Absent

None

Ex Officio Members Present

J. Lewis

Non Voting Members Present

J. Lewis

Guests Present

M. Aguilar

I. Opening Items

A. Call the Meeting to Order

J. Vargas called a meeting of the board of directors of Compass Charter Schools to order on Saturday Aug 10, 2019 at 6:12 PM.

B. Record Attendance and Guests

II. Consent Items

A. Consent Items

L. Robotham made a motion to approve the consent items.

B. Dennett seconded the motion.

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

B. Approval of the June 24, 2019 Regular Meeting Minutes

L. Robotham made a motion to approve minutes from the Virtual Annual Meeting on 06-24-19 Virtual Annual Meeting on 06-24-19.

B. Dennett seconded the motion.

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

III. Communications

A. Board Member Communication

Board members shared updates from the summer. Discussed anticipated outcomes for the Board Retreat.

IV. Recess

A. Recess for the Evening

Mr. Vargas recessed the board at 8:07 pm. The board will reconvene at 8 am on Sunday, August 11.

V. Reconvene

A. Call the Meeting to Order

The board reconvened from recess on Sunday, August 11 at 9:17 am.

VI. Reports

A. Superintendent's Report

Mr. Lewis led the board in a review of the Superintendent's Report.

VII. Public Comment

A. Public Comment

No public comment.

VIII. Organization of the Board of Directors

A. Election of the Chairperson

L. Robotham made a motion to elect John Vargas as chair of the Board of Directors.

M. Suarez seconded the motion.

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

B. Election of the Secretary

L. Robotham made a motion to elect Matthew Brown as secretary of the Board of Directors.

M. Suarez seconded the motion.

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

C. Election of the Treasurer

L. Robotham made a motion to elect Bill Dennett as treasurer of the Board of Directors.

M. Suarez seconded the motion.

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

IX. New Business

A. Election of New Board Members

No action taken. Item to be added to unfinished business at a future meeting.

B. Adoption of the Revised 2019-20 Local Control Accountability Plans (LCAP)

B. Dennett made a motion to adopt the revised 2019-20 Local Control Accountability Plans for Compass Charters Schools of Yolo.

M. Suarez seconded the motion.

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

C. Review and Approval of the 2019-20 Nonpublic, Nonsectarian School/Agency Services Master Contracts

M. Brown made a motion to approve the 2019-20 Nonpublic, Nonsectarian School/Agency Services Master Contracts with AmplioSpeech, Anchor Consulting Solutions, Global Teletherapy Consulting, Oxford Consulting Services, and PresenceLearning.

L. Robotham seconded the motion.

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

D. Review and Approval of the Board Policy Manual

No action taken. Item to be added to unfinished business at a future meeting.

E. Review and Approval of the Contracts for the Online Elementary School Program

B. Dennett made a motion to approve Accelerate Education and Fuel Education as our Online Elementary School curriculum providers for fiscal year 2019-20.

M. Brown seconded the motion.

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

F. Strategic Planning

Board members participated in strategic planning for the upcoming year. Discussed growth, staffing, quality and more. Agreed to new tagline for Compass: The Gold Standard in Virtual Education. Provided direction to staff on next steps and reporting.

X. Closing Items

A. Upcoming Meetings

The next meeting of the Board of Directors will be Thursday, September 26 at 5 pm (if Closed Session is needed); 6 pm for Open Session. Agenda items will include:

- Approve 2018-19 Unaudited Actual Reports
- Approve Resolution on EPA Funds
- Approve Resolution on Special Education Re-Allocation of Funds
- HR Presentation
- Operations 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 3:32 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: D CCS Retreat 2019 Agenda.pdf
A Superintendents Report.pdf
E California K-12 education bills to watch _ EdSource.pdf
B 2019-20 Conference Delegations.pdf
C Additions and Terminations Report - 09-30-19.pdf

RECOMMENDATION:
N/A - For Discussion Only

PD Calendar

Sun Aug 11 – Wed Aug 14, 2019 (Pacific Time - Los Angeles)

	Sun 8/11	Mon 8/12	Tue 8/13	Wed 8/14
	2019 Board Retreat @ DoubleTree by Hilton Golf Resort Palm Springs,			
	All-Staff Retreat @ DoubleTree by Hilton Golf Resort Palm Springs, Palm Springs			
7am		Breakfast 7am - 8am	Breakfast 7am - 8am	Breakfast 7am - 8am
8am		All Staff Welcome Meeting 8am - 8:30am	Department Meetings 8am - 10am	Mandated Reporting Workshop 8am - 8:30am
9am		Benefits Meeting 8:30am - 9:30am		Department Meetings 8:30am - 10:30am
10am		Division Meetings 9:30am - 12pm	Cross-Department Workshops 10am - 1pm	
11am				Division Meetings 10:30am - 11:30am
12pm		Lunch 12pm - 1pm		Retreat Wrap Up Meeting and Townhall 11:30am - 1pm
1pm		Wellness Workshop 1pm - 1:30pm	Lunch 1pm - 2:30pm	
2pm		Department Meetings 1:30pm - 3:30pm		
3pm	Hotel Check-In 3pm - 4pm		Team Bonding Activity 2:30pm - 3pm	
4pm	New Staff Orientation 4pm - 5pm	Committee Meetings 3:30pm - 4:30pm	Department Meetings 3pm - 4pm	
5pm	Hiring Manager Training 4pm - 5pm	Committee Report Out 4:30pm - 5pm	Department Report Out 4pm - 4:30pm	
			Group Photo 4:30pm - 5pm	
6pm - 7pm	All Staff Welcome Party	4:30pm - 5pm Committee Report Out	4:30pm - 5pm Group Photo	
7pm - 8:30pm	All Staff Dinner	6pm - 7pm All Staff Dinner	6pm - 8pm All-Staff Dinner - Off-Site	



Superintendent's Report
October 3, 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:

Academic Services

- Aviva Ebner, Assistant Superintendent & Chief Academic Officer
- Academic Services Division Update Agenda
 - LCAP Updates
 - Special Populations Updates
 - Academic Performance Updates
 - Assessment Updates
 - FY20 Highlights to Date

Financial Services

- Lisa Fishman, Assistant Superintendent & Chief Financial Officer
- Financial Services Division Update Agenda
 - FY20 Budget Update
 - Finance Updates
 - Operations Updates
 - Vendor Relations Updates

Information Services

- Mae Van Vooren, Assistant Superintendent & Chief Information Officer
- Information Services Division Update Agenda
 - Admissions Updates
 - IT Updates
 - Engagement Updates

Human Resources

- Sophia Trivino, Chief of Staff
 - All staff have been asked to become Google Certified Educator Level 1 through the Google for Education Teacher Center. The exam covers all Google products in relation to education, such as Google Classroom, Google Forms, Google Sheets, and more.
 - Another group of staff went through the Leading Edge program to become Leading Edge Blended & Online Certified Teachers over the summer. Congratulations to Kelly Cortese, Terrasa McGuire, Carrie Talcott, Erin

Thomson, and Kristen Winter, who join 14 other Compass staff who completed this program.

- The Leadership Team is participating in the Harvard Business School's online Certificate in School Management and Leadership. There are four courses in the program, and each course is four weeks long. The team took the *Leading Change* course over the summer, and start the *Leading Schools* course this month.
- We have created a partnership with the Riverside County Office of Education's Center for Teacher Innovation, to help teachers with preliminary credentials clear their credential. This is a piece of our LCAP goals for professional development. One Educational Facilitator will be participating to clear her credential; all other instructional staff have clear credentials.
- We have identified seven conferences where we will be sending a delegation to this school year. *See enclosed Conference Delegations list.*
- Organizational changes have transpired since the last meeting. *See enclosed worksheet.*

Executive

- I attended the National Charter Schools Conference in early July. In addition to attending sessions on governance and HR, I was honored to represent Compass at the Charter School Honor Roll Luncheon, where we were recognized for School Leadership by Charter School Capital.
- I attended SuperCUE in mid-July. Walked away with a few ideas and potential vendor relationships for the upcoming 2019-20 year. One vendor is MIDAS. The superintendent of Winters Joint USD, our CCS of Yolo authorizer, was also in attendance and I was able to spend some time with him.
- We successfully hosted our in-person All-Staff Retreat August 11th 14th in Palm Springs. We spent a majority of our time in department and division sessions, focusing on our LCAPs. Our committees also met, spending time on how their work will also support our LCAPs. *See enclosed agenda.*
- My Cabinet and I attended the Annual Action-Agua Dulce Charter Luncheon in late August. AADUSD is our CCS of LA authorizer, and the lunch was an opportunity for all of the charter leaders from the charters they authorize to come together with their staff prior to the start of the new school year.
- We hosted virtual Welcome Back Nights for new and returning scholars and learning coaches at the end of August. These were hour-long programs, meant to set the tone for the upcoming school year, introduce our new systems, and left room for a Q&A with those in attendance. They were recorded and those recordings were shared with all of our scholars, learning coaches, and staff.
- We have partnered with Our Community School, a classroom-based public charter school in LA, to offer Algebra I to their 8th grade scholars. They have four scholars enrolled in our course through an MOU between our two schools.
- Mae Van Vooren, Assistant Superintendent & Chief Information Officer, and I attended the APLUS+ Regional Meeting in mid-September. The conversations

centered around SB126, AB1505 and AB1507. There was also collaboration on the need for more PR and promotion of the great work happening within personalized learning public charter schools.

- As part of our partnership with the California Collaborative for Educational Excellence (CCEE), we will be scheduling Executive Coaching and Leadership Development workshops with staff throughout the year. These sessions are focused on *Operationalizing Alignment to Improve Learner Outcomes* and *Whole Child Personalized Learning Outcomes*.
- There has been a lot of action out of Sacramento this year with legislation affecting all aspects of education, including public charter schools. Of note:
 - AB 1505: revises charter submission criteria, reasons to deny a charter petition, and appeal process. Also revises credentialing requirements for teachers. Places a two-year moratorium on new nonclassroom-based charter schools.
 - AB 1507: revises provisions in Ed Code on the location of learning centers and resource centers.
 - See enclosed article from *EdSource* with highlights on a number of the bills and their current status. Note – all bills must be signed or vetoed by the Governor by October 13th.
- I am honored to continue my service on the El Dorado County Charter SELPA's CEO Executive and Selection Committees, Digital Learning Collaborative, Digital Learning Annual Conference Advisory Committee, and the Editorial Board for *The Charter Schools Resource Journal* out of Central Michigan University. I am equally honored to have been elected to serve on the Association of Personalized Learning Schools & Services (APLUS+) Advisory Committee.

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

California K-12 education bills to watch

BY EDSOURCE STAFF

AUGUST 9, 2019

The article was updated Sept. 13, the final day of the Legislative session, with status of remaining bills.

Starting high school later in the day, giving school districts more latitude to reject charter schools and clamping down on exemptions from vaccinations are among the key — and controversial — bills that legislators took up during the first year of the two-year legislative session that ended Sept. 13. Gov. Gavin Newsom must sign or veto all bills that the Legislature passed by Oct. 13. Bills that an author withdrew at some point in the process are colored in gray and can be brought back next year. Lawmakers can also reintroduce next year bills that the governor vetoed or the Legislature rejected. We will be updating when Newsom signs or vetoes the remaining bills.

Bill categories

[Immunizations](#) • [Later school start](#) • [Setting goal for K-12 funding](#) • [State construction bond](#) • [Ethnic studies](#) • [Teacher maternity leave](#) • [Charter schools](#) • [Suspensions and expulsions](#) • [11th grade SAT/ACT test option](#) • [You'll see them next year](#) • [Teacher credentialing](#)

Active: Inactive:

Immunizations

Tighter vaccination exemptions (SB 276)

Bill author(s): Sen. Richard Pan, D-Sacramento

What it would do: Starting Jan. 1, 2021, [SB 276](#) would authorize a physician or registered nurse employed by the California Department of Public Health to review records of student vaccination exemptions at schools where the immunization rate is below 95 percent, as

well as physicians who have granted more than five medical exemptions per year. Parents will be able to appeal a denial of an exemption to a medical appeals board.

Why it is important: Since 2016, when California eliminated parents' right to opt out of the state's immunization requirement based on a personal belief, exemptions for medical reasons approved by family doctors have increased nearly five-fold. In more than 1,000 schools last year, fewer than 95 percent of kindergartners had their required shots — increasing the chance of outbreaks of communicable diseases. A small number of doctors were issuing the exemptions.

Bill status: Governor Newsom signed both SB 276 and SB 714, which included last-minute amendments, on Sept. 9.

Later school start

Later start of school (SB 328)

Bill author(s): Sen. Anthony Portantino, D-San Fernando Valley

What it would do: SB 328 would mandate that middle schools could not begin the school day before 8 a.m. and high schools, including charter high schools, could not begin earlier than 8:30, starting July 1, 2022.

Why it is important: School districts currently have the authority to set their own operating hours; some already comply with what is proposed. Proponents, including the American Academy of Pediatrics and the state PTA, cite research that a later start would help sleep-deprived teenagers perform better in school. Opponents, including the CTA and California School Boards Association, cite impacts on elementary schools (which might have to start sooner to accommodate later bus schedules for middle and high schools), effects on parents' workdays and after-school activities. Gov. Jerry Brown vetoed a similar bill last year.

Bill status: Assembly passed the bill 44-17 on Sept. 13; it is now on Gov. Newsom's desk. He must sign or veto all bills by Oct. 13.

Setting goal for K-12 funding



Long-term school funding goals (AB 39)

Bill author(s): Assemblyman Al Muratsuchi, D-Torrance

What it would do: [AB 39](#) would set the aspirational goal of raising the level of base funding under the Local Control Funding Formula, which provides the bulk of state funding for education, to the national average, based on a formula that factors in states' costs of living. The bill would require an estimated \$33 billion more in spending, according to a [legislative analysis](#). Without an additional source of funding, the analysis said the target could be reached sometime in the 2030s.

Why it is important: Not since the enactment of Proposition 13 four decades ago has California school spending been among the nation's top 10 states. It is now in the lower quarter when costs of living are factored in. This bill would lock in the funding formula as the primary source of state school funding. It would set target funding without a timeline or a new source of funding to achieve its goal.

Bill status: The author said he pulled the bill in the final week of the session for discussions with Newsom administration in coming months.

State construction bond

School facilities bond (AB 48)



Bill author(s): Assemblyman Patrick O'Donnell, D-Long Beach

What it would do: [AB 48](#) would put a \$13 billion bond for new construction and renovation on the ballot in March 2020. It would put a second bond on the ballot two years later. Details — how to divvy up the money among preschool, K-12 and higher education — will be determined this month.

Why it is important: Funding from the last state facilities bond, passed in 2016, is either committed for other expenditures or already spent, leaving nothing to contribute to local districts' construction efforts. The bill creates the opportunity to rewrite the distribution formula for the second bond to provide a bigger share for low-income, low-wealth districts.

Bill status: New version, negotiated w/ Newsom staff, got more than 2/3 vote on 9/13; it is now on Gov. Newsom's desk. He must sign or veto all bills by Oct. 13.

Ethnic studies

Ethnic studies requirement (AB 331)

Bill author(s): Assemblyman Jose Medina, D-Riverside

What it would do: [AB 331](#) would add a semester-long high school course in ethnic studies as a graduation requirement, starting with the 2024-25 school year. About a dozen districts already have ethnic studies courses; some make it a mandatory.

Why it is important: There is general agreement that ethnic studies courses — examining the identity, struggles and achievements of racial and ethnic groups — can engage students and develop self-reflection and critical thinking. Gov. Jerry Brown vetoed a similar bill last year, saying such a course should be optional. A proposed model curriculum for ethnic studies is under review; the initial draft drew substantial criticism that it is too ideological and slanted. State Board of Education Linda Darling-Hammond agreed it would be substantially revised in early 2020.

Bill status: On Aug. 22, Assemblyman Medina withdrew the bill, promising to bring it back in 2020.

Teacher maternity leave

Maternity leave for teachers (AB 500)

Bill author(s): Assemblywoman Lorena Gonzales, D-San Diego

What it would do: [AB 500](#) would require school districts and community colleges to provide at least six weeks of paid maternity leave for teachers, other academic employees and classified employees. Gov. Brown vetoed a similar bill last year.

Why it is important: Proponents, including employee unions, cite the lack of this paid benefit as another reason why school districts are having trouble recruiting teachers. Opponents, including groups representing school districts and administrators, cite costs estimated to be tens of millions of dollars per year.

Bill status: The bill passed and is now on Gov. Newsom's desk. He must sign or veto all bills by Oct. 13.

Charter schools

Growth controls, staff requirement (AB 1505)

Bill author(s): Assemblyman Patrick O'Donnell, D-Long Beach

Bill author: What it would do: With amendments proposed by aides to Gov. Gavin Newsom, [AB 1505](#) gives school boards the power to reject a charter school application based on duplication and saturation of charter schools. It also would sharply narrow grounds for appealing charter denials to the State Board of Education. It would set clearer criteria for renewing a charter school and it would require that charter schools hire credentialed teachers for all core academic classes.

Why it is important: The bill represented a major effort by O'Donnell and the California Teachers Association, a co-sponsor, to severely limit the growth of charter schools, which serve 1 out of 10 students in the state. O'Donnell said he would continue to try to reinsert tighter restrictions included in the original bill.

Bill status: Status: Legislature gave final approval Sept. 10; the bill is now on Gov. Newsom's desk. He must sign or veto all bills by Oct. 13.

Ban authorizer run-arounds (AB 1507)

Bill author(s): Assemblywoman Christy Smith, D-Santa Clarita

What it would do: [AB 1507](#) would eliminate the ability of a charter school to open up an operation in another district within the same county and for an online charter school to open a satellite operation in another district.

Why it is important: School districts have complained that neighboring districts have approved charter schools that they would have rejected in order to rake in oversight fees, in violation of state law. This would resolve the issue.

Bill status: Passed with amendments in Assembly and Senate; it is now on Gov. Newsom's desk. He must sign or veto all bills by Oct. 13.

Expanded LCAP requirements (AB 967)

Bill author(s): Assemblywoman Christy Smith, D-Santa Clarita

What it would do: Charter schools currently must complete an annual Local Control and Accountability Plan, or LCAP, using the same template and doing the same community outreach as other districts. A charter school must post the LCAP on its website. [AB 967](#) would require a charter's authorizer — either the host district or county office of education — to review and approve the LCAP.

Why it's important: Currently, there is no monitoring of a charter school's LCAP to see if the school complies with state LCAP regulations. This would impose the same transparency requirements on charter schools that districts face. Charter schools argue requiring district review might lead to counterproductive interference. A [legislative analysis](#) cites tens of millions of dollars in new annual expenses statewide for authorizers and charter schools.

Bill status: Senate passed the bill on Sept. 10; it is now on Gov. Newsom's desk. He must sign or veto all bills by Oct. 13.

Suspensions and expulsions

Willful defiance suspensions (SB 419)

Bill author(s): Sen. Nancy Skinner, D-Berkeley

What it would do: [SB 419](#) would impose further restrictions on the broad, vaguely defined category of suspensions, known as willful defiance, for students who disrupt classroom activities or defy school authorities. It would extend the current permanent ban on willful defiance suspensions for grades K-3 to grades 4 and 5 and also to grades 6 through 8 until July 1, 2025. The ban would apply to charter schools as well. Gov. Jerry Brown vetoed a similar bill last year, writing that suspension decisions should be left to teachers and principals.

Why it's important: The bill would continue the state's effort, through legislation and its accountability system, the [California School Dashboard](#), to lower suspension and expulsion rates, which have been disproportionately handed out to African American students, foster children and students with disabilities, and to encourage alternative forms of discipline.

Bill status: Status: Gov. Gavin Newsom signed the bill on Sept. 9.

11th grade SAT/ACT test option

Optional SAT/ACT 11th-grade tests (AB 751)

Bill author(s): Assemblyman Patrick O'Donnell, D-Long Beach

What it would do: [AB 751](#) would give districts the option of giving the SAT or ACT college entrance exams instead of the Smarter Balanced 11th-grade tests in math and English language arts. More than two dozen school districts already are paying to give the exams to all students, in addition to the state-mandated Smarter Balanced tests. The federal government would have to sign off on the use of a multi-test option for an 11th-grade school accountability measure.

Why it's important: Proponents, who include statewide groups representing administrators and school boards, argue that SAT or ACT for all encourages students to focus early on college. They say the free additional test prep programs, such as the PSAT exam starting in 9th grade, mitigate advantages of private tutoring that only wealthy students can afford. In vetoing an identical bill last year, former Gov. Brown said it was premature to switch while the University of California reconsiders whether to require the ACT or SAT for admissions. A year later, there's still no word from UC. Equity groups including Education Trust-West, which favor eliminating the SAT/ACT requirement, also oppose the bill.

Bill status: Assembly passed it 75-0 and on Sept. 13, Senate passed it 38-2; the bill is now on Gov. Newsom's desk. He must sign or veto all bills by Oct. 13.

You'll see them next year

Mental health support (AB 8)

Bill author(s): Assemblyman Kansen Chu, D-San Jose

What it would do: AB 8 would require that by December 2024, all schools and charter schools employ a mental health professional for every 600 students or, for smaller schools, contracts for professional mental health services. Counties would be required to help fund services through Prop. 63, a tax voters passed in 2004.

Why it is important: Supporters say California ranks among the bottom 10 states in providing mental health care in schools at a time that principals and teachers say they are not equipped to handle students' increasing mental health challenges.

Bill status: The author pulled the bill and is expected to bring it back next year.

Targeting Teach for America (AB 221)

Bill author(s): Assemblywoman Cristina Garcia, D-Bell Gardens

What it would do: AB 221 would prohibit districts from placing teachers in low-income schools hired through third-party contractors unless the contract commits teachers to teaching at least five years. The original bill explicitly targeted the nonprofit Teach for America, which recruits recent college grads who commit to teaching only for two years in high-poverty schools, although many TFA teachers serve longer. The bill has been expanded to include other contractors.

Why it is important: Bill proponents say low-income students need experienced teachers, not novices earning their teaching credential while in the classroom full time. Teach for America has supplied thousands of teachers in California over the past two decades, including a high proportion of some charter school organizations' teachers.

Bill status: The author pulled the bill and is expected to bring it back next year.

Teacher credentialing

Teacher credentialing: reading instruction (SB614)

Bill author(s): Senator Susan Rubio, D-Baldwin Park

What would it do: Eliminate the Reading Instruction Competence Assessment required for all elementary and special education teachers and replace it with a basic writing skills test on an exam these teachers are already required to pass – the California Subject Examinations for Teachers: Multiple Subjects Test.

Why it is important: The RICA hasn't been revised since 2009 when it was aligned to the English Language Arts-English Language Development Framework put in place two years earlier to guide instruction in classrooms. When a new English Language Arts framework was adopted in 2014 the test was never revised to reflect the changes. On top of that, although would-be teachers can take the test multiple times, it costs nearly \$200 each time. That may discourage some from entering the profession at a time when the state is experiencing teacher shortages in several subject areas and in schools with many high-needs students.

Bill status: The author pulled the bill and is expected to bring it back next year.

Comments

Comments Policy

We welcome your comments. All comments are moderated for civility, relevance and other considerations.

[Click here for EdSource's Comments Policy.](#)

Carolyn Clark

2 weeks ago

Appreciate your concise summary of pending education laws. I'm using the texts for a report to my local Delta Kappa Gamma organization. Thank you.

Julie

4 weeks ago

Awesome – AB500 is moving steadily forward and it's really exciting to watch as we help teachers be able to afford to have families. Thanks for the update.

el

2 months ago

I am in favor of the idea of kids taking an ethnic studies course, but I think we should be intentional about what course it ends up replacing in the high school schedule. The obvious thing that will happen if we just add a requirement is it will displace social studies electives like economics which is I think not ideal. Here's my vote for swapping it in for a semester of English.

Judy

2 months ago

I am curious if you have heard anything about HR 141, which would allow teachers who paid into Social Security to actually get it as well as their CalSTRS. It is for teachers, like me, who worked in the private sector and paid into SS, who then went into teaching and now pays into CalSTRS. For whatever reason, teachers in California cannot get their SS, even though we paid into it.

John Fensterwald

2 months ago

It's before Congress, introduced by a Congressman from Illinois. Teachers in other states apparently face the same dilemma. According to [this tracking system](#), it hasn't gone anywhere this year.

Jennifer Bestor

2 months ago

Missing from your list is SB 5 -- which takes money from schools. Specifically, it repurposes \$2B of school-allocated property tax to fund "affordable housing and infrastructure" projects. In the mold of SB 1096 (2004), it repurposes property tax first from a county's Educational Revenue Augmentation Fund (meant to backfill the property-tax-poor districts in a county), then from the direct allocations of property tax to those same districts, to fund an unrelated state ... [Read More](#)

Paul Muench

2 months ago

For AB331, do the dates listed mean that the class of 2025 is the first class that needs to meet the requirement? So classes would need to be offered as soon as 2021-2022 school year?

By the way, did you mean self-reflection? I think I saw that in the curriculum glossary 😊

John Fensterwald

2 months ago

Paul, I believe the requirement would apply to the class of 2025. The ethnic studies model curriculum, which is up for discussion by the State Board later this year and is becoming an issue of contention – glossary with its creative spellings included – by law must be ready by the fall of 2020.



Conference Delegations

2019-20

Computer Users in Education (CUE) FallCUE

- October 19-20, 2019
- Sacramento, CA
- Delegation
 - Erica Angelo, Online Middle School Teacher
 - Kim Noller, Online Middle School Teacher
 - Carrie Talcott, Online Middle School Teacher
 - Crystal Villegas, Online Elementary School Teacher

Personalized Learning Network Annual Conference

- October 23-25, 2019
- San Diego, CA
- Delegation
 - Erica Angelo, Online Middle School Teacher
 - Lindsey Chalco-Paz, Scholar Success Coordinator – Options Program
 - J.J. Lewis, Superintendent & CEO
 - Mae Van Vooren, Assistant Superintendent & Chief Information Officer
 - Kasey Wingate, Scholar Success Coordinator – Online Program

California Charter Schools Leadership Update

- December 2-3, 2019
- Anaheim, CA
- Delegation
 - Miguel Aguilar, Executive Assistant to the Superintendent
 - Matthew Brown, Board Secretary
 - Bill Dennett, Board Treasurer
 - Jessica Franco, Director of Operations
 - Laura Harvey, Educational Facilitator
 - Karen Houle, English Learner Support Coordinator
 - Stephanie Lee, Educational Facilitator
 - J.J. Lewis, Superintendent & CEO
 - Martin Suarez, Board Member
 - Mae Van Vooren, Assistant Superintendent & Chief Information Officer

AVID National Conference

- December 12-14, 2019
- Dallas, TX
- Delegation
 - Jason Bee, AVID Coordinator
 - J.J. Lewis, Superintendent & CEO / AVID District Director

Digital Learning Annual Conference

- February 24-26, 2020
- Austin, TX
- Delegation
 - TBD (6)

California Charter Schools Leadership Conference

- March 16-19, 2020
- Long Beach, CA
- Delegation
 - Vanessa Beyer, Admissions Coordinator
 - Nathan Goodly, Special Education Coordinator
 - J.J. Lewis, Superintendent & CEO
 - Sophie Trivino, Chief of Staff
 - Donnell Tyler, Vendor Relations Specialist
 - Mae Van Vooren, Assistant Superintendent & Chief Information Officer

Computer Users in Education (CUE) SpringCUE

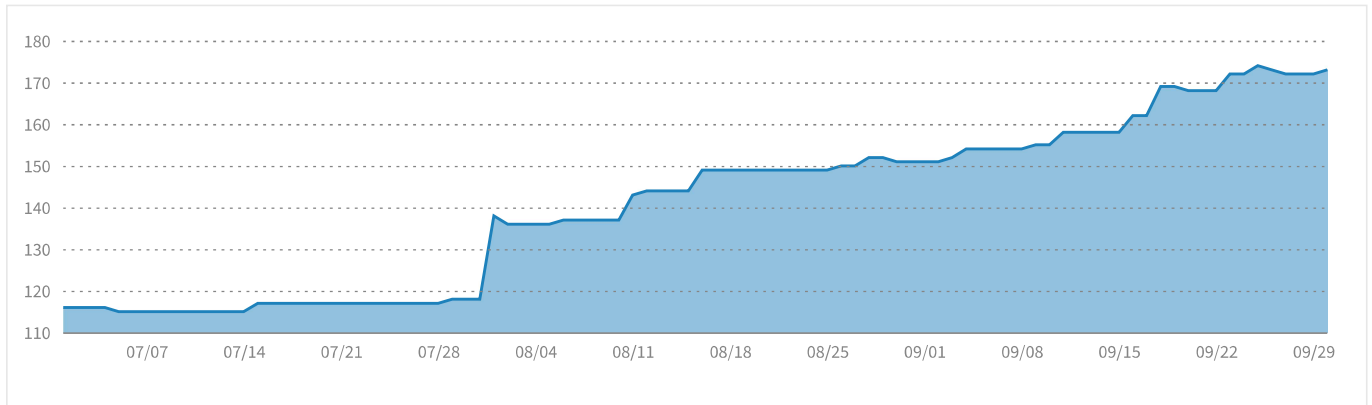
- March 19-21, 2020
- Palm Springs, CA
- Delegation
 - TBD (4-10)

30 September 2019

Additions & Terminations



Employee Head Count



Additions (69)

Name	Employment Status	Department	Division	Location	Job Title	Hire Date
Sousa, Raegan	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	09/30/2019
Valladares, Sandra	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	09/25/2019
Terrell, Abigail	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	09/25/2019
Pride, Robin	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	09/23/2019
McGregor, Cynthia	Full-Time	Personalized Learning	Personalized Learning	Central Office (TO)	Educational Facilitator	09/23/2019
Domino, Alix	Full-Time	Personalized Learning	Personalized Learning	Remote	Educational Facilitator	09/23/2019
Broussard, Tiffany	Full-Time	Personalized Learning	Personalized Learning	Remote	Educational Facilitator	09/23/2019
Roberts, Patricia	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	09/18/2019
Napoli, Jacqueline	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	09/18/2019
Mascarin, Derek	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	09/18/2019
Kiefner, Danielle	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	09/18/2019
Howieson, Grace	Full-Time	Options Program	Personalized Learning	Central Office (TO)	Educational Facilitator	09/18/2019
Flores Castaneda, Ismael Flores	Full-Time	Personalized Learning	Personalized Learning	Remote	Educational Facilitator	09/18/2019
Deker, Priscilla	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	09/18/2019

30 September 2019

Additions & Terminations



Name	Employment Status	Department	Division	Location	Job Title	Hire Date
Mendoza, Abraham	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	09/16/2019
Mattaliano, Marco	Full-Time	IT	Information Services	Remote	Help Desk Technician	09/16/2019
Swanson, Emily	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	09/16/2019
Digiambattista, Kalpana	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	09/16/2019
Johnson, Jessica	Full-Time	Vendor Relations	Finance	Remote	Vendor Relations Specialist	09/16/2019
Mendez, Dana	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	09/11/2019
Pulver, Jill	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	09/11/2019
Winberry Litt, Tara	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	09/11/2019
Harris, Dr. Harris	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	09/09/2019
Badescu, Carrie	Full-Time	Assessments	Scholar Support Services	Remote	Assessment Specialist	09/04/2019
Machgan, Arianne	Full-Time	Records	Finance	Central Office (TO)	Records Specialist	09/04/2019
Hopkins, Siti	Part-Time	Options Program	Personalized Learning	Orange County Learning Center	Paraprofessional	09/03/2019
Somerville, Tiffany	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	08/28/2019
Mayer, Melissa	Full-Time	Online Program	Personalized Learning	Remote	Online Tutor	08/28/2019
Miles, Kim	Full-Time	Special Education	Personalized Learning	Remote	Special Education Instructor	08/26/2019
Morales, Jenna	Full-Time	Options Program	Personalized Learning	Central Office (TO)	Educational Facilitator	08/16/2019
Coppa-Bertram, Jennifer	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	08/16/2019
Harman, Krista	Full-Time	Online Program	Personalized Learning	Remote	Online Tutor	08/16/2019
Sowell, Rosette	Full-Time	Online Program	Personalized Learning	Remote	High School Teacher	08/16/2019
Belcher, Andrea	Full-Time	Exceptional Scholar Services	Personalized Learning	Remote	Program Specialist SPED	08/16/2019
Bender, Kimberly	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	08/16/2019

30 September 2019

Additions & Terminations



Name	Employment Status	Department	Division	Location	Job Title	Hire Date
Kanode, Cathy	Full-Time	Special Education	Personalized Learning	Remote	Special Education Instructor	08/12/2019
Sendejaz, Nicole	Full-Time	Financial Services	Finance	Central Office (TO)	Office Manager	08/11/2019
Prussack, Joseph	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	08/11/2019
Anglemyer, Dawn	Full-Time	Special Education	Personalized Learning	Remote	Special Education Instructor	08/11/2019
Lee, Stephanie	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	08/11/2019
Bateman, Michelle	Full-Time	Counseling	Personalized Learning	Remote	Counselor	08/11/2019
Tolchard, Susana	Full-Time	Scholar Support Services	Personalized Learning	Remote	Director of Scholar Support Services	08/11/2019
Vega, Jennifer	Full-Time	Exceptional Scholar Services	Personalized Learning	Remote	Special Education Instructor	08/06/2019
Dong, Holly	Full-Time	Options Program	Personalized Learning	Central Office (TO)	Educational Facilitator	08/01/2019
Guerrero, Amy	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	08/01/2019
Flint, Sarah	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	08/01/2019
Egan, Theresa	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	08/01/2019
Lovejoy, Jennifer	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	08/01/2019
Barrett, Allison	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	08/01/2019
Houle, Karen	Full-Time	Scholar Support Services	Personalized Learning	Remote	English Language Support Coordinator	08/01/2019
Goodly, Nathan	Full-Time	Exceptional Scholar Services	Personalized Learning	Remote	Special Education Coordinator	08/01/2019
Huerta, Lisa	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	08/01/2019
Ebner, Aviva	Full-Time	Administration	Academic Affairs	Remote	Assistant Superintendent & Chief Academic Officer	08/01/2019
Sullens, Kayla	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	08/01/2019
Hurtado, Alysia	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	08/01/2019

30 September 2019

Additions & Terminations



Name	Employment Status	Department	Division	Location	Job Title	Hire Date
Kasper, Deborah	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	08/01/2019
Pineda, Crystal	Full-Time	Special Education	Personalized Learning	Remote	Special Education Instructor	08/01/2019
Wilkerson, Alejandra	Full-Time	Options Program	Personalized Learning	Central Office (TO)	Educational Facilitator	08/01/2019
Woods, Lindsay	Full-Time	Online Program	Personalized Learning	Remote	Scholar Services Technician	08/01/2019
Escobar, Adriana	Full-Time	Online Program	Personalized Learning	Remote	Scholar Services Technician	08/01/2019
Lee, Sandy	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	08/01/2019
Harvey, Laura	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	08/01/2019
Cloud, Rosalie	Full-Time	Options Program	Personalized Learning	Central Office (TO)	Educational Facilitator	08/01/2019
Tanaka, Jodi	Full-Time	Enrollment	Information Services	Central Office (TO)	Enrollment Specialist	07/29/2019
Severson, Jennifer	Full-Time	Vendor Relations	Finance	Remote	Vendor Relations Specialist	07/15/2019
Beyer, Vanessa	Full-Time	Enrollment	Information Services	Remote	Admissions Coordinator	07/15/2019
Figueroa, Corey	Full-Time	Enrollment	Information Services	Remote	Enrollment Specialist	07/01/2019
Chassman, Milton	Part-Time	Exceptional Scholar Services	Personalized Learning	Remote	SPED Paraprofessional	07/01/2019
DeJesus, Oscar	Full-Time	Information Services	Information Services	Remote	Project Administrator	07/01/2019

Terminations (9)

Name	Employment Status	Department	Division	Location	Job Title	Hire Date	Termination Date
Napoli, Jacqueline	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	09/18/2019	09/27/2019
Swanson, Emily	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	09/16/2019	09/26/2019
Ginn, Alyssa	Full-Time	Online Program	Personalized Learning	Remote	High School Teacher	08/01/2016	09/20/2019
Johnson, Jessica	Full-Time	Vendor Relations	Finance	Remote	Vendor Relations Specialist		09/16/2019
Chassman, Milton	Part-Time	Exceptional Scholar Services	Personalized Learning	Remote	SPED Paraprofessional	07/01/2019	08/30/2019

30 September 2019

Additions & Terminations



Name	Employment Status	Department	Division	Location	Job Title	Hire Date	Termination Date
Gomez, Victor	Full-Time	Online Program	Personalized Learning	Remote	High School Teacher	01/28/2019	08/16/2019
Dwyer, Eva	Full-Time	Exceptional Scholar Services	Personalized Learning	Remote	Special Education Instructor	02/05/2019	08/02/2019
Tanaka, Jodi	Full-Time	Enrollment	Information Services	Central Office (TO)	Enrollment Specialist	07/29/2019	08/02/2019
Gonzalez, GG	Full-Time	Counseling	Personalized Learning	Remote	Counselor	08/01/2016	07/05/2019

Additions & Terminations

Powered by bambooHR™

Coversheet

Academic Services Report

Section: IV. Reports
Item: B. Academic Services Report
Purpose: FYI
Submitted by: J.J. Lewis
Related Material: B 2019-20 Provider List Update 09232019.pdf
A Academic Services Division Report - September 2019.pdf

RECOMMENDATION:
N/A - For Discussion Only

Compass Charter Schools
Special Education Department
2019-20 Providers – September 2019 Update

Partner	Service	Scholar Commitment	Scholar Count
AmplioSpeech	Speech Language Therapy	35	10
Anchor Counseling Services	Behavior Intervention Services		
	Counseling & Guidance	N/A	
	Individual Counseling		
	Intensive Individual Services		
	Occupational Therapy		
	Parent Counseling		1
	Psychological Services		6 ERMHS
	Social Work Services		
Global Teletherapy Consulting	Behavior Mental Health	35	20
	Occupational Therapy	25	16
	Speech Language Therapy	42	23
Oxford Consulting Services (in partnership with Electronic Therapy)	Behavior Mental Health	N/A	3
	Occupational Therapy	N/A	5
	Speech Language Therapy	N/A	5

PresenceLearning	Behavior Mental Health	12	17
	Occupational Therapy	15	12
	Speech Language Therapy	40	28
KIDA	Occupational Therapy	N/A	3
McRory Pediatrics	Occupational Therapy	N/A	3
Launch Pad	Occupational Therapy	N/A	2
Function Junction	Physical Therapy	N/A	2
Infinity Kids	Speech	N/A	1
Jessica McDowell-MOU Marin County Office of Education	Vision and Mobility Services	N/A	1

Dr. Braun Auditory Process	Audio logical Services	N/A	2
Professional Tutors of America	Assistive Technology	N/A	2
California Vision Dr. Elton	Vision Services	N/A	2
Temecula Valley Therapies	Speech Language Therapy	N/A	1
	Physical Therapy	N/A	1
	Physical Therapy	N/A	1



COMPASS
CHARTER SCHOOLS



Academic Services Division September 2019 Update

(855) 937- 4227

CompassCharters.org

COMPASS
CHARTER SCHOOLS



Our Mission and Vision

MISSION STATEMENT

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

VISION STATEMENT

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



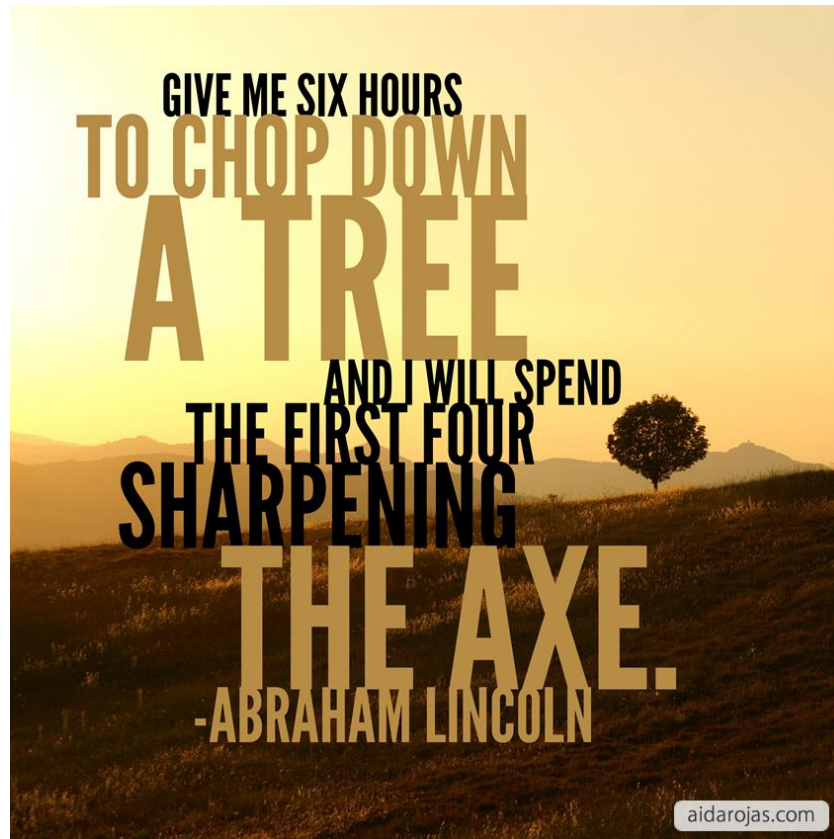


Agenda

- Big Picture/LCAP
- English Language Learners (ELL)
- IEP/504
- California Healthy Youth Act (CHYA)
- Academic Performance/Graduation Rates/Admission Rates
- Assessments
- Highlights/Summary



Background Information





Big Picture – current active enrollment

- Online Scholar Enrollment: 519 (377 returning, 142 new)
 - Options Scholar Enrollment: 1,642 (763 returning, 878 new)
 - English Language Learners (ELL) numbers – 217
 - Special Education (IEP) numbers – 246
- All numbers as of 9/17/2019



LCAP Goals

- Increase Academic Achievement
 - Increase Scholar Retention, Engagement, and Involvement
 - Increase Academic Achievement and Engagement for Special Populations
 - Increase College and Career Readiness
-
- Where are we now?

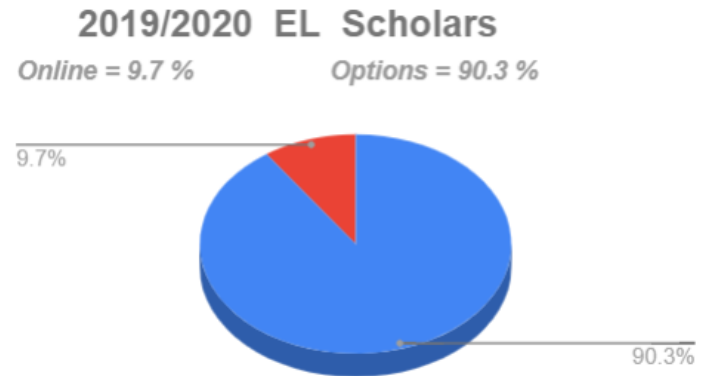
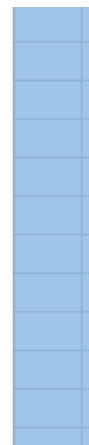
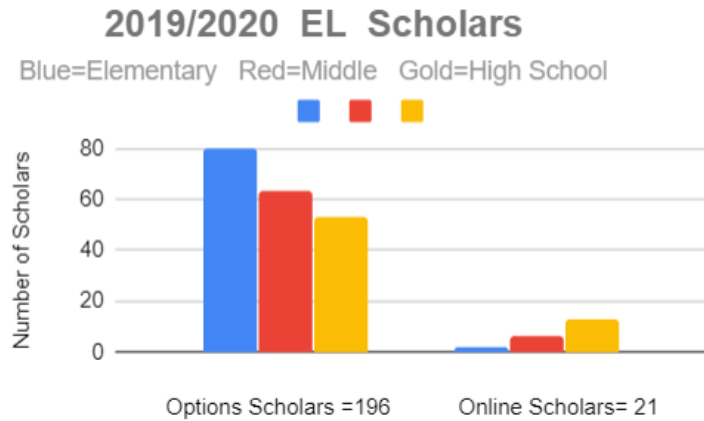


Who Are Our Scholars? ELL

	2018-2019			TOTALS	2019-2020			TOTALS
	TK-5	6-8	9-12		TK-5	6-8	9-12	
EL Scholars				241				217
Options	109	46	53	208	80	63	53	196
Online	9	7	18	33	2	6	13	21
Reclassified	6	4	4	14	NA	NA	NA	NA



Who Are Our Scholars? ELL





ELL Reclassification rates

- These are lower than expected reclassification rates – we need to increase supports for ELLs and improve our reclassification rate to Fluent English Proficient

RFEP 2018-2019					
2018-19 ELPAC Summative	Possible Scholars	Scholars Assessed	% Tested	RFEP	RFEP %
Fresno*	5	2	40.00%	*	*
LAK12	58	52	89.66%	7	13.46%
SDK12	163	139	85.28%	7	5.04%



Who Are Our Scholars? IEP

Total IEPs 9/16/19	219
(total last year	127)
Options:	
Compass SD	100
Compass LA	36
Compass Yolo	21
OPTIONS TOTAL	157
Online:	
Compass SD	20
Compass LA	39
Compass Yolo	3
ONLINE TOTAL	62



What Are Our Scholars' Needs?

Related services: 2019-20	
Speech	70
Occupational Therapy	40
Counseling	52
Parent Counseling	7
Behavior Therapy	5
Physical Therapy	6
Adaptive PE (APE)	6
Vision Services	5
Audiological Services	4



Who Are Our Scholars? 504s

504 Count (total number enrolled/served):	
2018-2019	33
2019-2020	40
504 TOTAL	73



Who Is Serving Our Special Needs Scholars?

Case Managers:	
2018-2019	5
2019-2020	10
New positions 2019-2020	
Special Education Coordinator	
Program Specialist	



How are these Scholars Performing

Honor Roll Scholars with IEP:	
Online HS Fall 2018	1
Online Spring 2019	1
Online K-5 Fall 2018	1
Online K-5 Spring 2019	7
Honor Roll Scholar's having a 504:	
Online HS Fall 2018	3
Online Spring 2019	1
Online MS Fall 2018	3
Online MS Spring 2019	3



CHYA (California Healthy Youth Act) – Sexual Health and HIV Instruction

- Online Health 7: 4 Opt Outs, 41 Participating
- Options Health 7: 47 Opt Outs, 147 Participating
- Online HS Health 9: 0 Opt Outs, 47 Participating
- Options HS Health 9: 17 Opt Outs, 73 Participating



Scholar Academic Performance

- Online: Grades (K-5) Fall 2018 66.2% successfully completed/passed courses
- Online: Grades (K-5) Spring 2019 74% successfully completed/passed courses

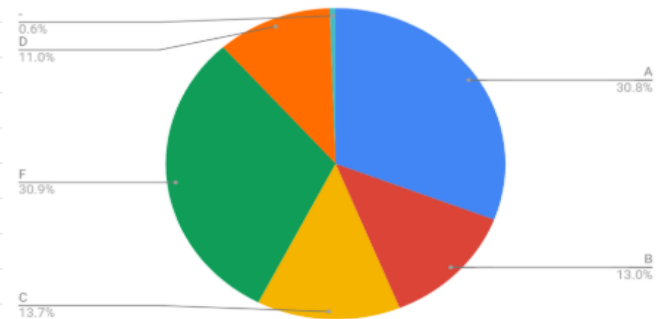


Scholar Academic Performance

- Online: Grades (6-8)
Fall 2018 and Spring
2019

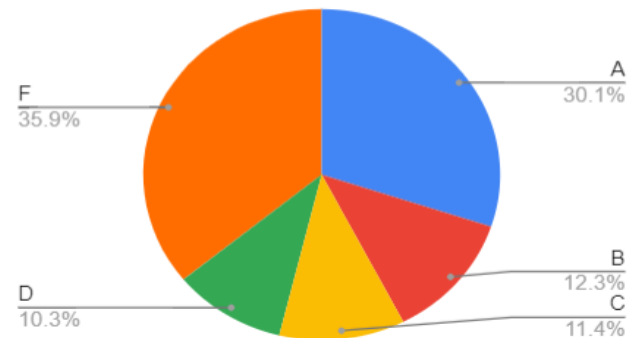
Fall 2018 Online 6-8 Final Grades

Passing Rates for all 6-8th



Spring 2019 Online 6-8 Final Grades

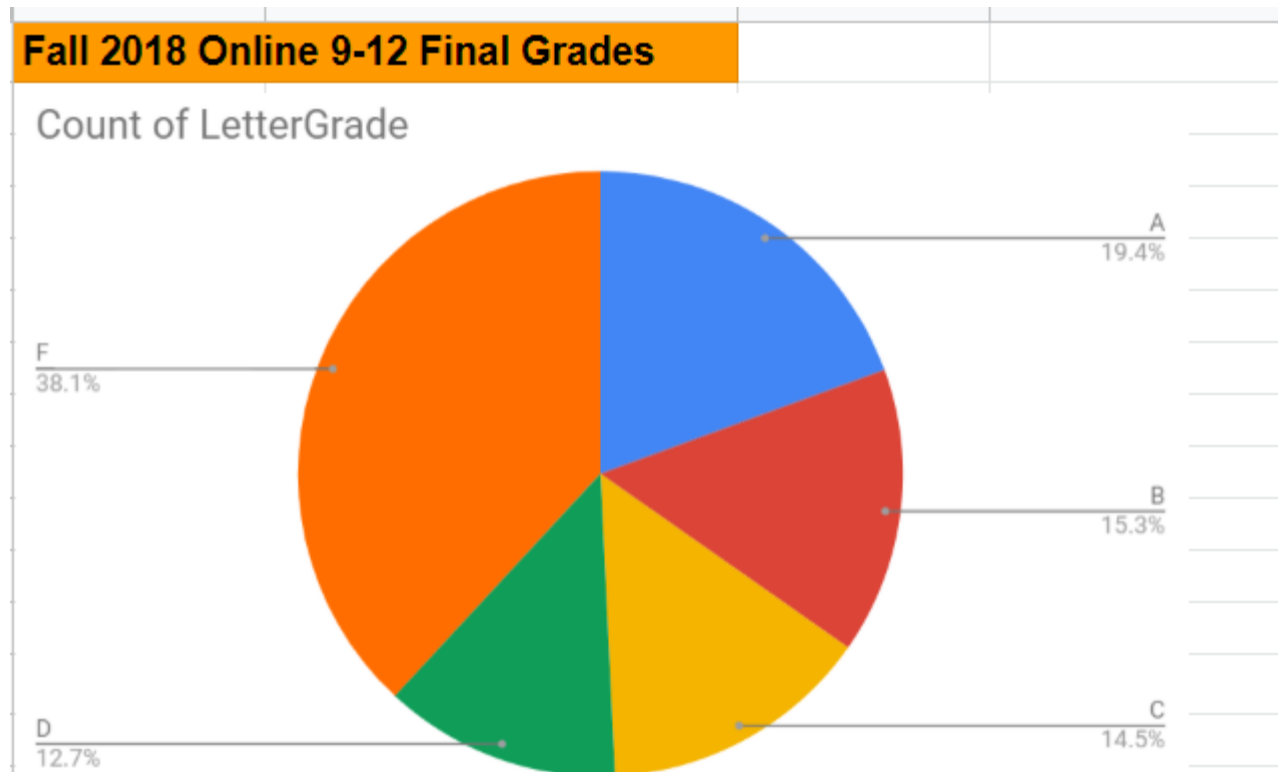
Count of Grade





Scholar Academic Performance

➤ Online: Grades (9-12) Fall 2018

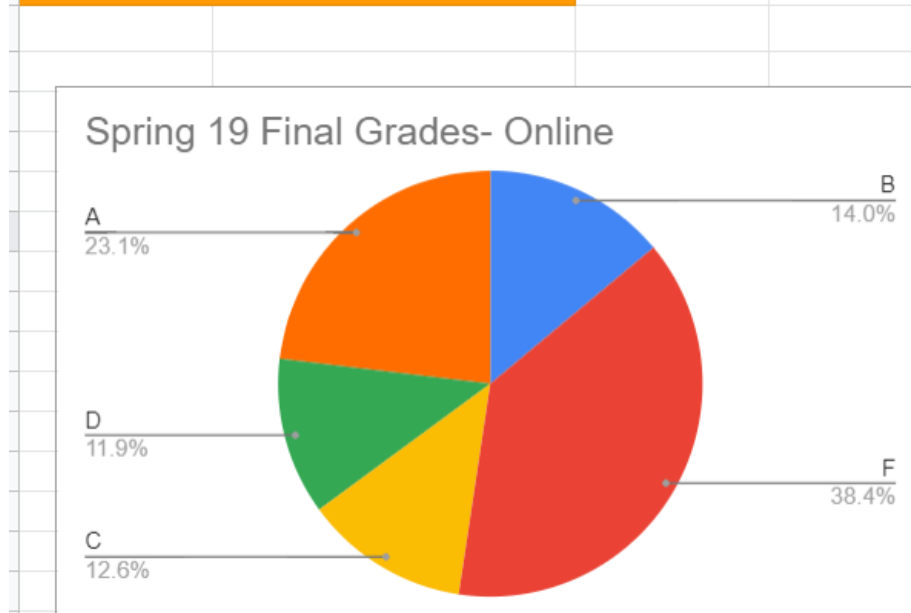




Scholar Academic Performance

➤ Online: Grades (9-12) Spring 2018

Spring 2019 Online 9-12 Final Grades





Scholar Academic Performance

- Options: Grades (TK-5) Fall 2018
 - 81.5% successfully completed/passed courses
- Options: Grades (TK-5) Spring 2019
 - 83% successfully completed/passed courses
- Options: Grades (6-8) Fall 2018
 - 95.1% passing with greater than a D
- Options: Grades (6-8) Spring 2019
 - 96.7% passing with greater than a D



Scholar Academic Performance

- Options: Grades (9-12) Fall 2018
 - 90% passing with greater than a D
- Options: Grades (9-12) Spring 2019
 - 91.6% passing with greater than a D



Scholars – graduation & after CCS

- More students are completing A-G requirements.

2017/18 AG Completion Rate	
CCS Los Angeles	7%
CCS San Diego	10%

2018/19 A-G Completion Rate		Increase/Decrease from Prior Year
CCS Los Angeles	16%	9%
CCS San Diego	12%	2%



Scholar Graduation Rates

- Graduation rates have steadily increased each year, but plateaued this past year

School Year	Grad Rates	Increase/Decrease from Prior School Year
2014/2015	5%	N/A
2015/2016	22%	17%
2016/2017	42%	20%
2017/2018	72%	30%
2018/2019	72%	0%



Scholar College Admission Rates

2017/2018 Post HS/College Data	
CCS Los Angeles - 4 year University	11%
CCS Los Angeles - 2 year Community College	57%
CCS Los Angeles - other	32%
CCS San Diego - 4 year University	12%
CCS San Diego - 2 year CC	47%
CCS San Diego - other	41%

2018/2019 Post HS/College Data	
CCS Los Angeles - 4 year University	14%
CCS Los Angeles - 2 year Community College	61%
CCS Los Angeles - other	25%
CCS San Diego - 4 year University	14%
CCS San Diego - 2 year CC	48%
CCS San Diego - other	38%

Increase in admission rates to 4 year universities and 2-year community college



Scholar Graduation Rates, cont.

2018/19 Summary		Since 2017/2018
School Name	Graduation Rate	Increase/Decrease
CCS Los Angeles	74%	4%
CCS San Diego	*69%	-5%
CCS TOTAL	72%	0%
*2 junior grads		

2017/18 Summary		Since 2016/2017
School Name	Graduation Rate	Increase/Decrease
CCS Los Angeles	70%	31%
CCS San Diego	74%	24%
CCS TOTAL	72%	30%



Edgenuity – Math pre-test

as of Sep 15	Grade level data															
	All	%	6	7	8	9	10	11	12							
Total Scholars	1061		165	202	205	114	129	123	123							
Accessed Math	605	57.02 %	94	56.9 %	122	60.40 %	134	65.37 %	67	58.7 %	72	55.81 %	63	51.22 %	53	43.0 %
Completed Math	597	56.27 %	93	56.3 %	121	59.90 %	133	64.88 %	66	57.8 %	70	54.26 %	62	50.41 %	52	42.2 %
At or Above grade level (% of total scholars)	159	14.99 %	61	36.9 %	51	25.25 %	33	16.10 %	11	9.65 %	2	1.55 %	0	0.00 %	1	0.81 %
At or Above Grade level (% of completed scholars)		26.63 %		65.5 %		42.15 %		24.81 %		16.6 %		2.86 %		0.00 %		1.92 %





Edgenuity – Reading pre-test

Accessed Reading	60 0	56.5 5%	87	52.7 3%	12 0	59.4 1%	13 0	63.4 1%	68	59.6 5%	70	54.2 6%	66	53.6 6%	59	47.9 7%
Completed Reading	57 6	54.2 9%	83	50.3 0%	11 5	56.9 3%	12 4	60.4 9%	65	57.0 2%	69	53.4 9%	63	51.2 2%	57	46.3 4%
At or Above grade level (% of total scholars)	18 0	16.9 7%	52	31.5 2%	49	24.2 6%	38	18.5 4%	15	13.1 6%	20	15.5 0%	2	1.63 %	4	3.25 %
At or Above Grade level (% of completed scholars)		31.2 5%		62.6 5%		42.6 1%		30.6 5%		23.0 8%		28.9 9%		3.17 %		7.02 %



Istation

Classroom	Reading			Math		
	Students Enrolled	Number of Students Assessed	Percent of Students Assessed	Students Enrolled	Number of Students Assessed	Percent of Students Assessed
All Classrooms	1182	609	51%	1182	611	51%

Total Reading 609	Tier 3 68	Tier 2 87	Tier 1 454	Total Math 611	Tier 3 60	Tier 2 62	Tier 1 487
-----------------------------	------------------	------------------	-------------------	--------------------------	------------------	------------------	-------------------



Tiers (source rtinetwork.org)

Tier 1

All students in Tier 1 receive high-quality, scientifically based instruction, differentiated to meet their needs, and are screened on a periodic basis to identify struggling learners who need additional support.

Tier 2

In Tier 2, students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress

Tier 3

At this level, students receive individualized, intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems.



Highlights

- **Counseling:** August and September were spent ensuring scholars were in their correct courses. Launching in October, counselors will host weekly learn labs to deliver counseling core curriculum based on scholar success standards in the areas of academic, personal, social development, and college career readiness. They will conduct senior meetings to support scholars with post-secondary planning.
- **Online:** We have added 2 new positions to our online program: Scholar Services Technician and online tutor, with a goal of supporting our teachers (to support our scholars) and providing more opportunities for intervention and direct support to our online scholars.



Highlights

- Options: We were initially challenged by the tremendous growth in the Options Program, but we now have Regional Coordinators and are continuing to onboard many new qualified Educational Facilitators to support the growth.
- Scholar Support Services: Our newly created department has been busy connecting with academic departments, directors, and coordinators to develop a comprehensive collaborative effort this year in addressing all of our scholars' needs.
- Special Education: Our program has grown to over 200 scholars with IEP's and, with this growth, we have 10 Case Managers, a Special Education Coordinator, and a Program Specialist, all of whom are supporting scholars daily.



Questions?



Contact:

Dr. Aviva Ebner | Assistant Superintendent & Chief Academic Officer

805-358-4381

aebner@compasscharters.org

[@aviva_ebner](#)



Coversheet

Financial Services Report

Section: IV. Reports
Item: C. Financial Services Report
Purpose: FYI
Submitted by: J.J. Lewis
Related Material: A FY19 Budget Update Presentation - September 2019.pdf
C BOD Financial Services Division Report.pdf
D Chase Investment Account 08.31.19.pdf
B Charter Vision Board Report.pdf

RECOMMENDATION:
N/A - For Discussion Only



COMPASS
CHARTER SCHOOLS



2019-20 Budget Update

September 2019

(855) 937- 4227

CompassCharters.org

COMPASS
CHARTER SCHOOLS



Our Mission and Vision

MISSION STATEMENT

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

VISION STATEMENT

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

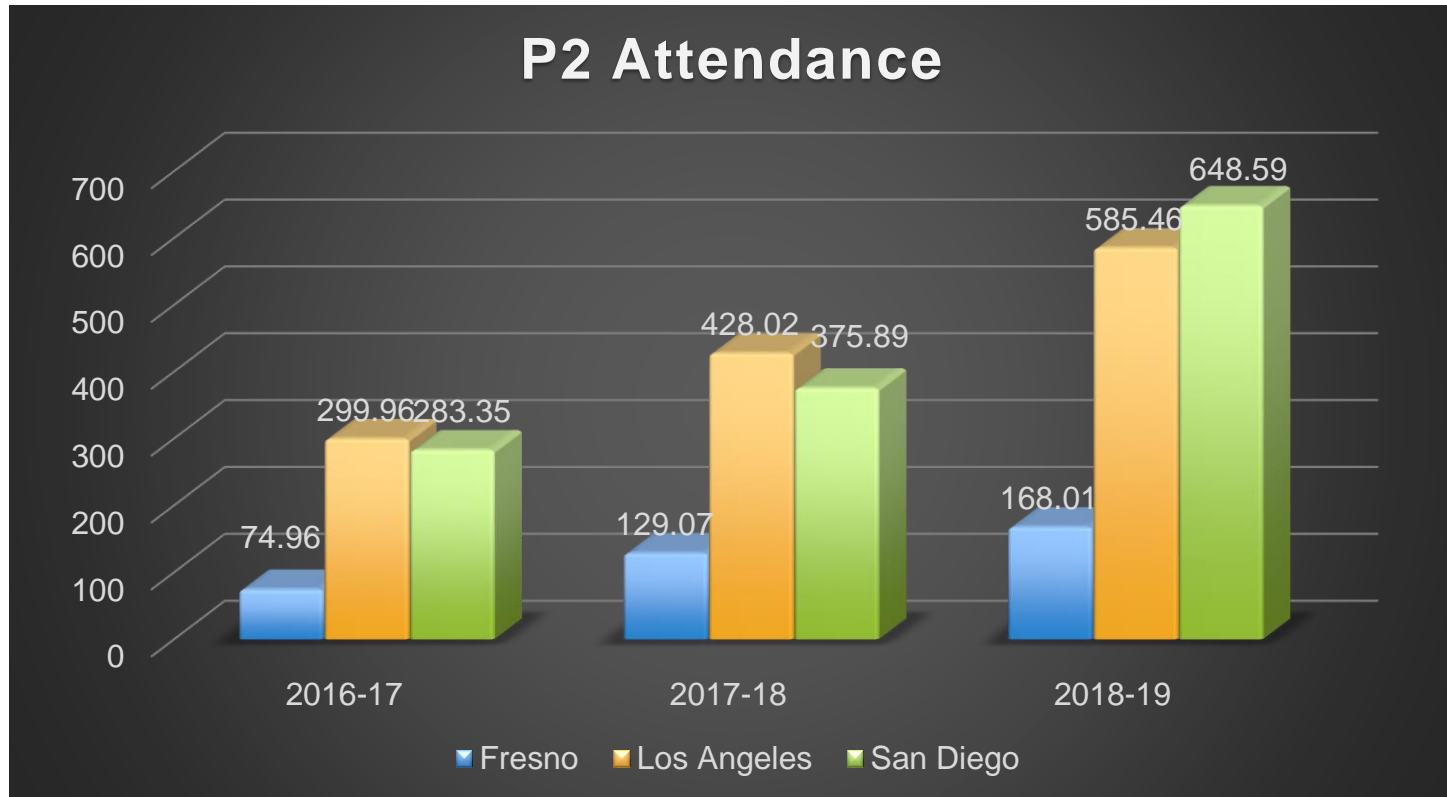


Agenda

- 2018-19 Review
- Enrollment Update
- Fiscal Impacts
- 2019-20 Update
- Q & A



P2 Attendance Comparison





Revenue

FY18 -19 Actuals

Fresno	Los Angeles	San Diego	Home Office	Total
\$1,941,772	\$6,546,847	\$6,925,018	\$631,635	\$16,045,273

FY18 -19 Projected

Fresno	Los Angeles	San Diego	Home Office	Total
\$1,753,057	\$5,822,937	\$5,810,999	\$49,750	\$13,436,743



Expenses

FY19 Actuals

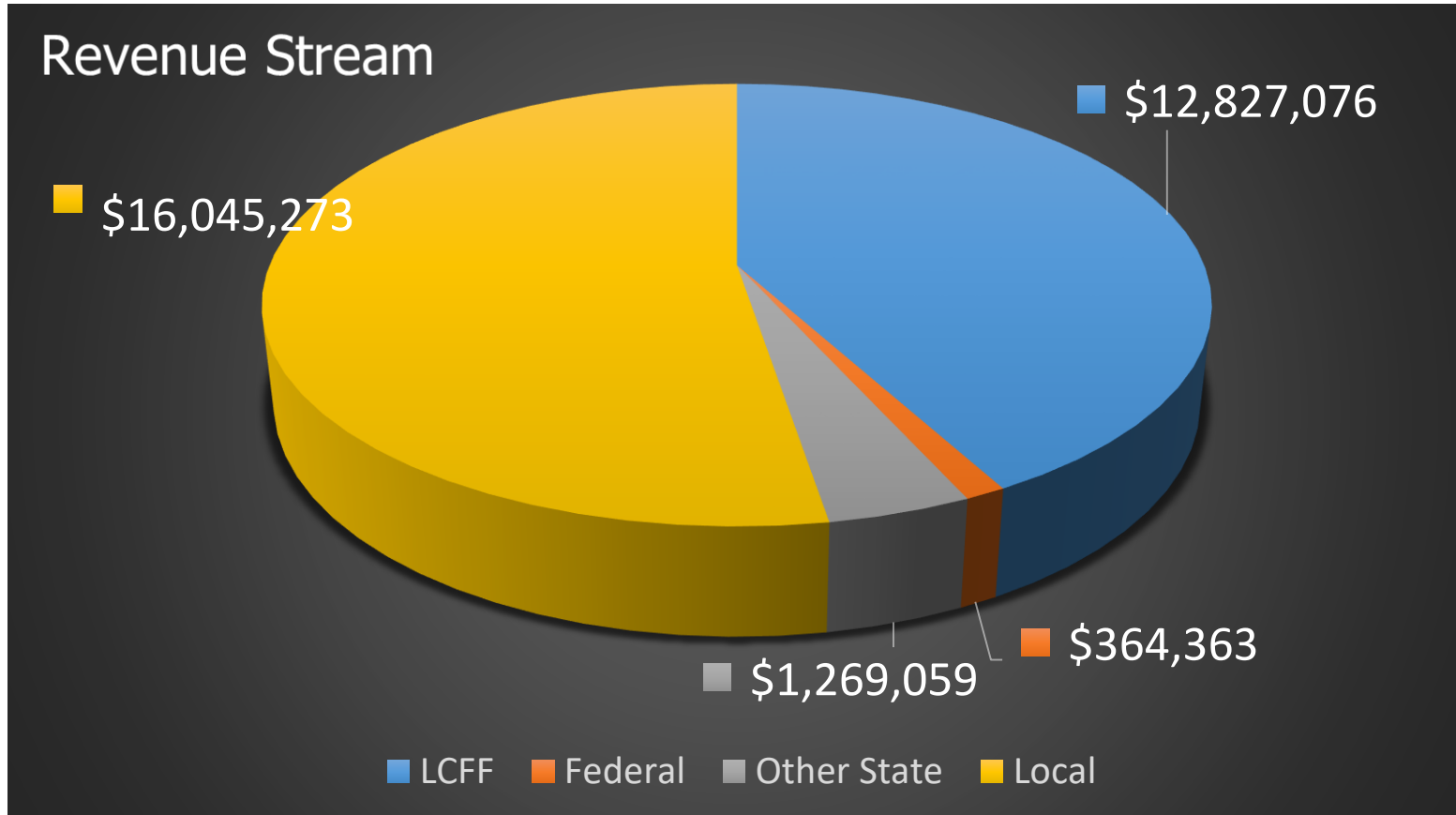
Fresno	Los Angeles	San Diego	Home Office	Total
\$1,943,770	\$6,558,638	\$6,861,360	\$71,214	\$15,434,981

FY19 Projected

Fresno	Los Angeles	San Diego	Home Office	Total
\$1,658,115	\$5,571,949	\$6,558,638	\$49,750	\$12,830,446

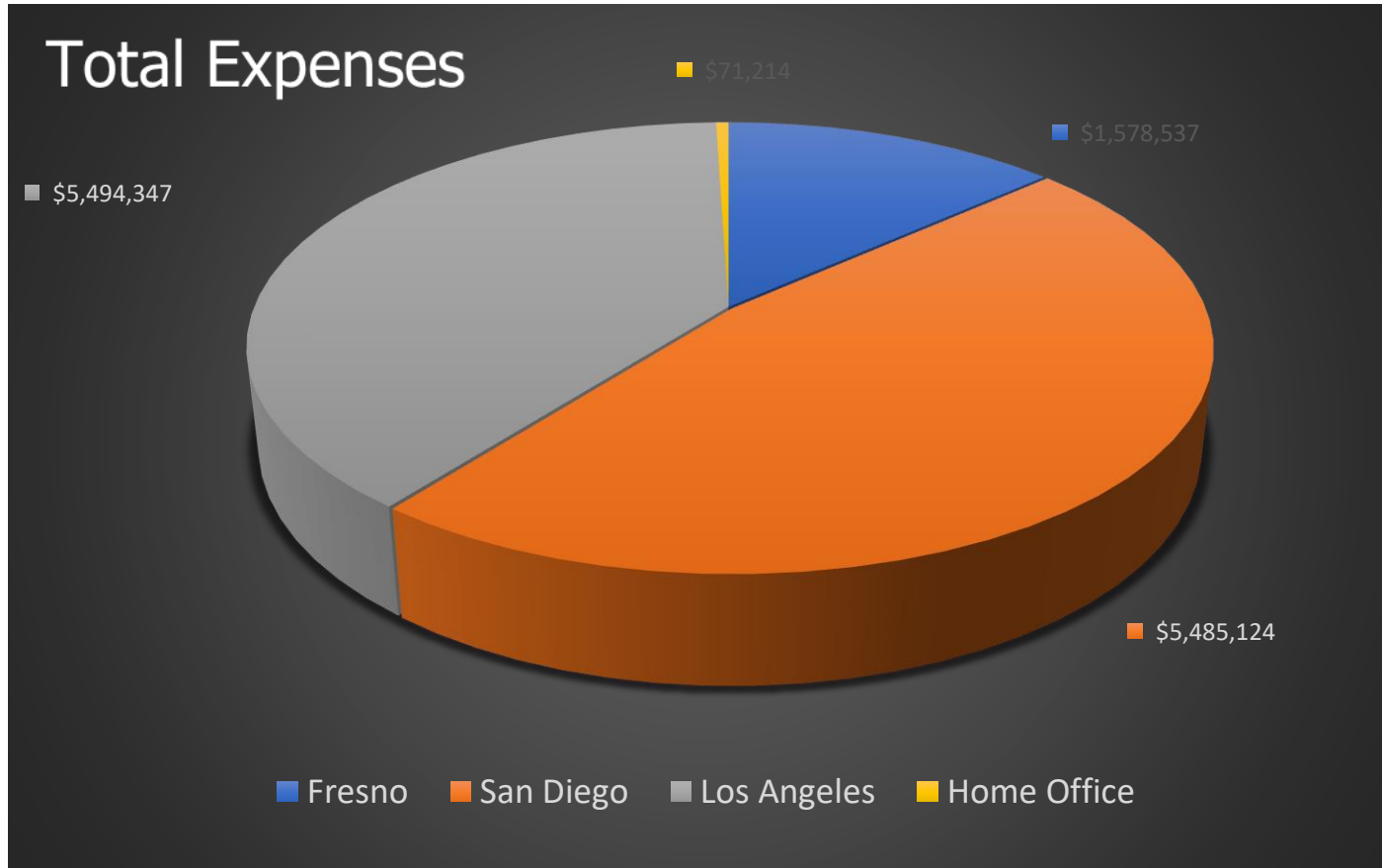


FY18-19 Actuals





FY18-19 Actuals

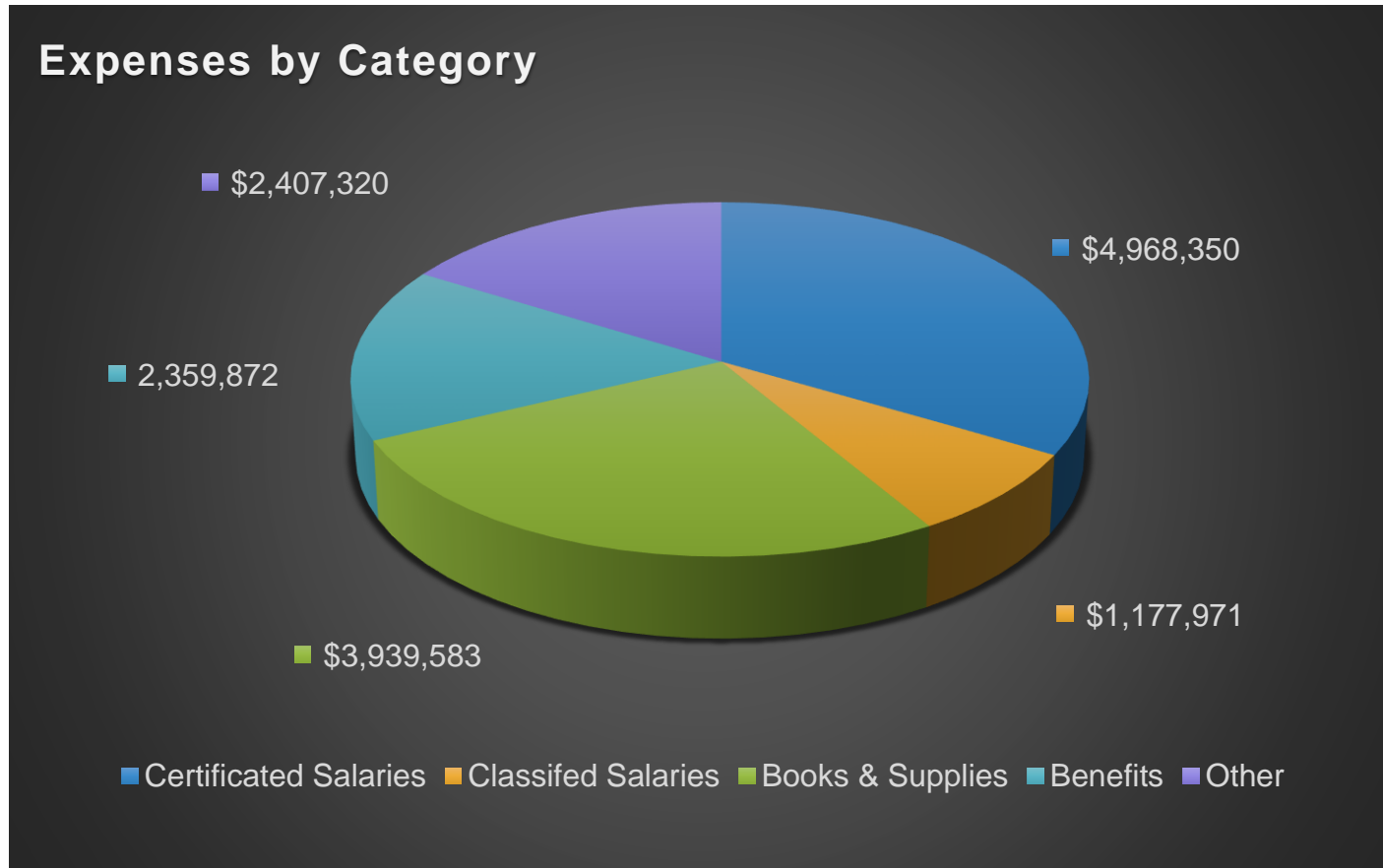


Fresno San Diego Los Angeles Home Office





FY18-19 Actuals





Enrollment Update

FY 19-20 Enrollment Forecast

Los Angeles	San Diego	Yolo	Total
702	829	500	2,031

Enrollment as of September 3

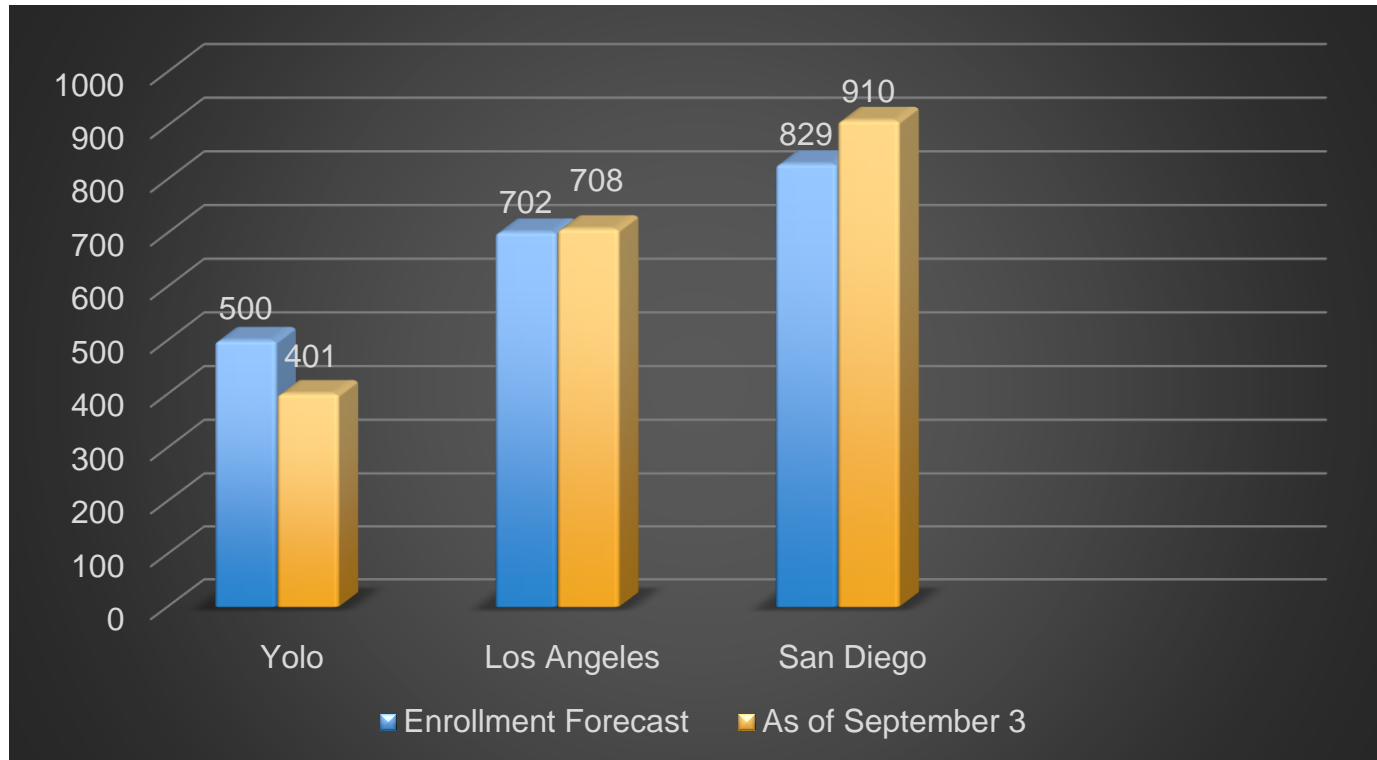
Los Angeles	San Diego	Yolo	Total
708	910	401	2,019

Enrollment as of September 23

Los Angeles	San Diego	Yolo	Total
826	1,205	590	2,621



Enrollment Update





Fiscal Impacts

Grade Span	LCFF Base Grant
TK-3	\$7,702
4-6	\$7,818
7-8	\$8,050
9-12	\$9,572

Grade Span	Grade Span Adjustment
TK-3	\$801
9-12	\$243



FY19-20 Revenue Projections

Los Angeles	San Diego	YOLO	Home Office	Total
\$8,506,186	\$11,798,389	\$6,226,721	\$0	\$26,541,297

FY19-20 Expense Projections

Los Angeles	San Diego	YOLO	Home Office	Total
\$8,237,495	\$11,310,550	\$5,868,805	\$0	\$25,416,850

Based on enrollment of 2,599 scholars



19-20 Principal Apportionment Payment Schedule

School	Advance Principal Apportionment	July Payment	August Payment	September Payment	October Payment	November Payment	December Payment	January Payment	Total Advance Payments
Compass Charter Schools of Los Angeles	NA	\$ 266,774	\$ 266,774	\$ 480,192	\$ 480,192	\$ 480,192	\$ 480,192	\$ 480,192	\$ 2,934,508
Compass Charter Schools of San Diego	NA	\$ 174,520	\$ 174,520	\$ 314,136	\$ 314,136	\$ 314,136	\$ 314,136	\$ 314,136	\$ 1,919,720
Compass Charter School of Yolo	\$ 1,426,494*	\$ 404,811	\$ 404,811	\$ 404,811	\$ 404,811	\$ 404,811	\$ 404,811	\$ 404,811	\$ 3,855,389
Total	\$ 1,426,494	\$ 846,105	\$ 846,105	\$ 1,199,139	\$ 1,199,139	\$ 1,199,139	\$ 1,199,139	\$ 1,199,139	\$ 8,709,617

*Pupil Estimates for New or Significantly Expanding Charters (PENSEC)



Questions?



Contact:

Lisa Fishman | Assistant Superintendent & Chief Financial Officer

(818) 732-4692

lfishman@compasscharters.org

[@CCSCFO](#)





Chief Financial Officer's Report
October 3, 2019

This report is meant to provide several updates for the Board of Directors from the Financial Services Division:

- Finance:
 - CCS has changed providers for Worker's Compensation insurance from Charter Safe to Republic Indemnity. This change has resulted in an annual savings of \$20,000.00 with no change in the coverage. The rate reduction is a direct result of leaving the Worker's Comp JPA where the X-Mod rating CCS received was 1.06 (pool rating) compared to Republic Indemnity, which is not part of the JPA, which allows CCS to receive the X-Mod rating of 0.86 based on the CCS run/loss only.
 - Investment ladder has matured with JP Morgan Chase. We have rolled these funds over per policy. *See enclosed portfolio report.*
- Operations:
 - Cal Grant Submission for 111 Scholars was completed on September 23, 2019. This is an increase of 27.9% from last year when 81 scholar Cal Grant submissions were made. Cal Grant is a financial aid program administrated by the California Student Aid Commission, providing aid to California undergraduates, vocational training students, and those in teacher certification programs.
- Vendor Relations
 - We currently have 964 Vendors for the Options scholars to work with and another 21 in process and 50 in pre-application status.

Respectfully,

A handwritten signature in black ink, appearing to read "Lisa Fishman".

Lisa Fishman
Assistant Superintendent &
Chief Financial Officer



Statement Period
August 01 - August 30, 2019

Account Number
520-15886

Investment Statement

16597 JPS 001 001 24319 - 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	1,200,155.60	1,202,504.96
ACCOUNT VALUE	\$1,200,155.60	\$1,202,504.96

See page 3 for footnotes and more detail.

Questions?

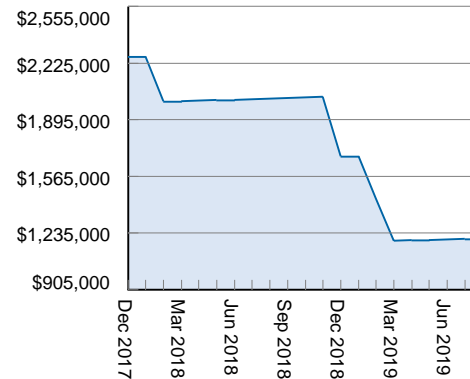
For Full Service Accounts, Call Financial Advisor Team

(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 12

Account Value with Accruals
 (December 2017 to August 2019)



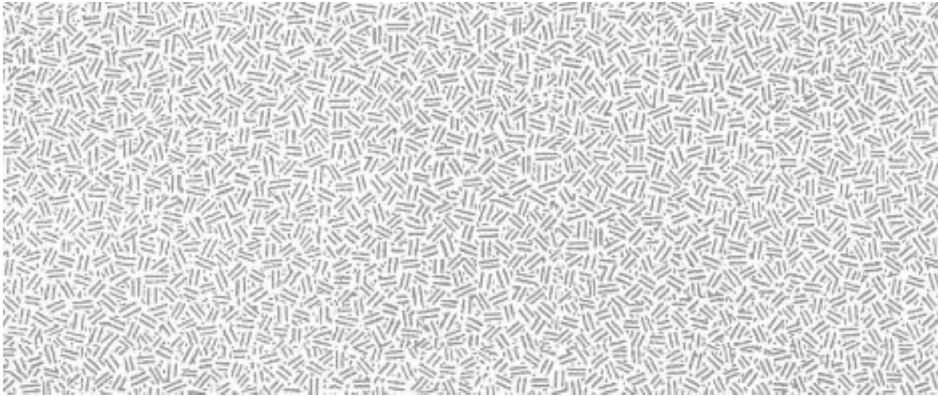
If you have any questions about your statement or concerns about your account, please call us at the toll free number provided above.

INVESTMENT AND INSURANCE PRODUCTS ARE: - NOT FDIC INSURED - NOT INSURED BY ANY FEDERAL GOVERNMENT AGENCY
 - NOT A DEPOSIT OR OTHER OBLIGATION OF, OR GUARANTEED BY, JPMORGAN CHASE BANK, N.A. OR ANY OF ITS AFFILIATES
 - SUBJECT TO INVESTMENT RISKS, INCLUDING POSSIBLE LOSS OF THE PRINCIPAL AMOUNT INVESTED

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.**

STATEMENT SUMMARY	BROKERAGE	IMPORTANT INFORMATION
-------------------	-----------	-----------------------

This page is intentionally left blank.





Statement Period
August 01 - August 30, 2019

Last Statement: July 31, 2019

Account Number
520-15886

Account Value With Accruals: **\$1,202,504.96**

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	\$1,199,791.21	\$1,681,695.73
Deposits (Cash & Securities)	0.00	0.00
Withdrawals (Cash & Securities)	0.00	(500,000.00)
Net Deposits / Withdrawals	\$0.00	(\$500,000.00)
Income	1,906.97	20,089.95
Fees ¹	0.00	0.00
Change In Investment Value	65.00	(22.50)
ENDING ACCOUNT VALUE	\$1,201,763.18	\$1,201,763.18
Net Accrued Income	741.78	741.78
Account Value With Accruals	\$1,202,504.96	\$1,202,504.96

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

INVESTMENT AND INSURANCE PRODUCTS ARE: • NOT FDIC INSURED • NOT INSURED BY ANY FEDERAL GOVERNMENT AGENCY
 • NOT A DEPOSIT OR OTHER OBLIGATION OF, OR GUARANTEED BY, JPMORGAN CHASE BANK, N.A. OR ANY OF ITS AFFILIATES
 • SUBJECT TO INVESTMENT RISKS, INCLUDING POSSIBLE LOSS OF THE PRINCIPAL AMOUNT INVESTED

JPMorgan Chase Bank, N.A. and its affiliates (collectively "JPMCB") offer investment products, which may include bank managed accounts and custody, as part of its trust and fiduciary services. Other investment products and services, such as brokerage and advisory accounts, are offered through **J.P. Morgan Securities LLC (JPMS)**, a member of FINRA and SIPC. For information about your account, please refer to your official JPMS account statement **which should not be used for tax reporting purposes**. Please read the important disclosures at the end of the statement. For questions, please call (347) 643 9953.

J.P.Morgan

EDUCATIONAL INST (Acct # 520-15886)

COMPASS CHARTER SCHOOL

Statement Period: August 01 - August 30, 2019

Asset Allocation Summary

Description	Market value Previous Period	Market value This Period	Total Change (\$)
Cash & Sweep Funds	0.00	403.42	403.42
Fixed Income	1,199,791.21	1,201,359.76	1,568.55
TOTAL ACCOUNT VALUE	\$1,199,791.21	\$1,201,763.18	\$1,971.97

Bonds with a 60 Day Horizon Summary

Expected Payment Date	Maturity Date	Event Type	Description	Quantity	Interest Rate (%)
10 Oct 2019	10 Oct 2019	MATURITY	BERKSHIRE BK PITTSFIELD MA CUSIP: 084601VE0	250,000	1.9
24 Oct 2019	24 Oct 2019	MATURITY	SUMMIT CMNTY BANK MOOREFIELD CUSIP: 86604XNN2	250,000	1.9

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

Assets and Liabilities Summary

Description	Previous Period	This Period
Long Cash and Sweep Funds	0.00	403.42
Long Market Value	1,199,791.21	1,201,359.76
Total Assets	\$1,199,791.21	\$1,201,763.18
Total Liabilities	\$0.00	\$0.00
TOTAL ACCOUNT VALUE	\$1,199,791.21	\$1,201,763.18
Long Accrued Income	364.39	741.78
Total Account Value with Accruals	\$1,200,155.60	\$1,202,504.96

Unrealized Gain / Loss Summary

Description	This Period
Short-Term Loss	(37.50)
Short-Term Net Gain / Loss	(\$37.50)
Long-Term Net Gain / Loss	\$0.00
TOTAL UNREALIZED GAIN / LOSS	(\$37.50)

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: August 01 - August 30, 2019

Income Summary

Description	This Period	Year-to-Date
Dividends	1,503.55	12,613.93
Interest	403.42	7,476.02
Total Income from Taxable Investments	\$1,906.97	\$20,089.95
Total Income from Non-Taxable Investments	\$0.00	\$0.00
TOTAL INCOME	\$1,906.97	\$20,089.95

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

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

J.P.Morgan

EDUCATIONAL INST (Acct # 520-15886)

COMPASS CHARTER SCHOOL

Statement Period: August 01 - August 30, 2019

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.

CASH & SWEEP FUNDS

Description	Acquisition Date	Quantity	Price	Market Value	Unit Cost	Cost Basis	Unrealized Gain/Loss	Accrued Income Est. Annual Inc.
CASH BALANCE				403.42				
TOTAL CASH & SWEEP FUNDS				\$403.42				--

FIXED INCOME

Description	Acquisition Date	Quantity	Price	Market Value	Unit Cost	Cost Basis	Unrealized Gain/Loss	Accrued Income Est. Annual Inc.
BERKSHIRE BK PITTSFIELD MA C/D FDIC INS TO LIMITS DATED DATE 07/10/2019 FIRST COUPON 10/10/2019 BOOK ENTRY ONLY DUE 10/10/2019 1.90000% EST YIELD: 1.90% RATING: MOODY N/A S&P N/A CUSIP: 084601VE0	01 Jul 2019 N	250,000	99.993	249,982.50	100	250,000.00	(17.50) ST	663.70 4,750.00
DREYFUS GOVT CASH MGMT INST SHS EST YIELD: 2.29% Symbol: DGCXX	30 Aug 2019 N	701,397.26	1	701,397.26	1	701,397.26	0.00 ST	-- 16,054.98
SUMMIT CMNTY BANK MOOREFIELD WEST VA C/D FDIC INS TO LIMITS DATED DATE	01 Jul 2019 N	250,000	99.992	249,980.00	100	250,000.00	(20.00) ST	78.08 4,750.00

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

Page 6 of 18

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

STATEMENT SUMMARY

BROKERAGE

IMPORTANT INFORMATION

Powered by BoardOnTrack

100 of 468



EDUCATIONAL INST (Acct # 520-15886)

COMPASS CHARTER SCHOOL

Statement Period: August 01 - August 30, 2019

FIXED INCOME (continued)

Description	Acquisition Date	Quantity	Price	Market Value	Unit Cost	Cost Basis	Unrealized Gain/Loss	Accrued Income Est. Annual Inc.
SUMMIT CMNTY BANK								
07/24/2019 FIRST COUPON								
08/24/2019 BOOK ENTRY ONLY								
DUE 10/24/2019 1.90000%								
EST YIELD: 1.90%								
RATING: MOODY N/A S&P N/A								
CUSIP: 86604XNN2								
TOTAL FIXED INCOME				\$1,201,359.76		\$1,201,397.26	(\$37.50)	\$741.78 \$25,554.98

Total Account Value : \$1,201,763.18

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

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

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

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

STATEMENT SUMMARY	BROKERAGE	IMPORTANT INFORMATION
-------------------	------------------	-----------------------

J.P.Morgan

EDUCATIONAL INST (Acct # 520-15886)

COMPASS CHARTER SCHOOL

Statement Period: August 01 - August 30, 2019

Activity

CASH FLOW SUMMARY

Description	This Period	Year-to-Date
Opening Cash Balance	\$0.00	(\$250,000.00)
Trade and Investment Activity	0.00	3,250,000.00
Income	1,906.97	20,089.95
Total Credits	\$1,906.97	\$3,270,089.95
Trade and Investment Activity	(1,503.55)	(2,519,686.53)
Cash Withdrawals	0.00	(500,000.00)
Total Debits	(\$1,503.55)	(\$3,019,686.53)
Net Cash Activity	\$403.42	\$250,403.42
CLOSING CASH BALANCE	\$403.42	\$403.42

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

TRADE AND INVESTMENT ACTIVITY

Trade Date Settle Date	Transaction Closing Method	Description	Quantity	Price	Cost	Proceeds
01 Aug 2019	REINVEST	DREYFUS GOVT CASH MGMT	1,503.55		(1,503.55)	
01 Aug 2019		INST SHS DIVIDEND REINVEST Symbol: DGCXX				
Total Securities Bought & Sold						
Total Other Investment Activity						(\$1,503.55)
TOTAL TRADE AND INVESTMENT ACTIVITY						(\$1,503.55)

See additional footnotes on the last page of this account.

Page 8 of 18

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

STATEMENT SUMMARY

BROKERAGE

IMPORTANT INFORMATION

Powered by BoardOnTrack

102 of 468

J.P.Morgan

EDUCATIONAL INST (Acct # 520-15886)

COMPASS CHARTER SCHOOL

Statement Period: August 01 - August 30, 2019

INCOME

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

Income from Taxable Investments

Date	Transaction	Description	Quantity	Rate	Debit Amount	Credit Amount	Net Amount
01 Aug 2019	DIVIDEND	DREYFUS GOVT CASH MGMT INST SHS MONTHLY DIVIDEND Symbol: DGCXX				1,503.55	1,503.55
26 Aug 2019	INTEREST	SUMMIT CMNTY BANK MOOREFIELD WEST VA C/D FDIC INS TO LIMITS DUE 10/24/2019 1.900 REG INT ON 250000 BND REC 08/09/19 PAY 08/24/19 IFM 07/24/19 F/C 08/24/19 CUSIP: 86604XNN2	250,000	1.9		403.42	403.42
Total Dividends						\$1,503.55	\$1,503.55
Total Interest						\$403.42	\$403.42
TOTAL INCOME FROM TAXABLE INVESTMENTS						\$1,906.97	\$1,906.97

Total Income	\$1,906.97	\$1,906.97
---------------------	-------------------	-------------------

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.

Page 9 of 18

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

STATEMENT SUMMARY

BROKERAGE

IMPORTANT INFORMATION

Powered by BoardOnTrack

103 of 468

J.P.Morgan

EDUCATIONAL INST (Acct # 520-15886)

COMPASS CHARTER SCHOOL

Statement Period: August 01 - August 30, 2019

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							
28 Sep 2018	N	FIFO	MONTGOMERY BK NA MO CD 2.1 C/D FDIC INS TO LIMITS DUE 01/04/2019 2.10000% CUSIP: 613118BG2	250,000	250,000.00	250,000.00	0.00
04 Jan 2019							
21 Dec 2018	N	FIFO	MIZRAHI TEFAHOT BK LTD C/D FDIC INS TO LIMITS DUE 04/02/2019 2.45000% CUSIP: 60685BEB3	250,000	250,000.00	250,000.00	0.00
02 Apr 2019							
08 Jan 2019	N	FIFO	VALLEY NATL BK PASSAIC N J C/D FDIC INS TO LIMITS DUE 04/16/2019 2.35000% CUSIP: 919853CY5	250,000	250,000.00	250,000.00	0.00
16 Apr 2019							
01 Apr 2019	N	FIFO	HOMESTREET BK SEATTLE WASH C/D FDIC INS TO LIMITS DUE 07/05/2019 2.25000% CUSIP: 43785QNB5	250,000	250,000.00	250,000.00	0.00
05 Jul 2019							
15 Apr 2019	N	FIFO	BMW BANK OF NORTH AMERICA C/D FDIC INS TO LIMITS DUE 07/18/2019 2.25000% CUSIP: 05580ARB2	250,000	250,000.00	250,000.00	0.00
18 Jul 2019							
TOTAL SHORT TERM GAIN / LOSS					\$1,250,000.00	\$1,250,000.00	\$0.00

Total Realized Gain / Loss	\$1,250,000.00	\$1,250,000.00	\$0.00
-----------------------------------	-----------------------	-----------------------	---------------

See additional footnotes on the last page of this account.

Page 10 of 18

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

STATEMENT SUMMARY

BROKERAGE

IMPORTANT INFORMATION

Powered by BoardOnTrack

104 of 468

J.P.Morgan

EDUCATIONAL INST (Acct # 520-15886)

COMPASS CHARTER SCHOOL

Statement Period: August 01 - August 30, 2019

*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.

STATEMENT SUMMARY

BROKERAGE

IMPORTANT INFORMATION



Important Information

COMPASS CHARTER SCHOOL

Statement Period : August 01 - August 30, 2019

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 : August 01 - August 30, 2019

Messages**NON RECEIPT OF CHECKS OR STOCKS**

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

MARGIN ACCOUNT

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

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

ELECTRONIC FUNDS TRANSFER NOTICE

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

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

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

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

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

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

CHECK DEPOSITS CLIENT NOTIFICATION

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

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

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



Important Information

COMPASS CHARTER SCHOOL

Statement Period : August 01 - August 30, 2019

Messages (continued)

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.

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.

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



Important Information

COMPASS CHARTER SCHOOL

Statement Period : August 01 - August 30, 2019

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.

STATEMENT SUMMARY

BROKERAGE

IMPORTANT INFORMATION

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.

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: 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.

IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR ACCOUNT STATEMENT: Please review this statement closely and contact us as soon as possible if you notice an error (including things like possible unauthorized trading activity, unrecorded dividend payments or improper payments or transfers). In order to protect your rights, including any rights under the Securities Investor Protection Act (SIPA), you will be asked to provide details of the error in writing, using the information provided on the front of this statement.

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. Please note that we must receive your written communication no later than 10 days after the statement on which the error appeared is sent or made available. If you do not notify us, you agree that the statement activity and account balances 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.**



Important Information

COMPASS CHARTER SCHOOL

Statement Period : August 01 - August 30, 2019

CHANGES TO YOUR MAILING OR EMAIL ADDRESS: Please let us know as soon as possible when there has been a change to your mailing or email address. You can update your account by notifying the office servicing your account by calling the number listed on this statement.

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.

STATEMENT SUMMARY

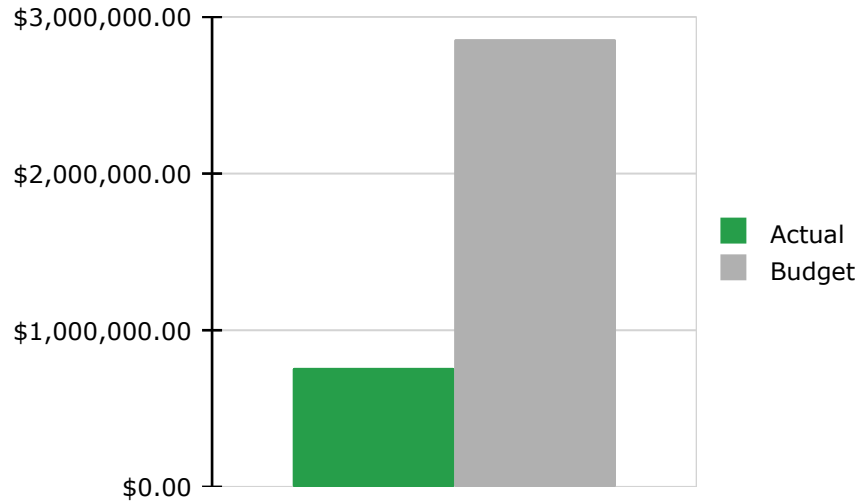
BROKERAGE

IMPORTANT INFORMATION

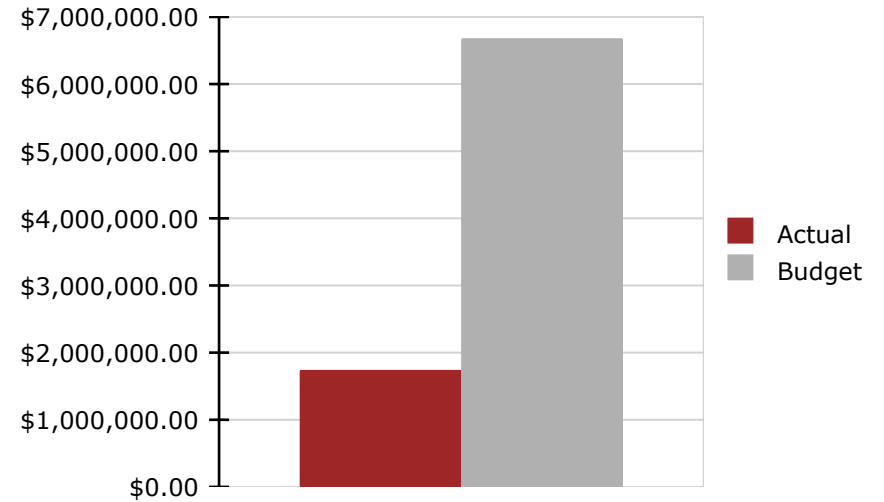
This page is intentionally left blank.

Book Balance: \$2,931,153

Revenue To Date



Expense To Date



Revenue Summary

Actual	\$759,550
Budget	\$2,856,863
Actual to Budget	27 %

Expense Summary

Actual	\$1,742,118
Budget	\$6,678,750
Actual to Budget	26 %

Compass Charter Schools

July 2019 - August 2019

YTD Actual to Budget Summary

Segment Name	Filter Applied
Object	All
Restriction	All
Location	All

Account Description	July - August				2019 - 2020	
	Actual	Budget	Variance \$	Variance %	Total Budget	Remaining Budget
LCFF	\$615,814	\$2,690,098	(\$2,074,284)	-77.1 %	\$30,345,586	\$29,729,772
Federal Revenue	\$86,222	-	\$86,222	0.0 %	\$1,143,479	\$1,057,257
Other State Revenue	\$21,220	-	\$21,220	0.0 %	\$712,130	\$690,910
Local Revenue	\$36,294	\$166,765	(\$130,471)	-78.2 %	\$1,635,271	\$1,598,977
Total Revenue	\$759,550	\$2,856,863	(\$2,097,313)	-73.4 %	\$33,836,466	\$33,076,916
Certificated Salaries	\$754,100	\$1,275,761	\$521,662	40.9 %	\$11,646,759	\$10,892,659
Classified Salaries	\$264,188	\$423,131	\$158,944	37.6 %	\$3,310,728	\$3,046,541
Employee Benefits	\$273,440	\$536,272	\$262,832	49.0 %	\$4,122,906	\$3,849,466
Total Personnel Expenses	\$1,291,727	\$2,235,165	\$943,437	42.2 %	\$19,080,393	\$17,788,665
Books and Supplies	\$194,516	\$3,908,065	\$3,713,549	95.0 %	\$8,735,796	\$8,541,279
Services & Other Operating Expenses	\$255,875	\$535,520	\$279,645	52.2 %	\$4,178,291	\$3,922,416
Capital Outlay	-	-	-	0.0 %	-	-
Other Outgo	-	-	-	0.0 %	-	-
Total Operational Expenses	\$450,391	\$4,443,586	\$3,993,195	89.9 %	\$12,914,087	\$12,463,696
Total Expenses	\$1,742,118	\$6,678,750	\$4,936,632	73.9 %	\$31,994,480	\$30,252,361
Net Income	(\$982,568)	(\$3,821,887)	\$2,839,319	74.3 %	\$1,841,987	\$2,824,555

Segment Name	Filter Applied
Object	All
Restriction	All
Location	All

Liquidity Ratio	7.2
-----------------	-----

Assets	
Current Assets	
Cash	\$2,931,153
Investments	\$1,451,526
Accounts Receivables	\$277,330
Prepaid Expenses	\$97,161
<i>Total Current Assets</i>	<i>\$4,757,170</i>
Fixed Assets	
<i>Total Fixed Assets</i>	<i>\$0</i>
Other Assets	
Loans Receivable	\$668,525
Security Deposits	\$5,000
<i>Total Other Assets</i>	<i>\$673,525</i>
Total Assets	\$5,430,695

Compass Charter Schools

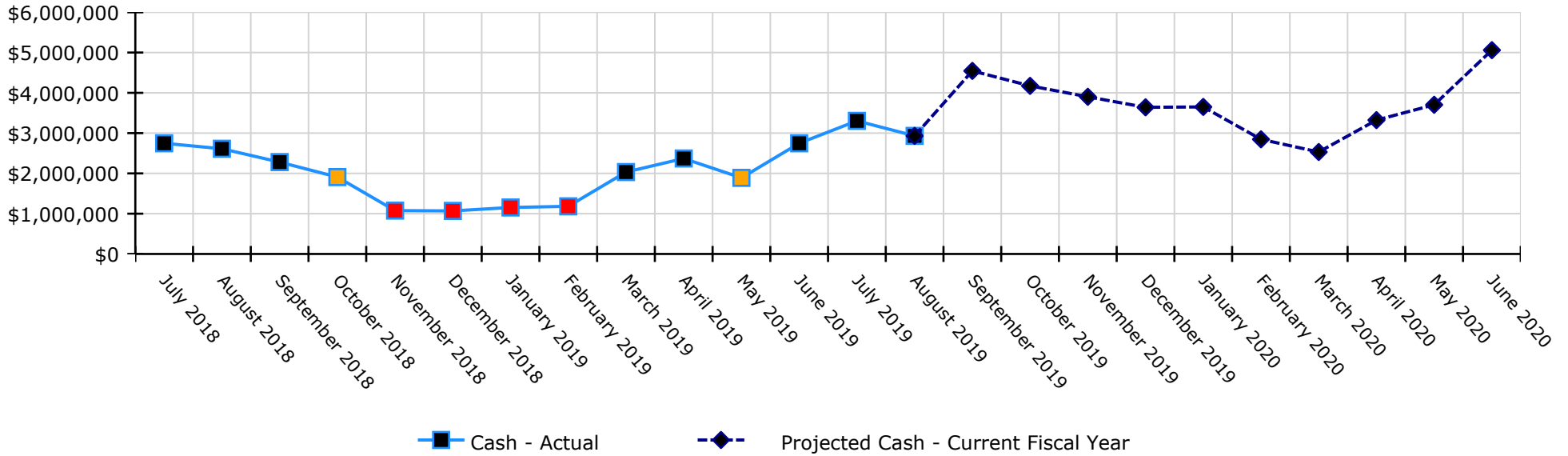
July 2019 - August 2019

Liabilities and Net Assets	
Current Liabilities	
Accounts Payable	\$262,419
Accrued Salaries, Payroll Taxes, Postemployment Benefits	\$367,055
Deposits held on behalf of other employees	\$35,163
<i>Total Current Liabilities</i>	<i>\$664,636</i>
Long Term Liabilities	
Loans Payable	\$15,000
<i>Total Long Term Liabilities</i>	<i>\$15,000</i>
Total Liabilities	
	\$679,636
Net Assets	
Unrestricted Net Assets	\$5,733,627
Profit/Loss YTD	(\$982,568)
<i>Total Net Assets</i>	<i>\$4,751,059</i>
Total Liabilities and Net Assets	
	\$5,430,695

Compass Charter Schools

July 2019 - August 2019

Monthly Book Balance Over Time



	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	\$2,033,212.29	Actual
April 2019	\$2,370,194.47	Actual
May 2019	\$1,889,462.33	Actual
June 2019	\$2,747,268.82	Actual

	Cash Amount	Actual or Projected
July 2019	\$3,304,238.64	Actual
August 2019	\$2,931,153.14	Actual
September 2019	\$4,544,416.00	Projected
October 2019	\$4,172,478.00	Projected
November 2019	\$3,901,851.00	Projected
December 2019	\$3,640,131.00	Projected
January 2020	\$3,649,978.00	Projected
February 2020	\$2,846,199.00	Projected
March 2020	\$2,530,864.00	Projected
April 2020	\$3,322,507.00	Projected
May 2020	\$3,703,091.00	Projected
June 2020	\$5,059,488.00	Projected

Financial Ratio	Formula	Current	Target
Current Ratio (Liquidity)	(Current Assets) / (Current Liabilities)	7.16	> 1.00
Cash Ratio	(Cash) / (Current Liabilities)	441.02 %	> 100.00%
Defensive Interval	(Cash + Securities + AR) / (Average Expenses past 12 months)	3.53	> 4 months
Debt Ratio	(Total Liabilities) / (Total Assets)	12.51 %	< 30.00%
Asset Ratio	(Current Assets) / (Total Assets)	87.60 %	> 80.00%
Cash on Hand	(Cash)	\$2,931,153.14	>= \$0.00
Days Cash on Hand	(Cash) / ((Average Expenses past 12 months) / (30.4))	67.45	> 45
Cash Reserve Ratio	(Cash) / (Budgeted Annual Expenses)	9.16 %	> 10.00%
Savings Indicator	((Last Closed Revenue) - (Last Closed Expenses)) / (Last Closed Expenses)	-0.58	> 1.00
YTD Savings Indicator	((YTD Closed Revenue) - (YTD Closed Expenses)) / (YTD Closed Expenses)	-0.56	> 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 8/31/2019

Compass Charter Schools

July 2019 - August 2019

Cash	\$2,931,153.14
Securities	\$1,451,525.62
AR	\$277,329.91
Current Assets	\$4,757,169.66
Total Assets	\$5,430,695.03
Current Liabilities	\$664,636.11
Total Liabilities	\$679,636.11
Last Closed Revenue	\$496,132.87
Last Closed Expenses	\$1,176,043.05
Budgeted Annual Expenses	\$31,994,479.57
Average Expenses past 12 months	\$1,321,038.15
Average monthly payroll expenses	\$645,863.67
YTD Closed Revenue	\$759,550.08
YTD Closed Expenses	\$1,742,118.43

Coversheet

Information Services Report

Section: IV. Reports
Item: D. Information Services Report
Purpose: FYI
Submitted by: J.J. Lewis
Related Material: A Information Services Division Report - September 2019.pdf
C Compass Chronicle - Options Learning Program.pdf
B Compass Chronicle - Online Learning Program.pdf

RECOMMENDATION:

N/A - For Discussion Only



COMPASS
CHARTER SCHOOLS



Information Services Division September 2019 Update

(855) 937- 4227

CompassCharters.org

COMPASS
CHARTER SCHOOLS



Our Mission and Vision

MISSION STATEMENT

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

VISION STATEMENT

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



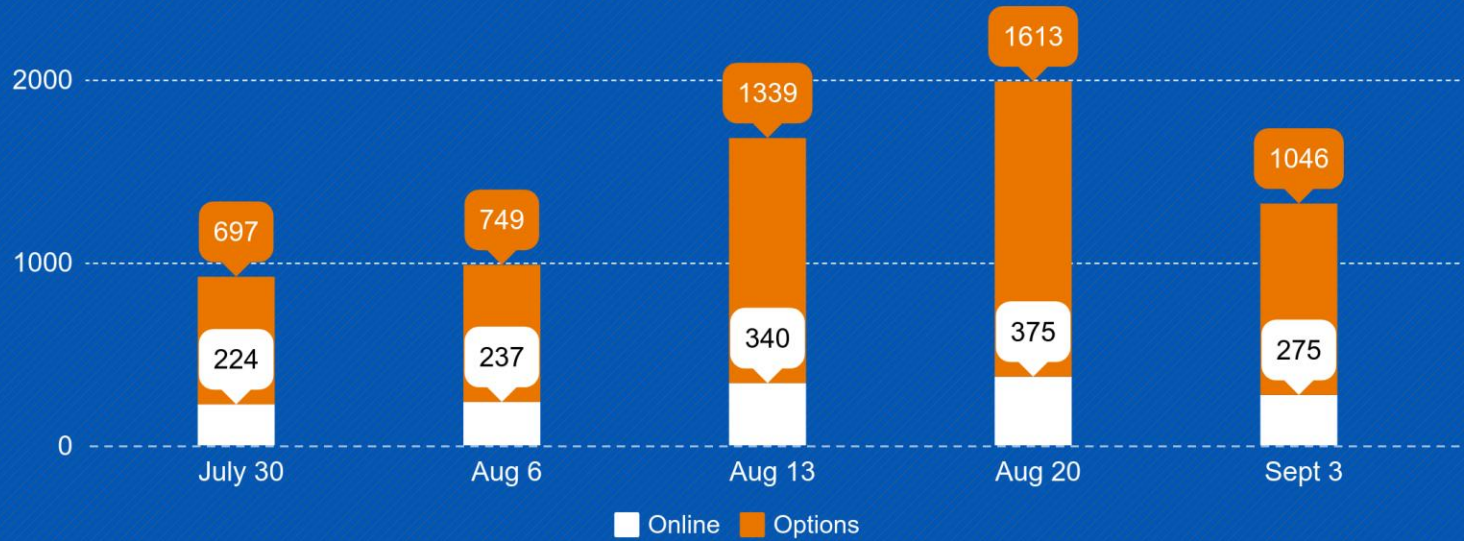
Agenda

- Information Services Division Updates
 - Enrollment Department
 - Information Technology Department
 - Engagement Department
 - Public Relations Department





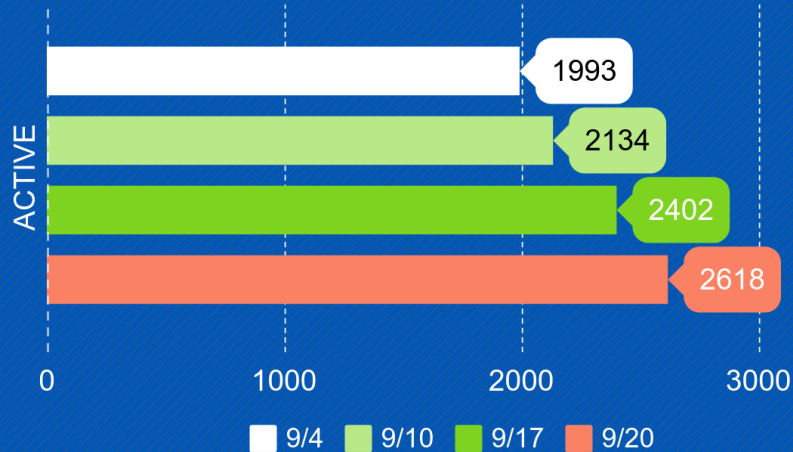
APPLICANTS



Options Online



ACTIVE ENROLLMENT



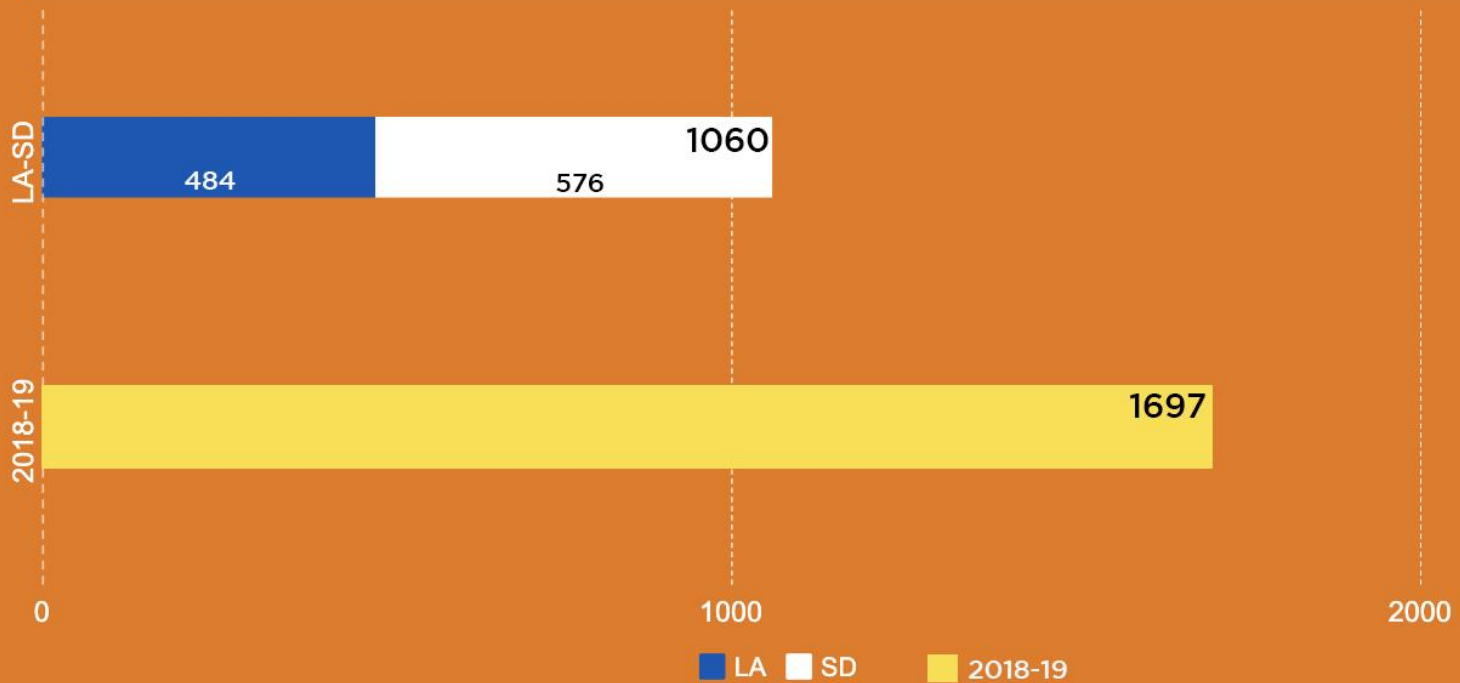
ELL **232**
English Language Learner

IEP **172**
Individual Education Plan

9/20/19



RE-ENROLLMENT





INFORMATION TECHNOLOGY DEPARTMENT





Report time frame: Sept 2019
(comparing to:

INFORMATION TECHNOLOGY DEPARTMENT

Total Laptops

61

Week One

24

Week Two

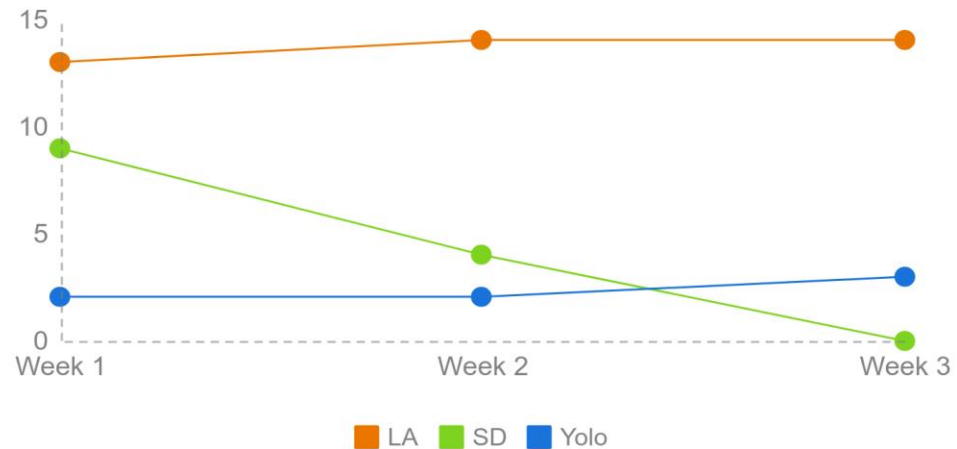
20

Week Three

17

Loaner Laptops to Scholars

Week by week





Information Technology Department

Help Desk Tickets From Scholars

Week 1	Week 2	Week 3	ISSUE
37	19	12	Password Login

Help Desk Tickets From Staff

Week 1	Week 2	Week 3	ISSUE
1	19	3	<ul style="list-style-type: none">• AdobeConnect Login• Software Issue• Office printers





ENGAGEMENT DEPARTMENT

Contests

Scholar Clubs

Field Trips

Workshops





Engagement Department

Report Time Frame: **SEPTEMBER 2019**



Total Events

Total Engagement Events

17

for September • October

Virtual Scholar Workshops

4

for September • October



EVENT SPOTLIGHT: BACK TO SCHOOL PICNICS

Locations	Scholars	Parents	Siblings
San Diego	52	46	8
Los Angeles	67	59	19
Yolo	89	59	25

September • October Summary

Highlights

1. Back to School Picnics
2. Virtual Scholar Workshop
3. Upcoming Events





Upcoming Events



Engagement Department Weekly Update

Rebecca MacAlpine • 5 days ago • Tue, Sep 17 at 3:30 PM • **Compass Charter Schools**

Good Afternoon!

Please see below for important information about upcoming Engagement Department information and deadlines.

Upcoming Engagement Event Registration Deadlines

Note deadlines may be several days prior to the actual event

Sept. 20 - [\(SA\) Sacramento Zoo](#) (Oct. 11 Event)

Sept. 20 - [\(OC\) OceanQuest Field Trip](#) (Oct. 16 Event)

Sept. 20 - [\(LA\) Catalina Toyon Bay Overnight Field Trip \(9th to 11th Only\)](#) (Feb. 10-12 Event)

Sept. 20 - [\(RV\) AstroCamp Overnight Field Trip \(4th to 7th Only\)](#) (Mar. 9-11 Event)

Sept. 27 - [Virtual Scholar Workshop - Scholar Social Hour](#) (Sept. 27 Event)

Sept. 27 - [\(KE\) Murray Family Farms Pumpkin Patch](#) (Oct. 18 Event)

Sept. 27 - [\(LA\) YOMO Festival](#) (Oct. 22 Event)

Sept. 30 - [Last Day to Enter our Back to School Selfie Contest!](#)





PUBLIC RELATIONS STRATEGY

Welcome to Compass
Jill Pulver

Job Title
Educational Facilitator

Fun Fact
"I love sunflowers, strong coffee and children's picture books."



COMPASS
CHARTER SCHOOLS

Welcome to Compass
Robin Pride

Job Title
Educational Facilitator

Fun Fact
"I like all types of foods! I also enjoy cooking, traveling, gardening and reading. I have traveled to the UK, Korea, Mexico, India, Japan and Canada."



COMPASS
CHARTER SCHOOLS

Welcome to Compass
Derek Mascarin

Job Title
Educational Facilitator

Fun Fact
"I love spending time with my family. My wife and I have been married 20 years and have two boys, ages 12 and 10. We love hiking and adventuring; getting lost in the wilderness, off-roading and hiking wherever we happen to find ourselves."



COMPASS
CHARTER SCHOOLS





Questions?



Contact:

Mae Van Vooren | Assistant Superintendent & Chief Information Officer

805-338-0557

mvanvooren@compasscharters.org

[@maev2](#)



Compass Chronicle

Compass Charter Schools | Options | October 2019

A Warm Welcome From our Superintendent!

It is hard to believe that October is here! I hope everyone is enjoying our Compass Experience, and having a successful start to their school year. Our #CompassFam has grown tremendously over the past year! It is truly an honor that our scholars, both new and returning, have chosen Compass to guide your unique educational journeys for the 2019-20 school year.



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

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

On behalf of our amazing staff, welcome to the 2019-20 school year! I wish our scholars nothing but the best as they chart their educational journey at Compass.

Forever Loud & Proud,
J.J. Lewis, Superintendent & CEO
jlewis@compasscharters.org
[@lewis1jj](https://www.instagram.com/lewis1jj)

Options Scholars' Work Samples

Our TK scholar R. Gillen practiced his rhyming skills! In this photo, he practiced rhyming the words pop and stop.



Our TK scholar C. Palkovic made slime while working through their science curriculum. Our scholar learned that chemistry is all about the states of matter, including liquids, solids, and gasses. It is all about the way different materials are put together, and how they are made up, including atoms and molecules. Chemistry is how materials act under different conditions and/or form new substances. Just like slime!



The Palkovic family also used clay to assure a multi-sensory approach so that learning of phonics and letter recognition used auditory, visual and kinesthetic modes.

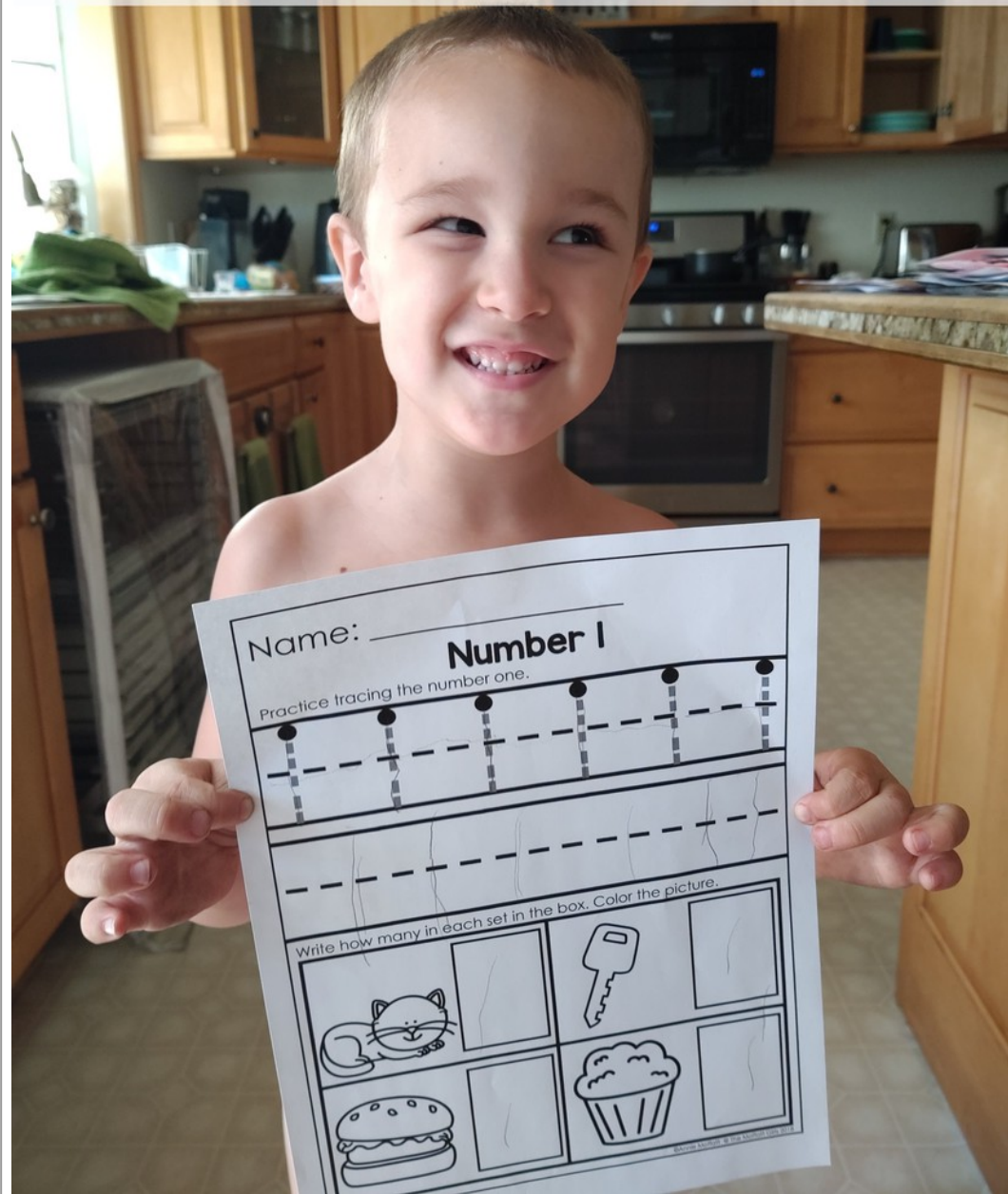


The Parker family created beautiful art using leaves. They chose a leaf because it's fall and they enjoyed using pastel chalk to blend colors.



The Anderson family practiced writing the number one. It's nice to see some of the great work they did on the first day of school!

Happy first day of school!



The Garcia family kicked off the new school year by creating a short "About Me" chalkboard display. Their displays show their future career goals, which include being a chef, firefighter, doctor, barber, music teacher and more.



Scholars at our Orange County Learning Center in Santa Ana are studying ancient history and created a Ziggurat Marble challenge. The goal of this STEM project was to mock up a two step ziggurat and to create the longest functional marble run, within certain size parameters. The longest run was 30+ inches!



An Options Family Story!



1. Could you please share a little bit about your family with us? How many children, pets, etc.?
We are the Pugh Family - Bryan, Randi, Kristen, & Zakary. We live in Huntington Beach and enjoy spending time together visiting museums, going for bike rides, and having picnics at the park. Oh, and we are really big Disneyland and Disney World fans! We have a rescued German Shepard/Cattle dog named Dash.

2. What does a typical day of homeschooling look like for your family?
Zakary is a 5-grade special education scholar with Compass. Our day involves a routine of general subject instruction, independent reading, online math, as well as additional education services such as speech therapy and specialized academic instruction from a Compass special education teacher. We also have routine physical education time at a local park next to Kristen's high school.

3. As a parent, what do you enjoy most about teaching your scholar at home?
We love having the ability to give Zak the support and resources that he needs to meet his educational, social, and emotional goals. We love being able to enrich his education with real-life experiences and to include lessons on life-skills that are essential. It has also been great to be learning and re-learning alongside him and carrying that knowledge outside of instructional time and into our daily life.

4. What do you enjoy most about being part of the Compass family? Why have you decided to return to Compass this year?
We absolutely love our entire educational team. With a special education child, we have a variety of people who come together to support each other, and Compass has given us an amazing

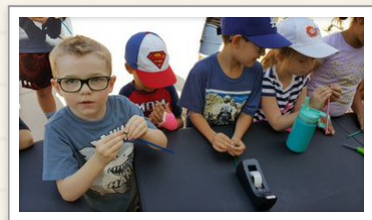
team that works with us to ensure Zak's continued success. This is our fourth year with Compass and our third year in the Options program. In those years we have watched as Zak has made progress, conquered challenges, and learned how to love learning. We have been able to change curriculums mid-way in the school year to accommodate a newly discovered learning gap. We can step away from our usual curriculum to manage an unforeseen situation that reduces our available time, and bring in core subject resources that Compass provides to continue learning even in challenging circumstances.

5. How does Compass help your scholar achieve their goals or dreams?

Compass has allowed us to remove the challenges of a traditional classroom environment that were hindering Zak's academic progress. The home learning environment allows us to manage anxiety to allow for real learning. It enables us to layer in support structures that help him to make grade-level progress in reading comprehension, while we work with the special education teacher to master the functional decoding skills for reading and spelling. It is a fully customized education that plays to Zak's strengths while supporting his goals to overcome his challenges. Our core goal for Zak is for him to be able to pursue his dreams, and have a solid foundation of academics, life skills, and social/emotional function that will set him up for real success. Compass has enabled that foundation through their online platform for services, homeschool options, and a great support team!

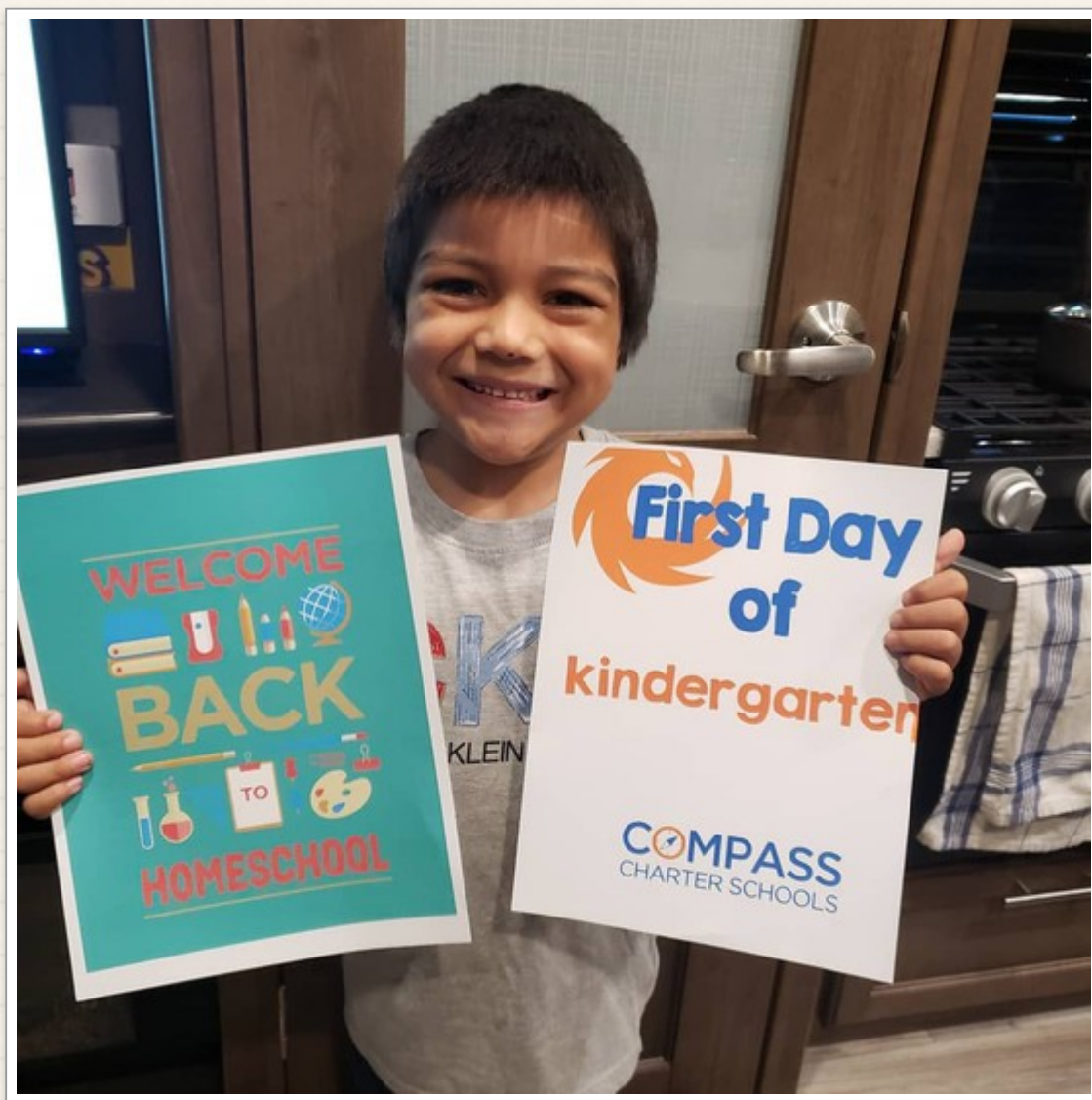
Check Out Our Engagement Activities!

Earlier this month our Engagement Department organized Back-to-School picnics throughout California for our scholars and their families! Our families and staff enjoyed fun activities like an egg drop, sack race, and arts and crafts while enjoying time with each other in-person. Our scholars played with their peers while our learning coaches enjoyed casual conversation with each other and our staff!





Our scholars also participated in a Back-to-School Selfie Contest! They shared photos of their first day of school as Compass scholars on social media for a chance to win a great prize.



Our Staff Development

In August, our teachers and school staff attended the all-staff retreat in beautiful Palm Springs! All attending staff participated in professional development training, planning with their teams and strategy meetings with leadership in preparation for the new school year. The time also included team bonding activities for the entire staff. It was a great time for collaboration and relationship building for all.



LEADERSHIP SPOTLIGHT

Meet Kristy Smith, Director of our Options (Homeschool) Learning Program! Kristy has been part of Compass for three years and has been working in education for over 20 years. She's taught math and Spanish to high school scholars and is an experienced homeschool parent. A few fun things to know about Kristy are that, when she can catch a moment of free time, she loves reading biographies, watching murder mysteries, and going out past the waves at the beach. She also enjoys playing games, cheering for her kids at soccer games, and spending time with her family and friends.



Staff Spotlight



Angela Cloud

Position: Educational Facilitator

Years in Education: 30

Fun Fact: She has twin 18-year old daughters who are so different she feels they have been her best teachers in understanding the need for personalized learning.

Favorite Educational Quote:

"Education is not the filling of a pail, but the lighting of a fire." - William Butler Yeats



Ruth Chavez-Rivera

Position: Regional Options Coordinator

Years in Education: 20+

Interesting sentence: Be sure you put your feet in the right place, Then Stand Firm--- Abraham Lincoln

Favorite Educational Quote:

"No one cares how much you know until they know how much you care." - Theodore Roosevelt



Karle Roberts

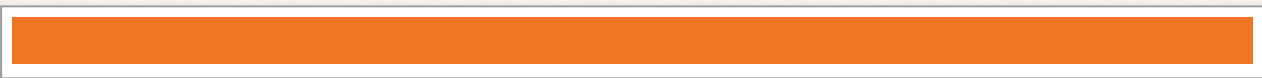
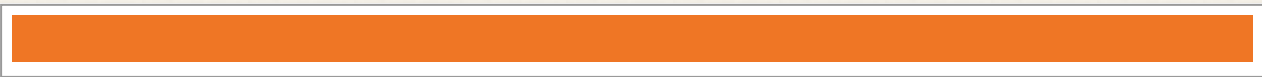
Position: Options regional Coordinator

Years in Education: 18

My favorite line that I say to my children: "Be part of the solution, not part of the problem."

Favorite Educational Quote:

"Education is the most powerful weapon which you can use to change the world." -Nelson Mandela



SHARE YOUR STORY



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



Compass Charter Schools

Facebook @CompassCS

Visit our [website](#) for more information about our academic programs. Want to get connected? Give us a shoutout on Facebook, Twitter, or Instagram: @CompassCS #ChooseCompass

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

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



Copyright © 2017, All rights reserved.

Compass Chronicle

Compass Charter Schools | Online Program | October 2019

A Warm Welcome From our Superintendent!

It is hard to believe that October is here! I hope everyone is enjoying our Compass Experience, and having a successful start to their school year. Our #CompassFam has grown tremendously over the past year! It is truly an honor that our scholars, both new and returning, have chosen Compass to guide your unique educational journeys for the 2019-20 school year.



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

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

On behalf of our amazing staff, welcome to the 2019-20 school year! I wish our scholars nothing but the best as they chart their educational journey at Compass.

Forever Loud & Proud,
J.J. Lewis, Superintendent & CEO
jlewis@compasscharters.org
[@lewis1jj](https://www.instagram.com/lewis1jj)

Online Scholars' Work Samples & Learning Labs

Scholars in our online program are hard at work in their courses. Each week, they spend time using our online curriculum providers (Accelerate Education, K12, and StrongMind) to learn independently. Then, attend their live learning lab classes taught by our credentialed teachers to enhance their learning. Here's some of what they've been up to:

Scholars in Mrs. Tatum's 8-grade Language Arts class had fun wearing their sunglasses during class while discussing their lesson for the week.



Our middle school scholars had a blast in Ms. Davis' Spanish learning lab. They spent time creating sentences to express their mood in Spanish!

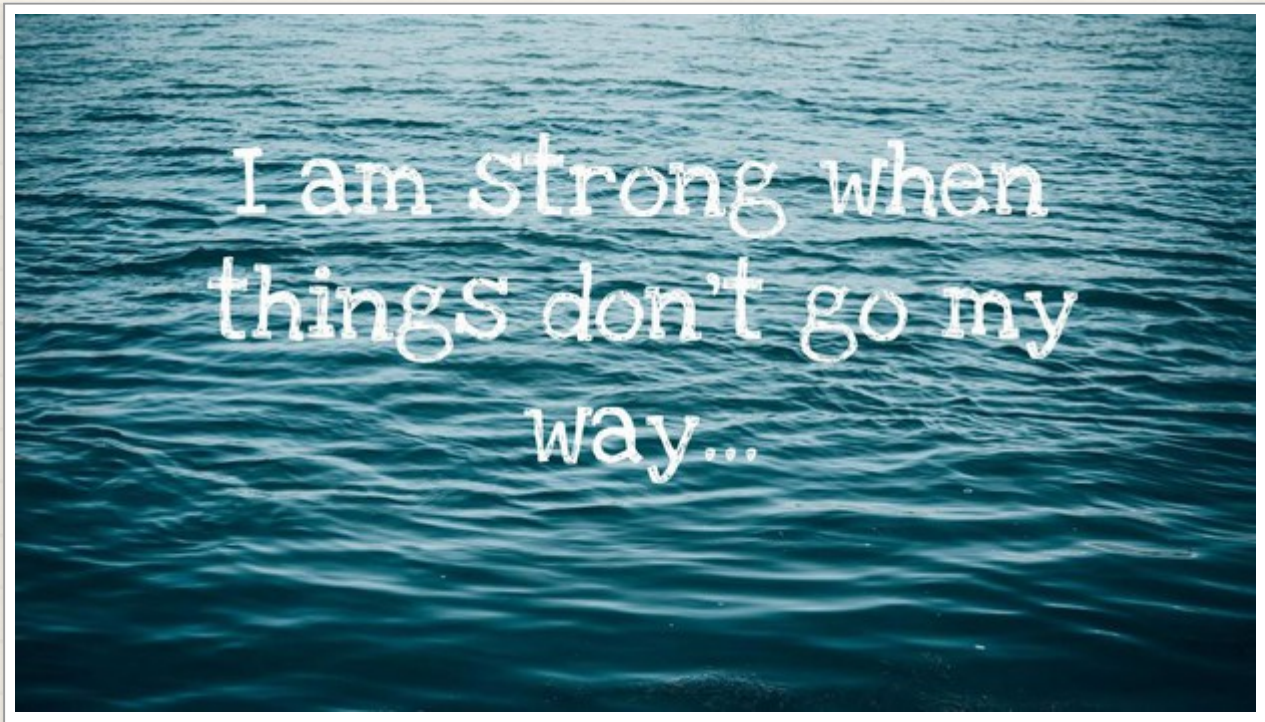
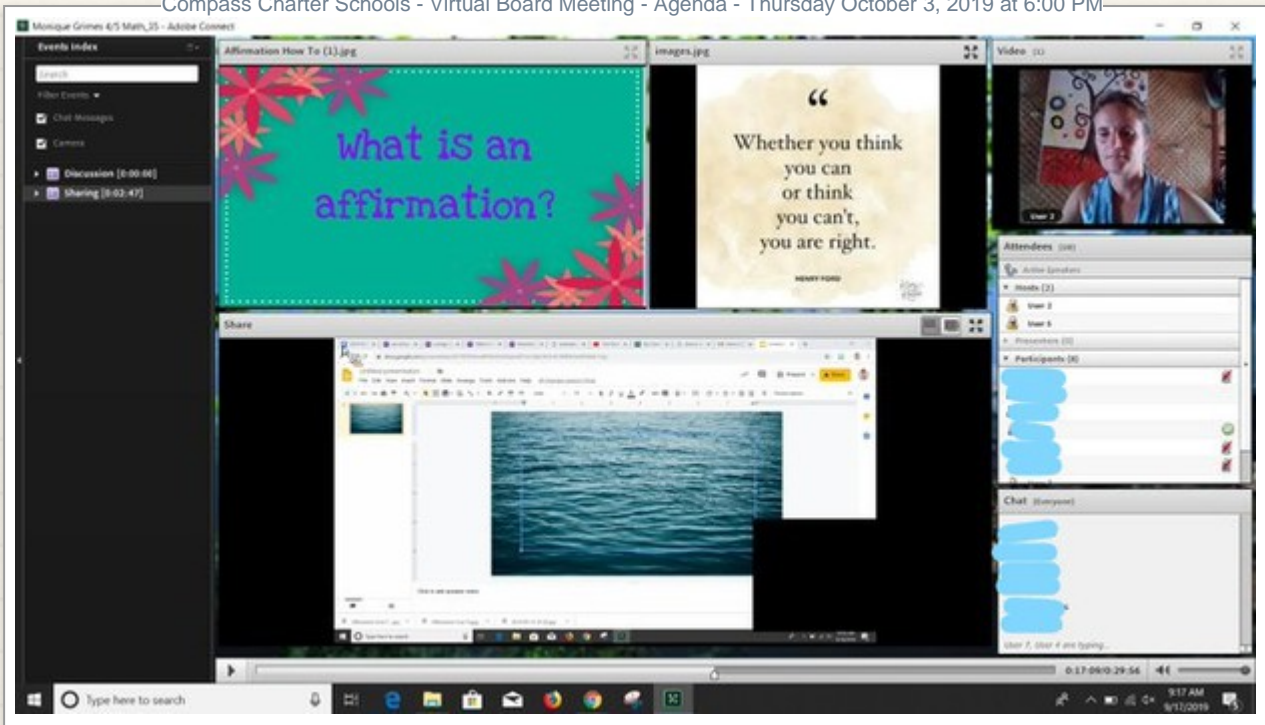
The screenshot shows a virtual meeting interface. The main content is a slide titled "ICEBREAKER! ¿Qué tal te sientes? Circle how you're currently feeling. Write a sentence, translate your mood word to Spanish." The slide features a mood wheel with words like "Enraged", "Furious", "Frustrated", "Shocked", "Happy", "Lively", "Stunned", "Calm", "Lonely", "Sad", "Anxious", "Embarrassed", "Nervous", "Proud", "Pleased", "Disappointed", "Disgusted", "Furious", "Anxious", "Embarrassed", "Nervous", "Proud", "Pleased", "Disappointed", "Disgusted". Below the mood wheel are sentence frames: "Hoy me siento _____", "Ahora me siento _____", and "Ms. Davis: Hoy me siento orgullosa." There are also examples of sentences in Spanish and English. On the right side of the meeting, there is a video feed of Ms. Davis, an "Attendees" list, and a "Discussion" area with comments.

Scholars in Ms. Davis' high school Spanish class used Cornell Notes, an AVID strategy, to outline tips for successful learning, greetings in Spanish and more.

The screenshot shows a virtual meeting interface. The main content is a slide titled "CORNELL NOTES" with a table of notes. The table has two columns: "Subcategories" and "NOTES". The notes are organized into lessons. Lesson 1 is about tips for learning Spanish, Lesson 2 is about the Spanish alphabet, Lesson 3 is about formal introductions, Lesson 4 is about informal introductions, and Lesson 5 is about small talk. There is also a summary section at the bottom. On the right side of the meeting, there is a video feed of a user, an "Attendees" list, and a "Discussion" area with comments.

Subcategories	NOTES
Lesson 1 - tips for learning spanish	Caleb Practice saying them out loud Carell G practice talking with Spanish speaking people Caleb make sure things are in subject-verb agreement
Lesson 2 - spanish alphabet	David Spanish vowels have only one sound each
Lesson 3 - formal introductions	use when speaking to a teacher, boss, older person, policeman person in charge authority figures
Lesson 4 - informal introductions	use with friends, mom & dad, little kids peers close family
Lesson 5 - small talk	Carell how to talk to someone you just met Carell: how to use "ser"
SUMMARY: Write 3 or more sentences describing specific learning from these notes. What was the unit mostly about?	

The 4 and 5-grade scholars using the Accelerate Education curriculum with Mrs. Grimes' learned about affirmations and spent time writing their own affirmations!



New to the online high school family this year, Mrs. Sowell spent time getting to know scholars in her World History learning lab with a fun ice breaker activity.


Introduction LL Slides 9_9_19 (1).pptx

Ice Breaker/Mental Break

2 Truths 1 Lie
Please post 2 Truths and 1 Lie
Class will guess which one is the lie
Please keep it classroom appropriate! Thank you!

Ms. Sowell

1. I love celery
2. I worked on a presidential campaign
3. I jumped off a moving train in Europe



Draw Stop Sharing Sync

This year, in order to increase scholar achievement, the online high school teachers and scholars will be completing focused notes. Here, Mrs. Sowell reviews why notes are important to learning and an example of focused notes during her learning lab!

Introduction LL Slides 9_9_19 (1).pptx

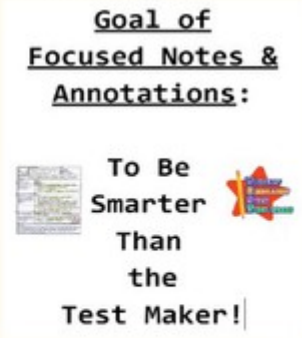
Focus Notes

Why take Focus notes?

1. Helps you retain 90% of info = A range
2. Use to study for quiz/exams
3. Used in colleges

Goal of Focused Notes & Annotations:

To Be Smarter Than the Test Maker!



Draw Stop Sharing Sync

Introduction LL Slides 9_9_19 (1).pptx

Draw Stop Sharing

Essential Question: How Can I be Successful in Class?

Heading: Name, Course name, Period, Date


Questions: Why should I ask questions? Where should I sit? Why should I take notes? What kind of help can I get?

Notes: Ask Questions (Keeps you engaged in lesson, Teacher views you as good student), Sit up Front (Keeps you focused), Take Notes (Keeps you engaged in lesson, Have something to study), Get Help When Needed (Ask teacher, After school tutoring, Tutorials)

Summary: There are several ways to be successful in class. First, you should ask questions. Second, you should sit in the front of the class. You should also take notes and get help when you need it.

Sync

Our high school scholars showed off their note-taking skills in English class.

	Topic/Objective: Lesson 4: Personal Narrative and Narrative Nonfiction	Name: [REDACTED]
		Class/Period: English
		Date: 9/15/19
Essential Question: What is the order in which events occur in a story/narrative?		
Questions:	Notes:	
discuss	"to talk about something with another person or group"	
domain	"a specific area of knowledge"	
Label	"to describe or designate with a title or description"	
logical	"in harmony with sound reasoning; sensible or reasonable"	
opinion	"a personal judgment or appraisal; a view or belief not provable as fact"	
rarely	"seldom; infrequently"	
rule	"a prescribed, suggested, or self-imposed guide for conduct or action"	
show	"to set forth in a statement, account, or description: make evident or clear: assert, declare, demonstrate, or prove"	
specific	"of a particular or exact sort; characterized by precise formulation"	
term	"a word or phrase that has an exact meaning"	
What are characters?	the individuals in the story	
What is tone?	style of expression in speaking	
What is the setting?	where the story takes place/when the events occur	
What is the plot?	events that during the story	

Scholars are even using focused notes in their elective courses. Here is an example of focused notes in Sociology:

Cornell Notes For your OWN copy of this paper: Click File and choose: Make a Copy When you are done writing, click File and choose: Download as	Topic/Unit/lesson: UNIT 1	Name: ██████████ Class: Sociology Date: September 21, 2019
Questions/Topics:	Notes:	
LESSON 1		
Social Sciences:	Study of human social behavior and the function of human society. Sciences include: <ul style="list-style-type: none"> • Sociology • Anthropology • Psychology • Economics • Political science 	
Sociology:	Studies human society and social behavior	
Psychology:	Studies behavior and mental processes	
Anthropology:	Comparative study of past and present cultures	
Economics:	Analyzes the choices people make in order to satisfy their needs and wants	
Political science:	Examination of principals, organization, and operation of government	
LESSON 2		
Development of sociology:	French philosopher Auguste Comte considered the founder of sociology	



An Online Family Story!

This month, we're featuring the Peart family! Take a moment to get to know their great family and their experience at Compass:



1. Could you please share a little bit about your family with us? How many children, pets, etc.?

We are a family of four with two teenage daughters. They are fifteen months apart but because one of them was held back in the last couple of years they are both in 8-grade now.

2. What is a typical day of learning like for your scholar? What is their typical daily schedule?

We all start stirring between 7 and 8 am. The kids eat breakfast. One of the girls begins her studies at 9 am while the other has a harder time getting herself going so she starts around 11 am except on Tuesdays when her learning lab for math meets at 9 am. We have them in separate rooms so even though they are in the same classes they work independently. They both attend every learning lab. They also attend the Q&A sessions with their teachers if necessary. They follow the schedule that the school provides, which has worked well! The agreement is that if there is any work leftover by the end of the week it must be completed before the next week begins. This keeps them from falling behind!

3. As a parent, what do you enjoy most about helping your scholar learn at home?

I enjoy the fact that you know they are concentrating on school without all of the daily stress that comes with a brick and mortar school. In our case we are in the online program so there is no rushing to class several times a day, carrying a huge stack of books, or social distractions. Also, I find they get the total amount of work done in a shorter period of time than it takes to go to a brick and mortar school all day with added evening homework. My girls complete their work on most days in 4-5 hours total.

4. What do you enjoy most about being part of the Compass family?

This is our first year at Compass! Originally we took our girls out of public school and placed them in a Christian school. That lasted three years but in the end that school wasn't a good fit because both of the girls ended up with issues trying to keep up with all of the work. Then we tried a year of homeschooling through an online Christian academy. We thought we failed

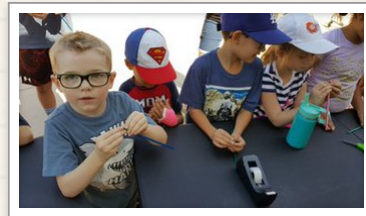
Compass! Getting on board with this program has been the easiest adjustment for the girls (remember they have been in three different programs in three years, Compass being the fourth.) Hands down this is the most well-organized program we have been a part of! We no longer feel like failures!

5. How does Compass help your scholar achieve their goals or dreams?

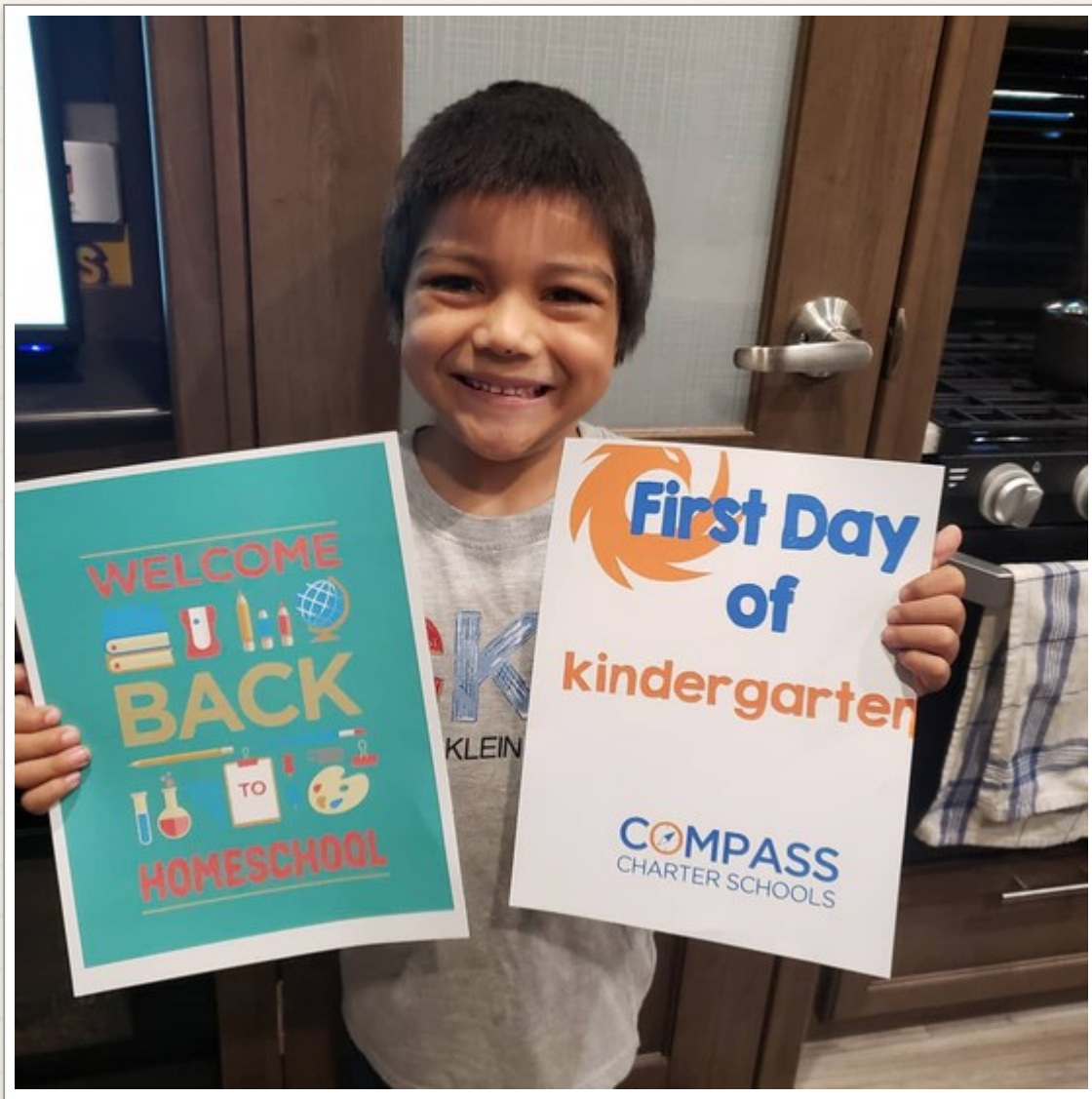
Compass helps them achieve their goals by holding them accountable. The communication between parents and school staff is very helpful. We receive text messages, emails, and phone calls to help keep us in the know.

Check Out Our Engagement Activities!

Earlier this month our Engagement Department organized Back-to-School picnics throughout California for our scholars and their families! Our families and staff enjoyed fun activities like an egg drop, sack race, and arts and crafts while enjoying time with each other in-person. Our scholars played with their peers while our learning coaches enjoyed casual conversation with each other and our staff!



Our scholars also participated in a Back-to-School Selfie Contest! They shared photos of their first day of school as Compass scholars on social media for a chance to win a great prize.



Our Staff Development

In August, our teachers and school staff attended the all-staff retreat in beautiful Palm Springs! All attending staff participated in professional development training, planning with their teams and strategy meetings with leadership in preparation for the new school year. The time also included team bonding activities for the entire staff. It was a great time for collaboration and relationship building for all.



Leadership Spotlight

Meet Erin Smith, Director of Online Learning! Erin has been part of Compass for seven years and has been working in education for almost 18 years. She's taught science to middle and high school scholars and also spent time working as an Education Consultant. A few fun things to know about Erin is that she loves mint chip ice cream and her favorite color is blue. She loves to wakeboard and according to her sons, she's pretty good at it, too!





Karen Lewers

Position: High School Teacher

Years in Education: 20

About Karen: My husband Justin and I have 3 daughters, in Valencia, CA

Favorite Educational Quote: We do not learn from experience. We learn from reflecting on experience. ~John Dewey

Erin Thomson

Position: Middle School Math Teacher

Years in Education: 15 years

Favorite Educational Quote: Every time a student makes a mistake in math, they grow a synapse. - Jo Boaler



SHARE YOUR STORY






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



Compass Charter Schools

 Facebook  @CompassCS

Visit our [website](#) for more information about our academic programs. Want to get connected? Give us a shoutout on Facebook, Twitter, or Instagram: @CompassCS #ChooseCompass

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

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



Copyright © 2017, All rights reserved.

Coversheet

Operations Department Presentation

Section: V. Presentations
Item: A. Operations Department Presentation
Purpose: FYI
Submitted by: Lisa Fishman
Related Material: Operations Department Presentation.pdf

RECOMMENDATION:
N/A - For Discussion Only



COMPASS
CHARTER SCHOOLS



Operations Department Overview Presentation

(855) 937- 4227

CompassCharters.org

COMPASS
CHARTER SCHOOLS



Our Mission and Vision

MISSION STATEMENT

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

VISION STATEMENT

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



Agenda

- Operations Defined
- Meet the Team
- Vision, Purpose and Strategic Goals
- Delving into the Attendance, Records, and Compliance
- Q & A



Operations Department Members



Nora Barnhart
Attendance
Coordinator



Karla Gonzalez
Registrar



Vanessa
Plascencia
Compliance
Coordinator



Silvia Neri
Records Specialist

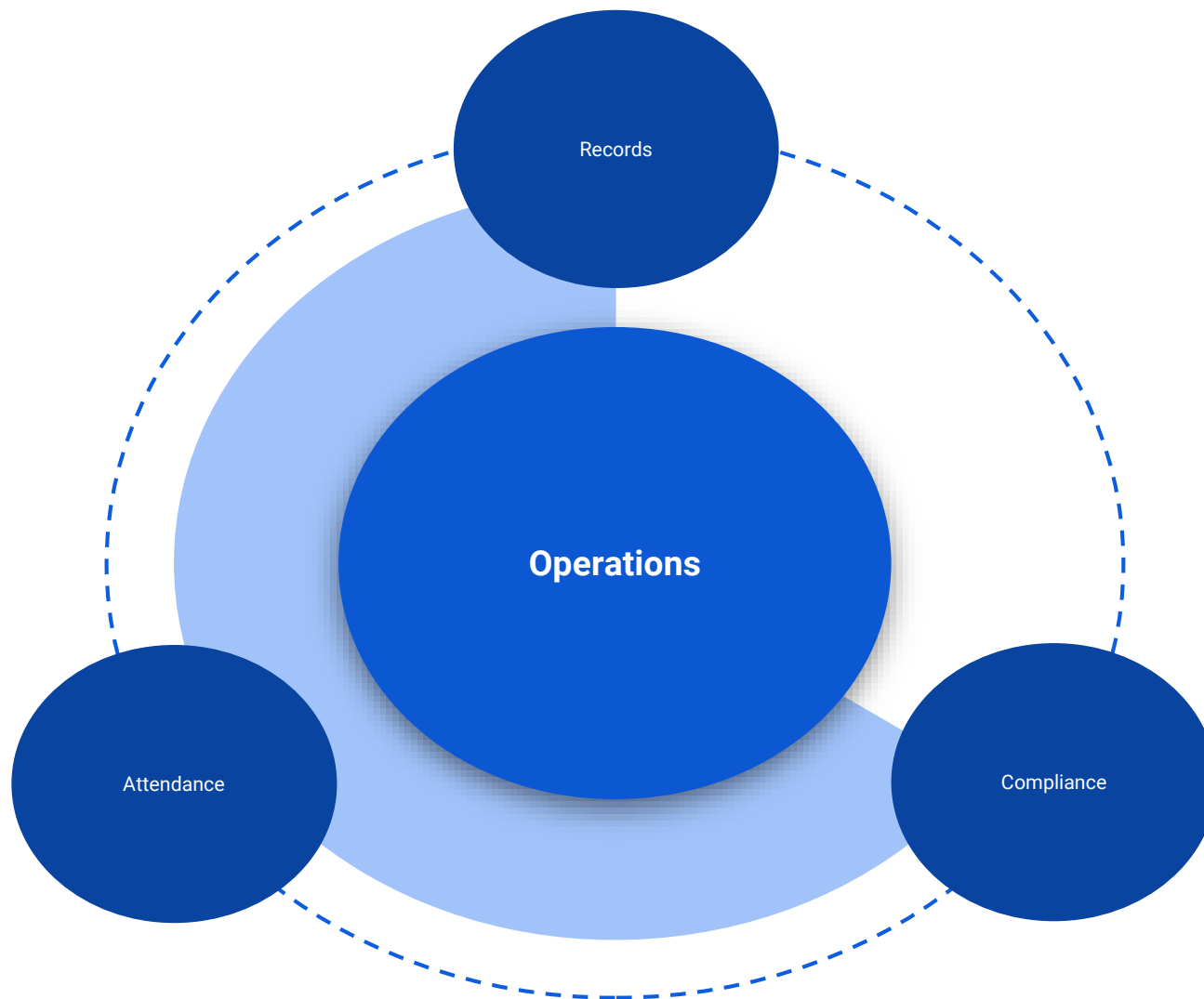


Jessica Franco
Director of Operations



Arianne Machgan
Records Specialist





Operations: the department that manages compliance, reporting, and systematic reporting initiatives designed to support the organization.

These initiatives include:

CalPads Reporting - longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal **reporting**.

Attendance Reporting (P1, P2, P Annual) - validating attendance claims during the three reporting periods, compiling reports using the principal Apportionment Data Collection Software is used by local educational agencies to report pupil attendance, tax, and other data

Scholar Records

High School Transcripts

Annual Audits

CA School Dashboard Management

Other State Reporting Requirements (CBEDS, Civil Rights, etc)

SIS Management - local data validation and maintenance in the Student Information System

Collaboration for Special Programs Support

McKinney-Vento Liason - serves as one of the primary contacts between homeless families and school staff, district personnel, shelter workers, and other service providers.

Our Vision

Operations -

An innovative, supportive, and strategic team collaborating to serve all Compass Charters stakeholders.

Purpose

*To share our expertise,
provide operational
support services, and fulfil
accountability measures.*



Strategic Goals

1. Engage and be present with all stakeholders in order to understand their needs and provide solutions.
2. Continue to develop professionally by fostering growth, innovation, and strategic planning.
3. Conduct quarterly reviews of current processes to analyze performance, identify areas of opportunity, and collaborate with other departments as needed.

Attendance

- Attendance Contributes towards funding, determines budget allocations, and academic performance
- Based on completion of an Educational Activity each school day
- Certified by Supervising Teachers, Completed by CCS parents/guardians



Attendance



Week of September 4-7, 2018 Activity Log

1 form • Nora Barnhart • 1 minute ago • Thu, Sep 06 at 12:01 PM • My Compass-Demo2

Parents,

Congratulations on completing the first week of school at Compass! I hope your scholars have enjoyed their first week and you have been able to access our support resources, such as the Welcome Back to School Night presentations, Welcome Back Packet, and our Parents & Scholars section of our website.

As it is the end of the week, please complete our Weekly Activity Log. There are directions within the form, and if you have any questions, please reach out to me. We ask that the learning coach completes the activity log by **DATE**.

As always, if there are any questions about Compass, I am only a phone call, text, or email away.

NAME

Form Input

Complete by Tuesday, Sep 11

Note: No action required. This form is to be filled by parents only.

Activity Log - Week of September 4-7, 2018

Student Name *

Select Child ▼

For your Daily Subject Log, please select each of the subject areas that your scholar worked on for that day. Examples include reading for class. working on an assignment for class. researching for an assignment for class. etc. This is meant to show the educational activities

Attendance

Completed Forms

Export CSV

Search:

Student Name	Student Grade	Student Classes	Tuesday, September 4, 2018 Subject Log	Tuesday, September 4, 2018 PE Log	Wednesday, September 5, 2018 Subject Log	Wednesday, September 5, 2018 PE Log	Thursday, September 6, 2018 Subject Log	Thursday, September 6, 2018 PE Log	Friday, September 7, 2018 Subject Log	Friday, September 7, 2018 PE Log	User Name	User Email
Addison Arini	4th Grade		English, Math	20 mins each day	State Testing	20 mins/ day	Sick/Absent (submit note to Supervising Teacher)	20 mins / day	English, Social Studies, Electives	20 mins/ day	Noah Barnhart	nbarnhart@compasscharters.org

Attendance

Charter: Los Angeles, San Diego, Yolo School Year ID: 2019 - 2020 Learning Period: 2019-2020 LP SS Track ID: Track S 19/20 Supervising Teacher ID: Amari, Elaine Student: All View Report

1 of 2 ? Find | Next

Apportionment Report

Reporting Period: 2019 - 2020 Track S | LP SS: 07/01/2019 to 08/09/2019

Grade 9

Student ID	Student	7 01 Mo	7 02 Tu	7 03 We	7 04 Th	7 05 Fr	7 08 Mo	7 09 Tu	7 10 We	7 11 Th	7 12 Fr	7 15 Mo	7 16 Tu	7 17 We	7 18 Th	7 19 Fr	7 22 Mo	7 23 Tu	7 24 We	7 25 Th	7 26 Fr	8 08 Th	8 09 Fr	Not Enr	Non Appr Abs	Total Appr	
583888	Gonzalez, Miah	-			H																				1	0	28
628511	Moll, Zoey				H																				0	0	29
Daily Apportionment		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	57

Total Schooldays: 29 Enrollments Carried Forward: 0 Gains: 2 Totals: 2 Losses: 0 Ending Enrollments: 2

Grade 10

Student ID	Student	7 01 Mo	7 02 Tu	7 03 We	7 04 Th	7 05 Fr	7 08 Mo	7 09 Tu	7 10 We	7 11 Th	7 12 Fr	7 15 Mo	7 16 Tu	7 17 We	7 18 Th	7 19 Fr	7 22 Mo	7 23 Tu	7 24 We	7 25 Th	7 26 Fr	7 29 Mo	7 30 Tu	7 31 We	8 01 Th	8 02 Fr	8 05 Mo	8 06 Tu	8 07 We	8 08 Th	8 09 Fr	Not Enr	Non Appr Abs	Total Appr
------------	---------	---------	---------	---------	---------	---------	---------	---------	---------	---------	---------	---------	---------	---------	---------	---------	---------	---------	---------	---------	---------	---------	---------	---------	---------	---------	---------	---------	---------	---------	---------	---------	--------------	------------

- XML file with report data
- CSV (comma delimited)
- CSV (comma no header)
- CSV (carat no header)
- CSV (pipe no header)
- PDF
- MHTML (web archive)
- Excel
- TIFF file
- Word

Attendance

- **LCAP Goal 97%**
- Internal Attendance Process Management
- Staff Training and PD
- Staff support and collaboration
- Attendance Claims review and support in maximizing apportionment
- SIS Support - enrollment records and compliance
- Withdrawals and Concurrent Enrollments
- Attendance Reporting to Authorizing School Districts



Compliance

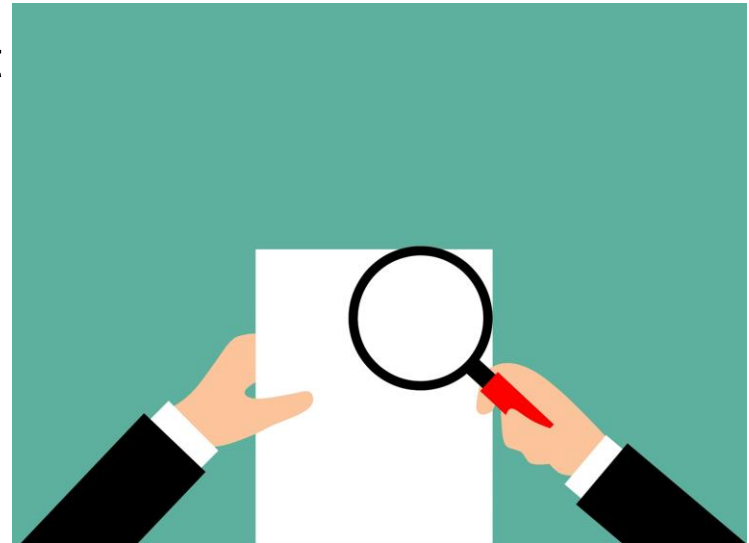
- Clean data, vital to accurate reporting
- Internal Auditing captures trends, make corrections, and ensure complaint processes
- Scholar Support - Resources, compliant in reporting measures, identification of special programs to support CCS Staff.



"You're sure you've conducted an internal audit before?"

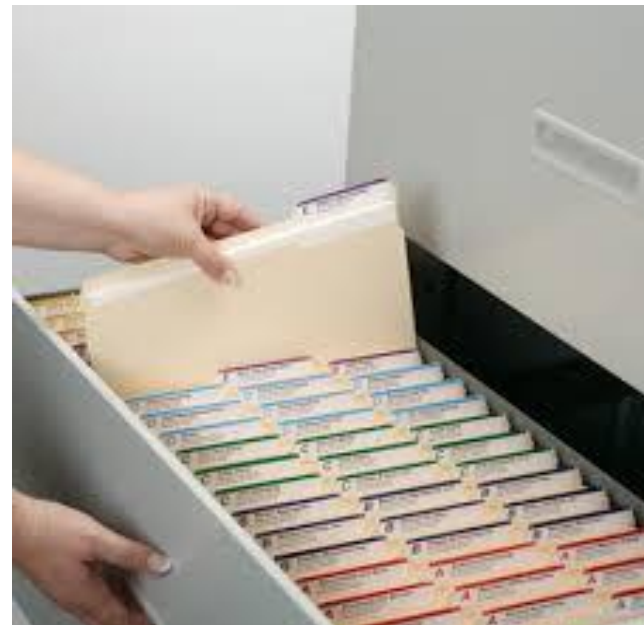
Compliance

- Internal Audit management
- Staff Training and PD
- Attendance Compliance Support
- SIS Maintenance
- SIS Project Management (compliance)
- CalPads logistics
- McKinney-Vento Liaison



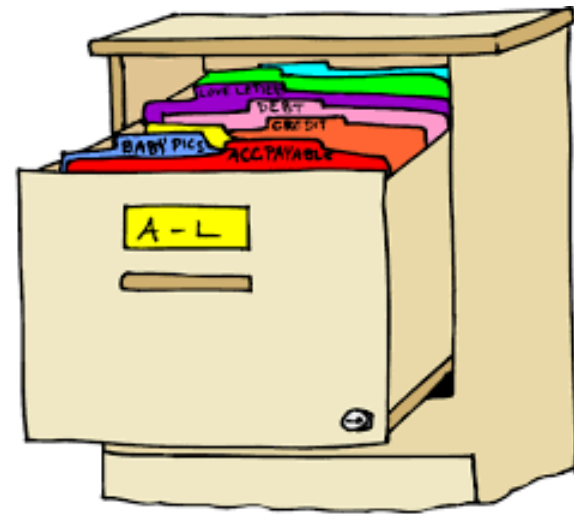
Records

- Content - Information on our scholar population used to plan educational pathways and support individualized needs
- Include previous school records and current records
- Vital data source to assess and evaluate progression
- Compliance - FERPA



Records

- Incoming and Outgoing Records Management
- Records Storage and destruction
- High School Transcripts
- Verification of Grades and allocation of credits
- Enrollment verification correspondence
- Collaboration with Counseling Department for Cal Grant Submission and High School Diploma processing



Summary

- Operations - The department that manages compliance, reporting, and systematic reporting initiatives designed to support the organization
- Focus on Strategy and implementation Development
- Provide PD/Training/Department Support
- Home to Data and SIS management
- Conduct reporting initiatives including CalPads, P1,2, P Annual, and other state requirements
- Records Management (including transcripts)
- Collaboration to support LCAP initiatives





Questions?



Contact:

Jessica Franco | Director of Operations

805-358-9007

jfranco@compasscharters.org



Coversheet

Scholar Support Services Department Presentation

Section: V. Presentations
Item: B. Scholar Support Services Department Presentation
Purpose: FYI
Submitted by: Aviva Ebner
Related Material: Scholar Support Services Board Presentation.pdf

RECOMMENDATION:
N/A - For Discussion Only



COMPASS
CHARTER SCHOOLS



Scholar Support Services Department Presentation

(855) 937- 4227

CompassCharters.org

COMPASS
CHARTER SCHOOLS



Our Mission and Vision

MISSION STATEMENT

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

VISION STATEMENT

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



Agenda

- Our Team & Our Department Mission
- Our Goals & Aspirations



Our Team



Susana Tolchard

Director of Scholar Support Services



Beth Sneyd

Assessment Coordinator



Jason Bee

AVID Coordinator



Dr. Karen Houle

EL Support Coordinator

Our Mission

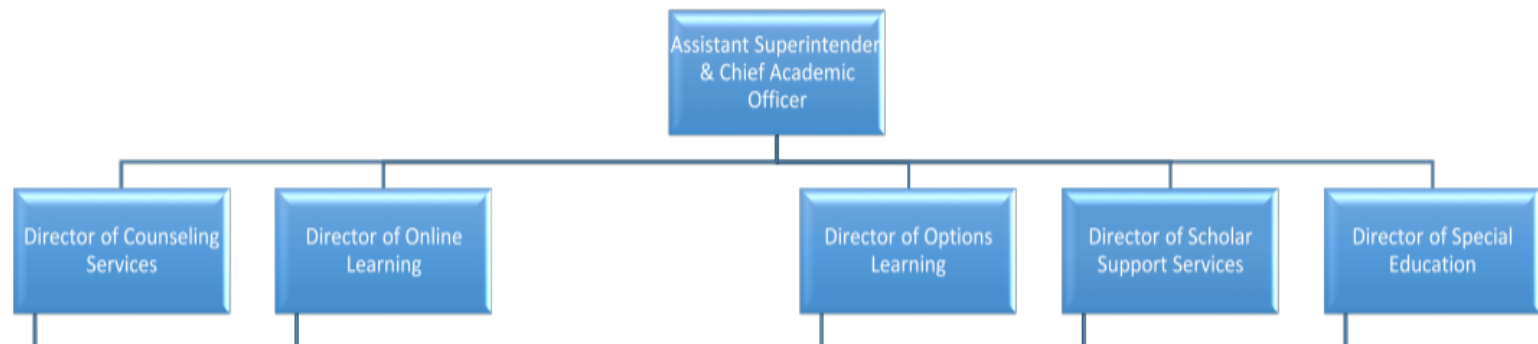
Our mission is to support scholars, learning coaches, and staff through innovation and collaboration to increase engagement and academic achievement.





Our Goals

Facilitate ***Communication*** Among Departments in the Academic Services Division to address Scholar needs





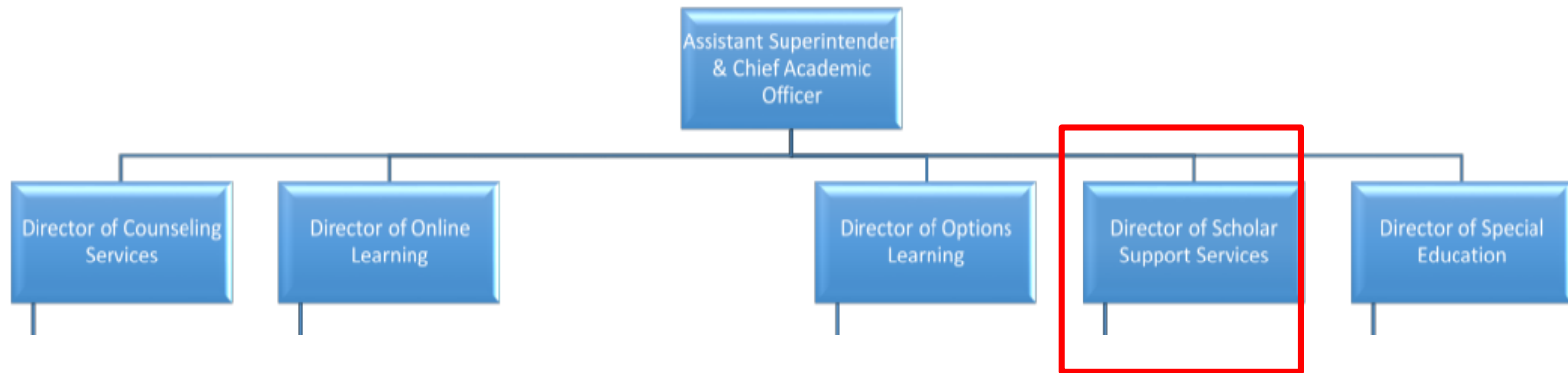
Our Goals

Coordinate **Data** Collection, Analysis and Visualization to help us address our LCAP Goals

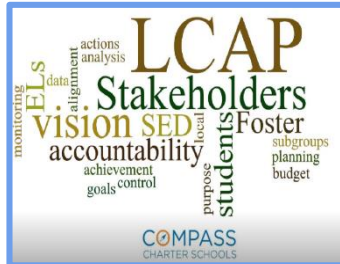




Goal 1: Facilitate Communication



- School-Wide Committees:
- AVID Site Team ←
 - Energy Bus Committee
 - Engagement Committee
 - English Language Learning Committee ←
 - Instructional Leadership Committee ←

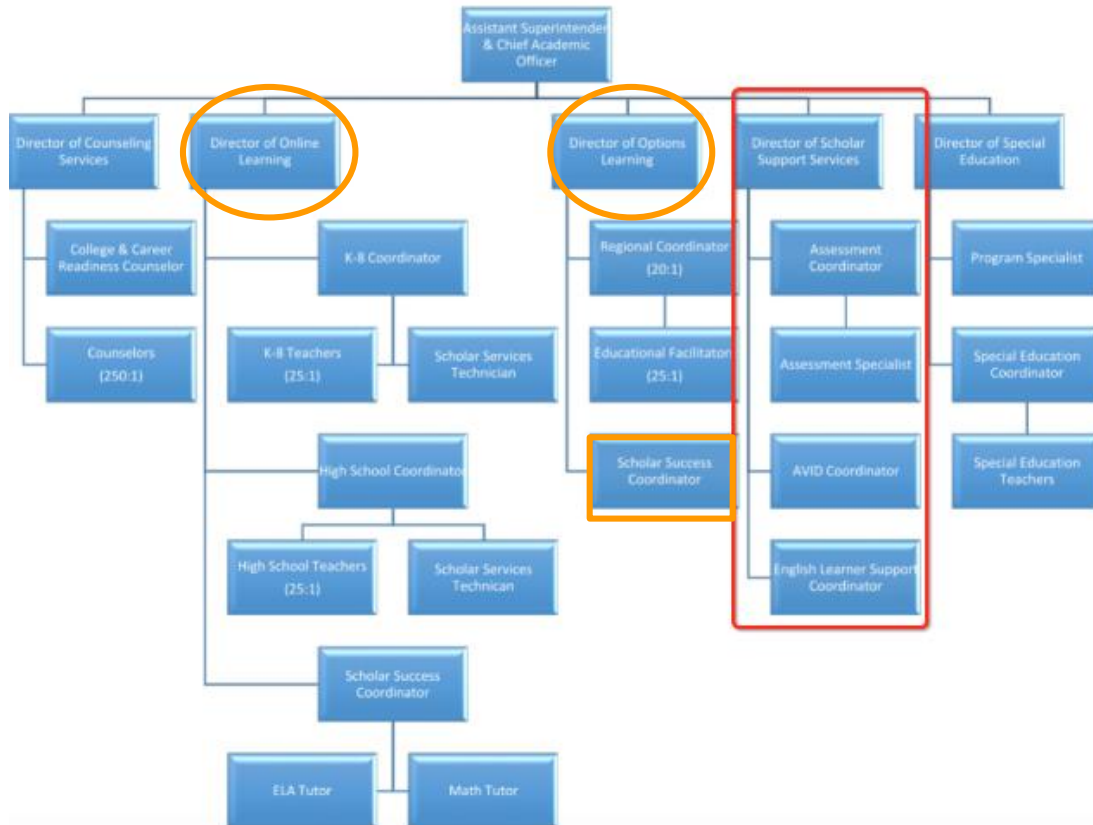


- School-Wide Committees:
- Marketing Committee
 - Multi-Tied Systems of Support Committee ←
 - Special Events Committee
 - Staff Advisory Committee





Goal 1



SSS department collaborates regularly with-

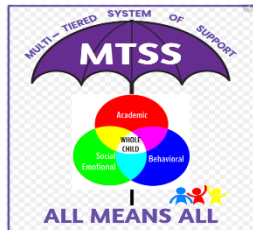
- 1) Directors of Online and Programs to identify ***program needs***
- 1) School-Wide Committees, specifically, the ***Instructional Leadership, AVID Site Team, MTSS, and EL*** to ensure collaboration among all stakeholders
- 1) Scholar Success Coordinators for the Online and Options programs to identify needs to improve ***scholar engagement and achievement.***



Our LCAP Goals

SSS works to ensure our plans address the needs of all our scholars and that they are grounded in **research-based, data-driven strategies** based on our scholars' needs. Currently, we are working closely with-

- ❖ **MTSS committee** to develop a comprehensive action plan



- ❖ **Scholar Success Coordinators** to develop a plan to increase the pass rate for the Constructed Response Writing



English Learners at CCS



Dr. Karen Houle
EL Support Coordinator

Who Are My EL Scholars?

Online Learning
and Options
EL Support



- Approx. 15 % of Scholars at CCS are EL Scholars
- ELPAC Scores - 4 Domains
Listening, Reading, Speaking, Writing
- Diagnostic Assessments
- MTSS / RTI Scholar Support

EL Pledge - What is Yours ?



How will you make a difference?

COMPASS
CHARTER SCHOOLS

COMPASS
CHARTER SCHOOLS

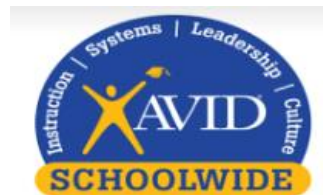


AVID Program

- ❖ AVID Elective since 2017
 - Actively recruiting scholars
- ❖ AVID School-wide
 - Targeted instructional strategies



Jason Bee
AVID Coordinator





Goal 2: Data Collection & Analysis



Beth Sneyd
Assessment
Coordinator

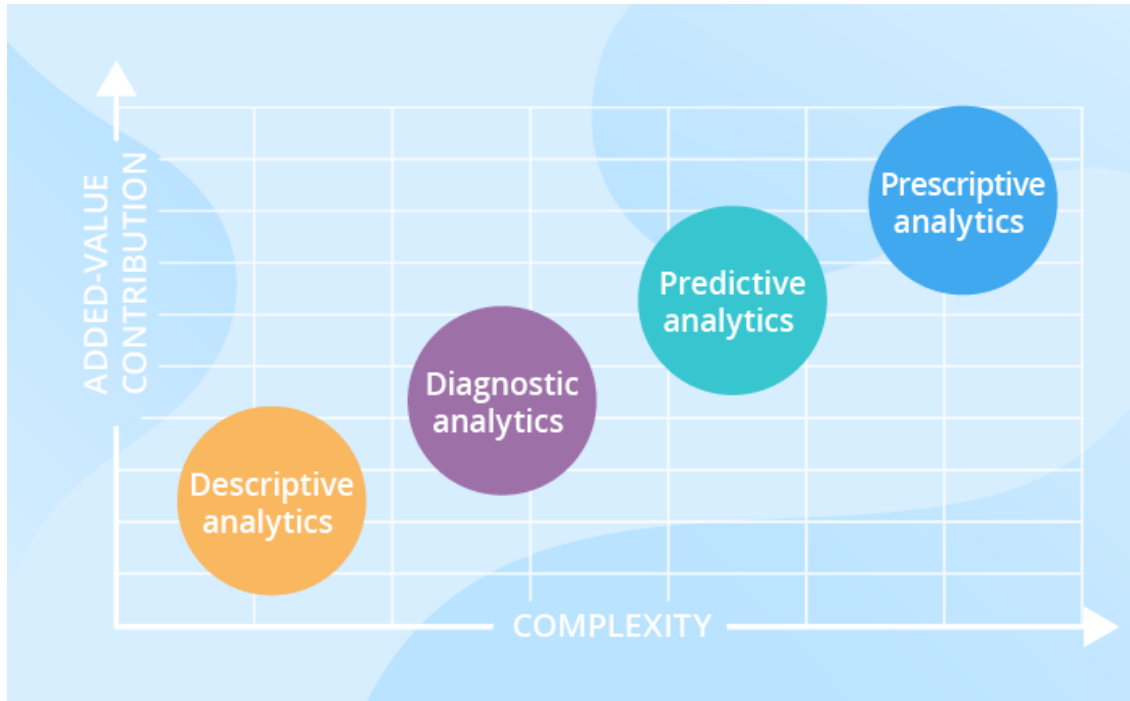


Carrie Badescu
Assessment
Specialist
NEW!





Goal 2: Data Collection & Analysis





Questions?



Contact:

Susana Tolchard | Director of Scholar Support Services
(805) 338 - 6969
stolchard@compasscharters.org



Coversheet

Review and Approval of the Board Policy Manual

Section: VII. Unfinished Business
Item: A. Review and Approval of the Board Policy Manual
Purpose: Vote
Submitted by: J.J. Lewis
Related Material: B SECTION 15 - Injury and Illness Prevention Program Guidance.pdf
A Board Policy Manual - Final.pdf
C SECTION 16 - School Safety Plan.pdf

BACKGROUND:

The Board Policy Manual have been drafted with the assistance of our legal counsel. Changes include ensuring consistency between the Articles of Incorporation, By-Laws, scholar handbooks, charter petitions and updated laws, in addition to a comprehensive audit by legal counsel.

RECOMMENDATION:

A motion to adopt the revised Board Policy Manual.



SAFETY MANUAL

and

INJURY & ILLNESS PREVENTION PROGRAM

850 Hampshire Road Suite P
Thousand Oaks, California 91361
855.937.4227

Contents

Policy Statement on Safety	3
Duties and Responsibilities for Safety	4
Employee Safety Training	7
Documentation of Training	8
Employee Safety Contact Report.....	9
New Employee Safety Orientation	10
Safety Communication	11
Enforcement of Safety Policies.....	12
Disciplinary Action:	12
Hazard Identification and Evaluation	13
Periodic Safety Inspections.....	14
Documentation of Inspections	15
Hazard Correction.....	15
Techniques for Correcting Hazards	15
Documentation of Corrective Action.....	16
Accident Investigation	16
Responsibility for Accident Investigation	16
The Purpose of Accident Investigations:	16
What Types of Incidents Do We Investigate?	16
Procedures for Investigation of Accidents	17
Questions to Ask.....	18
Once the Accident Investigation is Completed.....	18
Program Records	20
Emergency Medical Services and First Aid.....	21
First-Aid Kits.....	21
First Aid.....	22
Accident Procedures	22
Hazardous Materials and Chemicals.....	24
Hazard Communication Program	24
Introduction	24
Hazardous Material Inventory	24
Material Safety Data Sheets (MSDS)	24
Container Labeling	25
Employee Information and Training.....	25
Hazardous Non-Routine Tasks	26
Informing Outside Contractors and Vendors.....	26
Employee Rights Under The Hazard Communication Standard	26
Fleet & Driving Safety.....	27
Driver Selection	27
Ergonomics.....	28
Worksite Evaluation and Exposure Reduction.	28
Training	28
Fire Prevention and Emergency Action Plan.....	29
Office, Shop & Warehouse Emergency Evacuation and Fire Prevention.....	29
During an Emergency	29
Office Safety.....	30
Office Ergonomics.....	31
Code of Safe Practices	34
General Safety Rules	34
Fire Prevention and Housekeeping	35
Code of Safe Practices Receipt.....	37
Driving Safety Rules	38
Driving Safety Rules	41
Vehicle Policy Receipt	41

Policy Statement on Safety

The safety and health of each Compass Charter Schools (CCS) employee is of primary importance to us. As a company, we are committed to maintaining a safe and healthful working environment. Management will provide all necessary safeguards, programs, and equipment required to reduce the potential for accidents and injuries.

To achieve this goal, we have developed and implemented a comprehensive Safety Manual and Injury and Illness Prevention Program (IIPP). This program is designed to prevent workplace accidents, injuries, and illnesses. A complete copy of the program is maintained at our office at 850 Hampshire Road Suite P Thousand Oaks, Ca 91261. A copy is also maintained online via Facebook Workplace. You may ask to review it at any time. You may also contact Sophia Trivino at (855) 937-4227 Ext. 1009, if you have any questions or concerns.

It is the intent of CCS to comply with all laws relating to occupational safety and health. To accomplish this, we require the active participation and assistance of all employees. The policies and procedures contained in the following manual are mandatory. You should also be constantly aware of conditions in all work areas that can produce injuries or illness. No employee is required to work at a job that he or she knows is not safe. Never hesitate to inform your foreman or supervisor of any potentially hazardous situation or condition that is beyond your ability or authority to correct immediately. No employee will be discriminated against for reporting safety concerns to management.

It is the responsibility of each employee to support the company safety program and to perform in a manner that assures his or her own personal safety and the safety of others, including customers, visitors and other trades. To be successful in our endeavor, all employees on every level must adopt proper attitudes towards injury and illness prevention. We must also cooperate in all safety and health matters, not only between management and employees, but also between each employee and his or her respective coworkers. Only through such an effort can any safety program be successful. Our objective is a safety and health program that will reduce the total number of injuries and illnesses to an absolute minimum. Our ultimate goal is zero accidents.

JJ Lewis
Superintendent & CEO

Duties and Responsibilities for Safety

A successful Safety and Injury and Illness Prevention Program can only be achieved and maintained when there is active interest, participation, and accountability at all levels of the organization. To ensure this, CCS, delegates the following safety duties by job title. Please keep in mind that this is not an all-inclusive list. In some cases, employees will need to perform safety duties outside their regular responsibilities to prevent accidents.

Executive management must plan, organize, and administer the program by establishing policy, setting goals and objectives, assigning responsibility, motivating subordinates, and monitoring results. The Chief of Staff will support and maintain an ongoing Safety and Injury and Illness Prevention Program through the following:

1. Providing clear understanding and direction to all management and union employees regarding the importance of safety through the development, implementation, monitoring and revision of policy and procedures.
2. Providing financial support for the Injury and Illness Prevention Program through the provision of adequate funds for the purchase of necessary safety materials, safety equipment, proper personal protective equipment, adequate time for employee safety training, and maintenance of tools and equipment.
3. Overseeing development, implementation, and maintenance of the IIPP and other required safety programs.
4. Maintaining a company commitment to accident prevention by expecting safe conduct on the part of all managers, supervisors, and employees.
5. Holding all levels of management and employees accountable for accident prevention and safety.
6. Reviewing all accident investigations to determine corrective action.

Managers and Supervisors play a key role in the prevention of accidents on the job. They have direct contact with the employees and know the safety requirements for various jobs. Safety responsibilities for these individuals include:

1. Enforce all safety rules in the Code of Safe Practices and ensure safe work procedures.
2. Verifying corrective action has been taken regarding safety hazards and accident investigations.
3. Conducting periodic documented inspections of the work sites to identify and correct unsafe actions and conditions that could cause accidents.

4. Act as a leader in company safety policy and setting a good example by following all safety rules.
5. Becoming familiar with local, state, and federal safety regulations. The Safety Coordinator is available for assistance.
6. Train all new and existing employees in proper safety procedures and the hazards of the job.
7. Instruct all employees, under their supervision, in safe work practices and job safety requirements.
8. Hold occasional safety meetings with employees.
9. Ensure employee proficiency when assigning work requiring specific knowledge, special operations or equipment.
10. Ascertain that all machinery, equipment, and workstations are maintained in safe working condition and operate properly.
11. Correct unsafe acts and conditions that could cause accidents.
12. Communicate with all employees about safety and accident prevention activities.
13. Correct the cause of any accident as soon as possible.
14. Ascertain that proper first aid and firefighting equipment is maintained and used when conditions warrant its use.
15. Maintain good housekeeping conditions at all times.
16. Investigate all injuries and accidents to determine their cause and potential corrective action.
17. Ascertain that all injuries involving our employees that require medical attention are properly treated and promptly reported to the office.

The Safety Coordinator or Safety Officer acts as a safety resource for the company and is responsible for maintaining program records. They will also be our primary person to deal with outside agencies regarding the safety program and its contents. Sophia Trivino, Chief of Staff is currently responsible for this role. Additional duties include:

1. Coordination of all loss prevention activities as a representative of management. Acting as a consultant to management in the implementation and administration of the Safety Program.

2. Develop and implement loss prevention policies and procedures designed to insure compliance with the applicable rules and regulations of all federal, state, and local agencies.
3. Review all accident reports to determine cause and preventability.
4. Conduct periodic reviews of the program and job sites to evaluate performance, discuss problems and help solve them.
5. Consult with representatives of our insurance companies in order that their loss control services will support the Safety Program.
6. Review Workers' Compensation Claims. Help supply the insurance carrier with information about injured employees in order to keep loss reserves as low as possible.

Every employee is responsible for working safely, both for self-protection and for protection of fellow workers. Employees must also support all company safety efforts. Specific employee safety responsibilities include:

1. If you are unsure how to do any task safely, ask your supervisor.
2. Read and abide by all requirements of the Safety Manual and Injury and Illness Prevention Program (IIPP).
3. Know and follow the Code of Safe Practices and all company safety policies and rules.
4. Wear all required personal protective equipment.
5. Report all accidents and injuries, no matter how minor, to your supervisor immediately.
6. Do not operate any equipment you have not been trained and authorized to use.
7. Report any safety hazards or defective equipment immediately to your supervisor.
8. Do not remove, tamper with or defeat any guard, safety device or interlock.
9. Never use any equipment with inoperative or missing guards, safety devices or interlocks.
10. Never possess, or be under the influence of, alcohol or controlled substances while on the premises.
11. Never engage in horseplay or fighting.
12. Participate in, and actively support, the safety program.

Employee Safety Training

California law requires that employees be trained in the safe methods of performing their job. CCS is committed to instructing all employees in safe and healthful work practices. Awareness of potential hazards, as well as knowledge of how to control them, is critical to maintaining a safe and healthful work environment and preventing injuries. To achieve this goal, we will provide training to each employee on general safety issues and safety procedures specific to that employee's work assignment.

Every new employee will be given instruction by their Supervisor in the general safety requirements of their job. A copy of our Code of Safe Practices shall also be provided to each employee.

Managers, Supervisors, and employees will be trained at least twice per year on various accident prevention topics.

Training provides the following benefits:

- Makes employees aware of job hazards
- Teaches employees to perform jobs safely
- Promotes two-way communication
- Encourages safety suggestions
- Creates interest in the safety program
- Fulfills Cal/OSHA requirements

Employee training will be provided at the following times:

1. All new employees will receive a safety orientation their first day on the job.
2. All new employees will be given a copy of the Code of Safe Practices and required to read and sign for it.
3. All employees given a new job assignment for which training has not been previously provided will be trained before beginning the new assignment.
4. Whenever new substances, processes, procedures or equipment that represent a new hazard are introduced into the workplace.
5. Whenever CCS is made aware of a new or previously unrecognized hazard.
6. Whenever management believes that additional training is necessary.
7. After all serious accidents.
8. When employees are not following safe work rules or procedures.

Training topics will include, but not be limited to:

- Employee's safety responsibility
- General safety rules
- Code of Safe Practices
- Safe job procedures
- Ergonomics
- Use of safety equipment
- Emergency procedures
- Safe lifting and material handling practices
- Contents of safety program

Documentation of Training

All training will be documented on one of the following three forms.

New Employee Safety Orientation
Employee Safety Contact Form
Safety Meeting Report

The following training method should be used. Actual demonstrations of the proper way to perform a task are very helpful in most cases.

- **Tell them** how to do the job safely
- **Show them** how to do the job safely
- **Have them tell you** how to do the job safely
- **Have them show you** how to do the job safely
- **Follow up** to ensure they are still performing the job safely

CCS

New Employee Safety Orientation

The Supervisor will verbally cover the following items with each new employee on the first day of their employment.

Employee Name: _____ Start Date: _____

Work Site: _____ Position: _____

Instruction has been received in the following areas.

- 1. Code of Safe Practices.*
- 2. Driving Safety Rules.*
- 3. Safety rule enforcement procedures.
- 4. Necessity of reporting ALL injuries, no matter how minor, IMMEDIATELY.
- 5. Proper method of reporting safety hazards.
- 6. Emergency procedures and First Aid.
- 7.. Emergency Exits and Fire Extinguishers.

* Give a copy of these items to the employee.

I agree to abide by all company safety polices and the Code of Safe Practices. I also understand that failure to do so may result in disciplinary action and possible termination.

Signed _____ Date _____
Employee

Signed _____ Date _____
Safety Coordinator

Safety Communication

This section establishes procedures designed to develop and maintain employee involvement and interest in the Safety Manual and IIPP. These activities will also ensure effective communication between management and employees on safety related issues that is of prime importance to CCS. The following are some of the safety communication methods that may be used:

1. Periodic safety meetings with employees that encourage participation and open, two-way communication.
2. New employee safety orientation and provision of the Code of Safe Practices.
3. Provision and maintenance of employee bulletin boards discussing safety issues, accidents, and general safety suggestions.
4. Written communications from management or the Safety Coordinator, including memos, postings, payroll stuffers, and newsletters.
5. Anonymous safety suggestion program.

Employees will be kept advised of highlights and changes relating to the safety program. Management shall relay changes and improvements regarding the safety program to employees, as appropriate. Employees will be involved in future developments and safety activities, by requesting their opinions and comments, as necessary.

All employee-initiated safety related suggestions shall be properly answered, either verbally or in writing, by the appropriate level of management. Unresolved issues shall be relayed to JJ Lewis President & CEO.

All employees are encouraged to bring any safety concerns they may have to the attention of management. CCS will not discriminate against any employee for raising safety issues or concerns.

CCS also has a system of anonymous notification whereby employees who wish to inform the company of workplace hazards without identifying themselves may do so by phoning or sending written notification to the following address:

Sophia Trivino Chief of Staff
850 Hampshire Road Suite P
Thousand Oaks, CA 91361
(855) 937-4227 Ext. 1009

Enforcement of Safety Policies

The compliance of all employees with CCS's Safety Manual and IIPP is mandatory and shall be considered a condition of employment.

The following programs will be utilized to ensure employee compliance with the safety program and all safety rules.

- Training programs
- Retraining
- Disciplinary action
- Optional safety incentive programs

Training Programs

The importance of safe work practices and the consequences of failing to abide by safety rules will be covered in the New Employee Safety Orientation and safety meetings. This will help ensure that all employees understand and abide by CCS safety policies.

Retraining

Employees that are observed performing unsafe acts or not following proper procedures or rules will be retrained by their supervisor. A Safety Contact Report may be completed by the supervisor to document the training. If multiple employees are involved, additional safety meetings will be held.

Disciplinary Action:

The failure of an employee to adhere to safety policies and procedures established by CCS can have a serious impact on everyone concerned. An unsafe act can threaten not only the health and wellbeing of the employee committing the unsafe act but can also affect the safety of his/her coworkers and customers. Accordingly, any employee who violates any of the company's safety policies will be subject to disciplinary action.

Note: Failure to promptly report any on-the-job accident or injury, on the same day as occurrence, is considered a serious violation of the Company's Code of Safe Practices. Any employee who fails to immediately report a work-related accident or injury, no matter how minor shall be subject to disciplinary action.

Employees will be disciplined for infractions of safety rules and unsafe work practices that are observed, not just those that result in an injury. Often, when an injury occurs, the accident investigation will reveal that the injury was caused because the employee violated an established safety rule and/or safe work practice(s). In any disciplinary action, the supervisor should be cautious that discipline is given to the employee for safety violations, and not simply because the employee was injured on the job or filed a Workers' Compensation claim.

Violations of safety rules and the Code of Safe Practices are to be considered equal to violations of other company policy. Discipline for safety violations will be administered in a manner that is consistent with CCS's system of progressive discipline. If, after training, violations occur, disciplinary action will be taken as follows:

1. Oral warning. Document it, including date and facts on the "Safety Contact Report" form. Add any pertinent witness statements. Restate the policy and correct practice(s).
2. Written warning. Retrain as to correct procedure/practice.
3. Written warning with suspension.
4. Termination

Hazard Identification and Evaluation

To assist in the identification and correction of hazards, CCS has developed the following procedures. These procedures are representative only and are not exhaustive of all the measures and methods that will be implemented to guard against injury from recognized and potential hazards in the workplace. As new hazards are identified or improved work procedures developed, they will be promptly incorporated into our Safety Manual. The following methods will be utilized to identify hazards in the workplace:

- Loss analysis of accident trends
- Accident investigation
- Employee observation
- Employee suggestions
- Regulatory requirements for our industry
- Outside agencies such as the fire department and insurance carriers
- Periodic safety inspections

Loss Analysis

Periodic loss analyses will be conducted by Sophia Trivino. These will help identify areas of concern and potential job hazards. The results of these analyses will be communicated to management, supervision, and employees through safety meetings and other appropriate means.

Accident Investigations

All accidents and injuries will be investigated in accordance with the guidelines contained in this program. Accident investigations will focus on all causal factors and corrective action including the identification and correction of hazards that may have contributed to the accident.

Employee Suggestions

Employees are encouraged to report any hazard they observe to their supervisor. No employee of CCS is to ever be disciplined or discharged for reporting any workplace hazard or unsafe condition. However, employees who do NOT report potential hazards or unsafe conditions that they are aware of will be subject to disciplinary action.

Regulatory Requirements

All industries are subject to government regulations relating to safety. Many of these regulations are specific to our type of business. Copies of pertinent regulations can be obtained from the Safety Coordinator.

Outside Agencies

Several organizations will assist us in identifying hazards in our workplace. These include safety officers from other contractors, insurance carrier safety and health consultants, private industry consultants, the fire department, and Cal/OSHA Consultation.

Periodic Safety Inspections

Periodic safety inspections ensure that physical and mechanical hazards are under control and identify situations that may become potentially hazardous. Inspections shall include a review of the work habits of employees in all work areas. These inspections will be conducted by the Supervisor, Manager, Safety Coordinator or other designated individual.

Periodic safety inspections will be conducted:

- When new substances, process, procedures or equipment are used.
- When new or previously unrecognized hazards are identified.
- Periodically by the Safety Coordinator.

These inspections will focus on both unsafe employee actions as well as unsafe conditions. The following is a partial list of items to be checked.

- The proper use, condition, maintenance and grounding of all electrically operated equipment.
- The proper use, condition, and maintenance of safeguards for all power-driven equipment.
- Compliance with the Code of Safe Practices.
- Housekeeping and personal protective equipment.
- Hazardous materials.
- Proper material storage.
- Provision of first aid equipment and emergency medical services.

Any and all hazards identified will be corrected as soon as practical in accordance with the CCS hazard correction policy.

If imminent or life threatening hazards are identified, which cannot be immediately corrected, all employees must be removed from the area, except those with special training required to correct the hazard, who will be provided necessary safeguards.

Documentation of Inspections

Safety inspections will be documented to include the following:

- Date on which the inspection was performed.
 - The name and title of person who performed the inspection.
 - Any hazardous conditions noted or discovered and the steps or procedures taken to correct them.
 - Signature of the person who performed the inspection.
- All reports shall be kept on file for a minimum of two (2) years.

Hazard Correction

The following procedures will be used to evaluate, prioritize and correct identified safety hazards. Hazards will be corrected in order of priority: the most serious hazards will be corrected first.

Hazard Evaluation

Factors that will be considered when evaluating hazards include:

- Potential severity - The potential for serious injury, illness or fatality
- Likelihood of exposure - The probability of the employee coming into contact with the hazard
- Frequency of exposure - How often employees come into contact with the hazard
- Number of employees exposed
- Possible corrective actions - What can be done to minimize or eliminate the hazard
- Time necessary to correct - The time necessary to minimize or eliminate the hazard

Techniques for Correcting Hazards

1. **Engineering Controls:** Could include machine guarding, ventilation, noise reduction at the source, and provision of material handling equipment. These are the first and preferred methods of control.
2. **Administrative Controls:** The next most desirable method would include rotation of employees or limiting exposure time.

3. Personal Protective Equipment: Includes hard hats, hearing protection, respirators and safety glasses. These are often the least effective controls for hazards and should be relied upon only when other controls are impractical.

Documentation of Corrective Action

All corrective action taken to mitigate hazards should be documented. Depending on the circumstances, one of the following forms should be used:

- Safety Contact Report
- Safety Meeting Report
- Memo or letter
- Safety inspection form

All hazards noted on safety inspections will be rechecked on each subsequent inspection and notations made as to their status.

Accident Investigation

The Supervisor, Manager, or other designated individual will investigate all work-related accidents in a timely manner. This includes minor incidents and "near accidents", as well as serious injuries. An accident is defined as any unexpected occurrence that results in injury to personnel, damage to equipment, facilities, or material, or interruption of normal operations.

Responsibility for Accident Investigation

Immediately upon being notified of an accident, the Supervisor, Manager, or other designated individual shall conduct an investigation. The purpose of the investigation is to determine the cause of the accident and corrective action to prevent future reoccurrence; not to fix blame or find fault. An unbiased approach is necessary in order to obtain objective findings.

The Purpose of Accident Investigations:

- To prevent or decrease the likelihood of similar accidents.
- To identify and correct unsafe work practices and physical hazards. Accidents are often caused by a combination of these two factors.
- To identify training needs. This makes training more effective by focusing on factors that are most likely to cause accidents.

What Types of Incidents Do We Investigate?

- Fatalities
- Serious injuries
- Minor injuries
- Property damage

- Near misses

Procedures for Investigation of Accidents

Immediately upon being notified of an accident the Supervisor, Manager, or other designated individual will:

1. Visit the accident scene, as soon as possible, while facts and evidence are still fresh and before witnesses forget important details and to make sure hazardous conditions to which other employees or customers could be exposed are corrected or have been removed;
2. Provide for needed first aid or medical services for the injured employee(s).
3. If possible, interview the injured worker at the scene of the accident and verbally "walk" him or her through a re-enactment. All interviews should be conducted as privately as possible. Interview all witnesses individually and talk with anyone who has knowledge of the accident, even if they did not actually witness it.
4. Report the accident to the office at 818.769.7241. Accidents will be reported by the office to the insurance carrier within 24 hours. All serious accidents will be reported to the carrier as soon as possible.
5. Consider taking signed statements in cases where facts are unclear or there is an element of controversy.
6. Thoroughly investigate the accident to identify all accident causes and contributing factors. Document details graphically. Use sketches, diagrams and photos as needed. Take measurements when appropriate.
7. All accidents involving death, disfigurement, amputation, loss of consciousness or hospitalization for more than 24 hours must be reported to Cal/OSHA immediately.
8. Focus on causes and hazards. Develop an analysis of what happened, how it happened, and how it could have been prevented. Determine what caused the accident itself, not just the injury.
9. Every investigation must also include an action plan. How can such accidents be prevented in the future?
10. In the event a third party or defective product contributed to the accident, save any evidence as it could be critical to the recovery of claim costs.

Accurate & Prompt Investigations

- Ensures information is available

- Causes can be quickly corrected
- Helps identify all contributing factors
- Reflects management concern
- Reduces chance of recurrence

Investigation Tips

- Avoid placing blame
- Document with photos and diagrams, if needed
- Be objective, get the facts
- Reconstruct the event
- Use open-ended questions

Questions to Ask

When investigating accidents, open-ended questions such as who?, what?, when?, where?, why?, and how? Will provide more information than closed-ended questions such as "Were you wearing gloves?"

Examples include:

- How did it happen?
- Why did it happen?
- How could it have been prevented?
- Who was involved?
- Who witnessed the incident?
- Where were the witnesses at the time of the incident?
- What was the injured worker doing?
- What was the employee working on?
- When did it happen?
- When was the accident reported?
- Where did it happen?
- Why was the employee assigned to do the job?

The single, most important question that must be answered as the result of any investigation is:

"What do you recommend be done (or have you done) to prevent this type of incident from recurring?"

Once the Accident Investigation is Completed

- Take or recommend corrective action

Compass Charter Schools Safety Manual and IIPP

- Document corrective action
- Management and the Safety Coordinator will review the results of all investigations
- Consider safety program modifications
- Information obtained through accident investigations can be used to update and improve our current program

Program Records

Sophia Trivino, Chief of Staff will ensure the maintenance of all Safety Manual and IIPP records, for the listed periods, including:

- | | |
|--|----------------------|
| 1. New Employee Safety Orientation forms | Length of employment |
| 2. Code of Safe Practices Receipt | Length of employment |
| 3. Disciplinary actions for safety | 1 year |
| 4. Safety inspections | 2 years |
| 5. Safety meeting reports | 2 years |
| 6. Safety Contact Reports | 2 years |
| 7. Accident investigations | 5 years |
| 8. Cal/OSHA log of injuries | 5 years |
| 9. Inventory of Hazardous Materials (if any) | forever |
| 10. Employee exposure or medical records | forever |

Records are available for review at 850 Hampshire Road Suite P Thousand Oaks, CA 91361

Emergency Medical Services and First Aid

CCS will ensure the availability of emergency medical services for its employees at all times. We will also ensure the availability of a suitable number of appropriately trained persons to render first aid. Sophie Trivino, Chief of Staff will maintain a list of trained individuals and take steps to provide training for those that desire it.

First-Aid Kits

Every work site shall have access to at least one first-aid kit in a weatherproof container. The first-aid kit will be inspected regularly to ensure that it is well stocked, in sanitary condition, and any used items are promptly replaced. The contents of the first-aid kit shall be arranged to be quickly found and remain sanitary. First-aid dressings shall be sterile and in individually sealed packages. The following minimum first-aid supplies shall be kept:

Type of Supply Required by Number of Employees				
Dressings in adequate quantities consisting of:	1-5	6-15	16-200	200+
Adhesive dressings	X	X	X	X
Adhesive tape rolls, 1-inch wide	X	X	X	X
Eye dressing packet	X	X	X	X
1-inch gauze bandage roll or compress	X		X	
2-inch gauze bandage roll or compress	X		X	
4-inch gauze bandage roll or compress	X		X	
Sterile gauze pads, 2-inch square	X	X	X	X
Sterile gauze pads, 4-inch square	X	X	X	X
Sterile surgical pads suitable for pressure dressings			X	X
Triangular bandages	X	X	X	X
Safety pins	X	X	X	X
Tweezers and scissors	X	X	X	X
Cotton-tipped applicators*			X	X
Forceps*			X	X
Emesis basin*			X	X
Flashlight*			X	X
Magnifying glass*			X	X
Portable oxygen and its breathing equipment*				X
Tongue depressors*				X
Appropriate record forms*	X	X	X	X
First-aid textbook, manual or equivalent*	X	X	X	X

*To be readily available but not necessarily within the first-aid kit.

Drugs, antiseptics, eye irrigation solutions, inhalants, medicines, or proprietary preparations shall not be included in CCS first-aid kits unless specifically approved, in writing, by an employer-authorized, licensed physician. Other supplies and equipment, if provided, shall be in accordance with the documented recommendations of an employer-authorized licensed physician upon consideration of the extent and type of emergency care to be given based upon the anticipated incidence and nature of injuries and illnesses and availability of transportation to medical care.

First Aid

The designated first aid person on each site will be available at all times to render appropriate first aid for injuries and illnesses. Proper equipment for the prompt transportation of the injured or ill person to a physician or hospital where emergency care is provided, or an effective communication system for contacting hospitals or other emergency medical facilities, physicians, ambulance and fire services, shall also be provided. The telephone numbers of the following emergency services in the area shall be posted near the job telephone, or otherwise made available to the employees where no job site telephone exists:

1. A company authorized physician or medical clinic, and at least one alternate if available.
2. Hospitals.
3. Ambulance services.
4. Fire-protection services.

Prior to the commencement of work at any site, the Supervisor or Manager shall locate the nearest preferred medical facility and establish that transportation or communication methods are available in the event of an employee injury.

Each employee shall be informed of the procedures to follow in case of injury or illness through our new employee orientation program, Code of Safe Practices, and safety meetings.

Where the eyes or body of any person may be exposed to injurious or corrosive materials, suitable facilities for drenching the body or flushing the eyes with clean water shall be conspicuously and readily accessible.

Accident Procedures

These procedures are to be followed in the event of an employee injury in the course of employment.

1. **For severe accidents call 911 and request the Paramedics.**
2. **Employees must report all work related injuries to their Supervisor immediately. Even if they do not feel that it requires medical attention.** Failure to do so may result in a delay of Workers' Compensation benefits and disciplinary action.
3. The Supervisor, employee, and first aid person, should determine whether or not outside medical attention is needed. When uncertainty exists on the part of any individual, the employee should be sent for professional medical care.
4. If medical attention is not desired or the employee refuses treatment, you must still fill out a "CCS Accident Report" in case complications arise later.
5. In all cases, if the employee cannot transport himself or herself for any reason, transportation should be provided.

6. In the event of a serious accident involving hospitalization for more than 24 hours, amputation, permanent disfigurement, loss of consciousness or death, phone contact should be made with the office at «Company_Phone». Contact must also be made with the nearest Cal/OSHA office within 8 hours.

Hazardous Materials and Chemicals Hazard Communication Program

Introduction

It is the policy of CCS that the first consideration of work shall be the protection of the safety and health of all employees. We have developed this Hazard Communication Program to ensure that all employees receive adequate information about the possible hazards that may result from the various materials used in our operations. This Hazard Communication Program will be monitored by Sophie Trivino, Chief of Staff who will be responsible for ensuring that all facets of the program are carried out, and that the program is effective.

Our program consists of the following elements:

1. Hazardous material inventory.
2. Collection and maintenance of Material Safety Data Sheets.
3. Container labeling.
4. Employee training.

The following items are not required to be included in the program and are therefore omitted:

- Foods, drugs, cosmetics or tobacco.
- Untreated wood products.
- Hazardous waste.
- Consumer products packaged for sale to and use by the general public, provided that our exposure is not significantly greater than typical consumer exposure.

Hazardous Material Inventory

Sophia Trivino maintains a list of all hazardous materials used in our operations. This list contains the name of the product, the type of product (solvent, adhesive etc.) and the name and address of the manufacturer.

Material Safety Data Sheets (MSDS)

Copies of MSDS for all hazardous substances to which our employees may be exposed will be kept in a binder in the office at «Company_Street_Address», «Company_City_State_Zip». These MSDS are available to all employees, at all times, upon request. Copies of the most commonly used products will also be kept by the Supervisor at the work site.

Sophia Trivino will be responsible for reviewing incoming MSDS for new and significant health/safety information. They will ensure that any new information is passed on to the affected employees.

Sophia Trivino will also review all incoming MSDS for completeness. If an MSDS is missing or obviously incomplete, a new MSDS will be requested from the manufacturer. CAL/OSHA will be notified if a complete MSDS is not received and the manufacturer will not supply one.

New materials will not be introduced into the shop or field until a MSDS has been received. The purchasing department will make it an ongoing part of their function to obtain MSDS for all new materials when they are first ordered.

Container Labeling

No container of hazardous substances will be used unless the container is correctly labeled and the label is legible.

All chemicals in cans, bags, drums, pails, etc., will be checked by the receiving department to ensure the manufacturer's label is intact, is legible, and has not been damaged in any manner during shipment. Any containers found to have damaged labels will be held until a new label has been installed. New labels will be obtained from the manufacturer.

The label must contain:

- The chemical name of the contents.
- The appropriate hazard warnings.
- The name and address of the manufacturer.

All secondary containers will be labeled as to their contents with a reference to the original label.

Employee Information and Training

All employees will be provided information and training on the following items through the CCS safety training program and prior to starting work with hazardous substances:

1. An overview of the requirements of the Hazard Communication Standard, including their rights under this regulation.
2. Information regarding the use of hazardous substances in their specific work areas.
3. The location and availability of the written hazard communication program. The program will be available from the Supervisor and Sophie Trivino, Chief of Staff.
4. The physical and health hazards of the hazardous substances in use.
5. Methods and observation techniques used to determine the presence or release of hazardous substances in the work area.
6. The controls, work practices and personal protective equipment that are available for protection against possible exposure.
7. Emergency and first aid procedures to follow if employees are exposed to hazardous substances.
8. How to read labels and material safety data sheets to obtain the appropriate hazard information.

Hazardous Non-Routine Tasks

Infrequently, employees may be required to perform hazardous non-routine tasks. Prior to starting this work, each involved employee will be given information by his/her supervisor about hazards to which they may be exposed during such activity.

This information will include:

- The specific hazards.
- Protective/safety measures which must be utilized.
- The measures the company has taken to lessen the hazards, including special ventilation, respirators, the presence of another employee, emergency procedures, etc.

Informing Outside Contractors and Vendors

To ensure that outside contractors are not exposed to our hazardous materials, and to ensure the safety of the contractor's employees, it will be the responsibility of the Supervisor to provide outside contractors the following information:

- The hazardous substances under our control that they may be exposed to while at the work site.
- The precautions the contractor's employees must take to lessen the possibility of exposure.

We will obtain from outside contractors and vendors the name of any hazardous substances the contractor's employees may be using at a work site or bringing into our facility. The contractor must also supply a copy of the material safety data sheet relevant to these materials.

Employee Rights Under The Hazard Communication Standard

At any time, an employee has the right to:

- Access the MSDS folder, and the Hazard Communication Program.
- Receive a copy of any environmental sampling data collected in the workplace.
- See their employment medical records upon request.

Fleet & Driving Safety

CCS has established the following guidelines and procedures for our drivers and vehicles to protect the safety of individuals operating any motor vehicle on company business. Protecting our employee drivers, their passengers, and the public is of the highest priority. The commitment of management and employees is critical to the success of this program. Clear communication of, and strict adherence to, the program's guidelines and procedures are essential.

Our primary goal is to maintain a high level of safety awareness and foster responsible driving behavior. Driver safety awareness and responsible driving behavior will significantly decrease the frequency of motor vehicle accidents and reduce the severity of personal injuries and property damage.

Drivers must follow the requirements outlined in this program. Violations of this program may result in disciplinary action up to, and including, suspension of driving privileges or dismissal.

Our program consists of the following elements:

- Driver selection
- Driver training
- Vehicle use policy
- Vehicle inspection & preventive maintenance
- Accident investigation

Driver Selection

Only company authorized and assigned employees are allowed to drive company vehicles at any time. Prior to being authorized and assigned, CCS will check the following items. Drivers must have:

- A valid un-restricted driver's license.
- A current MVR driving record with no more than 2 points and no serious or major violations.

CCS will also check driving records of all employees authorized to drive on company business on an annual basis.

Employees that do not meet these requirements are not authorized or allowed to drive company vehicles or drive their own vehicle on company business.

Ergonomics

Studies have shown over the years that poorly designed and arranged work areas, awkward work postures and repetitive motions can lead to a variety of injuries including carpal tunnel syndrome and tendonitis, which are often referred to as repetitive motion injuries (RMI's). As with cancer, heart disease, and many other ailments, there are risk factors that increase an individual's likelihood of developing RMI's. If the risk factors are reduced, so are the chances of being injured. While some of these risk factors, such as family history, cannot be controlled in the employment setting, many can. Including:

- The force used to perform a task,
- Posture while performing tasks,
- The number of repetitions performed in a given time period, and
- Mechanical stresses such as hard surfaces.

CCS has developed the following program designed to minimize RMIs. The program includes worksite evaluations, control of exposures that have caused RMIs and training of employees.

Worksite Evaluation and Exposure Reduction.

Each job, process, or operation of identical work activity that has resulted in at least two RMI's or a representative number of such jobs, processes, or operations shall be evaluated for exposures that have caused RMIs. CCS may request assistance from outside consultants for this purpose.

Any exposures that have caused RMIs shall, in a timely manner, be corrected or if not capable of being corrected have the exposures minimized to the extent feasible. We shall consider engineering controls, such as work station redesign, adjustable fixtures or tool redesign, and administrative controls, such as job rotation, work pacing or work breaks.

Training

Affected employees shall be provided training that includes an explanation of:

- CCS program;
- The exposures which have been associated with RMIs;
- The symptoms and consequences of injuries caused by repetitive motion;
- The importance of reporting symptoms and injuries to their supervisor; and
- Methods used to minimize RMIs.

This training may be conducted as part of the regular safety meetings.

Fire Prevention and Emergency Action Plan

CCS has developed the following emergency plan to cover those designated actions that must be taken to ensure employee safety from fire and during other emergencies. Any questions about this plan should be directed to Sophia Trivino, Chief of Staff.

Office, Shop & Warehouse Emergency Evacuation and Fire Prevention

Sophia Trivino is responsible for ensuring the following:

1. That all required emergency exits are clearly identified in the office, shop, and warehouse and that all required firefighting and emergency equipment is available and in good condition.

The following items will be maintained:

- First aid kit
 - Drinking water
 - Flashlight
 - Portable battery powered radio and batteries
 - Fire extinguishers
 - Wrench to shut off the main gas valve
 - Pry bars, axes, saws, tools or similar devices for employee rescue
2. Creating a facility map designating all emergency evacuation routes and the locations of all fire fighting equipment and emergency supplies and equipment. These maps will be posted in at least two locations in the facility.
 3. Training all exposed employees on the procedures to be followed in the event of fire, earthquake or other emergency including how to properly notify other affected employees.
 4. Identifying potential fire hazards in the office, shop and warehouse and ensuring that adequate steps are taken to prevent fires.
 5. Ensuring that combustible trash and materials are removed promptly from the facility, and that all flammable and combustible liquids are properly stored and handled.

During an Emergency

In the event of an emergency such as earthquake or fire, all employees are expected to evacuate the premises immediately.

Employees will be notified of emergencies through one of the following:

- Fire alarm
- Intercom
- Emergency horn
- Direct voice communication

After the emergency evacuation has been completed, a head count will be taken to ensure everyone is out of the building.

Office Safety

Office accidents can and do happen. To prevent them, CCS has developed the following rules for our office staff. We will also endeavor to include office employees in periodic safety meetings. If at any time, you feel there is a safety hazard, or you have any safety concerns, please do not hesitate to notify Sophia Trivino, Chief of Staff.

1. Report all accidents and injuries, no matter how minor, to your Supervisor immediately.
2. Correct or report any safety hazards that you observe.
3. Clean up any spilled material that may present a slipping hazard.
4. Do not stretch any cords across aisles that may present a tripping hazard.
5. No one is allowed to climb on shelves or stand on chairs; you must use a step stool or ladder.
6. Keep all legs of the chair on the floor. Do not tilt chairs too far back.
7. No one shall be in the possession of, or under the influence of, alcohol or controlled substances while on the premises.
8. No horseplay will be tolerated.
9. Close file drawers when not in use.
10. Do not open more than one file drawer at a time. This could cause the cabinet to tip.
11. Do not store heavy objects above your head that could fall on you in an earthquake.
12. Do not store flammable or combustible materials near heaters or other heat sources.
13. If you are unsure how to do any task safely, ask your supervisor.
14. Do not operate any equipment you are not trained and authorized to use.

15. Always follow safe lifting procedures when lifting any object and get help for heavy loads.

- Bend your knees, not your back.
- Keep the load close to body.
- Keep your back straight.
- Lift with your legs.
- Do not lift and twist.

Office Ergonomics

Studies have shown over the years that poorly designed and arranged work areas and repetitive motions can lead to a variety of injuries including carpal tunnel syndrome and tendonitis, which are often referred to as repetitive motion injuries (RMI). As with cancer, heart disease, and many other ailments, there are risk factors that increase an individual's likelihood of developing RMI. If the risk factors are reduced, so are the chances of being injured. While some of these risk factors, such as family history, cannot be controlled in the employment setting, many can, including:

- The force used to perform a task.
- Posture while performing tasks.
- The number of repetitions performed in a given time period.
- Mechanical stresses such as hard surfaces.

The most significant RMI risk factor in office environments is poor body posture caused by improper workstation design or layout. In many cases employees are required to work in awkward positions for long periods of time. This greatly increases the likelihood of injury. Fortunately, this is often the easiest problem to correct. The goal is to perform work in neutral posture as much as possible. Neutral posture is best described as the most comfortable position and usually involves little or no twisting or deviation of the joints.

To apply the principle of neutral posture to the office setting we need to look at the five major components of office workstations. They are: the chair, the computer keyboard, the desk, the computer monitor, and the work product.

Chairs are often the most overlooked piece of office equipment, yet they are the single most important item from an ergonomic standpoint. A poor chair that lacks adjustments and support makes it almost impossible to work comfortably and in neutral posture. Good office chairs are fully adjustable including:

- Chair height.
- Height of the backrest.
- The position forward or back of the backrest.
- The position forward or back of the seat pan.
- The angle (tilt) of the seat pan.

- If armrests are provided, they should be height and width adjustable.

In many cases, fully adjustable chairs are provided for employees, but they never adjust them. Make sure you understand all of the adjustments your chair has and how to use them. When in doubt, read the owner's manual or ask. A properly adjusted chair should allow the user to rest their feet comfortably on the floor without putting pressure on their lower thighs. Their knees should be approximately the same height as their hips, or slightly higher, and they should be able to sit back against the backrest which is positioned for low back support. If your feet don't rest comfortably on the floor the chair is too high. If the chair cannot be lowered any further, a footrest should be used. Whether armrests are provided depends on the type of workstation and personal preference. If they are provided, they should be height adjustable to allow the arms to rest comfortably on them without excessive shoulder drop. Armrests should also be well padded to reduce pressure on the lower arms.

Once the chair is properly adjusted, the next step is to position the keyboard to minimize bend in your wrists. In order to accomplish this, it is often necessary to have a position and height adjustable keyboard tray attached to the underside of the desk. These should not be confused with keyboard drawers that cannot be adjusted for height or position. If you do not use a tray, the only way to adjust the keyboard height is by moving the desk that is difficult at best, and sometimes impossible. Using a tray also frees up workspace on the desk where the keyboard once sat.

The height of the keyboard should be set so that there is approximately a 90-degree angle between the upper and lower arms. There should also be a straight line from the elbow out through your fingers. If your fingers hang down too much or bend up, creating a "V" between your hand and forearm, you place extra stress on your wrist. Many people find it comfortable to use padded wrist rests in front of the keyboard. This often helps minimize wrist deflection. The keyboard tray should also be adjusted so that you do not have to reach forward too far to type. Your elbows should be close to your side and back by your spine, not out in front of you. Do not extend the small legs on the bottom of the keyboard tray. This increases the wrist angle unnecessarily. Many keyboard trays now also have extensions for your mouse. This places everything you need within easy reach.

After you have adjusted the chair and keyboard tray, try using your desk. You should be able to comfortably write and use your other office equipment such as the calculator and phone. Some of these items may need to be moved closer to you. Your legs should also fit easily under the desk. Often, stored items such as boxes, block this and should be removed. The standard desk height is fine for most people. If you are exceptionally tall or short, however, adjusting the desk up or down an inch, if possible, may be helpful.

Now you are ready to position your monitor. It should be directly in front of you. Monitors that are off to one side cause you to turn your neck that can lead to injury. The top of the screen should be at about eye level. If the screen is too low your neck will ache from constantly looking down. Putting old phone books or reams of copy paper under them can easily raise monitors. You may also use a special adjustable monitor holder to free up desk space. Tilt the screen so that the top is closer to you than the bottom. This will reduce glare from overhead lights. If you can't get away from outside light, use a glare screen to improve

contrast and reduce eyestrain that can cause headaches. Also know how to adjust the screen contrast and brightness controls and keep the screen clean and free of dust and fingerprints.

The work product should be kept within easy reach. Heavy notebooks or binders that you use often should be placed near you. If you use the phone a lot, consider using a headset to reduce neck strain and free up your hands for other tasks. Copyholders can be very helpful if you are entering data or typing from paper. Set them up so they are as close to the screen as possible to reduce neck motion.

The risk factors of force, repetition, and mechanical stress are also controllable in an office environment. Force can be reduced by using automatic staplers and date stamps. If heavy files, boxes, or other items must be moved, use carts and dollies. When filing, use two hands to hold the larger files and keep heavy items stored between knee and shoulder height to reduce strain on your back and arms.

Repetition is controllable through the use of task management. Break up the work as much as possible throughout the day. If possible, do not spend more than two hours at a time typing or entering data. Intersperse other tasks such as filing to use other muscle groups. You should take ten-minute breaks every two hours if you are doing repetitive tasks.

Mechanical stress occurs when you rest parts of your body against hard or sharp objects. This cuts off blood flow and presses on nerves, which can lead to numbness and tingling. Sharp edges can be padded or cushioned where needed to reduce this.

Code of Safe Practices

General Safety Rules

1. All persons shall follow this Code of Safe Practices and render every possible aid to safe operations.
2. Failure to abide by the Code of Safe Practices may result in disciplinary action up to and including termination.
3. Immediately report any unsafe conditions, accidents, injuries or illness to your Supervisor or Manager.
4. If you are unsure of the safe method to do your job, STOP and ask your Supervisor. Ignorance is no excuse for a safety violation.
5. No one shall be knowingly permitted to work while the employee's ability or alertness is impaired by fatigue, illness, and prescription or over the counter drugs. Employees who are suspected of being under the influence of illegal or intoxicating substances, impaired by fatigue or an illness, shall be prohibited from working.
6. Never work while under the influence of an illegal or intoxicating substance, fatigued or ill.
7. Anyone known to be under the influence of any drugs or intoxicating substances which impair the employee's ability to safely perform the assigned duties shall not be allowed on the job.
8. Horseplay, scuffling, fighting and other acts that tend to have an adverse influence on the safety or well being of the employees are prohibited.
9. Work shall be well planned and supervised to prevent injuries in the handling of materials and in working together with equipment.
10. Keep your work area clean, free of debris, electrical cords and other hazards.
11. Immediately clean up spilled liquids.
12. Always notify all other individuals in your area who might be endangered by the work you are doing.
13. Do not operate equipment that you are not familiar with. Do not attempt to use such equipment until you are fully trained and authorized.
14. You are responsible for ensuring all safety guards are operable and in place. If they are not, STOP working and tell your Supervisor.

15. Never bring firearms, weapons, illegal drugs or alcoholic beverages on company or customer property or the job site.
16. A red tag system identifies equipment that is NOT to be operated, energized or used. All tag-out or lock-out notices and procedures must be observed and obeyed.
17. Do not block exits, fire doors, aisles, fire extinguishers, first aid kits, emergency equipment, electrical panels, or traffic lanes.
18. Do not leave tools, materials, or other objects on the floor that might cause others to trip and fall.
19. Do not run on the work site or in the shop or office area.
20. Do not distract others while working. If conversation is necessary, make sure eye contact is made prior to communicating.
21. Employees shall not enter manholes, underground vaults, chambers, tanks, silos, or other similar places that receive little ventilation, unless it has been determined that it is safe to enter.
22. Employees shall ensure that all guards and other protective devices are in proper places and adjusted, and shall report deficiencies promptly to the Supervisor or Manager.
23. Materials, tools, or other objects shall not be thrown from buildings or structures until proper precautions are taken to protect others from the falling objects.
24. Employees shall cleanse thoroughly after handling hazardous substances, and follow special instructions from authorized sources.
25. Gasoline or other flammable liquids shall not be used for cleaning purposes.
26. No burning, welding, or other source of ignition shall be applied to any enclosed tank or vessel, even if there are some openings, until it has first been determined that no possibility of explosion exists, and authority for the work is obtained from the Supervisor or Manager.

Fire Prevention and Housekeeping

1. Always take precautions to prevent fires which may be started, particularly from oily waste, rags, gasoline, flammable liquids, acetylene torches, improperly installed electrical equipment and trash.
2. Firefighting equipment is to be inspected on a regular basis. All discharged, damaged or missing equipment is to be immediately reported to a Supervisor. Tampering with fire equipment is prohibited.

3. Access to fire extinguishers must be kept clear at all times. Make note of the location of firefighting equipment in your work area.
4. Never use gasoline or flammable solvents for cleaning purposes.
5. Smoking is prohibited within 20 feet of where flammable substances are present.
6. In case of fire, employees shall consider the safety of themselves and other individuals before saving property.
7. Keep your work areas free of debris. Remove useless material from the work area as fast as required to help reduce tripping hazards.
8. Maintain awareness of potential hazards when walking about the work site.
9. Keep tools, materials and equipment out of walkways and stairways at all times.
10. Sharp wires or protruding nails must be kept bent.

Code of Safe Practices Receipt

This is to certify that I have received a copy of the CCS Code of Safe Practices. I have read these instructions, understand them, and will comply with them while working for the company.

I understand that failure to abide by these rules may result in disciplinary action and possible termination of my employment with CCS.

I also understand that I am to report any injury to my Supervisor or Manager immediately and report all safety hazards.

I further understand that I have the following rights.

- I am not required to work in any area I feel is not safe.
- I am entitled to information on any hazardous material or chemical I am exposed to while working.
- I am entitled to see a copy of the CCS Safety Manual and Injury and Illness Prevention Program.
- I will not be discriminated against for reporting safety concerns.

Print Name

Sign Name

Date

Copy: Employee
File

Driving Safety Rules

Motor vehicle accidents continue to be the leading cause of workplace death in the nation. In 1995 alone, 1,329 workers were killed on the job, in auto accidents. That's one employee death every 7 hours of every day.

Motor vehicle accidents are:*

- The leading cause of death at work.
- The leading cause of death for people age 15 to 24.
- The second most common cause of death for people age 25 to 44.
- The third most common cause of death for people age 45 to 64.
- The fifth most common cause of death for all ages behind heart disease, cancer, stroke, and lung disease.

*Source: 1995 statistics from the National Institute of Occupational Safety and Health (NIOSH) and the Bureau of Labor Statistics (BLS).

Fortunately, auto accidents are often preventable. By driving defensively and using good judgment, you can significantly reduce your chances of being hurt or killed in a motor vehicle. The following defensive driving tips are designed to help you avoid accidents and injuries from your fleet operations.

These rules are mandatory for all employees driving on behalf of CCS.

1. Only authorized employees may drive on behalf of CCS . No other family members may drive vehicles on behalf of CCS.
2. Seat belts must be worn in CCS vehicles at all times.
3. No employee is permitted to drive vehicles behalf of CCS while impaired by alcohol, illegal or prescription drugs, or over the counter medications.
4. All accidents involving while driving behalf of CCS must be reported to the office immediately.
5. Employees with two or more preventable accidents in a three-year period, or that obtain three points on their driving record, will be subject to a loss of their driving privileges or have their driving privileges restricted.
6. The single biggest thing you can do to save your life is wearing your seat belt. Hundreds of studies over the years have proven, without a doubt, that seat belts save lives. This is true even in crashes involving fire and water submersion. Properly worn seat belts actually absorb crash forces that, otherwise, would be transferred to your body. If the seat belts in

your vehicle are inoperative or defective, have them repaired or replaced immediately. You should wear the lap belt low across your hips and have the shoulder strap directly across your chest. You also need to keep the belt tight. There should not be more than an inch between your body and the belt at any point.

7. Get the big picture while driving. Keep your eyes aimed high and try to anticipate hazards and other drivers' mistakes. You should be looking well ahead of where you are. You should also always leave yourself an out in case the other driver does the unexpected.
8. Maintain a safe following distance at all times. Approximately 1/3 of all auto accidents are rear end collisions. You should be at least two seconds behind the vehicle in front of you to allow yourself sufficient time to stop. Do not tailgate. Following distances should be increased for larger vehicles or if in slippery or rainy conditions.
9. Avoid passing on two lane roads. Head on collisions are the most common cause of fatalities. You should also turn on your headlights while driving on two lane roads. This helps oncoming traffic see and avoid you. Never pass another vehicle on blind turns or hills.
10. You must be sober and alert at all times while driving. The use of drugs or alcohol while driving, or prior to driving, significantly increases your chances of having an accident. It should be at least eight hours from the time you take a drink until operating a vehicle. You should also avoid the use of prescription or over the counter medicines that make you drowsy.
11. Inspect the vehicle for mechanical defects prior to each trip. Test your brakes as soon as you start out to insure they are properly operating. Worn tires can make your vehicle difficult to control or stop.
12. Avoid dialing the phone, reading maps or other distracting activities while driving. These actions take your eyes off the road and often cause you to swerve. Pull over into a safe parking area before making that call.
13. Never drive faster than road conditions warrant. Slow down when road conditions are poor (rain, fog, night) and never exceed posted speed limits.
14. Always signal when changing lanes or turning.
15. Use caution when passing any stopped vehicle, especially near intersections or cross walks.
16. Aggressive driving has become a significant problem in the past few years. Just don't do it. Avoid tailgating, rapid lane changes, speeding, and hand gestures to bad drivers. You never know, they may be armed. If you are being tailgated, change lanes and let them pass. It's really not worth getting killed over.

17. Intersection collisions are also a significant problem. These are often caused by someone running the red light. You should always be under control when approaching an intersection and be prepared to stop if the light changes.
18. Slow down and look for trains at all railroad crossings. Even with modern signals and gates, hundreds of cars are hit by trains each year at grade crossings.
19. Use your low beams while driving in fog and slow down. If you can't see, pull over into a safe parking area and wait for better visibility. Do not stop in the traffic lanes. You will almost certainly be hit by another vehicle if you do.
20. Always walk behind the vehicle before backing. This will insure that there are no people or objects behind you that you cannot see from the driver's seat. You should also make sure that all loads are properly secured to prevent them from moving. Numerous accidents are caused by objects that have fallen off company vehicles.
21. Always signal well in advance when changing lanes or turning, and make sure to check your blind spot for other vehicles. Also, avoid driving in someone else's blind spot. If they can't see you, they don't know you are there.
22. Yield the right of way until you are sure the other driver is going to stop. Just because you have the legal right of way doesn't mean you should always take it. Always yield the right of way to emergency vehicles.

Defensive drivers:

- Expect the unexpected
- Anticipate bad driving by others
- Look ahead for hazards
- Always leave themselves an out
- Always drive under control
- Obey the rules of the road

Driving Safety Rules Vehicle Policy Receipt

This is to certify that I have received a copy of the CCS Driving Safety Rules I have read these instructions, understand them, and will comply with them while driving on behalf of the company.

I understand that failure to abide by these rules will result in disciplinary action and possible suspension of my driving privileges.

I understand the company uses the California Department of moto vehicles Driver Pull Notification System and that CCS will be notified in the event I am cited for an accident or a felony driving occurrence.

I also understand that I am to report any accident to the office immediately.

Print Name

Sign Name

Date

Copy: Employee File



Board Policy Manual

As amended by the Board of Directors

October 3, 2019

TABLE OF CONTENTS

SECTION 1 - BOARD GOVERNANCE – SCHOOL BOARD MEETINGS – BROWN ACT COMPLIANCE	4
SECTION 2 - BOARD GOVERNANCE – BOARD OPERATIONS	10
SECTION 3 - BOARD GOVERNANCE - PUBLIC RECORDS REQUESTS – PUBLIC RECORDS ACT COMPLIANCE	11
SECTION 4 – BOARD GOVERNANCE – RETENTION AND MANAGEMENT OF FILES AND RECORDS	15
SECTION 5 - FISCAL – CONTROLS	22
SECTION 6 - FISCAL – PROCUREMENT AND CONTRACT BIDDING	29
SECTION 7 – CAPITAL IMPROVEMENT, PROCUREMENT AND CONTRACT BIDDING POLICY	35
SECTION 8– FISCAL – GIFT ACCEPTANCE	44
SECTION 9 – FISCAL – FUNDRAISING	45
SECTION 10 – STAFF HANDBOOK	47
SECTION 11 – CURRICULUM - INDEPENDENT STUDY BOARD POLICIES	48
SECTION 12 – CURRICULUM - SCHOOL CALENDAR	52
SECTION 13 – CURRICULUM - CURRICULUM ASSESSMENT	53
SECTION 14 – CURRICULUM - CONCURRENT ENROLLMENT POLICY	54
SECTION 15 – SCHOOL SAFETY - INJURY AND ILLNESS PREVENTION PROGRAM GUIDANCE	56
SECTION 16 – SCHOOL SAFETY - SCHOOL SAFETY PLAN	57
SECTION 17 – SCHOLAR POLICY – SCHOLAR HANDBOOKS	58
SECTION 18 – SCHOLAR POLICY – IMMUNIZATION POLICY	59
SECTION 19 – SCHOLAR POLICY - WORK AND ENTERTAINMENT PERMIT POLICY	62
SECTION 20 – SCHOLAR POLICY – SUICIDE PREVENTION POLICY	65
SECTION 21 – SCHOLAR POLICY – SUSPENSION AND EXPULSION POLICY AND PROCEDURES	71
SECTION 22 – SCHOLAR POLICY – EDUCATION OF HOMELESS CHILDREN AND YOUTH POLICY	72
SECTION 23 -- SCHOLAR POLICY – EDUCATION FOR FOSTER YOUTH	76
SECTION 24 – SCHOLAR POLICY – EDUCATIONAL RECORDS AND SCHOLAR INFORMATION POLICY	84
SECTION 25 – SCHOLAR POLICY – MATHEMATICS PLACEMENT POLICY	93
SECTION 26 – SCHOLAR POLICY – NONDISCRIMINATION STATEMENT	95
SECTION 27 – SCHOLAR POLICY – PARENT AND FAMILY ENGAGEMENT POLICY	96
SECTION 28 – SCHOLAR POLICY – STUDENT WELLNESS POLICY	97
SECTION 29 – SCHOLAR POLICY – SECTION 504: POLICY, PROCEDURES, AND PARENT RIGHTS REGARDING IDENTIFICATION, EVALUATION AND EDUCATION	98
SECTION 30 – SCHOLAR POLICY – SPECIAL EDUCATION FOR CHARTER SCHOOLS ACTING AS AN INDEPENDENT LOCAL EDUCATIONAL AGENCY FOR PURPOSES OF SPECIAL EDUCATION	109
SECTION 31 – SCHOLAR POLICY – STUDENT FREEDOM OF SPEECH AND EXPRESSION POLICY	112

SECTION 32 – SCHOLAR POLICY –STUDENT USE OF TECHNOLOGY POLICY	116
SECTION 33 - SCHOLAR POLICY – TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY	122
SECTION 34 – SCHOLAR POLICY –TOBACCO-FREE SCHOOL POLICY	129
SECTION 35 – SCHOLAR POLICY – UNIFORM COMPLAINT POLICY AND PROCEDURES	131
SECTION 36 – SCHOLAR POLICY – GENERAL COMPLAINT	140

SECTION 1 - BOARD GOVERNANCE – SCHOOL BOARD MEETINGS – BROWN ACT COMPLIANCE

All meetings of the Board of Directors (“Board”) of Compass Charter Schools (“CCS” or the “Charter School”) and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Part 1 of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation (“Brown Act”).

Types of Meetings

Regular Meetings

Regular meetings of the Board of Directors of Compass Charter Schools shall be held consistent with the calendar for such meetings as established by the Board each year.

If at any time any regular meeting falls on a holiday (Federal, State or local), such regular meeting shall be held on the next business day or as noticed.

Special Meetings

The Chair of the Board or a majority of the members of the Board may call special meetings on an as-needed basis, consistent with the requirements of the Brown Act.

Notification of Meetings

Regular Meetings

No later than 72 hours prior to a regular meeting, the Charter School shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. The agenda will be posted in a location that is freely accessible to members of the public, and on the School’s website. If the Board elects to use teleconferencing, the Charter School shall post agendas at all teleconference locations and conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. The agenda and agenda packet will be provided to all Board members and to all persons that have requested a copy of the agenda and/or the agenda packet in compliance with the Brown Act. It is the Superintendent & CEO’s, or designee’s, responsibility to distribute copies of the agenda and the agenda packet for regular meetings.

Special Meetings

No later than 24 hours prior to a special meeting the Charter School shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

The agenda will be posted in a location that is freely accessible to members of the public, and on the School’s website, not later than 24 hours prior to a special meeting. If the Board elects to use teleconferencing, the Charter School shall post agendas at all teleconference locations and conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference

location shall be accessible to the public. The agenda and agenda packet will be provided to all Board members and to all persons that have requested a copy of the agenda and/or the agenda packet in compliance with the Brown Act. It is the Superintendent & CEO's, or designee's, responsibility to distribute copies of the agenda and the agenda packet for special meetings.

Emergency Meetings

In the case of an emergency situation, as defined by the Brown Act, involving matters upon which prompt action is necessary due to the disruption or threatened disruption of public facilities, notice to the Board will be provided as soon as is reasonably practicable under the circumstances. All media outlets that have requested notice of special meetings shall be notified one hour prior to the emergency meeting, or in the case of a dire emergency, at or near the time that the Board members are notified of the emergency meeting. The notice shall be given by telephone and all telephone numbers provided by the media outlet in the request for notice shall be exhausted. If telephone services are not functioning, the notice requirement is waived and the media shall be notified of the fact of the holding of the emergency meeting, the purpose of the meeting and any action taken at the meeting as soon after the meeting as possible.

Request for Notice

Any person who has requested a copy of the agenda and/or agenda packet in writing, will be mailed a copy of the requested materials at the time the agenda and/or agenda packet is posted or upon distribution to all, or a majority of all, of the members of the Board, whichever occurs first.

Agendas

Preparation of Agenda and Process

The Superintendent & CEO of Compass Charter Schools ("CCS") shall be responsible for preparing the agendas for all meetings of the Board.

The Superintendent & CEO shall include items on the agenda that are requested by Board members and that relate to school business. In addition, a member of the public may request that a topic directly related to school business be placed on the agenda. The Chair of the Board shall determine, in his/her discretion, whether the agenda item requested by a member of the public shall be placed on the agenda.

With the exception of agenda item requests for special and emergency meetings, requests for items to be included on the agenda shall be in writing and submitted to the Superintendent & CEO's office no later than seven (7) business days prior to the next regularly scheduled Board meeting.

Contents of the Agenda

The agenda shall include the following information:

- 1) Time and location of the meeting, including, if applicable, any teleconferencing location(s);
- 2) A brief general description of all items of business to be transacted or discussed at the meeting, including those items to be discussed in closed session. Closed session items must be described in accordance with Government Code Section 54954.5;

- 3) An opportunity for members of the public to directly address the Board in accordance with the Brown Act and the Board's public comment policy (addressed below);
- 4) If teleconference locations are being utilized, an opportunity for members of the public to address the Board directly at each teleconference location; and
- 5) Information regarding how, to whom and when a request for disability related modification or accommodation, including auxiliary aids or services, may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting.

Supporting Information Relating to Agenda Items

The Superintendent & CEO is responsible for preparing all supporting information that may accompany each agenda topic originating from the administration or the Board.

The purpose of preparing supporting information is to facilitate decision-making on the part of the Board members by having available to them in advance of Board meetings comprehensive information pertaining to each agenda topic. The supporting information shall, to the extent possible, accompany the agenda and be delivered to the Board members concurrently with the agenda.

If supporting materials are distributed to Board members during a public meeting, such materials will be made available for public inspection at the meeting if prepared by the Superintendent & CEO or other school staff. If such materials are prepared by some other person, they shall be made available after the meeting at which they were distributed. CCS may charge a fee or deposit for a copy of such materials pursuant to Government Code Section 6253.

These materials will be made available in appropriate alternative formats upon request by a person with a disability, as required by the Americans with Disabilities Act. No surcharge will be imposed on persons with disabilities in violation of the Americans with Disabilities Act.

Members of the public who request to have a topic placed on the agenda are encouraged to submit, in writing, supporting information detailing their reason for having the topic placed on the agenda and what is being requested of the Board. In the event that the requested topic is placed on the agenda, the supporting information will provide background information for Board members to help expedite the Board's handling of the topic at the Board meeting.

Board Meetings

Open Session

All meetings of the Board shall be open to the public and the media, except that the Board may hold closed sessions as authorized by the Brown Act.

Public Participation at Meetings

Public comment generally: At a regular meeting, any person may address the Board concerning any item on the agenda and any other matters within the Board's subject matter jurisdiction. At a special meeting, any person may address the Board only concerning the items on the agenda. The total time devoted to presentations to the Board on all public comment (including agenda items and non-agenda items at regular meetings) shall not exceed 15 minutes, unless additional time is granted by the Board. Members of the public may speak for up to two (2) minutes on agenda

and/or non-agenda items. At the discretion of the Chair of the Board, the two (2) minute time limit may be extended to three (3) minutes.

Members of the public desiring Board action on an item are encouraged to seek placement of the issue on the Board agenda in accordance with this policy rather than presenting the matter during general public comment. This will facilitate discussion and expedite resolution since the Board cannot discuss items in a meeting that are not on the agenda. This policy is not intended to prevent the public from providing public comment in line with this policy.

Willful interruption of Board meeting: In the event that any meeting is willfully interrupted by a group(s) of persons so as to render the orderly conduct of such meeting unfeasible and order cannot be restored by the removal of individuals who are willfully interrupting the meeting, the Board may order the meeting room cleared and continue the session. Only matters appearing on the agenda may be considered in such a session. Representatives of the press or other media, if not participating in the disturbance, shall be allowed to attend any such session

Time for public comment: All public comment concerning all matters shall be heard prior to the Board's consideration of the agenda items.

Recording and/or broadcasting of meeting: Persons attending an open meeting have the right to record or broadcast the proceedings with an audio or video recorder or a still or motion picture camera unless the Board reasonably finds that the recording or broadcast cannot continue without noise, illumination or obstruction of view that constitutes, or would constitute a persistent disruption of the proceedings.

Requests to address the Board: Prior to the beginning of the meeting, members of the public seeking to address the Board on agenda and/or non-agenda items may complete a "Speaker Request Card" (located in the Board Meeting Room), and give it to the Chair of the Board, Board Secretary, or either of their designees.

Board Members at Meetings

Board discussion and action: No action or discussion shall be taken on any item not appearing on the posted agenda. However, at a regular meeting, Board members or staff may briefly respond to statements made or questions posed by persons during public comment. At regular meetings, a Board member may, on his/her own initiative or in response to a question posed by the public, ask a question for clarification, make a brief announcement or make a brief report on his/her own activities. Additionally, a Board member may provide a reference to staff or other resources for factual information, request staff to report back to the Board at a subsequent meeting concerning any matter, or take action to direct staff to place a matter of business on a future agenda.

Exceptions in regular meetings: In regular meetings, the Board may take action on items of business not appearing on the posted agenda if any of the following conditions apply: 1) A majority of the Board determines that an emergency situation exists as defined by the Brown Act; 2) A determination by a two-thirds vote of the Board members present at the meeting, or if less than two-thirds are present, a unanimous vote of those Board members present, that there is a need to take immediate action and that the need for action came to the attention of the Board after the agenda was posted; or 3) The item was properly posted for a prior meeting occurring not more than five (5) calendar days prior to the date action is taken on the item, and at the prior

meeting, the item was continued to the meeting at which action is being taken. If items are discussed under these conditions, the Chair of the Board shall publicly identify the item(s).

Closed session: Prior to holding any closed session, the Board shall disclose, in open session of the meeting, the basis for holding a closed session pursuant to Government Code Section 54954.5. The disclosure may take the form of a reference to the item(s) as they are listed by number or letter on the agenda. In the closed session, the Board may only consider the disclosed closed session agenda items.

After any closed session, the Board shall reconvene into open session prior to adjournment and make a report of any action taken in closed session and the vote or abstention of every Board member present thereon in accordance with Government Code Section 54957.1.

Minutes of Board Meetings

Open Session: Board meeting minutes shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of directors present at the meeting, state all motions made, document the names of Board members making and seconding motions, and state the vote or abstention of each Board member present for each action taken. The minutes pertaining to open session may also record the recommendations of the administration and the general substance of the Board's discussion or the general substance of statements pertinent to Board's business made by members of the staff or public.

Closed Session: Minutes will not be taken during Closed Session.

Minutes for Emergency Meetings: Any time an emergency meeting is held, the minutes must provide a list of persons who were notified or attempted to be notified, a copy of the roll call vote, and any actions taken at the meeting. The minutes will be posted for a minimum of 10 days in a public place as soon after the meeting as possible.

Storing the minutes: The official minutes of the Board shall be kept digitally. The following documents shall be bound with the official minutes and referred to in the text of the minutes to which they apply:

- Original copies of all resolutions unless required by other agencies, in which case photocopies of the originals may be substituted;
- Original copies of all budget transfers;
- Copies of any document determined by the Board to be attached to the official minutes; and
- Other documents which, in the opinion of the Secretary, are necessary to fully substantiate or record Board action.

In addition to the official minutes, an additional copy of all minutes and attached documents shall be maintained at the Central Office. This set of minutes shall be bound, indexed by those categories detailed above and by subject.

Quorum Requirements

A majority of the directors then in office shall constitute a quorum of the Board, which is

necessary for the Board to transact business. All motions, in order to pass, need positive action by at least a majority of the directors present at a duly held meeting at which a quorum is present. Should there be less than a majority of the Board present at the inception of any meeting, the meeting shall be adjourned.

Continuances and Adjournment

Continuances

Items appearing on agendas for regular meeting may be continued to another meeting, to be held within five (5) calendar days from the date of the originally posted meeting, without triggering the requirement that the agenda item be re-posted with the requisite notice.

Adjournment

The Board may adjourn any regular or special meeting to a time and place specified in an order of adjournment. Less than a quorum may so adjourn from time to time. If all members are absent from any regular meeting, the Board Secretary may declare the meeting adjourned to a stated time and place and he/she shall cause a written notice of adjournment to be given. A copy of the notice of adjournment shall be conspicuously posted on or near the door of the place where the regular or special meeting was held within 24 hours after the time of adjournment. When a regular meeting is adjourned, the resulting adjourned regular meeting is a regular meeting for all purposes. When an order of adjournment fails to state the hour at which the adjourned meeting is to be held, it shall be held at the hour specified for regular meetings.

SECTION 2 - BOARD GOVERNANCE – BOARD OPERATIONS

Roberts Rules of Order

Absent a policy to the contrary and to the extent consistent with the Brown Act, the business of the Board at its meetings will be conducted in accordance with Roberts Rules of Order. Any member may raise a point of order under these rules, which action shall take precedence over all other business before the Board.

Voting by Board of Directors

Voting on resolutions shall be executed through the public voting of Board members. Secret ballots and proxies are prohibited.

Officers, Directors and School Liability Insurance

The Charter School will maintain adequate insurance to cover all risks associated with school activities and operations.

Appointment of Board Committees

Consistent with the charters, Bylaws, and any other applicable provisions of contract or law, the Board may appoint committees for any purpose deemed appropriate by the Board. The resolution establishing the committee shall clearly define the range of the committee's responsibility and authority, and shall specify whether the committee shall be a standing or limited-term committee. In meeting and carrying out designated purposes, any such committee shall comply with any applicable legal or contractual requirements.

Board Appointment/Nomination Process

The Board shall carry out its appointment and nomination process consistent with the requirements of its charters and Bylaws. Should the charters and Bylaws not address any issue which may arise, the Board may adopt policies or regulations which address such concerns. Should the Board wish to alter its appointment or nomination process, it must do so consistent with any requirements of its charters, unless the charters are revised.

SECTION 3 - BOARD GOVERNANCE - PUBLIC RECORDS REQUESTS – PUBLIC RECORDS ACT COMPLIANCE

Public Records

Public Records Defined

CCS provides the public with access to its public records in accordance with legal requirements. Public records are those writings containing information relating to the conduct of CCS' business that are prepared, owned, used or retained by CCS regardless of physical form or characteristics. Certain public records, however, are exempt from disclosure by express provision of law. These records will not be disclosed to the public. CCS may not deny disclosure of public records based on the purpose for which the record is being requested.

Records Exempt from Disclosure

Public access shall not be given to records listed as exempt from public disclosure in the California Public Records Act or other applicable statutes. Some of the more common exemptions are:

- Preliminary drafts, notes or inter/intra-school memoranda that are not retained by the Charter School in the ordinary course of business, when the public interest in withholding clearly outweighs the public interest in disclosure;
- Records pertaining to pending litigation to which CCS is a party or to claims filed against the CCS, which were created in connection with the litigation or claims and were intended to be confidential, until the pending litigation or claim has been finally adjudicated or otherwise settled.;
- Personnel, medical, or similar files, the disclosure of which would constitute an unwarranted invasion of personal privacy;
- Test questions, scoring keys and other examination data used to administer an examination for employment or academic examination, unless specifically authorized by law.
- The content of real estate appraisals or engineering or feasibility estimates and evaluations made for or by CCS relative to the acquisition of property, until all of the property has been acquired or all of the contract agreement obtained.
- Records, the disclosure of which is exempted or prohibited pursuant to federal or state law, including, but not limited to, provisions of the Evidence Code relating to privilege. This includes scholar records protected from disclosure under the Family Educational Rights and Privacy Act ("FERPA"), a federal statute that protects the privacy interests of parents and scholars with regard to education records;
- A document prepared by or for CCS that assesses its vulnerability to terrorist attack or other criminal acts intended to disrupt CCS operations and that is for distribution or consideration in a closed session.
- Records where, on the facts of the particular case, the public interest served by not disclosing the record clearly outweighs the public interest served by disclosure of the record.

CCS may, in its discretion and as permitted by law, waive the applicable exemption to the records. In this case, the disclosure constitutes a waiver for all requestors of that public record and will be open to public inspection.

Process for Requesting Public Records

Requests for Public Records

Any person wishing to inspect CCS' public records shall make the request, preferably in writing, to the: **Superintendent & CEO, CCS, 850 Hampshire Road Suite P, Thousand Oaks, CA 91361**. While a request need not be in writing, if the request is verbal, the requestor will be asked to reduce the request to writing so there is a written record of the records being requested. If the requestor chooses not to reduce the request to writing, the Superintendent & CEO or designee shall reduce the request to writing and confirm the request with the requestor. The request must reasonably describe an identifiable public record(s) and must be specific and focused.

To the extent reasonable under the circumstances, CCS will assist the requestor to make a focused and effective request by:

- Assisting the requestor in identifying records and information that are responsive to the request or to the purpose of the request, if stated.
- Describing the information technology and physical location in which the records exist.
- Providing suggestions for overcoming any practical basis for denying access to the records or information sought.

If CCS is unable to identify the requested information after making a reasonable effort to elicit additional clarifying information from the requestor that will help identify the record(s), CCS will not provide further assistance to the requestor.

Response to Public Records Request

The Superintendent & CEO will, within 10 days of receipt of the request, provide a written response to the requestor of public records. The written response shall contain the following information:

- Notice informing the requestor whether the request, in whole or in part, seeks copies of disclosable public records in the possession of CCS and the reasons for the determination.
- If the Charter School denies any request for records, in whole or in part, and the request was in writing, the notification of denial will set forth the names and titles or positions of each person responsible for the denial.
- The estimated date and time when the records will be made available.
- CCS may charge for copies of public records or other materials requested by individuals or groups. The charge, based on the direct cost of duplication, has been set by the Board of Directs at \$0.25 cents per page. The direct cost of duplication includes the pro rata expense of the copying equipment used and the pro rata expense in terms of staff time required to produce the copy. It does not include the cost of locating, retrieving, or inspecting records.

- If the requestor seeks copies in electronic format, CCS may charge the requestor the direct cost of producing a copy of the record in that format. If, in order to comply with these requirements relating to electronic formatted records described below, CCS is required to produce a copy of an electronic record and the record is one that is produced only at otherwise regularly scheduled intervals or the request would require data compilation, extraction or programming to produce the record, CCS may charge the requestor the cost to construct a record, the cost of programming and computer services necessary to produce the record.
- In unusual circumstances, the Superintendent & CEO may extend the 10-day limit for up to 14 days by providing written notice to the requestor and setting forth the reasons for the extension and the date on which a determination is expected to be made. Unusual circumstances include, but only to the extent reasonably necessary to properly process the request, the following:
 - 1) The need to search for and collect the requested records from field facilities or other locations that are separate from the office processing the request;
 - 2) The need to search for, collect, and appropriately examine a voluminous amount of separate and distinct records that are demanded in a single request;
 - 3) The need for consultation, which shall be conducted with all practicable speed, with another agency having a substantial interest in the determination of the request, or among two or more components of CCS having substantial subject matter interest therein;
 - 4) The need to compile data, to write programming language or a computer program, or to construct a computer report to extract data.

If an inspection is requested, any person shall have reasonable access, during normal business hours, to the public records of CCS within the requirements of state law. However, if records are not readily available, or if portions of the records to be inspected must be redacted to protect exempt material, then CCS must be given a reasonable period of time to perform these functions prior to inspection. Such records shall be examined in the presence of the staff member regularly responsible for their maintenance.

Records Inspections or Copies

Time and Place of Inspection: A person who has made a public records request may inspect the records after the date and time identified in the response to the request. Generally, records inspections may take place at **850 Hampshire Road Suite P, Thousand Oaks, CA 91361** during office hours of the Charter School, which are **8:00A.M. to 5:00 P.M.**

Electronic Formatted Records: If CCS has information that constitutes an identifiable public record not exempt from disclosure that is in an electronic format, and it has been requested in an electronic format, CCS will make that information available in an electronic format. CCS will make the information available for inspection in any electronic format in which it holds the information. If the requested format is one that CCS uses to create copies for its own use or for provision to other agencies, CCS will provide a copy of the electronic record. CCS will not, however, provide electronic records in the electronic form in which it is held by CCS if its release jeopardizes or compromises the security or integrity of the original record or of any

proprietary software in which it is maintained.

If CCS no longer has the record in electronic format, CCS will not reconstruct the record in electronic format.

Partial Disclosure: If the requested records are only partially disclosable as a portion of the record is exempt from disclosure, the reasonably segregable disclosable portion of the record(s) will be made available for inspection.

SECTION 4 – BOARD GOVERNANCE – RETENTION AND MANAGEMENT OF FILES AND RECORDS

Compass Charter Schools recognizes it is important to have procedures regarding retention of files and records, including which records should be kept and which can be destroyed.

Filing System, Record Class, Email, and Other Electronic Records

Unless necessary, records shall be kept by their originator or sender, not by the receiver; this helps avoid duplicate filing systems. Additionally, Compass Charter Schools shall:

- Keep all documentation and records for each year separate from those for other years.
- Label folders and use separate folders for different types of documents (e.g., keep invoices separate from bank reconciliation worksheets, and keep income tax returns separate from cash receipts).

Record Class

Compass Charter Schools shall adhere to the following record classes to optimize filing efficiency, records access, record classifications, and retention periods:

- **Class 1: Permanent Records.** Permanent records shall be kept indefinitely in accordance with statute or other written guidance.
- **Class 2: Optional/Temporary Records.** Optional records are any records worthy of temporary preservation not classified as Class 1, Permanent records.
- **Class 3: Disposable Records.** All records not classified as Class 1: Permanent, or Class 2: Optional/ Temporary, shall be classified as Class 3: Disposable.
- **Email Class Records.** Compass Charter Schools shall retain all email records of the Charter School for a maximum of one fiscal year beginning July 1 and ending June 30 of the year after the email was created. For example, if the email was created in February 2017, during fiscal year 2016-2017, the email would not be deleted until the end of the 2017-2018 fiscal year, or June 30, 2018. All emails older than one fiscal school year after the year the email was created shall be automatically deleted from the Charter School's email system, servers, backup servers, and any other electronic storage system as early as the first day of the subsequent fiscal school year. The subsequent fiscal school year is defined as beginning on July 1.

Should any email be determined to be retained longer than one fiscal year beyond the date the email was created, the email shall be archived in the email system, or printed and filed.

- **Other Electronic Records:** Other electronic records are electronic records saved on a hard drive, flash drive, or other electronic storage medium of the staff or individual who retains the record in its final form. Any electronic record not classified as Class 1: Permanent or Class 2: Optional/Temporary shall be classified as Class 3: Disposable. Once an electronic record is considered Class 3: Disposable, employees will conduct a reasonable search of all electronic sources of information (computer hard drives, flash drives, servers, compact discs and other electronic media) in their possession and shall delete those electronic records permanently.

Records Retention

Files shall be maintained for as long as necessary but only according to requirements set in the Charter School's records retention policy.

Copies of critical records that are vital to the Charter School's daily operations should be kept off site in case of disaster. This may include information needed to file insurance claims (e.g. asset lists, insurance contacts, policy numbers), financial data for tax purposes (e.g. wages paid, income and expenses), contact lists to inform or restart the business (e.g. vendors, customers, investors and employees), and other data to help rebuild the business (e.g. business plans, intellectual property, or proprietary information).

Destruction of Class 3: Disposable Records

Within three to six months after the end of each school year, all Class 3 records shall be destroyed. All records are to be preserved until they are deemed Class 3 records.

A list of records to be destroyed shall be circulated to all affected individuals for review and comment 30 days prior to destruction. The list of records destroyed shall be maintained permanently.

Destruction of the files or records may be performed by an independent, outside service to prevent reconstruction of the records. Disposal of records into the Charter School's trash shall not be allowed.

Disposal Period

All Class 3: Disposable records shall not be destroyed until after the third July 1 succeeding the completion of the Charter School's annual independent audit required by Education Code or of any other legally required audit, or after the ending date of any retention period required by any agency other than the State of California, whichever date is later. For example, if the June 30, 2015 annual independent audit were completed and issued by December 15, 2015, the third July 1 after completion of the audit would be July 1, 2018.

Unless otherwise specified in policy, all Class 3: Disposable records shall be destroyed during the third school year after the school year in which they originated (e.g., 2014-15 records may be destroyed after July 1, 2018).

When in doubt about when a record should be disposed of or destroyed, nonpermanent records shall not be destroyed until seven years after the end of the fiscal year in which the record was created. For example, if a document was created in February 2016, the end of the fiscal year is June 30, 2016; therefore, the document would not be destroyed until July 1, 2023 or later.

Examples of Class 1, 2 and 3 Records

Class 1: Permanent Records — Do Not Destroy

A. Annual Reports

- Official budget.
- Financial report of all funds.
- Audit of all funds.
- Average daily attendance, including reports for the first and second interim reporting periods (P-1 and P-2).
- Other major annual reports, including: Those containing information about property, activities, financial condition, or transactions.
- Those the governing board has declared permanent.

B. Official Actions

- Minutes of the governing board or committees thereof, including the text of a rule, regulation, policy or resolution not set forth verbatim in the minutes but included therein by reference.
- Records transmitted by another agency that pertain to that agency's action with respect to the Charter School's reorganization.

C. Personnel Records (Employees)

- All employee records related to employment, assignment, amounts and dates of service rendered, termination or dismissal, sick leave, rate of compensation, salaries or wages paid, and deductions or withholdings made and the person or agency to whom such amounts were paid. In lieu of detailed records, a complete and accurate summary payroll record for every employee of the Charter School containing the same data may be classified as Class 1: Permanent, and the detailed records may then be classified as Class 3: Disposable.

D. Pupil Records

- The enrollment and scholarship records for each pupil.
- All records pertaining to any accident or injury involving a minor and for which a claim for damages has been filed as required by law, including any policy of liability insurance relating thereto, except that these records cease to be Class 1: Permanent records one year after the claim has been settled, or sooner if the statute of limitations has run out.
- Any record, file, document, or other material that contains information directly related to a scholar and is maintained by the Charter School is considered a pupil record.

E. Property and Insurance Records

- All detailed records related to land, buildings and equipment. In lieu of such detailed records, a complete property ledger may be classified as Class 1: Permanent, and the detailed records may then be classified as Class 3: Disposable, if the property ledger includes the following:
 - All fixed assets.
 - An equipment inventory.
- For each item of property, the date of acquisition or augmentation, the person from whom acquired, an accurate description or identification, and the amount paid. Comparable information is required if the unit is sold, lost, or otherwise disposed of.
- All insurance records. Insurance policies are contracts and should be retained indefinitely.

F. Historical records.

- Articles of incorporation
- IRS nonprofit determination letter
- Administrative guides
- Annual reports
- School employee directories
- Employee newsletters and handbooks
- Educational objectives, Charter School goals and reaffirmation of loyalty
- Racial and ethnic surveys
- Yearbooks and other school publications

- All unique or old administrative and instructional publications
- All identified or identifiable photos of Charter School people, places and events
- All unique or old documents or publications about the history of the Charter School

Class 2: Optional/Temporary Records

Any record worthy of temporary preservation but not classified as Class 1: Permanent may be classified as Class 2: Optional/Temporary and shall then be retained until reclassified as Class 3: Disposable.

If the Superintendent & CEO or Governing Board decide that classification should not be made, all records of the prior year may be classified as Class 2: Optional/Temporary, pending further review and classification within one year. Optional/Temporary records may include records considered useful for administrative, legal, fiscal or other purposes, and they may remain Optional/Temporary for a period of years.

Examples of Optional/Temporary records include:

A. Gross receipts

Gross receipts show the income received. The Charter School should keep supporting documents that show the amounts and sources of gross receipts, such as the following:

- Cash register tapes (e.g., for scholar store sales)
- Bank deposit slips
- Receipt books
- Invoices
- Credit card charge slips
- Forms 1099-MISC, Miscellaneous Income
- Other cash receipts such as cash count forms and receipt books

B. Inventory

Inventory is a record of any item purchased and resold to customers, even if it is for fundraising. If the Charter School is the manufacturer or producer of an item, the inventory includes the cost of all raw materials or parts purchased for manufacture. Supporting documents should show the amount paid and that the amount was for inventory. Documents that report the cost of inventory include the following:

- Canceled checks
- Cash register tape receipts
- Credit card sales slips and invoices

C. Expenses

Expenses are the costs incurred (other than the cost of inventory) to carry on the Charter School's business. Supporting documents should show the amount paid and that the amount was a business expense. Documents include the following:

- Canceled checks
- Cash register tapes
- Account statements
- Credit card sales slips
- Invoices
- Petty cash slips for small cash payments

D. Travel, transportation, entertainment, and gift expenses

- Specific recordkeeping rules apply to these expenses. For more information, see IRS Publication 463.

E. Employment taxes

- Specific employment tax records must be retained. For a list, see IRS Publication 15.
- Keep employment tax records for at least four years after the date the tax is due or is paid, whichever is later.

F. Assets

Assets are the property the Charter School owns and uses, such as real estate, machinery and furniture. The Charter School shall keep records that verify certain information about its assets.

Asset records should show the following information:

- When and how the asset was acquired
- Purchase price
- Cost of any improvements
- Deductions taken for depreciation
- Deductions taken for casualty losses, such as losses from fires or storms
- How the asset was used
- When and how the asset was disposed of
- Selling price
- Expenses of sale

The following documents may provide this information:

- Purchase and sales invoices
- Real estate closing statements
- Canceled checks

G. Other

- General ledger detail report
- All bank records (e.g., bank statements and bank reconciliations)
- All income tax returns
- All minutes of all charter school meetings

H. Record retention time limits – IRS nonprofit tax return standards

To help nonprofits follow its record retention requirements for documents related to filing nonprofit tax returns, the IRS provides guidance for how long records should be kept. Record retention time limits for income tax returns offer the best guidance because most recordkeeping is to comply with IRS requirements.

1. Records shall be kept for three years if situations 4, 5, and 6 below do not apply to the nonprofit.
2. If the Charter School files a claim for a credit or refund after having filed its return, records shall be kept for three years from the date the original return was filed or two years from the date the tax was paid, whichever is later.
3. If the Charter School files a claim for a loss from worthless securities or a deduction for bad debt, records shall be kept for seven years.

4. If the Charter School does not report income that it should have reported, and that income is more than 25% of its gross income shown on its return, records shall be kept for six years.
5. If the Charter School does not file a return, records shall be kept indefinitely.
6. If the Charter School files a fraudulent return, records shall be kept indefinitely.

Class 3: Disposable Records

All records not classified as Class 1: Permanent or Class 2: Optional/Temporary shall be classified as Class 3: Disposable, including but not limited to the following:

- Records essential to an audit, including those related to attendance, average daily attendance, or business or financial transactions (e.g., purchase orders, invoices, warrants, ledger sheets, canceled checks and stubs, and scholar body and cafeteria fund records), and detailed records used in the preparation of any other report.
- Teachers' registers may be classified as Class 3: Disposable only if all pupil information associated with the teachers' registers is retained in other records or if the pupil record information is removed from the teachers' register and is classified as Class 1: Permanent.
- Periodic reports including daily, weekly, and monthly reports, bulletins and instructions.

Federal Funds

United States Code, Title 20, Section 1232f (a) states:

Each recipient of federal funds under any applicable program through any grant, subgrant, cooperative agreement, loan, or other arrangement shall keep records which fully disclose the amount and disposition by the recipient, of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and other records as will facilitate an effective financial or programmatic audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used.

Title 20, Section 1232f (b) states,

The Secretary and the Comptroller General of the United States, or any of their duly authorized representatives, shall have access, for the purpose of audit examination, to any records maintained by a recipient that may be related, or pertinent to, grants, subgrants, cooperative agreements, loans, or other arrangements to which reference is made in subsection (a) of this section, or which may relate to the compliance of the recipient with any requirement of any applicable program.

Electronic Records

For purposes of this policy, an electronic record is defined as a computer-generated record. This means an email, pdf, Microsoft Excel, Word, or PowerPoint file, JPEG, WAV, or other file created using computer software or hardware and stored in any electronic medium including but not limited to magnetic, tape, disc, or other type of drive device, or cloud-based storage. A paper printout of an electronic record is not considered an electronic record.

Records Not Subject to Records Retention

The following are not considered records and therefore are not covered by the records retention policy and may be destroyed at any time by any member of the Charter School:

- Preliminary drafts and informal notes that have no further value to the Charter School.
- Personal notes and personal correspondence, including personal email correspondence, even if it is created or sent using a Charter School computer or on the Charter School's premises.
- Personal financial or tax information, or any other information of a purely personal nature, even if those records are kept on the Charter School's premises or on its computers.
- Advertisements, spam or junk email of any kind received by the Charter School or any Charter School employee or computer.
- Library books, magazines, and pamphlets not prepared by or for the Charter School.
- Textbooks, maps used for instruction, and other instructional materials.
- Any other document (paper or electronic, including email) that has nothing to do with the Charter School's business or with its scholars, teachers, management, other employees, or contractors.

Litigation Hold

In the event of a threatened or pending lawsuit, the Charter School may be required by law to retain records, including emails, beyond the established retention period so that they remain subject to legal discovery. Consult legal counsel if such a demand is received, and do not dispose of the records until advised by counsel.

SECTION 5 - FISCAL – CONTROLS

The Board of Compass Charter Schools has reviewed and adopted the following policies and procedures to ensure the most effective use of the funds of CCS to support the mission and to ensure that the funds are budgeted, accounted for, expended, and maintained appropriately. CCS will develop and monitor its budget in accord with the annual budget development and monitoring calendar as specified below:

January – February

- The Board will work with the Superintendent & CEO, with the assistance of the Charter School’s back office services provider, to review the Governor’s proposed state budget for the upcoming fiscal year, and identify the likely range of revenues for the school’s upcoming fiscal year (July 1-June 30).
- The Superintendent & CEO, with the assistance of the Charter School’s back office services provider, reviews/prepares a set of proposed budget development principles for board review and approval.
- Develop rough planning budget for upcoming fiscal year, including projected enrollment and any proposed staffing changes.
- Develop five-year budget projection in accord with the schools’ established strategic and growth plans.
- Ongoing monitoring and revision of current year budget.

March – April

- The Superintendent & CEO, working in conjunction with the Charter School’s back office services provider, staff, Board members, and the Assistant Superintendent & Chief Financial Officer, prepares a formal budget plan for the upcoming fiscal year. The plan is reviewed by the Board.
- Ongoing monitoring and revision of current year budget.

May – June

- Superintendent & CEO, with the assistance of the Charter School’s back office services provider, reviews revenue projections subsequent to the Governor’s annual “May Revise” budget figures, fine-tunes the upcoming fiscal year budget to accommodate any changes. This budget will include monthly cash flow projections.
- The Board reviews and formally adopts a budget for the upcoming fiscal year before June 30. A copy of the final budget is provided to the charter-granting agency.
- Ongoing monitoring and revision of current year budget.

July – August

- Books for prior fiscal year are closed, all transactions are posted, and records are assembled for audit.
- Budget is reviewed subsequent to the adoption of the State Budget Act and necessary adjustments are made. A copy of the revised final budget is provided to the charter granting agency.
- Independent auditor performs audit of the just-closed fiscal year and prepares audit report for submission to the Board.

September – December

- At the end of the first full week of school, the Superintendent & CEO, with the assistance of the Charter School's back office services provider, reviews CCS's actual attendance figures and notifies the Board if actual attendance is below budget projections. If needed, the school's budget is again revised to match likely revenues.
- The Board reviews a copy of the audit. The Superintendent & CEO and Finance Committee, with the assistance of the Charter School's back office services provider, address any audit exceptions or adverse findings. Audit report and any follow-up plans are submitted to the charter authorizer and other entities, as required by law.
- The Superintendent & CEO, with the assistance of the Charter School's back office services provider, reviews current year actual versus budgeted revenues and expenditures after the second and fifth months of the school year and reports to the Finance Committee. The Board approves any needed changes to the annual budget.

Controls, Budget, and Fiscal Management: CCS will maintain in effect the following principles in its ongoing fiscal management practices to ensure that, (1) expenditures are authorized by and in accordance with amounts specified in the board-adopted budget, (2) the schools' funds are managed and held in a manner that provides a high degree of protection of the schools' assets, and (3) all transactions are recorded and documented in an appropriate manner.

Segregation of Duties: CCS will develop and maintain simple check request and purchase order forms to document the authorization of all non-payroll expenditures. All proposed expenditures must be approved by the Superintendent & CEO, or his/her designee, who will review the proposed expenditure to determine whether it is consistent with the Board-adopted budget and sign the payment request form. All transactions will be posted in a general ledger. The transactions will be posted on the ledger by the Assistant Superintendent & Chief Financial Officer or his/her assistant at the School site or as outsourced to a Board-approved back office provider or its outside accounting firm. To ensure segregation of recording and authorization, the Finance Coordinator may not co-sign check requests for purchase orders or checks for payment.

Banking Arrangements: CCS will maintain its accounts either in the County Treasury or at a federally insured commercial bank or credit union. Funds will be deposited in non-speculative accounts including federally-insured savings or checking accounts or invested in non-speculative federally-backed instruments or in the County's Pooled Money Investment Fund. If funds are held in accounts outside of the County Treasury, the Board must appoint and approve all individuals authorized to sign checks or warrants in accord with these policies. All checks must have the additional signature of the Superintendent & CEO. An approved vendor will reconcile the school's ledger(s) with its bank accounts or accounts in the county treasury on a monthly basis and prepare (1) a balance sheet, (2) a comparison of budgeted to actual revenues and expenditures to date, and (3) a cash flow statement. The Superintendent & CEO and the Board will regularly review these statements. The School will deposit all funds received as soon as practical upon receipt. All funds received shall be deposited or transferred into the school's accounts at the earliest possible convenience and in no event later than 48 hours after receipt.

Purchasing Procedures: When state and federal law do not provide for more stringent requirements, it is the policy of the Board that all purchases over \$50,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or

services. The Superintendent & CEO or his/her designee shall not approve purchase orders or check requests lacking such documentation. Documentation shall be attached to all check and purchase order requests showing that at least three (3) vendors were contacted and such documentation shall be maintained for three (3) years.

- The Superintendent & CEO may authorize expenditures and may sign related contracts within the approved budget. The Governing Board must review all expenditures. This will be done via approval of a check register which lists all checks written during a set period of time and includes check #, payee, date, and amount. The Governing Board must also approve contracts over \$100,000.
- The Assistant Superintendent & Chief Financial Officer must approve all purchases. Purchase requisitions, authorizing the purchase of items greater than \$25,000, must be signed by the Superintendent & CEO and submitted with the related invoice.
- When approving purchases, the Assistant Superintendent & Chief Financial Officer must:
 - Determine if the expenditure is budgeted
 - Determine if funds are currently available for expenditures (i.e. cash flow)
 - Determine if the expenditure is allowable under the appropriate revenue source
 - Determine if the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures, and any related laws or applicable regulations
 - Determine if the price is competitive and prudent. All purchases over \$50,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services
- Any individual making an authorized purchase on behalf of the Charter School must provide appropriate documentation of the purchase.
- Individuals other than those specified above are not authorized to make purchases without pre-approval.
- Individuals who use personal funds to make unauthorized purchases will not be reimbursed. Authorized purchases will be promptly reimbursed by a payroll reimbursement upon receipt of a reimbursement form and original receipt documenting the purchase.
- The Superintendent & CEO may authorize an individual to use a school credit card to make an authorized purchase on behalf of the Charter School, consistent with the guidelines and limitations provided by the Superintendent & CEO and/or Board.
 - Individuals who receive a school credit card must ensure the card is kept in a safe location.
 - If receipts are not available or are “missing,” the individual making the charge may submit an “Affidavit for a Lost Receipt” Form, otherwise they will be held personally responsible for payment.
 - Credit cards will bear the names of both CHARTER SCHOOL and the individual user.
 - Debit cards are not allowed.
 - All purchases must also comply with the Procurement and Contract Bidding Policy.

Petty Cash

- The Assistant Superintendent & Chief Financial Officer will manage the petty cash fund.
- The petty cash fund will be capped at \$1,000.

- All petty cash will be kept in a locked petty cash box in a locked drawer or file cabinet. Only the Assistant Superintendent & Chief Financial Officer and Superintendent & CEO will have keys to the petty cash box and drawer or file cabinet.
- All disbursements will require a completed and signed petty cash slip. A register receipt for all purchases must be attached to the petty cash slip.
- Assistant Superintendent & Chief Financial Officer will insure that the petty cash slip is properly completed and that a proper receipt is attached.
- At all times the petty cash box will contain receipts and cash totaling \$1,000. A register receipt must support the petty cash slip. The individual using the petty cash to make a purchase is responsible for submitting the receipt for the petty cash slip to the Assistant Superintendent & Chief Financial Officer within 24 hours of withdrawing the petty cash.
- When expenditures total \$200, the Assistant Superintendent & Chief Financial Officer will total the disbursements, complete a petty cash reimbursement form, and obtain the approval of the Superintendent & CEO. This should be done on at least a quarterly basis. The petty cash slips and supporting receipts will be attached to the reimbursement request form and forwarded to back office provider.
- Petty cash fund reimbursement checks will be made payable to the Assistant Superintendent & Chief Financial Officer. The reimbursement check will be immediately cashed and the money returned to the petty cash fund.
- Any irregularities in the petty cash fund will be immediately reported in writing to the Superintendent & CEO.
- Loans will not be made from the petty cash fund.
- The Superintendent & CEO will conduct unscheduled counts of the petty cash fund.

Record Keeping: Transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documents will be maintained by Charter School staff in a secure cloud-based server for at least three years, or as long as required by applicable law, whichever is longer.

Appropriate back-up copies of electronic and paper documentation, including financial and attendance accounting data, will be regularly prepared and stored in a secure cloud-based server separate from the Charter School Property Inventory.

The Superintendent & CEO, or his/her designee, shall establish and maintain an inventory of all non-consumable goods and equipment worth over \$2,500. This inventory shall include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting the school's assets. This property will be inventoried on an annual basis and lists of any missing property shall be presented to the Board. All non-consumable school property lent to scholars shall be returned to the school no later than five (5) working days after the end of the school year. Any excess or surplus property owned by the school may be sold or auctioned by the Superintendent & CEO, or his/her designee, provided he/she engages in due diligence to maximize the value of the sale or auction to the school. The sale or auction of property owned by the school with a fair market value in excess of \$25,000 shall be approved in advance by the Board.

Payroll Services: CCS will contract with a reputable, bonded, and insured payroll contractor to prepare payroll checks, tax and retirement withholdings, tax statements, and to perform other payroll support functions. The Superintendent & CEO, or his/her designee, will establish and

oversee a system to prepare time and attendance reports and submit payroll check requests.

The Superintendent & CEO and Board will review payroll statements annually to ensure that (1) the salaries are consistent with staff contracts and personnel policies and (2) the proper tax, retirement, disability, and other withholdings have been deducted and forwarded to the appropriate authority. All staff expense reimbursements will be on payroll checks. Upon hiring of staff, a personnel file will be established with all appropriate payroll-related documentation including a federal I-9 form, tax withholding forms, retirement date, and an accounting of the use of sick leave.

Negotiating Funding Entitlements: The Superintendent & CEO shall prepare a set of negotiating principles for Board approval prior to engaging in negotiations over funding entitlements with the charter granting agency and state. Superintendent & CEO will take lead responsibility for negotiating all revenue arrangements with the charter granting agency and appropriate state education agency staff. These arrangements will be documented in appropriate and detailed Memoranda of Understanding for approval by the Board.

Required Budget and Other Fiscal Reports: The Superintendent & CEO, working in conjunction with the Assistant Superintendent of Business Services, will produce and submit to authorizers any and all required fiscal reports as may be required by state or federal law, or mandated by the terms of the school's charter. These include, but are not limited to, attendance reports, enrollment and other data reports required by the California Basic Educational Data System, and other related data.

Fundraising, Grant Solicitation, and Donation Recognition: All fundraising or grant solicitation activities on behalf of the Charter School must be approved in advance by the Board. The Board shall be informed of any conditions, restrictions, or compliance requirements associated with the receipt of such funds, including grants or categorical programs sponsored by the state or federal government. The Board shall be notified no later than the next regular board meeting of the award or receipt of any funds and shall approve the receipt of any grants, donations, or receipts of fundraising proceeds prior to their deposit in the school's accounts.

Annual Financial Audit

- The Board will annually appoint a finance committee by January 1 to select an auditor by March 1 prior to year-end (June 30th).
- Any persons with expenditure authorization or recording responsibilities within the Charter School may not serve on the committee.
- The committee will annually contract for the services of an independent certified public accountant to perform an annual fiscal audit.
- The audit shall include, but not be limited to:
 - An audit of the accuracy of the financial statements
 - An audit of the attendance accounting and revenue accuracy practices

Contracts:

- Consideration will be made of in-house capabilities to accomplish services before contracting for them.
- Office staff will keep and maintain a contract file evidencing the competitive bids obtained (if any) and the justification of need for any contracts over \$50,000.

- Competitive bids will be obtained where required by law or otherwise deemed appropriate and in the best interests of the Charter School.
- Written contracts clearly defining work to be performed will be maintained for all contract service providers (e.g. consultants, independent contractors, subcontractors).
- Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation insurance currently in effect. The Superintendent & CEO may also require that contract service providers list the Charter School as an additional insured.
- If the contract service provider is a sole proprietor or a partnership (including LP, and LLP), the Assistant Superintendent & Chief Financial Officer will obtain a W-9 from the contract service provider prior to submitting any requests for payments.
- The Superintendent & CEO will approve proposed contracts and modifications in writing.
- Contract service providers will be paid in accordance with approved contracts as work is performed.
- The Superintendent & CEO and/or his designee will be responsible for ensuring the terms of the contracts are fulfilled.
- If a conflict of interest exists, the Board shall comply with Government Code Section 1090 et seq., the Political Reform Act, and Corporations Code 5233.
- All contracts must also comply with the Procurement and Contract Bidding Policy.

Accounts Payable:

- All original invoices will immediately be forwarded to the Finance Department
- The Finance Department will carefully review each invoice, attach all supporting documentation, and verify that the specified services and/or goods were received. When receiving tangible goods from a vendor, the person designated to receive deliveries should trace the merchandise to the packing list and notify the Finance Coordinator of any items that were not in the shipment;
- The Finance Coordinator will complete the required information, including noting the specific account code and restrictor code (if applicable) for the item that is to be charged for the specified expenditures. This information will be entered into a weekly payment allocation form which is sent to the Assistant Superintendent & Chief Financial Officer for review and approval;
- Once approved by the Assistant Superintendent & Chief Financial Officer, he/she will stamp an approval on the invoice and forward the invoices to the Finance Coordinator;
- The invoice and supporting documentation will be sent to the back office provider on at least a weekly basis. The back office provider will then process the invoices with sufficient supporting documentation;
- The Assistant Superintendent & Chief Financial Officer may authorize the back office provider to pay recurring expenses (e.g. rent) with the Superintendent & CEO's formal approval (signature) on the invoice when dollar amounts fall within a predetermined range. A list of the vendors and the dollar range for each vendor must be provided to the back office provider in writing and updated on an annual basis.

Bank Checks

- The Board will approve, in advance, the list of authorized signers on the school account. The Superintendent & CEO, the Assistant Superintendent & Chief Financial Officer, and

any other employee authorized by the Board may sign bank checks within established limitations.

- The Superintendent & CEO, with advance Board approval, is authorized to open and close bank accounts.
- The Assistant Superintendent & Chief Financial Officer, the Superintendent & CEO and the back office provider will be responsible for all blank checks and will keep them under lock and key.
- When there is a need to generate a bank check, the Assistant Superintendent of Business Services will send appropriate approved documentation to the back office provider.
- Once approved by the Superintendent & CEO and the Assistant Superintendent & Chief Financial Officer, the back office provider issues the check based on the check authorization prior to obtaining the appropriate signature(s).
- The Superintendent & CEO and the Assistant Superintendent & Chief Financial Officer will co-sign all checks.

SECTION 6 - FISCAL – PROCUREMENT AND CONTRACT BIDDING

I. General

The Board of Directors (“Board”) for Compass Charter Schools (“Charter School”) declares its intent for the Charter School to procure goods and services as well as bidding for construction projects such as new building and facility construction, reconstruction, rehabilitation, alterations and additions in a manner consistent with the guidelines set forth herein. The Charter School’s practices have been designed to give fair and equitable treatment to all persons who deal with the Charter School’s procurement system, to provide maximum economy in procurement activities, and to foster competition within the free enterprise system.

Notwithstanding any provision of this policy, state or federal law shall be complied with to the extent this policy is inconsistent with state or federal law on any particular procurement decision or construction project.

II. Procurement Defined

Procurement for the purposes of this policy is defined as buying, purchasing, renting, leasing, or otherwise acquiring goods, services, or construction for the Charter School. It also includes all functions that pertain to the obtaining of any good, service, or construction for the Charter School, including complying with bidding procedures as described herein, as well as administering agreements for goods, services, or construction once established.

Procurement does not include expenditures that typically would not be reviewed by any system of hierarchy for approval, such as using a petty cash fund to purchase lunch for a group of teachers at a professional development seminar.

III. Procurement Policy

Any procurement of goods, services, or construction shall be made upon considering the totality of the circumstances surrounding the procurement, which may include but not be limited to price, quality, availability, timelines, reputation, and prior dealings.

No work, project, service, or purchase shall be split or separated into smaller work orders or projects for the purpose of evading the requirements of this policy.

IV. Professional Services Contracts

The Charter School may hire such professional services as are needed for the operation of the Charter School without complying with the bidding procedures described in Sections VII and VIII herein. Such professional services include, but are not limited to, the following professionals: attorneys, architects, accountants, engineers, accountants, construction management, administrative services, and financial advisors.

In selecting professionals for engagement, the Charter School may consider all relevant factors, including but not limited to experience, education, expertise, reputation, and cost.

The selection of professionals providing these services shall be within the sole discretion of the Board.

V. Construction Contracts

Procurement of construction and/or construction related services (other than those services which constitute professional services as described above in Section IV) must be made in accordance with the bidding procedures described herein. Additionally, when applicable, the Charter School shall comply with the prevailing wage laws applicable to certain construction and/or services that constitute a “public works” project as defined under the Labor Code. (Labor Code §§ 1720, 1720.2, and 1720.3.)

A “public works” project is defined as “construction, alteration, demolition, installation, or repair work done under contract and paid for in whole or in part out of public funds...” (Labor Code § 1720(a)(1).)

An outline of the additional requirements applicable to public works projects are further described in Section X.

VI. Guidelines for Selecting Contractors/Vendors

A. Prequalification Procedures

The Charter School may, but is not required to, establish prequalification procedures for any contract for which bids are required.

B. Suspended and Debarred Contractors/Subcontractors

The Charter School may not consider any contractor or subcontractor that is debarred, suspended or is otherwise excluded from bidding on, accepting, or performing any public works contracts, by the Division of Labor Standards Enforcement (“DLSE”) of the California Department of Industrial Relations (“DIR”).

The Charter School is required to vet any potential contractor or subcontractor for suspension or debarment before a contract may be awarded. A list of suspended and debarred contractors and subcontractors may be accessed through the DLSE Debarments Web Site at <http://www.dir.ca.gov/dlse/debar.html>.

VII. Informal Bidding and Contract Approval – Contracts up to \$50,000

All purchases over \$50,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services of similar value. The Superintendent & CEO or designee shall not approve invoices, purchase orders, or check requests lacking such documentation. Documentation shall be attached to all invoices, purchase orders, and check requests indicating that at least three (3) contractors/vendors were contacted, and such documentation shall be maintained for three (3) years. Informal quotes or proposals for goods and/or services may be requested and received in writing by mail, email, facsimile, and/or verbally, such as by telephone, as long as properly documented.

Contracts for purchases of up to \$100,000 within the approved budget may be executed by the Superintendent & CEO without prior Board approval. The Governing Board must review all expenditures. This will be done via approval of a check register which lists all checks written during a set period of time and includes check #, payee, date, and amount. The Governing Board must also approve contracts over \$100,000. The Assistant Superintendent of Business Services must approve all purchases.

VIII. Formal Bidding and Contract Approval – Contracts Over \$50,000

Unless state or federal law provides otherwise, contracts for the purchase of more than \$50,000 worth of equipment, materials or supplies to be furnished, sold, or leased to the Charter School, or contracts for more than \$50,000 worth of services or construction (excluding those professional services agreements enumerated in Section IV), shall be subject to the formal bidding requirements set forth herein.

If formal bidding is required, the Charter School shall utilize the following procedures:

A. Seeking Bids

The Charter School shall seek bids from those sources able to offer the best prices, consistent with quality, quantity, delivery, and service. To ensure that good value is received for funds expended, the request for bids shall be carefully designed to clearly and completely describe in detail the quality, delivery, and service required, and shall include the criteria that will be used to evaluate the offers and the relative weights given to the criteria. Further, the request for bids shall specify the date in which all bids must be received by the Charter School.

Notice of the request for bids may be provided in one or more of the following ways:

- (1) Publishing the request for bids in at least one newspaper of general circulation within the boundaries of each authorizer's County, once a week for at least [two (2) weeks] before the deadline for receiving bids;
- (2) Posting the request for bids on the Charter School's website or other electronic portal for at least [two (2) weeks] before the deadline for receiving bids; and/or
- (3) Directly submitting notice of the request for bids to an adequate number of qualified sources to permit reasonable competition consistent with the nature and purpose of this policy. Any list of potential contractors/vendors that is generated must be current and include enough qualified sources to ensure reasonable open and free competition.

B. Opening Bids

Bids may be opened only at the time and place prescribed by the Superintendent & CEO or designee. A bid that has been opened may not be changed for the purpose of correcting an error in the bid price. However, bidders retain the right to withdraw a

bid due to a material mistake in the bid. After bids have been opened, they shall be available for inspection or copy by any interested party. The Charter School must maintain the bid document(s) for the duration of the contract and for three (3) years beyond the completion of the contract.

C. Contract Award

The Board, or any employee of the Charter School to whom responsibility has been delegated, shall award a competitively bid contract at the bid amount to the bidder offering the best value to the Charter School according to its selection criteria. The contract need not be awarded to the lowest responsible bidder. The selection criteria may include the following factors:

- (1) Purchase price;
- (2) Reputation of the contractor/vendor and of the contractor's/vendor's goods and/or services;
- (3) Quality of the contractor's/vendor's goods and/or services;
- (4) Extent to which the goods and/or services meet the Charter School's needs;
- (5) Contractor's/vendor's record of past performance;
- (6) Contractor's/vendor's financial standing and capacity;
- (7) Contractor's/vendor's past relationship with the Charter School; and
- (8) Total long-term cost to the Charter School to acquire the goods and/or services.

Contracts over \$100,000 must be approved by the Board prior to execution by the Superintendent & CEO.

Any and all bids may be rejected if there is a sound, documented reason for doing so.

D. Protest by Bidders

A bidder may protest a bid award if he/she believes that the award was inconsistent with this policy, the bid's specifications, or was not in compliance with the law .

A protest must be filed in writing with the Superintendent & CEO or designee within five (5) business days after receipt of notification of the contract award. The bidder shall submit all documents supporting or justifying the protest. A bidder's failure to file the protest documents in a timely manner shall constitute a waiver of his/her right to protest the award of the contract.

The Superintendent & CEO or designee shall review the documents submitted with the bidder's claims and render a decision in writing within thirty (30) business days. The Superintendent & CEO or designee may also convene a meeting with the bidder to attempt to resolve the problem.

The bidder may appeal the Superintendent & CEO or designee's decision to the Board. The Superintendent & CEO or designee shall provide reasonable notice to the bidder of the time for Board consideration of the contract award. The Board's decision shall be final.

IX. Noncompetitive Proposals

A noncompetitive procurement proposal is the solicitation of a proposal from only one (1) source. Noncompetitive procurement proposals may only be used after the Charter School has solicited bids and/or proposals from at least three (3) sources, and has determined and documented that competition was inadequate. The Board, in its sole discretion, shall select the single source offering the best value to the Charter School according to its selection criteria list above. If a good, service, or construction is available only from a single source, this may also be documented to justify a noncompetitive proposal.

X. Public Works Projects and Prevailing Wage Requirements

A. When required by law, the Charter School shall comply with prevailing wage requirements.

XI. Mandatory Contract Terms

All contracts entered into with the Charter School must contain the following terms when applicable:

- (1) A ceiling price that the contractor/vendor exceeds at its own risk.
- (2) Retention of all required records by the contractor/vendor for three (3) years after the Charter School makes final payments and all other pending matters are closed.
- (3) Access by the Charter School or any of their duly authorized representatives to any books, documents, papers, and records of the contractor which are directly pertinent to that specific contract for the purpose of making audit, examination, excerpts, and transcriptions.
- (4) Administrative, contractual, or legal remedies in instances where contractors/vendors violate or breach contract terms, and the sanctions and penalties that are appropriate.
- (5) Termination for cause and for convenience by the Charter School, including the manner by which it will be affected and the basis for settlement.

XII. Maintenance of Records

The Charter School shall document specific actions for any procurement. These specific actions include, but are not limited to:

- (1) The rationale for the method of procurement.
- (2) The selection of contract type.
- (3) The selection or rejection of a contractor/vendor, and supporting rationale.
- (4) The basis for a contract price.

Documentation of each of these actions shall be prepared as the actions occur within any given instance of procurement.

Procurement records, accepted bid documents, and selected contracts will be retained by

the Charter School for not less than three (3) years.

XIII. Conflict of Interest

If a conflict of interest exists, the Board shall comply with Government Code Section 1090 et seq., the Political Reform Act, and Corporations Code 5233.

No Board member or Charter School employee shall solicit nor accept gratuities, favors, or anything of monetary value from contractors, or parties to sub-agreements.

To the extent permitted by law, any Board member or Charter School employee who violates this section may be subject to penalties, sanctions, and other disciplinary actions.

XIV. Reservation

The Charter School Procurement and Contract Bidding Policy shall be amended and updated if necessary to comply with changes in acceptable procurement practices.

XV. Federal Grants or Programs

In addition to complying with all conditions herein, all contracts involving federal grants or other federal programs shall also fully comply with all applicable federal procurement guidelines related to such programs. In the event there is a conflict between this policy and the applicable federal procurement guidelines, the federal guidelines shall prevail.

SECTION 7 – CAPITAL IMPROVEMENT, PROCUREMENT AND CONTRACT BIDDING POLICY

I. General

The Board of Directors (“Board”) for Compass Charter Schools (“Charter School”) declares its intent for the Charter School to maintain a capital improvement plan for its facilities, and establish guidelines for the procurement of goods and services as well as bidding for construction projects such as new building and facility construction, reconstruction, rehabilitation, alterations and additions. The Charter School’s practices have been designed to give fair and equitable treatment to all persons who deal with the Charter School’s procurement system, to provide maximum economy in procurement activities, and to foster competition within the free enterprise system.

The policies and procedures presented herein are consistent with current applicable state and federal law. As necessary, the Charter School’s Board of Directors will revise this document as the relevant laws may change from time to time.

II. Capital Improvement Program

The Superintendent & CEO shall present to the Governing Board annually a multi-year Capital Improvement Program which will include recommendations regarding timing, location, costs and savings associated with new building requirement and restoration and renewal of existing school facilities. The Superintendent & CEO’s report will:

- 1) Provide five-year enrollment projections prepared under the direction of the Superintendent & CEO and which have been reviewed and brought up-to-date annually.
- 2) Provide an assessment for all school facilities related to building renewal, reconfiguration or expansion to meet educational program needs.
- 3) Identify interim and long-term options that address the identified needs.
- 4) Articulate a rationale for recommended solutions.
- 5) Provide a detailed scope of work (e.g. number of rooms, extent of building system improvements) for each recommended project.
- 6) Provide a cost estimate for each recommended project that achieves compliance with relevant educational specifications. This estimate will include all project costs (labor, materials, legal review, permit fees, utility connections/extensions, architect/engineering fees, project management, hazardous material abatement, installation of technology infrastructure, contingency, equipment, etc.).

III. Procurement Defined

Procurement for the purposes of this policy is defined as buying, purchasing, renting, leasing, or otherwise acquiring goods, services, or construction for the Charter School. It also includes all functions that pertain to the obtaining of any good, service, or construction for the Charter School, including complying with bidding procedures as described herein, as well as administering agreements for goods, services, or construction once established.

Procurement does not include expenditures that typically would not be reviewed by any system

of hierarchy for approval, such as using a petty cash fund to purchase lunch for a group of teachers at a professional development seminar.

IV. Procurement Policy

Any procurement of goods, services, or construction shall be made upon considering the totality of the circumstances surrounding the procurement, including but not be limited to price, quality, availability, timelines, reputation, and prior dealings.

No work, project, service, or purchase shall be split or separated into smaller work orders or projects for the purpose of evading the requirements of this policy.

V. Professional Services Contracts

The Charter School may hire such professional services as are needed for the operation of the Charter School without complying with the bidding procedures described in Sections VIII and IX herein. Such professional services include, but are not limited to, the following professionals: accountants, administrative professionals, architects, attorneys, construction managers, engineers, financial advisors and teachers.

In selecting professionals for engagement, the Charter School may consider all relevant factors, including but not limited to experience, education, expertise, reputation, and cost. The selection of professionals providing these services shall be within the sole discretion of the Board.

VI. Construction Contracts

Procurement of construction and/or construction related services (other than those services which constitute professional services as described above in Section V) must be made in accordance with the bidding procedures described herein. Additionally, the Charter School must comply with the prevailing wage laws applicable to certain construction and/or services that constitute a “public works” project as defined under the Labor Code. (Labor Code §§ 1720, 1720.2, and 1720.3.)

A “public works” project is defined as “construction, alteration, demolition, installation, or repair work done under contract and paid for in whole or in part out of public funds” and includes “work performed during the design and preconstruction phases of construction” (e.g., surveying) as well as “postconstruction” work (i.e., cleanup). (Labor Code § 1720(a)(1).)

An outline of the additional requirements applicable to public works projects are further described in Section XI.

VII. Guidelines for Selecting Contractors/Vendors

A. Prequalification Procedures

The Charter School may, but is not required to, establish prequalification procedures for any contract for which bids are required.

B. Suspended and Debarred Contractors/Subcontractors

The Charter School may not consider any contractor or subcontractor that is debarred, suspended or otherwise excluded from bidding on, accepting, or performing any public works contracts, by the Division of Labor Standards Enforcement (“DLSE”) of the California Department of Industrial Relations (“DIR”).

The Charter School is required to vet any potential contractor or subcontractor for suspension or debarment before a contract may be awarded. A list of suspended and debarred contractors and subcontractors may be accessed through the DLSE Debarments Web Site at <http://www.dir.ca.gov/dlse/debar.html>.

VIII. Informal Bidding and Contract Approval – Contracts up to \$50,000

All purchases of at least \$25,000 and up to \$50,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services of similar value. The Superintendent & CEO or designee shall not approve invoices, purchase orders, or check requests lacking such documentation. Documentation shall be attached to all invoices, purchase orders, and check requests indicating that at least three (3) contractors/vendors were contacted, and such documentation shall be maintained for three (3) years. Informal quotes or proposals for goods and/or services may be requested and received in writing by mail, email, facsimile, and/or verbally, such as by telephone, as long as properly documented.

Contracts for purchases of up to \$100,000 may be executed by the Executive Director without prior Board approval.

IX. Formal Bidding and Contract Approval – Contracts Over \$50,000

Contracts for the purchase of more than \$50,000 worth of equipment, materials or supplies to be furnished, sold, or leased to the Charter School, or contracts for more than \$50,000 worth of services or construction (excluding those professional services agreements described in Section V), shall be subject to the formal bidding requirements set forth herein.

If formal bidding is required, the Charter School shall utilize the following procedures:

A. Seeking Bids

The Charter School shall seek bids from those sources able to offer the best prices, consistent with quality, quantity, delivery, and service. To ensure that good value is received for funds expended, the request for bids shall be carefully designed to clearly and completely describe in detail the quality, delivery, and service required, and shall include the criteria that will be used to evaluate the offers and the relative weights given to the criteria. Further, the request for bids shall specify the date by which all bids must be received by the Charter School.

Notice of the request for bids may be provided in one or more of the following ways:

- (1) Publishing the request for bids in at least one newspaper of general circulation within the boundaries of Los Angeles, San Diego and Yolo Counties, once a week for at least two (2) weeks before the deadline for receiving bids;
- (2) Posting the request for bids on the Charter School's website or other electronic portal for at least two (2) weeks before the deadline for receiving bids; and/or
- (3) Directly submitting notice of the request for bids to an adequate number of qualified sources to permit reasonable competition consistent with the nature and purpose of this policy. Any list of potential contractors/vendors that is generated must be current and include enough qualified sources to ensure reasonable open and free competition.

B. Opening Bids

Bids may be opened only at the time and place prescribed by the Executive Director or designee. A bid that has been opened may not be changed for the purpose of correcting an error in the bid price. However, bidders retain the right to withdraw a bid due to a material mistake in the bid. After bids have been opened, they shall be available for inspection or copy by any interested party. The Charter School must maintain the bid document(s) for the duration of the contract and for three (3) years beyond the completion of the contract.

C. Contract Award

The Board, or any employee of the Charter School to whom responsibility has been delegated, shall award a competitively-bid contract at the bid amount to the bidder offering the best value to the Charter School according to its selection criteria. The contract need not necessarily be awarded to the lowest responsible bidder. The selection criteria may include the following factors:

- (1) Purchase price;
- (2) Reputation of the contractor/vendor and of the contractor's/vendor's goods and/or services;
- (3) Quality of the contractor's/vendor's goods and/or services;
- (4) Extent to which the goods and/or services meet the Charter School's needs;
- (5) Contractor's/vendor's record of past performance;
- (6) Contractor's/vendor's financial standing and capacity;
- (7) Contractor's/vendor's past relationship with the Charter School; and
- (8) Total long-term cost to the Charter School to acquire the goods and/or services.

Contracts over \$100,000 must be approved by the Board prior to execution by the Superintendent & CEO.

Any and all bids may be rejected if there is a sound, documented reason for doing so.

D. Protest by Bidders

A bidder may protest a bid award if he/she believes that the award was inconsistent with this policy, the bid's specifications, or was not in compliance with law.

A protest must be filed in writing with the Superintendent & CEO or designee within five (5) business days after receipt of notification of the contract award. The bidder shall submit all documents supporting or justifying the protest. A bidder's failure to file the protest documents in a timely manner shall constitute a waiver of his/her right to protest the award of the contract.

The Superintendent & CEO or designee shall review the documents submitted with the bidder's claims and render a decision in writing within thirty (30) business days. The Executive Director or designee may also convene a meeting with the bidder to attempt to resolve the problem.

The bidder may appeal the Superintendent & CEO or designee's decision to the Board. The Superintendent & CEO or designee shall provide reasonable notice to the bidder of the time for Board consideration of the contract award. The Board's decision shall be final.

X. Noncompetitive Proposals

A noncompetitive procurement proposal is the solicitation of a proposal from only one (1) source. Noncompetitive procurement proposals may only be used after the Charter School has solicited bids and/or proposals from at least three (3) sources, and has determined and documented that competition was inadequate. In those circumstances, the Board, in its sole discretion, may select the single source offering the best value to the Charter School according to its selection criteria list above. If a good, service, or construction is available only from a single source, this may also be documented to justify a noncompetitive proposal.

XI. Public Works Projects and Prevailing Wage Requirements

A. Mandatory Public Works Project Request for Bids Terms and Specifications

All requests for bids (or the "call for bids") and bid specifications for construction and/or services, which constitute a "public works" project ("Project"), issued and published by the Charter School, must contain the following terms and specifications when applicable:

(1) General Project Description as Public Work: In the call for bids, the Charter School must provide a general description of the work required for the Project and state that "the Project is classified as a 'public work,' as defined in Labor Code Section 1720, to which not less than the general prevailing rate of per diem wages for work of a similar character and the rates for overtime and holiday work in the locality in which the work is to be performed for each craft, classification or type of worker needed to execute the contract shall be paid to all workers employed on the Project in accordance with Labor Code Section 1771."

(2) Bid Closing Date: The Charter School must also specify in the call for bids the place the contractor's bids are to be received, and the time by which they shall be received.

(3) Prevailing Wage Rate: The Charter School is required to specify in the call for bids and in the bid specifications the general rate of per diem wages as described in Section (A)(1) above. (Labor Code § 1773.2.) The general prevailing wage rate must be obtained from the Director of the DIR. The applicable general prevailing wage rates for any such public works project are available on the DIR website at <http://www.dir.ca.gov/OPRL/dprevwagedetermination.htm>.

In lieu of specifying the rate of wages, the Charter School may include a statement in the call for bids and in the bid specifications that “copies of the prevailing rate of per diem wages are on file at its principal office and shall be made available to any interested part on request.” (Labor Code § 1773.2.)

(4) Notice of DIR Enforcement: The Charter School shall specify in the call for bids that the Project is “subject to compliance monitoring and enforcement by the Department of Industrial Relations.” (Labor Code § 1771.4(a)(1).)

(5) Registered Contractor Notice: The Charter School shall provide notice in the call for bids that “a contractor or subcontractor shall not be qualified to bid on, be listed in a bid proposal, or engage in the performance of any contract for public work, unless currently registered and qualified to perform public work pursuant to Section 1725.5.” The Charter School shall not accept a bid or enter into a contract or subcontract without proof of the contractor or subcontractor’s current registration to perform public work pursuant to Section 1725.5. (Labor Code § 1771.1.)

(6) Contractor/Vendor Bids: The Charter School shall require all contractor/vendor bids to expressly state that the contractor/vendor “will pay its workers the applicable prevailing wage rate in accordance with Labor Code Sections 1771 and 1774.”

B. Mandatory Public Works Project Contract Terms

All contracts for construction and/or services that constitute a “public works” project (“Project”) entered into with the Charter School must contain the following terms and provisions when applicable:

(1) General Project Description as Public Work: The Charter School must provide a general description of the work required for the Project and specify in the Project Contract that “the Project is classified as a ‘public work,’ as defined in Labor Code Section 1720, to which not less than the general prevailing rate of per diem wages for work of a similar character and the rates for overtime and holiday work in the locality in which the work is to be performed for each craft, classification or type of worker needed to execute the contract shall be paid to all workers employed on the Project in accordance with Labor Code Section 1771.”

(2) Prevailing Wage Rate: The Charter School is required to specify in the Project Contract the general rate of per diem wages as described in Section (B)(1) above. (Labor Code § 1773.2.) The general prevailing wage rate must be obtained from the Director of the DIR. The applicable general prevailing wage rates for any such public works project are available

on the DIR Wage Determination website at

<http://www.dir.ca.gov/OPRL/dprevwagedetermination.htm>.

In lieu of specifying the rate of wages, the Charter School may include a statement in the Project Contract that “copies of the prevailing rate of per diem wages are on file at its principal office and shall be made available to any interested party on request.” (Labor Code § 1773.2.)

(3) Compensation Provision: The Charter School shall include a clause in the Project Contract that states, “In accordance with the provisions of Section 3700 of the Labor Code, every contractor will be required to secure the payment of compensation to his or her employees.” (Labor Code § 1860.)

(4) Penalty Stipulation: The Charter School shall also include a stipulation in the Project Contract that notifies the contractor that the contractor or subcontractor will be subject to a penalty of twenty-five dollars (\$25) for each calendar day a worker employed in the execution of the Contract is required or permitted to work more than 8 hours in any one calendar day and 40 hours in any one calendar week without payment of the applicable overtime rate of pay. (Labor Code § 1813.)

(5) Underpayment of Prevailing Wage: The Project Contract must include a stipulation that states, “The difference between the prevailing wage rates and the amount paid to each worker for each calendar day or portion thereof for which each worker was paid less than the prevailing wage rate shall be paid to each worker by the contractor or subcontractor in accordance with Section 1775 of the Labor Code.” (Labor Code § 1775(a)(2)(E).)

(6) Apprenticeship Requirement: The Charter School must also include a provision in the Project Contract that effectuates Labor Code Section 1777.5, which requires the contractor to employ properly registered apprentices for the Project. Specifically, the contractual provision must fix the responsibility of compliance with the apprenticeship requirements under Section 1777.5 for all apprenticeable occupations with the prime contractor on the Project. (Labor Code § 1777.5(n).)

(7) 8-Hour Work Day: The Project Contract shall also include a clause establishing that “Eight hours labor constitutes a legal day’s work.” (Labor Code § 1810.)

(8) Payroll Record Contract Provisions: The Charter School shall include a stipulation in the Project Contract effectuating Labor Code Section 1776, which requires the contractor to maintain accurate certified payroll records that include the name, address, social security number, work classification, straight time and overtime hours worked each day and week, and the actual per diem wages paid to each apprentice, worker, or other employee of the contractor in connection with the public work, and a written declaration of the employee verifying the truth of the payroll record. (Labor Code § 1776.)

The Charter School must designate the times the contractor and subcontractor are required to furnish the payroll records to the Compliance Monitoring Unit (“CMU”) of the DIR. (8 CCR § 16461(b).) The Project Contract shall specify that “the contractor and each subcontractor shall furnish the payroll record of wages paid as specified in Section 1776 directly to the Compliance Monitoring Unit (“CMU”) of the DIR on a monthly basis until the completion of the Project, or within 10 days of any separate request by the CMU.” (8 CCR § 16461(b).)

Further, the Project Contract must include a provision stating, "Contract payments shall not be made when payroll records are delinquent or inadequate." (8 CCR § 16421(a)(6).)

XII. Mandatory Contract Terms

All contracts entered into with the Charter School must contain the following terms when applicable:

1. A ceiling price that the contractor/vendor exceeds at its own risk.
2. Retention of all required records by the contractor/vendor for three (3) years after the Charter School makes final payments and all other pending matters are closed.
3. Access by the Charter School or any of their duly authorized representatives to any books, documents, papers, and records of the contractor which are directly pertinent to that specific contract for the purpose of making audit, examination, excerpts, and transcriptions.
4. Administrative, contractual, or legal remedies in instances where contractors/vendors violate or breach contract terms, and the sanctions and penalties that are appropriate.
5. Termination for cause and for convenience by the Charter School, including the manner by which it will be effected and the basis for settlement.

XIII. Maintenance of Records

The Charter School shall document specific actions for any procurement. These specific actions include, but are not limited to:

1. The rationale for the method of procurement.
2. The selection of contract type.
3. The selection or rejection of a contractor/vendor, and supporting rationale.
4. The basis for a contract price.

Documentation of each of these actions shall be prepared as the actions occur within any given instance of procurement.

Procurement records, accepted bid documents, and selected contracts will be retained by the Charter School for not less than three (3) years.

XIV. Conflict of Interest

No Board member or Charter School employee shall be financially interested in any contract made by the Board or in any contract made in their capacity as a Board member or Charter School employee.

No Board member or Charter School employee shall participate in the selection, award, or administration of a contract if a real or apparent conflict of interest would be involved. Such a conflict would arise when the Board member or Charter School employee, or any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ the Board member or Charter School employee, has a financial or other interest in the firm selected for an award. The Board member or Charter School employee shall neither solicit

nor accept gratuities, favors, or anything of monetary value from contractors, or parties to sub-agreements.

To the extent permitted by law, any Board member or Charter School employee who violates this section may be subject to penalties, sanctions, and other disciplinary actions.

XV. Reservation

The Charter School Procurement and Contract Bidding Policy shall be amended and updated if necessary to comply with changes in acceptable procurement practices.

XVI. Federal Grants or Programs

In addition to complying with all conditions herein, all contracts involving federal grants or other federal programs shall also fully comply with all applicable federal procurement guidelines related to such programs. In the event there is a conflict between this policy and the applicable federal procurement guidelines, the federal guidelines shall prevail.

SECTION 8– FISCAL – GIFT ACCEPTANCE

The purpose of the Donation Acceptance Policy is to delineate policies and guidelines governing the acceptance of donations by Compass Charter Schools, and to provide guidance to prospective donors relating to potential donations to the organization.

Although we appreciate any donor who is interested in donating to our organization, Compass Charter Schools will not engage in any of the following donation acceptance practices:

- Accepting any donation that violates federal, state or municipal laws;
- Accepting donations that require Compass Charter Schools to provide special consideration or treatment to any individual, donor, entity, etc.;
- Accepting donations that require the Compass Charter Schools to deviate from its normal hiring, promotion or contracting procedures;
- Accepting personal gifts in any cash amount, including gift certificates, coupons, entertainment tickets or the like; and
- Accepting donations from organizations whose mission or core activities may be in direct conflict with the mission of Compass Charter Schools or which may limit its ability to perform its functions as a California nonprofit public benefit corporation creating managing, operating, guiding, directing and promoting one or more California public charter schools.

The Superintendent & CEO will consult with the Board of Directors regarding all donations prior to acceptance. With that said, Compass Charter Schools respectfully reserves the right to refuse any donation it believes is not in the best interest of the organization. Additionally, Compass Charter Schools employees may not accept any donations on behalf of Compass Charter Schools without the prior consent of the Superintendent & CEO and Board of Directors.

All donations must be accepted by the Board of Directors at a regularly scheduled Board meeting.

SECTION 9 – FISCAL – FUNDRAISING

Compass Charter Schools (“CCS” or the “Charter School”) recognizes a desire and a need for fundraising. CCS also recognizes a need for restraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, scholars, and the general public. The dedication and fundraising efforts of our parent community strengthen the ties which make us a caring place where the learning, success, and development of all scholars are deeply valued. CCS Governing Board (the “Board”) has the responsibility to monitor, supervise, and control all fundraising activities on campus and associated with official Charter School programs and activities. All fundraising activities must have prior written approval from the Board.

The Charter School Fundraising Policy stems from the following principles:

- Fundraising should be consistent with the mission and values of the CCS charter.
- Fundraising events should help develop and enrich the CCS community.
- Fundraisers should promote multiculturalism by including and incorporating a variety of cultural activities designed to appeal to diverse populations in the larger community.
- Fundraisers should promote scholars who are active in their learning, aware of their interests, and who seek to expand and explore their knowledge through dynamic collaboration with peers and teachers within an academic setting and the larger community.
- Fundraisers should promote and support education in science, math, humanities, and the arts.
- Fundraisers should reflect a positive image of CCS and should provide public relations in the community consistent with the CCS’s mission and values.

The Charter School Fundraising Policy strives to avoid:

- Partnerships with businesses or organizations that make a profit from fundraisers but do not share the philosophy and values of CCS.
- The promotion of excessive consumerism, marketing, advertising, or selling commercial products or services.
- Scholars doing door-to-door canvassing of any kind.
- The sale of junk foods, packaged sweets, sodas or other unhealthy products that are inconsistent with CCS’s School Wellness Policy. In general, fundraiser foods or beverages may not be sold on the Charter School campus during the school day or within 30 minutes after the end of the official school day.
- Raising funds from or promoting any religious products, events or holidays.

The Superintendent & CEO will ascertain that all fundraising events and activities are legal, all necessary permits are obtained, and the site, equipment, and activities are safe and accessible for all participants. Trash and recycling containers should be provided at all fundraising events.

Notice of fundraising events and activities should be disseminated electronically and/or posted in central locations at the school. The Superintendent & CEO or designee shall approve all flyers and notices promoting fundraising events prior to distribution.

Voluntary Participation

All scholar and parent participation in CCS fundraising activities is voluntary. Participation in fundraising activities is not required for any scholar's participation in any educational activity or program. Further, CCS will not discriminate against a scholar in any way based on whether or not a scholar or his/her family participated in fundraising activities or contributed time or money to CCS. **However, scholars may be provided prizes or other recognition for voluntarily participating in fundraising activities.** Complaints regarding noncompliance with California Education Code sections 49010 *et seq.* may be filed under the Charter School's Uniform Complaint Procedures.

Corporate/Business Sponsorships and Donations

In recognition of the need to raise funds from additional sources, the Board will gratefully accept donations (actual and in-kind) to support CCS's programs and operations in accordance with the law and CCS policy.

Only those corporations and businesses whose products, services, and stances are in alignment with and share CCS's mission and philosophy will be accepted, at the discretion of the Board. Acceptance of such donations does not constitute endorsement of the business or sponsor and will be subject to the following terms:

In determining whether to accept gifts, donations and grants, the Board will consider the following:

- Items needed by CCS.
- Additional costs to CCS.
- Whether acceptance of the gift, donation, or grant is consistent with CCS fiscal policies including conflict of interest code.

Based on these and other factors identified, the Board may accept the proposed gift, donation, sponsorship, or grant.

SECTION 10 – STAFF HANDBOOK

The CCS Staff Handbook, which is separately approved annually, shall be included here as a Board Policy.

SECTION 11 – CURRICULUM - INDEPENDENT STUDY BOARD POLICIES

Compass Charter School offers independent study to meet the educational needs of pupils enrolled in the Charter School. Independent study is an alternative education model designed to teach the knowledge and skills of the core curriculum. CCS shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the Board of Directors for implementation at CCS:

1. For pupils in all grade levels and programs offered by CCS, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be three (3) school days.
2. When any Online Program scholar fails to complete five (5) assignments during any period of ten (10) school days, or any options Program scholar misses two (2) required meeting 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 pupil to remain in independent study. 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.
3. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:
 - The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his or her progress.
 - The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
 - The specific resources, including materials and personnel, that will be made available to the pupil.
 - A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.
 - The duration of the independent study agreement, including beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
 - A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.

- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
 - Each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or care giver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.
4. CCS shall comply with the Education Code Sections 51745 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.
 5. The Superintendent & CEO shall establish regulations to implement these policies in accordance with the law.

**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 Online Program scholar fails to complete **five (5)** assignments or any Options Program scholar **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

SECTION 12 – CURRICULUM - SCHOOL CALENDAR

When drafting the school calendar for each track, as applicable, the Superintendent & CEO, or designee, shall attempt to maximize the number of school days and promote high attendance levels to maximize funding. The school calendar for each track, as applicable, shall also reflect any commitments made in the charter petitions and any Memoranda of Understanding with any authorizer.

The Superintendent & CEO, or designee, shall annually present the proposed school calendar for each track, as applicable, for the following school year to the Board at its first meeting in March.

The school calendar for each track, as applicable, shall comply with all applicable legal requirements, including meeting the minimum number of required school days for charter schools, and shall, to the greatest extent possible, meet the needs of the community, scholars, staff and parents/guardians. The school calendar for each track, as applicable, shall indicate the beginning and end-of-school dates, regular school days, number of instructional days, professional development, legal holidays, vacation periods, and other pertinent dates.

SECTION 13 – CURRICULUM - CURRICULUM ASSESSMENT

The Board recognizes that it is accountable to the scholars, parents/guardians and community for conducting ongoing evaluation of the curriculum and educational program of Compass Charter Schools. Appropriate means for continuing evaluation of the entire educational program shall be established.

The Superintendent & CEO, or designee, shall review the effectiveness of the curriculum in meeting Compass Charter Schools' educational program needs and goals at least annually. Based on these reports, the Board shall take appropriate actions to maintain the effectiveness of programs and to improve the quality of education delivered by Compass Charter Schools.

Elements of the Superintendent & CEO's reports may include the following:

1. Test results, surveys, inventories, checklists, and other indicators of scholar behavior;
2. Information regarding scholar behavior as assessed by teachers, peers, or the scholar himself/herself;
3. Descriptions of experiences implemented for scholars that are designed to bring about the desired outcomes;
4. Test results, measurements and observations related to the learning experience described in number 3, above;
5. Comparisons of outcomes with objectives;
6. Comparison of Compass Charter Schools curriculum with the applicable state standards;
7. Results from all state mandated assessments and any internal assessments; and/or
8. Scholar writing samples and end-of-course grades.

Each year, in addition to the regular reports described above, the Superintendent & CEO, or designee, shall provide the Board with a year-end report so the Board can determine the extent to which Compass Charter Schools has accomplished or made significant progress toward achieving its professional development and educational goals.

SECTION 14 – CURRICULUM - CONCURRENT ENROLLMENT POLICY

Concurrent enrollment in another public or private K-12 school is prohibited at Compass Charter Schools (“CCS” or “the Charter School”). If a scholar (also referred to as a scholar) is found to be enrolled in two (2) schools, CCS will notify the scholar’s parents/guardians (also referred to as a Learning Coach) to clarify enrollment at CCS. If the scholar maintains concurrent enrollment, he/she will be withdrawn from CCS in accordance with CCS’s board approved involuntary removal procedures.

Community College Courses

It is the policy of the CCS Board of Directors to support the concurrent enrollment of scholars in advanced scholastic or vocational education coursework at local community colleges. Scholars who wish to concurrently enroll in a community college must follow the requirements and procedures below.

Requirements:

- Scholars who have completed 9th grade are eligible for concurrent enrollment. Exceptions may be granted under special circumstances.
- Scholars must be in good academic standing at CCS and may not be considered truant.
- Scholars must meet the GPA, course, and age requirements for the college course(s) they wish to attend (this will vary by community college).
- Courses taken for dual credit are taken in addition to the scholar’s required course schedule at CCS.

Procedure:

- Scholars must notify the College & Career Readiness Counselor prior to enrolling in a college level course for dual credit purposes. Failure to do so will prevent scholars from receiving dual credit.
- Scholars must complete a Concurrent Enrollment Request Form, including a parent/guardian signature, and submit the form to the College & Career Readiness Counselor.
- The College & Career Readiness Counselor will determine if the scholar meets all requirements as described above. Upon recommendation by the College & Career Readiness Counselor, the Director of Counseling Services will make the final approval for concurrent enrollment.
- If the Director of Counseling Services denies the request for concurrent enrollment, the scholar may appeal the decision to the Assistant Superintendent & Chief Academic Officer. If she Assistant Superintendent & Chief Academic Officer denied the request, a final appeal may be heard by the governing board of CCS. The decision of the Board will be final.

Limitations:

- Initially, a scholar will be approved to take no more than two (2) community college courses at one time, in addition to the scholar’s CCS course(s).

- If the scholar successfully completes the initial course(s) with a 2.0 GPA or better and satisfactory attendance at CCS, the scholar will be eligible for another semester of concurrent enrollment following the notification steps above.
- Eligibility for additional courses will also be determined based on scholar performance and the policies of the community college they are attending.

Credit for Community College Courses:

- Scholars are responsible for providing an official transcript from the community college verifying the grade earned at the conclusion of the college course. This information must be submitted to the CCS Records Department at the close of the college semester. Scholars are responsible for submitting the college transcript within the prescribed timelines in order for the college course to appear on the high school transcript. Submit college transcript to:

Compass Charter Schools
Attn: Records Department
850 Hampshire Road, Suite P
Thousand Oaks, CA 91361

- Credit will be granted for college level coursework depending on the community college units earned for each college course. Ten (10) high school credits will be awarded upon successful completion of each college course(s) with three (3) units or more unless scholar has elected to complete the course(s) for college credit only. If a scholar enrolls in a course for less than 3 units, HS dual credit amount will be determined based upon course evaluation from the College & Career Readiness Counselor. No dual credit is awarded for community college courses that are one (1) unit or less.
- Scholars will receive the same letter grade for the high school credit as is granted by the college. Dual credit courses will be calculated as a part of the scholar's regular GPA. College level courses will not be weighted for the purpose of appearing on the high school transcript and will be graded on a "4.0 - A scale".
- Colleges and Universities have their own policies regarding acceptance of dual credit. It is the parent's/scholar's responsibility to check with the university regarding acceptance of dual credit
- All course(s) taken at the community college will appear on the scholar's official college credit transcript.

Costs and Fees:

- Any participation in community college courses is voluntary and is not required as part of CCS's educational program.
- Parents/scholars are responsible for the cost of fees and course materials. This includes fees, textbooks and other instructional materials required for the course.
- Exception: fees and materials will be paid by CCS if:
 - The scholar qualifies for free or reduced price lunch.

SECTION 15 – SCHOOL SAFETY - INJURY AND ILLNESS PREVENTION PROGRAM GUIDANCE

The Injury and Illness Prevention Program, which is separately approved annually, shall be included here as a Board Policy.

SECTION 16 – SCHOOL SAFETY - SCHOOL SAFETY PLAN

The School Safety Plan, which is separately approved annually, shall be included here as a Board Policy.

SECTION 17 – SCHOLAR POLICY – SCHOLAR HANDBOOKS

The Scholar Handbooks, which are separately approved annually, shall be included here as Board Policies.

SECTION 18 – SCHOLAR POLICY – IMMUNIZATION POLICY

Compass Charter Schools (“CCS” or the “Charter School”) will adhere to all laws related to legally required immunizations for entering students (also known as a scholars) pursuant to Health and Safety Code Sections 120325-120380, and Title 17, California Code of Regulations Sections 6000-6075.

Required Immunizations, Records and Reports

California law requires that an immunization record be presented to CCS staff before a child can be unconditionally enrolled in school. CCS requires written verification from a doctor or immunization clinic of the following immunizations:

Scholars entering kindergarten who are not exempt will need the following immunization requirements:

Immunization	Dosage
Diphtheria, Pertussis, and Tetanus (DTaP)	Five (5) doses
Polio	Four (4) doses
Measles, Mumps, and Rubella (MMR)	Two (2) doses
Hepatitis B (Hep B)	Three (3) doses
Varicella (chickenpox)	Two (2) doses

NOTE: Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday.

Scholars entering 7th grade who are not exempt from the immunization requirements must show proof of the following immunizations:

Immunization	Dosage
Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap)	One (1) dose

Additionally, scholars who are not exempt from the immunization requirements must show proof of the following immunizations when advancing to the 7th grade:

Immunization	Dosage
Varicella	Two (2) Doses

NOTE: In order to begin 7th grade, scholars who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for children 7-17 years old (i.e., polio, MMR, chickenpox and primary series for diphtheria, tetanus, and pertussis), **in addition to** the 7th grade requirements for Tdap and two (2) doses of Varicella.

Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. Immunization records shall be part of the mandatory permanent pupil record and shall be kept in accordance with CCS's Educational Records and Scholar Information Policy. CCS will file a written report on the immunization status of all new entrants to CCS with the California Department of Public Health as required by law.

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

CCS shall immediately admit a foster child, as defined in Education Code § 48853.5(a), and a homeless child, as defined in Section 11434a(2) of Title 42 of the United States Code, whose immunization records are not available or are missing. However, this does not alter CCS's obligation to obtain immunization records for foster and homeless scholars or to ensure the full immunization of foster and homeless scholars as required by law.

If CCS discovers that an admitted scholar who is not exempt from the immunization requirements has not received all required immunizations and does not meet the conditional admission requirements set forth below, CCS will notify his/her parent/guardian (also known as the Learning Coach). If, within ten (10) school days of the notice, the child does not provide documentation of having received all required immunizations, CCS shall exclude this scholar from attendance. The scholar shall remain excluded from the CCS's campuses until he/she is fully immunized. The scholar shall also be reported to the School Registrar.

The Superintendent & CEO, or designee, may arrange for qualified medical personnel to administer immunizations at CCS to any scholar whose Learning Coach has consented in writing.

Whenever there is good cause to believe that a student has been exposed to a communicable disease for which immunization is required, that scholar may be temporarily excluded from the campus until the local health officer is satisfied that the person is no longer at risk of developing the disease.

Conditional Admittance

Scholars may be conditionally admitted in accordance with Health and Safety Code Section 120340 and Title 17, California Code of Regulations Section 6035. The Superintendent & CEO or designee shall notify the scholar's Learning Coach of the date(s) by which the scholar must complete all the remaining doses. The Superintendent & CEO or designee shall review the immunization record of each scholar admitted conditionally every thirty (30) days until that student has received all the required immunizations. If a scholar conditionally admitted fails to fulfill the conditions of admission, CCS will prohibit the scholar from further attendance until

that scholar has been fully immunized as required by law.

Documentary Proof

The Superintendent & CEO shall maintain the scholar's immunization information in the scholar's mandatory permanent record and shall file annual immunization status reports as required by the California Department of Public Health.

Exemptions from Immunization Requirements

All scholars must be fully immunized in accordance with the California Health and Safety Code and the California Code of Regulations with the following exceptions:

1. Scholars who show proof of a medical exemption by a physician licensed to practice medicine in California pursuant to Health and Safety Code Section 120370; If there is good cause to believe that a child has been exposed to a disease listed in subdivision (b) of Section 120335 and his or her documentary proof of immunization status does not show proof of immunization against that disease, that child may be temporarily excluded from the school or institution until the local health officer is satisfied that the child is no longer at risk of developing or transmitting the disease.
2. Scholars who are enrolled in a home-based private school or independent study program and do not receive any classroom-based instruction.
3. Scholars who, prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school in California stating beliefs opposed to immunization, and who provides said letter or affidavit to the CCS, shall be allowed to enroll at the CCS without being fully immunized until the student enrolls in the next grade span pursuant to Health and Safety Code Section 120335(g);
 - a. "Grade span" means each of the following:
 - i. Birth to Preschool.
 - ii. Kindergarten and grades 1 to 6, inclusive, including transitional kindergarten.
 - iii. Grades 7 to 12, inclusive.

This Policy does not prohibit a pupil who qualifies for an individualized education program ("IEP"), pursuant to federal law and Education Code Section 56026, from accessing any special education and related services required by his or her individualized education program.

SECTION 19 – SCHOLAR POLICY - WORK AND ENTERTAINMENT PERMIT POLICY

Work Permits

Students (also referred to as scholars) under the age of 18 must obtain a work permit from Compass Charter Schools (“CCS” or the “Charter School”) after securing an opportunity for employment.

To be eligible for a work permit, a scholar must satisfy the following requirements:

- A scholar must maintain a minimum of 2.0 grade point average (“GPA”) each semester to be eligible.
- Maintain adequate school attendance.

Steps to request a work permit:

- The scholar, after obtaining a promise of employment, shall download and print the “*Statement of Intent to Employ a Minor and Request Work Permit-Certificate of Age*” which is available from the California State Department of Education website here: <https://www.cde.ca.gov/ci/ct/we/workpermitsforscholars.asp> The scholar must complete the “Minor’s Information” section of the application.
- The scholar will request the potential employer to complete the “*To be filled in and signed by employer*” section of the application and sign the application, which indicates the employer has “*worker compensation*” insurance and list hours of work for the scholar.
- The scholar will obtain the signature of a parent or guardian (also referred to as the Learning Coach) where designated.
- The scholar will submit the work permit application to the CCS College & Career Readiness Counselor.

Upon receipt of the required “*Statement of Intent to Employ a Minor and Request for a Work Permit- Certificate of Age*,” CCS will review the scholar’s request and confirm that the scholar is in good standing. CCS may issue a work permit or deny the request in its sole discretion.

Limitations:

- A permit may be issued to any scholar between the ages of 12 and 18 years for employment on regular school holidays, school vacation, or if the scholar is otherwise exempt from compulsory school attendance.
- Except as permitted by law, a scholar who is 14 or 15 years of age may not be employed for more than three (3) hours on any day in which school is in session, and no more than eighteen (18) hours in any week.
- Except as permitted by law, a scholar who is 16 or 17 years of age may not be employed for more than four (4) hours on any day that school is in session, or for no more than eight (8) hours on any school day that immediately precedes a non-school day.
- CCS may, in its discretion, may impose additional restrictions on the maximum number of hours a scholar may work per day or per week, as CCS determines is necessary to serve the scholar’s best interests.

- A permit may not be issued for employment in any occupation that is dangerous to the life or limb, or injurious to the health or morals of the minor. CCS has the sole discretion to determine the character of the proposed employment.

The following scholars **do not** need a work permit:

- High School graduate, regardless of age.
- Scholar who passed the California High School Proficiency Examination.
- Scholars who have been awarded a certificate of equivalency (“GED”)
- Scholar who is 18 years of age or older.
- Scholars who are working as an unpaid trainee, volunteer, or scholar.
- Scholars whose employment is within one (or more) of the following types:
 - Private homes doing occasional odd jobs (e.g. babysitting, lawn mowing etc.)
 - Employment by a government agency
 - Self-employment
 - Delivery of newspapers to consumers
 - Agricultural or domestic work on property owned, operated, or controlled by minor’s parents. Please notes that Scholars must obtain a work permit for any other family employment. Parents or family may not employ a Scholar for any task otherwise not permitted by law.

Renewals:

- Work permit will expire five (5) business days after the end of the semester.
- Scholar must email the College Career Readiness Counselor five (5) business days before expiration date to renew work permit.
- Scholar must complete a separate work permit for each employer.

Please allow five (5) business days to process the work permit application. Incomplete forms will not be processed.

Entertainment Work Permits

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

Entertainment permit renewal:

- This permit is renewable every six (6) months while a minor is under 18 years old. First time and renewal applications for school-age children must be accompanied by an approval from the Charter School on the form which will be provided after the application is completed.
- Follow this link to access an entertainment application:
https://www.dir.ca.gov/dlse/Application_for_Entertainment_Work_Permit_for_Minor.htm

Completing entertainment permit application:

- Learning Coach completes form with scholar information (Do not include parent/guardian signature.)
- Email form to College & Career Readiness Counselor. Charter School will complete the “*School Record*” portion of the form in original ink and mail the form to scholar’s home address. No fax or photocopies permitted. It will take approximately 3 -5 business days for the form to arrive by mail.

SECTION 20 – SCHOLAR POLICY – SUICIDE PREVENTION POLICY

The Board of Directors of Compass Charter Schools recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with scholars are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal ideation and behavior, and its impact on scholars and families, CCS has developed measures and strategies for suicide prevention, intervention, and postvention. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

In compliance with Education Code Section 215, CCS has worked with school and community stakeholders, school-employed mental health professions, and suicide prevention experts including school counselors, administrators, other staff, learning coaches, scholars, local health agencies, mental health professionals, and community organizations in planning, implementing, and evaluating CCS' strategies for suicide prevention and intervention.

Prevention and Instruction

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

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

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

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

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide.
2. Identify alternatives to suicide and develop coping, self-esteem, and resiliency skills.
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent.
4. Identify trusted adults, CCS resources, and/or community crisis intervention resources where youth, including those at high risk, such as youth bereaved by suicide; youth with disabilities, mental illness, or substance use disorders; youth experiencing homelessness or in out-of-home settings such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth can get help, and recognize that there is no stigma associated with seeking mental health, substance abuse, gender identity, or other support services.

Staff Development

At least annually, suicide prevention training shall be provided for all staff and will include training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention. The training may be offered under the direction of a CCS counselor and/or in cooperation with one or more community mental health agencies who have received advanced training specific to suicide. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.

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

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

1. The higher risk of suicide among certain groups, including, but not limited to, scholars who are bereaved by suicide; scholars with disabilities, mental illness, or substance use disorders; scholars who are experiencing homelessness or who are in out-of-home settings such as foster care; and scholars who are lesbian, gay, bisexual, transgender, or questioning youth; scholars who have suffered traumatic experiences; and scholars with a history of suicide ideation or attempts;
2. Research identifying individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, impulsivity, and other factors; Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
3. Warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in scholars' personality or behavior and verbalizations of hopelessness or suicidal intent;
4. Protective factors that may help to decrease a person's suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections to family, peers, school, and community;
5. Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health;
6. CCS and community resources and services, including resources and services that meet the specific needs of high-risk groups;
7. CCS procedures for intervening when a scholar attempts, threatens, or discloses the desire to die by suicide; how to talk with a scholar about thoughts of suicide; how to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any scholar judged to be at risk for suicide and an immediate referral for a suicide risk assessment; emphasis on immediately referring

(same day) any scholar who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;

8. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.

Intervention and Emergency Procedures

Scholars shall be encouraged to notify a teacher, administrator, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another scholar's suicidal intentions. CCS staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to scholars and discuss with the scholar, and parent/guardian, about additional resources to support the scholar.

Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a scholar's suicidal intentions, he/she shall promptly notify the primary or secondary suicide prevention liaisons:

- Director of Counseling Services
- School counselor

Although any personal information that a scholar discloses to a school counselor shall generally not be revealed, released, referenced, or discussed with third parties, the School counselor and Director of Counseling Services shall report to the scholar's learning coach (parents/guardians/caregivers) when he/she has reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of any scholar when appropriate and in the best interest of the scholar. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the scholar is not endangered by parental notification.

In addition, the counselor may disclose information of a personal nature to psychotherapists or other health care providers for the sole purpose of referring the scholar for treatment. The School counselor or Director of Counseling Services may also refer the scholar to mental health resources at CCS or in the community.

CCS shall ensure a school employee acts only within the authorization and scope of his/her credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide. Nothing in this Policy shall be construed as authorizing or encouraging a CCS employee to diagnose or treat mental illness unless he/she is specifically licensed and employed to do so.

When a scholar is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

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

1. Ensure the scholar's physical safety by one or more of the following, as appropriate:
 - a. Immediately securing medical treatment and/or mental health services as necessary;
 - b. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
 - c. Keeping the scholar under continuous adult supervision until the learning coach and/or appropriate support agent or agency can be contacted and has the opportunity to intervene;
 - d. Removing other scholars from the immediate area as soon as possible;
 - e. Designating specific individuals to be promptly contacted, for example, the CCS counselor, psychologist, nurse, other administrator, and/or the scholar's learning coach, and, as necessary, local law enforcement or mental health agencies;
 - f. Not sending the scholar away or leaving him/her alone, even to go to the restroom;
 - g. Providing comfort to the scholar, listening and allowing the scholar to talk and being comfortable with moments of silence;
 - h. Promising privacy and help, but not promising confidentiality; and
 - i. Remaining calm, keeping in mind the scholar is overwhelmed, confused, and emotionally distressed.
2. The Superintendent & CEO or designee shall document the incident in writing, as soon as feasible, including the steps that the Charter School took in response to the suicide attempt or threat.
3. The Superintendent & CEO or designee shall follow up with the learning coach (parents/guardians/caregivers) and scholar in a timely manner to provide referrals to appropriate services as needed. Learning coaches will be required to provide documentation of care for the scholar. If the learning coach does not access treatment for the scholar, the Superintendent & CEO or designee may meet with the learning coach to identify barriers to treatment and assist the family in providing follow-up care for the scholar. If follow-up care is still not provided, the Superintendent & CEO or designee shall consider whether he/she is required, pursuant to laws for mandated reporters of child neglect, to refer the matter to the local Child Protective Services agency.
4. Provide access to counselors or other appropriate personnel to listen to and support scholars and staff who are directly or indirectly involved with the incident.

5. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

Postvention

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

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

In the event a suicide occurs or is attempted off the CCS campus and unrelated to school activities, the Superintendent & CEO or designee shall take the following steps to support the scholar:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like CCS to respond to the attempt while minimizing widespread rumors among teachers, staff, and scholars.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected scholars.
6. Offer to the scholar and parent/guardian steps for reintegration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the scholar and parent/guardian about any specific requests on how to handle the situation; informing the scholar's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the scholar); appropriate staff maintaining ongoing contact with the scholar to monitor the scholar's actions and mood; and working with the parent/guardian to involve the scholar in an aftercare plan.

Responding After a Suicide Death

A death by suicide in the school community (whether by a scholar or staff member) can have devastating consequences on the school community, including scholars and staff. CCS shall follow the below action plan for responding to a suicide death, which incorporates both

immediate and long-term steps and objectives:

The suicide prevention liaison shall:

- Coordinate with the Superintendent & CEO to:
 - Confirm death and cause;
 - Identify a staff member to contact the deceased's family (within 24 hours);
 - Enact the Suicide Postvention Response;
 - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
 - Notification (if not already conducted) to staff about suicide death;
 - Emotional support and resources available to staff;
 - Notification to scholars about suicide death and the availability of support services (if this is the protocol that is decided by administration);
 - Share information that is relevant and that which you have permission to disclose.
- Prepare staff to respond to the needs of scholars regarding the following:
 - Review of protocols for referring scholars for support/assessment;
 - Talking points for staff to notify scholars;
 - Resources available to scholars (on and off campus).
- Identify scholars significantly affected by suicide death and other scholars at risk of imitative behavior;
- Identify scholars affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;
- Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other scholars should be considered;
- Identify media spokesperson if needed.
- Include long-term suicide postvention responses:
 - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
 - Support siblings, close friends, teachers, and/or scholars of deceased
 - Consider long-term memorials and how they may impact scholars who are emotionally vulnerable and at risk of suicide

Scholar Identification Cards

CCS will include the telephone number for the National Suicide Prevention Lifeline on all scholar identification cards. CCS will also include the number for the Crisis Text Line on all scholar identification cards.

SECTION 21 – SCHOLAR POLICY – SUSPENSION AND EXPULSION POLICY AND PROCEDURES

The Suspension and Expulsion Policy and Procedures from Element X of each CCS Charter is hereby incorporated as the Suspension and Expulsion Policies and Procedures for that Charter School.

SECTION 22 – SCHOLAR POLICY – EDUCATION OF HOMELESS CHILDREN AND YOUTH POLICY

The Compass Charter Schools Board Directors desires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging State academic standards, are provided a free and appropriate public education, are not stigmatized or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless scholars from discrimination on the basis of their homelessness.

Definition of Homeless Children and Youth

The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who lack a fixed, regular, and adequate nighttime residence and (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison.

School Liaison

The Superintendent & CEO designates the following staff person as the School Liaison for homeless scholars (42 U.S.C. §§ 11432(g)(1)(J)(ii) & (e)(3)(C)(i)(IV)):

Vanessa Plascencia | Compliance Coordinator
850 Hampshire Road, Suite P
Thousand Oaks, California 91361
(818) 824-8294
vplascencia@compasscharters.org

The School Liaison shall ensure that the following requirements are fulfilled by the Charter School (42 U.S.C. § 11432(g)(6)):

1. Homeless scholars are identified by school personnel and through outreach and coordination activities with other entities and agencies.

2. Homeless scholars enroll in and have a full and equal opportunity to succeed at CCS.
3. Homeless scholars and families receive educational services for which they are eligible, including: services through Head Start programs (including Early Head Start programs) under the Head Start Act; early intervention services under part C of the Individuals with Disabilities Education Act (“IDEA”); any other preschool programs administered by CCS if any; and referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, CCS charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support.
9. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent scholars and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid.

Enrollment

CCS shall immediately admit/enroll the scholar (subject to CCS’s capacity and pursuant to the procedures stated in the CCS charter and Board policy), even if the scholar lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the scholar needs to obtain immunizations or does not possess immunization or other medical records, the Superintendent & CEO or designee shall refer the parent/guardian to the School

Liaison. The School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the scholar. (42 U.S.C. § 11432(g)(3)(C).)

Enrollment Disputes

If a dispute arises over admissions/enrollment, the scholar shall be immediately admitted (subject to Charter School's procedures stated in the Charter School charter and Board policy), pending final resolution of the dispute, including all available appeals. (42 U.S.C. § 11432(g)(3)(E).)

The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. He/she shall also be referred to the School Liaison. (42 U.S.C. § 11432(g)(3)(E).)

The School Liaison shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)

Comparable Services

Each homeless child or youth shall promptly be provided services comparable to services offered to other scholars in CCS such as (42 U.S.C. § 11432(g)(4)):

- Transportation services
- Educational services for which the child or youth meets eligibility criteria, such as educational programs for scholars with disabilities and educational programs for scholars with limited English proficiency
- Programs in vocational and technical education
- Programs for gifted and talented scholars
- School nutrition programs

Transportation

In the event that CCS provides transportation services to all CCS scholars, CCS shall provide comparable transportation services to each homeless child or youth attending CCS, as noted above. (42 U.S.C. § 11432(g)(4).)

If CCS does not otherwise provide transportation services to all CCS scholars, CCS shall ensure that transportation is provided for homeless scholars to and from CCS, at the request of the parent or guardian (or School Liaison). (42 U.S.C. § 11432(g)(1)(J).)

Professional Development

All administrators, teachers and employees of CCS will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. (42 U.S.C. § 11433(d)(3).) All identified or suspected homeless children and youth will be referred to the School Liaison.

Notice

For any homeless scholar who seeks enrollment at the Charter School, written notice will be provided to the parent/guardian at the time of enrollment and at least twice annually while the scholar is enrolled at the School in alignment with the law. (42 U.S.C. § 11432(e)(3)(C).)

The notice shall be signed by the parent or guardian (or, in the case of an unaccompanied youth, the youth) and notify them of their rights pursuant to this policy. Specifically, the notice shall state that no homeless child or youth is required to attend a separate school for homeless children or youths; that homeless children and youths shall be provided comparable services as described above, including transportation services, educational services, and meals through school meals programs; and that homeless children and youths should not be stigmatized by School personnel; and provides contact information for the School Liaison and the State Coordinator for Education of Homeless Children and Youths.

SECTION 23 -- SCHOLAR POLICY – EDUCATION FOR FOSTER YOUTH

Introduction

The Governing Board of Compass Charter Schools recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such scholars to achieve state and charter school academic standards, the Charter School shall provide them with full access to the Charter School’s educational program and implement strategies identified as necessary for the improvement of the academic achievement of foster youth in the Charter School’s local control and accountability plan (“LCAP”).

Definitions

Foster youth means a child who has been removed from his/her home pursuant to California Welfare and Institutions Code section 309, is the subject of a petition filed under Welfare and Institutions Code sections 300 or 602, has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code sections 300 or 602, or is a dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court pursuant to the tribal court’s jurisdiction in accordance with the tribe’s law, provided that the child would also meet one of the descriptions in Section 300 of the Welfare and Institutions Code describing when a child may be adjudged a dependent child of the juvenile court.

Person holding the right to make educational decisions means a parent, guardian, or responsible person appointed by a court to make educational decisions pursuant to Welfare and Institutions Code sections 361 or 726, or Education Code section 56055.

School of origin means the school that the foster youth attended when permanently housed or the school in which he/she was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, shall determine, and in the best interests of the foster youth, the school is the school of origin.

Best interests means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School scholars.

CHARTER SCHOOL LIAISON

In order to help facilitate the enrollment, placement, and transfer of foster youth to the Charter School, the Governing Board shall designate a Charter School foster youth liaison. The Governing Board designates the following position as the Charter School’s liaison for foster youth:

Vanessa Plascencia | Compliance Coordinator
850 Hampshire Road, Suite P

Thousand Oaks, California 91361
(818) 824-8294
vplascencia@compasscharters.org

The liaison for foster youth shall be responsible for the following:

1. Ensure and facilitate the proper educational placement, enrollment in the Charter School, and checkout from the Charter School of scholars in foster care.
2. Ensure proper transfer of credits, records, and grades when scholars in foster care transfer to or from the Charter School.
3. When a scholar in foster care is enrolling in the Charter School, contact the school last attended by the scholar to obtain, within two business days, all academic and other records. The last school attended by the foster child shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or monies owed to the school last attended. When a foster youth is transferring to a new school, the Charter School liaison shall provide the scholar's records to the new school within two business days of receiving the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the Charter School.
4. When required by law, notify the foster youth's attorney and the appropriate representative of the county child welfare agency of pending expulsion proceedings if:
 - a. The decision to recommend expulsion is a discretionary act under the Charter School's charter.
 - b. Pending proceedings to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under the Charter School's charter.
 - c. A manifestation determination prior to a change in the foster youth's placement, when he/she is a scholar with a disability under state and federal special education laws.
5. As needed, make appropriate referrals to ensure that scholars in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.
6. As needed, ensure that scholars in foster care receive appropriate school-based services, such as counseling and health services and supplemental instruction.
7. Develop protocols and procedures for creating awareness for Charter School staff, including but not limited to counselors, educational facilitators, enrollment team, and teachers, of the requirements for the proper enrollment, placement, and transfer of foster youth.
8. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the Charter

School's foster youth.

9. Monitor the educational progress of foster youth and provide updates to the Superintendent & CEO or designee and the Governing Board based on indicators identified in the Charter School's local control and accountability plan.
10. This Policy does not grant the Charter School liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to Welfare and Institutions Code sections 361 or 726, a surrogate parent, or a foster parent exercising authority under Education Code section 56055. The role of the Charter School liaison is advisory with respect to placement options and determination of the school of origin.

ENROLLMENT

A scholar placed in a licensed children's institution or foster family home who enrolls in the Charter School shall attend programs operated by the Charter School unless one of the following circumstances applies: (Education Code sections 48853 and 48853.5)

1. The scholar has an individualized education program ("IEP") requiring placement in a nonpublic, nonsectarian school or agency, or in another local educational agency.
2. The parent/guardian or other person holding the right to make educational decisions for the scholar pursuant to [Sections 361 or 726 of the Welfare and Institutions Code](#) or [Section 56055](#) of the Education Code determines that it is in the best interest of the scholar to be placed in another educational program and submits a written statement to the Charter School indicating that determination and that he/she is aware of the following:
 - a. The scholar has a right to attend a regular public school in the least restrictive environment.
 - b. The alternate educational program is a special education program, if applicable.
 - c. The decision to unilaterally remove the scholar from the Charter School and to place him/her in an alternate education program may not be financed by the Charter School.
 - d. Any attempt to seek reimbursement for the alternate education program may be at the expense of the parent/guardian or other person holding the right to make educational decisions for the scholar.
3. At the initial detention or placement, or any subsequent change in placement, the scholar exercises his/her right to continue in his/her school of origin, as defined above.

- a. The scholar may continue in the school of origin for the duration of the court's jurisdiction.
 - b. If the court's jurisdiction over a grade K-8 scholar is terminated prior to the end of a school year, the scholar may continue in his/her school of origin for the remainder of the academic school year.
 - c. If the court's jurisdiction is terminated while the scholar is in high school, the scholar may continue in his/her school of origin until he/she graduates.
4. If the scholar is transitioning between school grade levels, he/she shall be allowed to continue in the district of origin in the same attendance area to provide him/her the benefit of matriculating with his/her peers in accordance with the established feeder patterns of school districts. A scholar who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.
 5. The Charter School liaison may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, recommend that the youth's right to attend the school of origin be waived and he/she be enrolled in any school that scholars living in the attendance area of the school district in which the foster youth resides are eligible to attend or in the Charter School consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.
 6. Prior to making any recommendation to move a foster youth from his/her school of origin, the liaison shall provide the youth and the person holding the right to make educational decisions for the youth with a written explanation of the basis for the recommendation and how the recommendation serves the youth's best interests.
 7. If any dispute arises regarding the request of a foster youth to remain in the school of origin, the youth has the right to remain in the school of origin pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Charter School dispute resolution process.
 8. If the liaison, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the foster youth, agrees that the best interests of the youth would be served by his/her transfer to a school *other* than the school of origin the principal or designee of the new school shall immediately enroll the foster youth, consistent with any enrollment procedures if the next school is a charter school. The foster youth shall be immediately enrolled even if he/she:
 - a. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended.

- b. Does not have clothing normally required by the school, such as school uniforms.
- c. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, immunization records or other documentation.

TRANSPORTATION

The Charter School shall not be responsible for providing transportation to allow a foster child to attend school, unless there is an agreement with a local child welfare agency that the Charter School assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code, or unless required by federal law. The Charter School is not prohibited from providing transportation, at its discretion, to allow a foster child to attend school.

In accordance with Section 6312(c)(5) of Title 20 of the United States Code, Charter School shall collaborate with local child welfare agencies to develop and implement clear written procedures to address the transportation needs of foster youth to maintain them in their school of origin, when it is in the best interest of the foster youth.

Charter School is not required to provide transportation to a former foster child who has an IEP that does not require transportation as a related service and who changes residence but remains in his or her school of origin pursuant to this paragraph, unless the IEP team determines that transportation is a necessary related service.

EFFECT OF ABSENCES ON GRADES

The grades of a scholar in foster care shall not be lowered for any absence from school that is due to either of the following circumstances:

- a) A decision by a court or placement agency to change the scholar's placement, in which case the scholar's grades shall be calculated as of the date he/she left school.
- b) A verified court appearance or related court-ordered activity.

TRANSFER OF COURSEWORK AND CREDITS*

When a foster youth transfers into the Charter School, the Charter School shall accept and issue full credit for any coursework that the foster youth has satisfactorily completed while attending another public school**, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency even if the scholar did not complete the entire course and shall not require the foster youth to retake the course.

If the foster youth did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that he/she completed at in a public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency. However, the Charter School may require the foster youth to retake the portion of the course completed if, in consultation with the holder of educational rights for the foster youth, the Charter School finds that the foster youth is reasonably able to complete the requirements in time to graduate from

high school. Whenever partial credit is issued to a foster youth in any particular course, he/she shall be enrolled in the same or equivalent course, if applicable, so that he/she may continue and complete the entire course.

In no event shall the Charter School prevent a foster youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

APPLICABILITY OF GRADUATION REQUIREMENTS*

To obtain a high school diploma, a foster youth shall pass the high school exit examination in English language and mathematics (if required by State law), complete all courses required by the Charter School, and fulfill any additional graduation requirement prescribed by the Board.

However, when a foster youth who has completed his/her second year of high school, or a scholar in his/her third or fourth year of high school participating in a newcomer program, transfers into the Charter School, he/she shall be exempted from all Charter School-adopted coursework, state coursework, and other Charter School-established graduation requirements, unless the Charter School makes a finding that the scholar is reasonably able to complete the additional requirements in time to graduate from high school by the end of his/her fourth year of high school. A "Pupil participating in a newcomer program" means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

Within 30 calendar days of the foster youth's transfer, the Superintendent & CEO or designee shall notify the foster youth, the person holding the right to make educational decisions for him/her, and the foster youth's social worker or probation officer of the availability of the exemption and whether the foster youth qualifies for it. If the Charter School fails to provide timely notice pursuant to subparagraph, the foster youth shall be eligible for the exemption from local graduation requirements pursuant to this section once notified, even if that notification occurs after the termination of the court's jurisdiction over the scholar, if the foster youth otherwise qualifies for the exemption pursuant to this section.

To determine whether a foster youth is in his/her third or fourth year of high school, the Charter School shall use either the number of credits the foster youth has earned as of the date of the transfer or the length of his/her school enrollment, whichever qualifies him/her for the exemption. In the case of a scholar participating in a newcomer program, enrollment in grade 11 or 12 may be used to determine whether the scholar is in his or her third or fourth year of high school.

If a scholar in foster care is exempted from local graduation requirements pursuant to this section and completes the statewide coursework requirements specified in Education Code section 51225.3 before the end of his or her fourth year of high school and that scholar would otherwise be entitled to remain in attendance at Charter School, Charter School shall not require or request that the scholar graduate before the end of his or her fourth year of high school.

The Superintendent & CEO or designee shall notify any foster youth who is granted an exemption and the person holding the right to make educational decisions for him/her how any

requirements that are waived will affect the foster youth's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

A scholar in foster care, who is eligible for the exemption from local graduation requirements pursuant to this section and would otherwise be entitled to remain in attendance at the Charter School shall not be required to accept the exemption or be denied enrollment in, or the ability to complete, courses for which he or she is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements.

If a scholar in foster care is not exempted from local graduation requirements or has previously declined the exemption pursuant to this section, Charter School shall exempt the scholar at any time if an exemption is requested by the foster youth and the foster youth qualifies for the exemption. Likewise, if the foster youth is exempted, Charter School may not revoke the exemption.

If a scholar in foster care is exempted from local graduation requirements pursuant to this section, the exemption shall continue to apply after the termination of the court's jurisdiction over the scholar while he or she is enrolled in school or if the scholar transfers to another school, including a charter school, or school district.

The Charter School shall not require or request a foster youth to transfer schools in order to qualify for an exemption and no request for a transfer solely to qualify for an exemption shall be made by a foster youth or any person acting on behalf of a foster youth.

Upon making a finding that a foster youth is reasonably able to complete Charter School graduation requirements within his/her fifth year of high school, the Superintendent & CEO or designee shall:

1. Inform the foster youth and the person holding the right to make educational decisions for him/her of the foster youth's option to remain in school for a fifth year to complete the Charter School authorizer's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School scholars over age 19.
2. Inform the foster youth and the person holding the right to make educational decisions for him/her how remain in school for a fifth year will affect his/her ability to gain admission to a postsecondary educational institution.
3. Provide information to the foster youth about transfer opportunities available through the California Community Colleges.
4. Upon agreement with the foster youth or, if he/she is under 18 years of age, the person holding the right to make educational decisions for him/her, permit the foster youth to stay in school for a fifth year to complete the Charter School's graduation requirements.

ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES

A foster youth whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

Complaints of Noncompliance*

Complaints of noncompliance with this Policy shall be governed by the Charter School's Uniform Complaint Procedures.

*These provisions are also applicable to the following scholars, and may be utilized for such scholars at the Charter School's discretion:

1. A scholar who is a child of a military family, defined as a scholar who meets the definition of "children of military families" under Education Code Section 49701: a school-aged child or children, enrolled in Kindergarten through Twelfth (12th) grade, in the household of an active duty member.
2. a migratory scholar, defined as a scholar who meets the definition of "currently migratory child" under subdivision (a) of Section 54441: a child who has moved with a parent, guardian, or other person having custody, from one school district to another, either within the State of California or from another state within the 12-month period immediately preceding his or her identification as such a child, in order that the child, a parent, guardian, or other member of his or her immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services.
3. A scholar participating in a newcomer program as defined above.
4. A former juvenile court school scholar, defined as scholars who, upon completion of the scholar's second year of high school, transfer to a charter school, excluding a charter school or school district operated by the Division of Juvenile Justice of the Department of Corrections and Rehabilitation, from a juvenile court school.

** For purposes of coursework completed by a scholar who is a child of a military family, "public school" includes schools operated by the United States Department of Defense.

SECTION 24 – SCHOLAR POLICY – EDUCATIONAL RECORDS AND SCHOLAR INFORMATION POLICY

The Board of Directors of Compass Charter Schools, a California nonprofit public benefit corporation operating public charter schools, adopts this Educational Records and Student Information Policy to apply to all educational records and scholar information maintained by CCS.

I. DEFINITIONS

1. Education Record

An education record is any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche that directly relates to a scholar and is maintained by CCS or by a party acting for CCS. Such information includes, but is not limited to:

- a. Date and place of birth; parent and/or guardian's address, mother's maiden name and where the parties may be contacted for emergency purposes;
- b. Grades, test scores, courses taken, academic specializations and school activities;
- c. Special education records;
- d. Disciplinary records;
- e. Medical and health records;
- f. Attendance records and records of past schools attended; and/or
- g. Personal information such as, but not limited to, a scholar's name, the name of a scholar's parent or other family member, scholar identification numbers, social security numbers, photographs, biometric record or any other type of information that aids in identification of a scholar.

An education record does not include any of the following:

- a. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- b. Records maintained by a law enforcement unit of CCS that were created by that law enforcement unit for the purpose of law enforcement;
- c. In the case of a person who is employed by CCS but not in attendance at CCS, records made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee and are not available for any other purpose;
- d. Records on a scholar who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or

paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the scholar; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, “treatment” does not include remedial educational activities or activities that are part of the program of instruction at CCS;

e. Records that only contain information about an individual after he or she is no longer a scholar at CCS; or

f. Grades on peer-graded papers before they are collected and recorded by a teacher.

2. Personally Identifiable Information

Personally identifiable information is information about a scholar that is contained in his or her education records that cannot be disclosed without compliance with the requirements of FERPA. Personally identifiable information includes, but is not limited to: a scholar’s name; the name of a scholar’s parent or other family member; the address of a scholar or scholar’s family; a personal identifier, such as the scholar’s Social Security number, scholar number or biometric record; other indirect identifiers, such as the scholar’s date of birth, place of birth, and mother’s maiden name; other information that, alone or in combinations, is linked or linkable to a specific scholar that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the scholar with reasonable certainty; or information requested by a person who CCS reasonably believes knows the identity of the scholar to whom the education record relates.

3. Directory Information

CCS may disclose the personally identifiable information that it has designated as directory information, consistent with the terms of the annual notice provided by CCS pursuant to the Family Educational Rights and Privacy Act of 2001 (20 U.S.C. § 1232g) (“FERPA”). CCS has designated the following information as directory information:

- Scholar’s name
- Scholar’s address
- Parent/guardian’s address
- Telephone listing
- Scholar’s electronic mail address
- Parent/guardian’s electronic mail address
- Photograph
- Date and place of birth
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Scholar ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A scholar's

SSN, in whole or in part, cannot be used for this purpose.)

4. Parent

Parent means a parent of a scholar and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

5. Eligible Scholar

Eligible scholar means a scholar who has reached eighteen (18) years of age.

6. School Official

A school official is a person employed by CCS as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors of CCS. A school official also may include a volunteer for CCS or an independent contractor of CCS or other party who performs an institutional service or function for which CCS would otherwise use its own employees and who is under the direct control of CCS with respect to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or scholar volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, scholar, or other volunteer assisting another school official in performing his or her tasks.

7. Legitimate Educational Interest

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

II. DISCLOSURE OF DIRECTORY INFORMATION

At the beginning of each school year, CCS shall provide parents and eligible scholars with a notice containing the following information: 1) The type of personally identifiable information it designates as directory information; 2) The parent's or eligible scholar's right to require that CCS not release "directory information" without obtaining prior written consent from the parent or eligible scholar; and 3) The period of time within which a parent or eligible scholar must notify CCS in writing of the categories of "directory information" that it may not disclose without the parent's or eligible scholar's prior written consent. CCS will continue to honor a valid request to opt out of the disclosure of a former scholar's directory information made while the former scholar was in attendance unless the scholar rescinds the opt out request.

III. ANNUAL NOTIFICATION TO PARENTS AND ELIGIBLE SCHOLARS

At the beginning of each school year, in addition to the notice required for directory information, CCS shall provide eligible scholars currently in attendance and parents of scholars currently in attendance with a notice of their rights under FERPA. The notice shall inform the parents and eligible scholars that they have the right to:

1. Inspect and review the scholar's education records;

2. Seek amendment of the scholar's education records that the parent or eligible scholar believes to be inaccurate, misleading or otherwise in violation of the scholar's privacy rights;
3. Consent to disclosures of personally identifiable information contained in the scholar's education records, except to the extent that disclosure is permitted without prior written consent pursuant to FERPA;
4. File with the U.S. Department of Education a complaint concerning alleged failures by CCS to comply with the requirements of FERPA and its promulgated regulations; and
5. Request that CCS not release scholar names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:

1. The procedure for exercising the right to inspect and review educational records;
2. The procedure for requesting amendment of records;
3. A statement that CCS forwards education records to other agencies or institutions that have requested the records and in which the scholar seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the scholar's enrollment or transfer; and
4. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

IV. PARENTAL AND ELIGIBLE STUDENT RIGHTS RELATING TO EDUCATION RECORDS

Parents and eligible scholars have the right to review the scholar's education records. In order to do so, parents and eligible scholars shall submit a request to review education records in writing to the Superintendent & CEO. Within five (5) business days, CCS shall comply with the request.

1. Copies of Education Records

CCS will provide copies of requested documents within five (5) business days of a written request for copies. CCS may charge reasonable fees for copies it provides to parents or eligible scholars. However, no charge shall be made for furnishing (1) up to two transcripts of former pupils' records or (2) up to two verifications of various records of former pupils. The charge will not include a fee to search for or to retrieve the education records.

2. Request for Amendment to Education Records

Following the inspection and review of a scholar's education record, a parent or eligible scholar may file a written request with the Superintendent & CEO to correct or remove any information in the scholar's education record that is any of the following:

- (1) Inaccurate.
- (2) Misleading.
- (3) In violation of the privacy rights of the scholar.

CCS will respond within thirty (30) days of the receipt of the request to amend. CCS's response will be in writing and if the request for amendment is denied, CCS will set forth the reason for the denial and inform the parent or eligible scholar of his or her right to a hearing challenging the content of the education record.

If the Superintendent & CEO sustains any or all of the allegations, he or she must order the correction or the removal and destruction of the information. The Superintendent & CEO or designee must then inform the parent or eligible scholar of the amendment in writing.

3. Hearing to Challenge Education Record

If CCS denies a parent or eligible scholar's request to amend an education record, the parent or eligible scholar may, within thirty (30) days of the denial, request in writing that he/she be given the opportunity for a hearing to challenge the content of the scholar's education record on the grounds that the information contained in the education record is: inaccurate, misleading, or in violation of the privacy rights of the scholar.

The Superintendent & CEO or the Board Chair may convene a hearing panel to assist in making determinations regarding educational record challenges provided that the parent has given written consent to release information from the pupil's records to the members of the panel convened. The hearing panel shall consist of the following persons:

- (1) The Superintendent of a public school other than the public school at which the record is on file;
- (2) A certificated employee; and
- (3) A parent appointed by the Superintendent or by the Board of Directors, depending upon who convenes the panel.

The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing. Notice of the date, time and place of the hearing will be sent by CCS to the parent or eligible scholar no later than twenty (20) days before the hearing.

The hearing will be conducted by the Superintendent & CEO or designee, who shall not be required to use formal rules of evidence or procedure. The parent or eligible scholar will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible scholar may also, at his/her own expense, be assisted or represented by one or more individuals of his/her choice, including an attorney. The decision of the Superintendent & CEO or designee will be based solely on the evidence presented at the hearing and is final. Within thirty (30) days after the conclusion of the hearing, CCS's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision. If, as a result of the hearing, CCS decides that the information is inaccurate, misleading, or in violation of the privacy rights of the scholar, it will amend the record accordingly and inform the parent or eligible scholar of the amendment in writing.

If, as a result of the hearing, CCS decides that the information in the education record is not inaccurate, misleading, or in violation of the privacy rights of the

scholar, it shall inform the parent or eligible scholar of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the decision of CCS, or both. If CCS places a statement by the parent or eligible scholar in the education records of a scholar, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

V. DISCLOSURE OF EDUCATION RECORDS AND DIRECTORY INFORMATION

CCS must have a signed and dated written consent from the parent or eligible scholar before releasing any non-directory information from a scholar's education record except as provided below. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible scholar may request a copy of the disclosed records and CCS shall provide him or her with a copy of the records disclosed upon request. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

CCS will only disclose personally identifiable information on the condition that the receiving party not disclose the information to any party without the prior written consent of the parent or eligible scholar and that the receiving party use the information for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below. CCS must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a warrant, judicial order or lawfully issued subpoena, or directory information or to parents or eligible scholars, CCS will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent or eligible scholar and that the receiving party use it for the purpose for which the disclosure was made. Note specifically that CCS will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

CCS will disclose education records, without prior written consent of the parent or eligible scholar, to the following parties:

1. School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a scholar seeks or intends to enroll so long as the disclosure is for purposes related to the scholar's enrollment or transfer. When a scholar transfers schools, CCS will mail the original or a copy of a scholar's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the pupil intends to enroll. CCS will make a reasonable attempt to notify the parent or eligible scholar of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible scholar. Additionally, CCS will give the parent or eligible scholar, upon request, a copy of the record that was disclosed and give the parent or eligible scholar, upon request, an opportunity for a hearing pursuant to Section (IV)(3) above;

3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a scholar's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for CCS in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent scholar as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible scholar of the order or subpoena in advance of compliance, so that the parent or eligible scholar may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former scholar, a short-term residential treatment program staff responsible for the education or case management of a scholar, and a caregiver (regardless of whether the caregiver has been appointed as the pupil's educational rights holder) who has direct responsibility for the care of the scholar, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by CCS for scholar and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by CCS; and/or
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by CCS with respect to that alleged crime or offense. CCS may disclose the final results of the disciplinary proceeding, regardless of whether CCS concluded a violation was committed.

VI. RECORD KEEPING REQUIREMENTS

CCS will maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each scholar for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of personally identifiable information to institutions that make disclosures of the information on behalf of CCS in accordance with 34 C.F.R. § 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of CCS and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents or eligible scholars, CCS officials with a legitimate purpose of inspecting the records, a party with written consent from the parent or eligible scholar, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of personally identifiable scholar information may be inspected by parents and eligible scholars, CCS officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of CCS.

Scholar cumulative records may not be removed from the premises of CCS, unless the individual removing the record has a legitimate educational interest, and is authorized by the Superintendent & CEO, or by a majority of a quorum of the Board of Directors at a duly agendized meeting. Employees who remove scholar cumulative records or other scholar records from the CCS premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take scholar work-product, or other appropriate scholar records, off premises without authorization for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.)

VII. COMPLAINTS

Parents and eligible scholars have the right to file a complaint with the U.S. Department of Education concerning alleged failures by CCS to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue. S.W.
Washington, D.C. 20202-5920

VIII. RECORD RETENTION

CCS complies with the definition and retention of scholar records as established in Title 5 of the California Code of Regulations sections 432 and 437, per the following:

Mandatory Permanent Pupil Records: must be maintained indefinitely. These records are defined as:

- Legal name of pupil
- Date of birth
- Method of verification of birth date
- Sex of pupil
- Place of birth
- Name and address of parent of minor pupil
 - (1) Address of minor pupil if different than above
 - (2) An annual verification of the name and address of the parent and the residence of the pupil
- Entering and leaving date of each school year and for any summer session or other extra session

- Subjects taken during each year, half year, summer session or quarter
- If marks or credit are given, the mark or number of credits toward graduation allows for work taken.
- Verification of or exemption from required immunizations
- Date of high school graduation or equivalent

Mandatory Interim Pupil Records: must be maintained until their usefulness ceases and may be destroyed after three (3) years following the pupil's completion or withdrawal from school.

These records are defined as:

- A log or record identifying those persons (except authorized school personnel) or organizations requesting or receiving information from the record. The log or record shall be accessible only to the legal parent or guardian or the eligible pupil, or a dependent adult pupil, or an adult pupil, or the custodian of records.
- Health information, including Child Health Developmental Disabilities Prevention Program verification or waiver
- Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge
- Language training records
- Progress slips and/or notices
- Parental restrictions regarding access to directory information or related stipulations.
- Parental or adult pupil rejoinders to challenged records and to disciplinary action
- Parental authorizations or prohibitions of pupil participation in specific programs
- Results of standardized tests administered within the preceding three years

Permitted Records: must be maintained until their usefulness ceases and may be destroyed after six (6) months following the pupil's completion or withdrawal from school. These records are defined as:

- Objective counselor and/or teacher ratings
- Standardized test results older than three years
- Routine discipline data
- Verified reports of relevant behavioral patterns
- All disciplinary notices
- Attendance records not covered in the 5 CCR § 400

SECTION 25 – SCHOLAR POLICY – MATHEMATICS PLACEMENT POLICY

This Policy of the Compass Charter Schools Board of Directors (“Board”) has been adopted to establish a fair, objective, and transparent protocol for placement in mathematics courses for scholars entering 9th grade, in order to ensure the success of every scholar and to meet the Legislative intent of the California Mathematics Placement Act of 2015.

1. In determining the mathematics course placement for entering 9th grade scholars, CCS systematically takes multiple objective academic measures of scholar performance into consideration, including:
 - a. Statewide mathematics assessments, including interim and summative assessments through the California Assessment of Student Performance and Progress (“CAASPP”).
 - b. Internal assessments that are aligned to state-adopted content standards in mathematics.
 - c. Classroom assignments and grades.
 - d. Final grade in mathematics on the scholar’s official, end of the year 8th grade report card.
 - e. Results from all internal assessments, including at least one (1) placement checkpoint within the first month of the school year as described in Section 2, below.
2. CCS will provide at least one (1) placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual scholar progress. All teachers responsible for teaching 9th grade scholars will assess the mathematics placements for each 9th grade scholar assigned to the teacher’s mathematics class. The teacher’s assessment will take into consideration factors which may include, but are not limited to, the scholar’s assignments, quizzes, tests, exams, grades, participation, and any comments provided by the scholar, the scholar’s parent/legal guardian, and/or the scholar’s other teachers regarding the scholar’s mathematics placement. Based on the assessment, the teacher will then recommend that the scholar remain in the current mathematics placement or be transferred to another mathematics placement, in which case the teacher shall specify the mathematics course or level recommended for the scholar.
3. The CCS Superintendent & CEO, or his or her designee, shall examine aggregate scholar placement data annually to ensure that scholars who are qualified to progress in mathematics courses based on their performance on objective academic measures included in Section 1 of this Policy are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. CCS shall annually report the aggregate results of this examination to the CCA Board.
4. CCS offers clear and timely recourse for each scholar and his or her parent or legal guardian who questions the scholar’s placement, as follows:
 - a. A parent/legal guardian of any 9th grade scholar may submit a written request to the CCS Superintendent & CEO, or his or her designee, that:

- i. Requests information regarding how the scholar's mathematics placement was determined. Within five (5) days of receipt of the written request, the CCS Superintendent & CEO or designee shall respond in writing to the parent/legal guardian's request by providing the information, including the objective academic measures that CCS relied upon in determining the scholar's mathematics placement.
 - ii. Requests that the scholar retake the internal math assessment, in which case the Superintendent & CEO or designee will attempt to facilitate the retest within two (2) weeks.
 - iii. Requests that the scholar retake the 8th grade end of course final mathematics assessment, in which case the Superintendent & CEO or designee will attempt to facilitate the retest within two (2) weeks.
 - iv. Requests reconsideration of the scholar's mathematics placement based on objective academic measures. Within five (5) school days of receipt of the written request, the CCS Superintendent & CEO or designee shall respond in writing to the parent/legal guardian's request. The Superintendent & CEO or designee and the scholar's mathematics teacher must assess the objective academic measures provided by the parent in conjunction with the objective academic measures identified in Section 1 and 2 of this Policy. Based on this assessment, the Superintendent & CEO or designee must determine whether the most appropriate mathematics placement for the scholar is the scholar's current placement or another placement, in which case the Superintendent & CEO shall specify the mathematics course or level recommended for the scholar. The Superintendent & CEO's or designee's response must provide the determination as well as the objective academic measures that the Superintendent & CEO or designee relied upon in making that determination.
 - b. Notwithstanding the foregoing, if the Superintendent & CEO or designee requires additional time to respond to a parent/legal guardian's request, the Superintendent & CEO or designee will provide a written response indicating that additional time is needed. In no event shall the Superintendent & CEO's or designee's response time exceed one (1) month.
 - c. If, after reconsideration of the scholar's mathematics placement by the Superintendent & CEO's or designee, the parent/legal guardian is dissatisfied with the scholar's mathematics placement, the parent/legal guardian may choose to sign a voluntary waiver requesting that the scholar be placed in another mathematics course against the professional recommendation of the Superintendent & CEO or designee, acknowledging and accepting responsibility for this placement.
5. CCS shall ensure that this Mathematics Placement Policy is posted on its website.
 6. This Policy is adopted pursuant to the Mathematics Placement Act of 2015, enacted as Education Code Section 51224.7.

SECTION 26 – SCHOLAR POLICY – NONDISCRIMINATION STATEMENT

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

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

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); Titles IV, 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).

CCS also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race or ethnicity, religion, religious affiliation, creed, color, citizenship, 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 discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which CCS does business, or any other individual, scholar, or volunteer. This applies to all employees, scholars, or volunteers and relationships, regardless of position or gender. CCS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. The lack of English language skills will not be a barrier to admission or participation in CCS’s programs or activities. prohibits retaliation against anyone who files a complaint or who participates in a complaint investigation.

Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Uniform Complaint Procedures (“UCP”) Compliance Officer:

J.J. Lewis | Superintendent & CEO
850 Hampshire Road, Suite P
Thousand Oaks, California 91361
(818) 824-6233
jlewis@compasscharters.org

SECTION 27 – SCHOLAR POLICY – PARENT AND FAMILY ENGAGEMENT POLICY

The parent and family engagement policy, which is separately approved annually, shall be included here as a Board Policy.

SECTION 28 – SCHOLAR POLICY – STUDENT WELLNESS POLICY

The scholar wellness policy, which is separately approved annually, shall be included here as a Board Policy.

SECTION 29 – SCHOLAR POLICY – SECTION 504: POLICY, PROCEDURES, AND PARENT RIGHTS REGARDING IDENTIFICATION, EVALUATION AND EDUCATION

A. SECTION 504 POLICY

The Board of Directors of Compass Charter Schools recognizes the need to identify and evaluate scholars with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that “no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” This Policy and the related administrative regulations have been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all scholars with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education (“FAPE”).

Under Section 504, individuals with physical or mental impairments that substantially limits one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled scholars are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Scholars may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities Education Act Improvement Act of 2004 (“IDEA”).

The Superintendent & CEO or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a scholar needs regular or special education and/or related aids and services (and the scholar has not been found eligible under IDEA) that scholar will be evaluated under this policy’s corresponding procedures.

A Section 504 Team will be convened to determine the scholar’s need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the scholar’s individual needs and school history, the meaning of evaluation data, and placement options. The scholar’s parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If CCS does not assess a scholar after a parent has requested an assessment, the Charter School shall provide notice of the parent’s/guardian’s procedural safeguards. CCS shall not retaliate in any way against parents/guardians or scholars who exercise any rights under the procedural safeguards and/or Section 504.

If the scholar, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the scholar. The scholar shall be educated with nondisabled

scholars to the maximum extent appropriate to the scholar's individual needs. The scholar's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. CCS shall periodically review the scholar's progress and placement.

CCS does not discriminate on the basis of disability or any other characteristic protected under law. CCS will implement this policy through its corresponding procedures.

B. SECTION 504 PROCEDURES

A. Definitions

1. **Academic Setting** – the regular, educational environment operated by CCS.
2. **Individual with a Disability under Section 504** – An individual who:
 - a. has a physical or mental impairment that substantially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
3. **Evaluation** – procedures used to determine whether a scholar has a disability as defined within these Procedures, and the nature and extent of the services that the scholar needs. The term means procedures used selectively with an individual scholar and does not include basic tests administered to, or procedures used with all scholars in a school, grade or class.
4. **504 Plan** – is a plan developed to identify and document the scholar's needs for regular or special education and related aids and services for participation in educational programs, activities, and school-sponsored events.
5. **Free Appropriate Public Education** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.
6. **Major Life Activities** – Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.
7. **Physical or Mental Impairment** – Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or
 - a. Any mental or psychological disorder, such as intellectual disability, organic brain

syndrome, emotional or mental illness, and specific learning disabilities.

8. **504 Coordinator** – The Special Education Program Specialist shall serve as the Charter School’s Section 504 Coordinator. The parents or guardians may request a Section 504 due process hearing from or direct any questions or concerns to the Section 504 Coordinator at (805) 413-6657.
9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.
10. **Is regarded as having an impairment** - means
 - a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that he or she has been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.
 - b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

B. Referral, Assessment and Evaluation Procedures

1. CCS will evaluate any scholar who, because of disability, needs or is believed to need regular or special education and/or related aids and services.
2. A scholar may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the scholar qualifies as a scholar with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the scholar’s file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another School employee will be forwarded to the Section 504 Coordinator.
3. CCS has the responsibility to ensure that scholars with disabilities are evaluated. Therefore, it is important that scholars who have or may have a disability are referred to the Section 504 Coordinator so that the assessment process is initiated.
4. The 504 Team convened by the Section 504 Coordinator will be composed of the scholar’s parents/guardians and other persons knowledgeable about the scholar (such as the scholar’s regular education teachers), the scholar’s school history, the scholar’s individual needs (such as a person knowledgeable about the scholar’s disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.
5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the scholar is a scholar with a disability under Section 504 and what special needs the scholar may have. The decision regarding what assessments shall be undertaken shall be based on

a review of the scholar's school records (including academic, social and behavioral records), any relevant medical records, and the scholar's needs. Scholars requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.

6. The 504 Team will consider the following information in its evaluation of the scholar:
 - a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
 - b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
 - c. Tests are selected and administered so as to best ensure that, when a test is administered to a scholar with impaired sensory, manual, or speaking skills, the test results accurately reflect the scholar's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the scholar's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)
7. The evaluation of the scholar must be sufficient for the 504 Team to accurately and completely describe:
 - a. the nature and extent of the disabilities;
 - b. the scholar's special needs
 - c. the impact upon the scholar's education
8. what regular or special education and/or related aids and services are appropriate to ensure that the scholar receives a free appropriate public education. All significant factors relating to the learning process for that scholar, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the scholar's teachers and parent/guardian.
 - a. Mitigating measures cannot be considered when evaluating whether or not a scholar has a substantially limiting impairment. Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a scholar uses to eliminate or reduce the effects of an impairment.
9. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.
10. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 PLAN

1. When a scholar is identified as having a disability within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the scholar receives a FAPE.

2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
3. For each identified eligible scholar, the 504 Team will develop a 504 Plan describing the scholar's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the eligible scholar and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The scholar's teacher and any other staff who are to provide services to the scholar or who are to make modifications in the classroom for the scholar shall be informed of the services or modifications necessary for the scholar and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the scholar's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.
5. The eligible scholar shall be placed in the regular education environment unless it is demonstrated that the scholar's needs cannot be met in the regular education environment with supplementary aids and services. The scholar shall be educated with scholars who are not disabled to the maximum extent appropriate to his/her individual needs.
6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the scholar's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
8. If the 504 Team determines that the scholar has a disability but that no special services are necessary for the scholar, the 504 Plan shall reflect the identification of the scholar as a person with a disability under Section 504 and shall state the basis for the decision that no special services are presently needed.
9. The 504 Plan shall include a schedule for annual review of the scholar's needs and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.
10. CCS shall immediately implement a scholar's prior 504 Plan, when a scholar enrolls at the School. Within thirty (30) days of starting school, CCS shall schedule a 504 Team meeting to review the existing 504 Plan. CCS shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

D. Review of the Scholar's Progress

1. The 504 Team shall monitor the progress of the eligible scholar and the effectiveness of the scholar's 504 Plan. According to the review schedule set out in the scholar's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.
2. A reevaluation of the scholar's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of scholars with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:
 - Examine relevant records
 - Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
 - Have the right to file a Uniform Complaint pursuant to school policy
 - Seek review in federal court if the parents/guardians disagree with the hearing decision.
2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the following:

Andrea Belcher | Program Specialist
850 Hampshire Road, Suite P
Thousand Oaks, California 91361
(805) 413-6657
abelcher@compasscharters.org

Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.

3. The Superintendent & CEO or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with CCS or employed by the El Dorado County Charter SELPA or the County Office of Education of the county in which the Charter School is located in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.
4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a scholar with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:
 - The specific decision or action with which the parent/guardian disagrees.
 - The changes to the 504 Plan the parent/guardian seeks.

- Any other information the parent/guardian believes is pertinent.
5. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, CCS may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:
 - Mediation by a neutral third party.
 - Review of the 504 Plan by the Superintendent & CEO or designee.
 6. Within ten (10) calendar days of receiving the parent/guardian's request, the Superintendent & CEO or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Superintendent & CEO.
 7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) days may be extended for good cause or by mutual agreement of the parent/guardian and Superintendent & CEO.
 8. The parent/guardian and the Charter School shall be afforded the rights to:
 - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of scholars who are qualified as having a disability under Section 504.
 - Present written and oral evidence.
 - Question and cross-examine witnesses.
 - Receive written findings by the hearing officer.
 9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.
 10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.
 11. CCS shall not retaliate in any way against parents/guardians or scholars who exercise any rights under the procedural safeguards and/or Section 504.

F. Suspension and Expulsion, Special Procedures for Scholars with Disabilities

CCS shall follow the suspension and expulsion policy and procedures as set forth in the charter. A pupil who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. CCS will follow Section 504 and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the 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 pupils. The following procedures shall be followed when a scholar with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. Services During Suspension

Scholars 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, and to progress toward meeting the goals set out in the child's 504 Plan; and receive, as appropriate, a functional behavioral assessment (“FBA”) 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.

2. 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, and relevant members of the 504 Team shall review all relevant information in the scholar's file, including the child's 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 504 Plan.
- c. If CCS, the parent, and relevant members of the 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.
- d. If CCS, the parent, and relevant members of the 504 Team make the determination that the conduct was a manifestation of the child's disability, the 504 Team shall:
- e. Conduct an FBA and implement a behavioral intervention plan (“BIP”) for such child, provided that CCS had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- f. If the child has a BIP, review the BIP and modify it, as necessary, to address the behavior; and
- g. Return the child to the placement from which the child was removed, unless the parent and CCS agree to a change of placement as part of the modification of the BIP.
- h. If CCS, the parent, and relevant members of the 504 team determine that the behavior was not a manifestation of the scholar’s disability and that the conduct in question was not a result of the failure to implement the 504 Plan, then CCS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to scholars without disabilities.

3. Appeals

The parent/guardian of a child with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or if CCS

believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, either party may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

When an appeal relating to the placement of the scholar or the manifestation determination has been requested by either the parent 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 and CCS agree otherwise.

4. 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 & CEO or designee may remove a scholar to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the scholar's disability in cases where a scholar:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. § 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. § 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

The scholar's interim alternative educational setting shall be determined by the scholar's 504 Team.

6. Procedures for Scholars Not Yet Eligible for Special Education Services

A scholar who has not been identified as an individual with disabilities pursuant to the IDEA 2004 and who has violated CCS's disciplinary procedures may assert the procedural safeguards granted under these Procedures only if CCS had knowledge that the scholar had a disability 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 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.

- d. 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 2004-eligible children with disabilities, including the right to stay-put.
- e. If CCS had no basis for knowledge of the scholar's disability, it shall proceed with the proposed discipline. CCS shall conduct an expedited evaluation if requested by the parent/guardian; however, the scholar shall remain in the education placement determined by CCS pending the results of the evaluation.

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

C. PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT

The following is a description of the rights granted by federal law to scholars with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of his/her disabling condition.
2. Have CCS advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled scholars to the maximum extent appropriate. It also includes the right to have CCS make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled scholars.
6. Have your child receive special education and related services if he/she is found to be eligible under the Individuals with Disabilities Education Improvement Act ("IDEA").
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the scholar, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the scholar and before any subsequent significant change in placement.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by CCS.
9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
11. Obtain a response from CCS to reasonable requests for explanations and interpretations of your child's records.

12. Request an amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If CCS refuses this request for amendment, the School shall notify you within a reasonable time and advise you of your right to an impartial hearing.
13. Request mediation or file a grievance in accordance with CCS's Section 504 mediation grievance and hearing procedures, outline above.
14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the scholar may take part in the hearing and have an attorney represent you.
15. File a formal complaint pursuant to CCS's Uniform Complaint Policy and Procedures. Please ask the Superintendent & CEO for a copy of the Charter School's Uniform Complaint Policy and Procedures if you need one.
16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, U.S. Department of Education
San Francisco Office
50 United Nations Plaza
San Francisco, CA 94102
(415) 486-5555 PHONE
(415) 486-5570 FAX
Email: OCR.SanFrancisco@ed.gov

17. Be free from any retaliation from CCS for exercising any of these rights. Please contact Andrea Belcher- Special Education Program Specialist, c/o Compass Charter Schools, 850 Hampshire Rd. Suite P, Thousand Oaks, CA 91361 with any questions regarding the information contained herein.

SECTION 30 – SCHOLAR POLICY – SPECIAL EDUCATION FOR CHARTER SCHOOLS ACTING AS AN INDEPENDENT LOCAL EDUCATIONAL AGENCY FOR PURPOSES OF SPECIAL EDUCATION

The Board of Directors of the Compass Charter Schools recognizes the need to identify, evaluate, and serve scholars with disabilities in order to provide them with a free appropriate public education in the least restrictive environment. Accordingly, this Policy has been adopted consistent with Education Code section 56195.8.

Identification, Referral, and Evaluation for Special Education

CCS shall follow applicable state and federal law and regulations and El Dorado County Charter Special Education Local Plan Area (“SELPA”) policy with respect to the identification, referral, and assessments of scholars for special education and related services.

Individualized Education Program (“IEP”) Team Meetings

CCS shall convene IEP team meetings with the legally required composition within all legally applicable timelines, in accordance with state and federal law and regulations and SELPA policy.

CCS shall also review, at the request of a scholar’s general or special education teacher, the assignment of an individual with exceptional needs to his/her class and a mandatory meeting of the IEP team shall be convened if the review indicates a change to the scholar’s placement, instruction, related services, or any combination thereof may be required. The Superintendent & CEO or his or her designee shall be responsible for completing the review within fifteen (15) school days of the teacher’s request.

Procedural Safeguards

Parents/guardians shall receive written notice of their rights in accordance with state and federal law and regulation, and SELPA policy.

Please see <https://charterselpa.org/parent-resources/> for a copy of your procedural safeguards.

Nonpublic, Nonsectarian Services

CCS may contract with state-certified nonpublic, nonsectarian schools or agencies to provide special education services or facilities when an appropriate public education program at CCS is not available. When entering into agreements with nonpublic, nonsectarian schools or agencies, CCS shall consider the needs of the individual scholar and the recommendations of the IEP team. The IEP team shall remain accountable for monitoring the progress of scholars placed in nonpublic, nonsectarian programs towards the goals identified in each scholar's IEP.

CCS shall follow state and federal law and regulations and SELPA policy when contracting with nonpublic, nonsectarian schools or agencies.

Resource Specialist Program

CCS shall employ or contract with certificated resource specialists to provide services for scholars with disabilities which shall include, but not be limited to:

1. Providing instruction and services to scholars whose needs have been identified in an IEP developed by the IEP team and who are assigned to regular classroom teachers for a majority of the school day. Scholars shall not be enrolled in a resource specialist program for the majority of the school day without approval of the IEP team;
2. Providing information and assistance to scholars with disabilities and their parents/guardians;
3. Providing consultation, resource information, and material regarding scholars with disabilities to their parents/guardians and regular education staff members;
4. Coordinating special education services with the regular school programs for each scholar with disabilities enrolled in the resource specialist program;
5. Monitoring scholar progress on a regular basis, participating in the review and revision of IEPs as appropriate, and referring scholars who do not demonstrate appropriate progress to the IEP team;
6. At the secondary school level, emphasizing academic achievement, career and vocational development, and preparation for adult life; and
7. Resource specialists shall not simultaneously be assigned to serve as resource specialists and to teach regular classes.

CCS's resource specialist program shall be under the direction of a resource specialist who possesses:

1. A special education credential or clinical services credential with a special class authorization;
2. Three or more years of teaching experience, including both regular and special education teaching experience, as defined by rules and regulations of the Commission on Teacher Credentialing; and
3. Demonstration of competencies required for a resource specialist as established by the Commission on Teacher Credentialing.

The Superintendent & CEO shall ensure that caseloads for special education teachers are within the maximum caseloads established by law, collective bargaining agreement, and/or SELPA policy.

No resource specialist shall have a caseload which exceeds 28 scholars, unless a valid waiver is obtained through the State Board of Education, consistent with Title 5, California Code of Regulations, Section 3100.

Transportation

CCS shall ensure appropriate, no cost transportation services are provided for scholars with disabilities as specified in their IEP as a related service when required. The specific needs of the scholar shall be the primary consideration when an IEP team is determining the scholar's transportation needs. Considerations may include, but are not limited to, the scholar's health needs, travel distances, physical accessibility and safety of streets and sidewalks, accessibility of

public transportation systems, midday or other transportation needs, extended-year services, and, as necessary, implementation of a behavioral intervention plan. Mobile seating devices, when used, shall be compatible with the securement systems required by Federal Motor Vehicle Safety Standard No. 222 (49 C.F.R. 571.222). CCS shall ensure school bus drivers are trained in the proper installation of mobile seating devices in the securement systems.

The Superintendent & CEO or designee shall arrange transportation schedules so that scholars with disabilities do not spend an excessive amount of time on buses compared to other scholars. Arrivals and departures shall not reduce the length of the school day for these scholars except as may be prescribed on an individual basis.

When contracting with a nonpublic, nonsectarian school or agency to provide special education services, the Superintendent & CEO or designee shall ensure that the contract includes general administrative and financial agreements related to the provision of transportation services if specified in the scholar's IEP.

Guide dogs, signal dogs and service dogs trained to provide assistance to disabled persons may be transported in a school bus when accompanied by disabled scholars, disabled teachers or persons training the dogs.

CCS shall ensure that all school buses, school pupil activity buses, youth buses and child care motor vehicles are equipped with an operational child safety alert system. CCS shall ensure that all buses are equipped with a passenger restraint system.

Information on the Number of Individuals With Exceptional Needs

Information regarding the number of individuals with exceptional needs who are being provided special education and related services shall be provided in accordance with state and federal law and regulation and SELPA policy.

SECTION 31 – SCHOLAR POLICY – STUDENT FREEDOM OF SPEECH AND EXPRESSION POLICY

The Board of Directors of Compass Charter School respects scholars' rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, writing, printed materials, including the right of expression in official publications, and/or the wearing of buttons, badges and other insignia.

A. On-Campus Expression

Scholar free speech rights include, but are not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities. Scholar expression on the Charter School website and online media shall generally be afforded the same protections as print media within the Policy.

Scholar freedom of expression shall be limited only as allowed by state and federal law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. Unprotected Expression includes the following:

1. **Obscenity:** when the (1) average person applying current community standards finds the work as a whole appeals to the prurient interest, (2) the work is patently offensive, and (3) the work lacks serious literary, artistic, political, or scientific value. Examples include pornography or sexually explicit material.
2. **Defamation:** Libel (written defamation) and Slander (oral defamation), which includes but is not limited to inaccurately attributing a statement to another, either on purpose for public officials (which includes Charter School staff) or by mistake for private officials, that mischaracterizes the statement.
3. **Discriminatory Material:** material that demeans a person or group because of the person/group's disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or 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 that has the purpose of humiliating, offending, or provoking a person/group.
4. **Harassment (including sexual harassment), Intimidation and/or Bullying:** severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a scholar or group of scholars that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more scholars that has or can be reasonably predicted to have the effect of one or more of the following: (1) placing a reasonable scholar or scholars in fear of harm to that scholar's or those scholars' person or property, (2) causing a reasonable scholar to experience a

substantially detrimental effect on his or her physical or mental health, (3) causing a reasonable scholar to experience a substantial interference with his or her academic performance, (4) causing a reasonable scholar to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

5. **Fighting Words:** words likely to cause (1) the average person to fight or (2) the creation of a clear and present danger of violence, unlawful acts in violation of lawful school regulations, or the substantial disruption of school.
6. **Vulgarity and/or Profanity:** the continual use of curse words by a scholar, even after warning.
7. **Violating Privacy:** publicizing or distributing confidential or private material without permission.

Distribution of Circulars, Un-Official Newspapers, and Other Printed Matter

Free inquiry and exchange of ideas are essential parts of a democratic education. Scholars shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the Charter School Superintendent & CEO or designee at least one (1) school day prior to distribution. The Charter School Superintendent & CEO or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy. Any scholar may appeal the decision of the Charter School Superintendent & CEO or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the scholar must be made within five (5) school days from the time the unsatisfactory decision was rendered.
2. Distribution, free or for a fee, may take place before school, after school, and/or during lunch provided there is no substantial disruption in the school programs (as determined by the Charter School Superintendent & CEO). Distribution may not occur during instructional time and should not occur in locations that disrupt the normal flow of traffic within the school or at school entrances.
3. The manner of distribution shall be such that coercion is not used to induce scholars to accept the printed matter or to sign petitions.
4. The solicitation of signatures must not take place in instructional classes or school offices, nor be substantially disruptive to the school program (as determined by the Charter School Superintendent & CEO or designee).

The Charter School Superintendent & CEO or designee shall work with scholar government representatives in the development of these procedures. Scholar responsibilities shall be emphasized.

Official School Publications

Scholar editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this Policy. However, it shall be the responsibility of the journalism staff adviser(s) of scholar publications to supervise the production of the scholar staff, to maintain professional standards of English and journalism, and to maintain the provisions of this Policy.¹ The journalism staff adviser(s) shall help the scholar editors judge the literary value, newsworthiness and propriety of materials submitted for publication.

There shall be no prior restraint of material prepared for official school publications except insofar as it violates this Policy. CCS officials shall have the burden of showing justification without undue delay prior to a limitation of scholar expression under Policy. If the journalism staff adviser(s) consider material submitted for publication to violate this Policy, he or she will notify the scholar without undue delay and give specific reasons why the submitted material may not be published. The scholar should be given the opportunity to modify the material or appeal the decision of the journalism staff adviser to the Charter School Superintendent & CEO.

Buttons, Badges, and Other Insignia of Symbolic Expression

Scholars shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

Use of Bulletin Boards

Scholars will be provided with bulletin boards, upon request and subject to availability, for use in posting scholar materials on campus locations convenient to scholar use. Where feasible, the location and quantity of such bulletin boards shall be by mutual agreement of scholar government representatives and CCS administration. Posted material must be in compliance with other sections of this Policy, particularly regarding the distribution of materials and prohibited speech. Scholars may not post or distribute materials regarding the meetings of non-curricular scholar-initiated groups.

Organized Demonstrations

Scholars have the right to lawful organized on-campus demonstrations, subject to the provisions of this Policy and applicable law. Demonstrations that incite scholars to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or demonstrations that substantially disrupt the orderly operation of the school are prohibited.

No organized demonstrations by school groups may take place during school hours off the school campus unless sanctioned by school authorities and supervised by a designated school authority. No individual scholar may demonstrate in the name of the Charter School or as an official school group at any time unless authorized by the Charter School to participate in the activity.

¹ "Official school publications" refers to material produced by scholars in the journalism, newspaper, yearbook, or writing classes and distributed to the scholar body either free or for a fee.

Missing school to attend an organized demonstration is not an excused absence. The Charter School will follow its Attendance Policy when determining consequences for scholars which may include but are not limited to detention, a low grade for a missed test, or receiving a truancy letter. The Charter School will follow its Suspension and Expulsion Policy when determining consequences for scholars if Charter School policy is violated.

B. Off-Campus Expression

Off-campus scholar expression, including but not limited to scholar expression on off-campus internet web sites, is generally constitutionally protected but shall be subject to discipline when such expression poses a threat to the safety of other scholars, staff, or school property, or substantially disrupts the educational program. The Charter School Superintendent & CEO or designee shall document the impact the expression had or could be expected to have on the educational program.

C. Enforcement

1. Scholars who are considering actions in the areas covered by this Policy should be informed of the possible consequences of their action under each specific circumstance. The Charter School Superintendent & CEO shall ensure that due process is followed when resolving disputes regarding scholar freedom of expression.
2. This Policy does not prohibit or prevent the CCS Governing Board from adopting otherwise valid rules and regulations relating to oral communications by scholars upon the CCS campus.
3. No CCS employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a scholar engaged in the conduct authorized under this Policy, or refusing to infringe upon conduct that is authorized under this Policy, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.
4. CCS shall not make or enforce a rule subjecting a high school scholar to disciplinary sanctions solely on the basis of conduct that is speech or other communication that, when engaged in outside of the campus, is protected from governmental restriction by the First Amendment to the United States Constitution or Section 2 of Article I of the California Constitution.

D. Complaints

A scholar who feels his/her freedom of expression was unconstitutionally limited and/or limited on the basis of discrimination may file a complaint with CCS through following the Charter School's General Complaint Policies and Procedures.

SECTION 32 – SCHOLAR POLICY –STUDENT USE OF TECHNOLOGY POLICY

The Board of Directors of Compass Charter Schools finds that new technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and scholar learning. The Charter School offers scholars access to technologies that may include reimbursement of Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. By its adoption of this Policy, the Board intends that technological resources provided by the Charter School be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of scholar learning.

Educational Purpose

Use of Charter School equipment and access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Scholar use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. Scholars and staff have a duty to use Charter School resources only in a manner specified in the Policy.

“Educational purpose” means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

“Inappropriate use” means a use that is inconsistent with an educational purpose or that is in clear violation of this policy and the Acceptable Use Agreement.

Notice and Use

The Charter School shall notify scholars and parents/guardians about authorized uses of Charter School computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a scholar is authorized to use the Charter School's technological resources, the scholar and his/her parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the scholar and his/her parent/guardian shall agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

Safety

The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the Charter School is able to exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither

the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

To reinforce these measures, the Superintendent & CEO or designee shall implement rules and procedures designed to restrict scholars' access to harmful or inappropriate matter on the Internet and to ensure that scholars do not engage in unauthorized or unlawful online activities. Staff shall monitor scholars while they are using online services and may have teacher aides, scholar aides, and volunteers assist in this monitoring.

The Superintendent & CEO or designee also shall establish regulations to address the safety and security of scholars and scholar information when using email, chat rooms, and other forms of direct electronic communication.

The Superintendent & CEO or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the scholar's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying as defined in the Charter School's charter. Scholars are expected to follow safe practices when using Charter School technology.

Scholars shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, other scholars, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Scholar use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Superintendent & CEO or designee shall block access to such sites on Charter School computers with Internet access.

The Superintendent & CEO or designee shall oversee the maintenance of the Charter School's technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising scholar use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Scholar use of Charter School's computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Scholars who violate these policies and rules may have their computer privileges

limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

ACCEPTABLE USE AGREEMENT

The Charter School believes that providing access to technology enhances the educational experience for scholars. However, scholar use of Charter School computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, scholars must abide by the following terms and conditions:

1. **Security.** Scholars shall not impair the security of Charter School technology resources. Scholars are expected to:
 - a. Safeguard all personal passwords. Scholars should not share passwords with others and should change passwords frequently. Scholars are expected to notify an administrator immediately if they believe their scholar account has been compromised.
 - b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.

2. **Authorized Use.** Scholars may use Charter School technology resources when directed by a teacher, when technology has been designated for open scholar use (e.g., computers in the library), and for other educational purposes.

3. **Protection Measures.** While the Charter School is able to exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. The scholar and parent agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. They also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

4. **Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Scholars are provided access to the Charter School technology primarily for educational purposes. Scholars shall not use Charter School technology or equipment for personal activities or for activities that violate Charter School policy or local law. These include but are not limited to:
 - a. Playing games or online gaming.
 - b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
 - c. Installing software on Charter School equipment without the permission of an educational facilitator or other authorized Charter School staff person.
 - d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
 - e. Conducting any activity that is in violation of Charter School policy or local, state or federal law.

- f. Engaging in any activity that is harmful to other scholar(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
 - g. Conducting for-profit business.
 - h. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
 - i. Using any software or proxy service to obscure either the scholar's IP address or the sites that the scholar visits.
 - j. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
 - k. Accessing or attempting to access material or systems on the network that the scholar is not authorized to access.
- 5. No Expectation of Privacy.** Scholar acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to scholars for educational purposes. The Charter School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the scholars. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the scholar is engaging in an inappropriate use.
- 6. Disruptive Activity.** Scholars should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.
- 7. Unauthorized Networks.** Scholars may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.
- 8. Consequences of Inappropriate Use.** Scholars who violate this Agreement will be subject to discipline, which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the Charter School Policy and applicable laws.
- 9. Technology Systems/Equipment Care.** Scholars are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

After reading the Scholar Use of Technology Policy and the Acceptable Use Agreement, please complete this form to indicate that you agree with the terms and conditions provided. The signature of both the scholar and parent/guardian are mandatory before access may be granted to the technologies available. This document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties.

As a user of Charter School technologies, I have read Scholar Use of Technology Policy and hereby agree to comply with it and the Acceptable Use Agreement.

I understand that computer use is a privilege and not a right. I understand that if I violate this policy in any way, I will be subject to a referral and possible suspension. I understand that the parent or guardian of a minor scholar shall be liable for the replacement cost for property the Charter School loaned to the scholar that the scholar fails to return or that is willfully cut, defaced or otherwise damaged, up to an amount not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. When the minor and parent are unable to pay for the damages, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. A scholar over the age of majority shall be liable for the same. (Ed. Code 48904).

Scholar Name (please print): _____ Grade: _____

Scholar Signature: _____ Date: _____

Parent/Guardian Name (Please Print): _____

Parent/Guardian Signature: _____ Date: _____

_____ For School Employees Only _____

I have read, understand and agree to abide by the Scholar Use of Technology Policy and the Acceptable Use Agreement. I understand that the Charter School's policies, procedures, rules, and regulations which apply to scholars also apply to me as an adult user of the Charter School's technology, in addition to any separate policies governing employee use of technology.

Employee Signature: _____

Employee Name (Please Print) _____

SECTION 33 - SCHOLAR POLICY – TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with scholars' ability to learn and negatively affect scholar engagement, diminish school safety, and contribute to a hostile school environment. As such, Compass Charter Schools prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration and citizenship status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or 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. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, CCS will make reasonable efforts to prevent scholars from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. CCS school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, CCS will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which CCS does business, or any other individual, scholar, or volunteer. This Policy applies to all employees, scholars, or volunteer actions and relationships, regardless of position or gender. CCS will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

J.J. Lewis | Superintendent & CEO
 850 Hampshire Road, Suite P
 Thousand Oaks, California 91361
 (818) 824-6233
 jlewis@compasscharters.org

Definitions

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 school because of sex, race or any other protected basis.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. § 106.1 *et. seq*) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by CCS.

CCS is committed to providing an educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

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

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.
 - 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 individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a scholar to unwelcome sexual attention or conduct or intentionally making the scholar's academic performance more difficult because of the scholar's sex.

- Sexual or discriminatory displays or publications anywhere in the educational environment, 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 or possessing any such material to read, display or view in the educational environment.
 - Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (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.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a scholar or group of scholars that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more scholars that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by CCS.

* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and/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:

1. A message, text, sound, video, or image.
2. 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 the definition of “bullying,” above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of “bullying,” 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 the definition of “bullying,” 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.
3. An act of “Cyber sexual bullying” including, but not limited to:
 - a. 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 definition of “bullying,” above. 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. “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.
4. Notwithstanding the definitions of “bullying” and “electronic act” 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.

Grievance Procedures

1. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any scholar who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

J.J. Lewis | Superintendent & CEO
850 Hampshire Road, Suite P
Thousand Oaks, California 91361
(818) 824-6233
jlewis@compasscharters.org

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Scholars are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any scholar who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the Superintendent/CEO, the Coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this Policy.

CCS acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

CCS prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

2. Investigation

Upon receipt of a report of misconduct prohibited by this Policy from a scholar, staff member, parent, volunteer, visitor or affiliate of CCS, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other scholars or employees, including the type and extent of discipline issued against such scholars or employees.

All records related to any investigation of complaints under this Policy are maintained in a secure location.

3. Consequences

Scholars or employees who engage in misconduct prohibited by this Policy will be subject to disciplinary action.

4. Uniform Complaint Procedures

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures complaint form at any time during the process.

5. Right of Appeal

Should the reporting individual find the Coordinator's resolution unsatisfactory, he/she may follow the Dispute Resolution Process found in UCP.



TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING 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 (e.g.) 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 CCS 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 the Charter School:

Received by: _____

Date: _____

Follow up Meeting with Complainant held on: _____

SECTION 34 – SCHOLAR POLICY –TOBACCO-FREE SCHOOL POLICY

Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and the breathing of secondhand smoke. Compass Charter Schools provides instructional programs designed to discourage scholars from using tobacco products. The Board recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with the goals of all CCS to provide a healthy environment for scholars and staff.

CCS employees are expected to serve as models for good health practices that are consistent with these instructional programs.

In the best interest of scholars, employees, and the general public, the CCS's Board therefore prohibits the use of tobacco products at all times on CCS property and in CCS vehicles. This prohibition applies to all employees, scholars, visitors, and other persons at the Charter School or at a Charter School-sponsored activity or athletic event. It applies to any meeting on any property owned, leased, or rented by or from CCS. It also applies to any scholar while under the supervision and control of Charter School employees.

The products prohibited include any product containing tobacco or nicotine, including, but not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff, chew, clove cigarettes, betel, electronic cigarettes, electronic hookahs, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products.

This Policy does not prohibit the use or possession of prescription products, nicotine patches, nicotine gum or a nicotine replacement product or cessation aids that have been approved by the United States Food and Drug Administration.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. Smoking or use of any tobacco-related product is also prohibited within 250 feet of the youth sports event in the same park or facility where a youth sports event is taking place. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this Policy is prohibited.

The Superintendent & CEO or designee shall inform scholars, parents/guardians, employees, and the public about this Policy. All individuals on CCS's premises share in the responsibility of adhering to this Policy. Additionally, CCS will post signs stating "Tobacco use is prohibited" prominently at all entrances to Charter School property.

The Superintendent & CEO or designee shall maintain a list of clinics and community resources that may assist employees who wish to stop using tobacco products.

The Superintendent & CEO or designee may disseminate this information through annual written notifications, district and school web sites, scholar handbooks, and/or other appropriate methods of communication.

Appropriate Charter School officials will monitor CCS property and facilities for compliance with this Board Policy. The Superintendent & CEO shall develop and maintain procedures to resolve grievances that may result from alleged non-compliance.

Any CCS employee or scholar who violates this Policy shall be asked to refrain from smoking and shall be subject to disciplinary action as appropriate.

Any other person who violates this Tobacco-Free Schools Policy shall be informed of this Policy and asked to refrain from smoking. If the person fails to comply with this request, the Superintendent & CEO or designee may:

1. Direct the person to leave school property.
2. Request local law enforcement assistance in removing the person from the Charter School premises.
3. If the person repeatedly violates the Tobacco-Free Schools Policy, prohibit him/her from entering Charter School property for a specified period of time.

The Superintendent & CEO or designee shall not be required to physically eject a non-employee or non-scholar who is smoking or to request that the non-employee or non-scholar refrain from smoking under circumstances involving a risk of physical harm to the Charter School or any employee.

SECTION 35 – SCHOLAR POLICY – UNIFORM COMPLAINT POLICY AND PROCEDURES

Scope

Compass Charter Schools’ policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, gender expression, gender identity, gender, genetic information, immigration status/citizenship, marital status, medical condition, nationality, national origin, race or ethnicity, religion, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils, and Pupils from Military Families, Local Control and Accountability Plans (LCAP), Migrant Education Programs, Every Student Succeeds Act / No Child Left Behind Act (2001), Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Special Education Programs, State Preschool, Bilingual Education Comprehensive School Safety Plans,
- (3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. “Educational activity” means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
 - b. “Pupil fee” means a fee, deposit or other charge imposed on pupils, or a pupil’s parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

- i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
 - ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
 - c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
 - d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
 - e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
- (4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula, Local Control and Accountability Plans, or Sections 47606.5 and 47607.3 of the Education Code, as applicable.
- (5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus.
- (6) Complaints of noncompliance with the requirements of Education Code Section 48645.7 regarding the rights of juvenile court school pupils when they become entitled to a diploma.
- (7) Complaints of noncompliance with the Charter School's School Safety Plan.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent & CEO or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officer

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 & CEO
850 Hampshire Road, Suite P
Thousand Oaks, California 91361
(818) 824-6233
jlewis@compasscharters.org

The Superintendent & CEO or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Superintendent & CEO or designee.

Should a complaint be filed against the Superintendent & CEO, the compliance officer for that case shall be the Chair of the Charter School Board of Directors.

Notifications

The Charter School shall annually provide written notification of the Charter School's uniform complaint procedures to employees, scholars, parents and/or guardians, advisory committees, private school officials, and other interested parties (e.g., Adult Education).

The annual notice shall be in English. Pursuant to Education Code Section 48985, if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English, this annual notice will also be provided to the parent or guardian of any such pupils in their primary language.

The Superintendent & CEO or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The annual notice shall include the following:

- (a) A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.
- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.

- (d) A statement that the complainant has a right to appeal the Charter School's decision to the California Department of Education ("CDE") by filing a written appeal within 15 days of receiving the Charter School's decision.
- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code Section 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. The Compliance Officer shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

STEP 1: FILING OF COMPLAINT

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist him/her in the filing of the complaint.

STEP 2: MEDIATION

Within three (3) days of receiving the complaint, the Compliance Officer may

informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the Compliance Officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the Compliance Officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the Compliance Officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

STEP 3: INVESTIGATION OF COMPLAINT

The Compliance Officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

STEP 4: RESPONSE

Unless extended by written agreement with the complainant, the Compliance Officer shall prepare and send to the complainant a final written decision of the Charter School's investigation and disposition, as described in Step 5 below, within sixty (60) days of the Charter School's receipt of the complaint.

STEP 5: FINAL WRITTEN DECISION

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the

complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Superintendent & CEO or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.

4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Charter School's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with Title 5, California Code of Regulations, Section 4622.



UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____

Scholar Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | | |
|---|--|--|
| <input type="checkbox"/> Academic Achievement | <input type="checkbox"/> Foster/Homeless Youth Education | <input type="checkbox"/> Migratory Pupils |
| <input type="checkbox"/> Bilingual Education | <input type="checkbox"/> Juvenile Court School Pupils | <input type="checkbox"/> School Safety Plan |
| <input type="checkbox"/> Compensatory Education | <input type="checkbox"/> Local Control Funding Formula/ Local Control and Accountability Plan (LCAP) | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> English Proficiency | <input type="checkbox"/> Migrant Education | <input type="checkbox"/> State Preschool Health/Safety |
| <input type="checkbox"/> Every Student Succeeds Act / No Child Left Behind Programs | | <input type="checkbox"/> Pupils from Military Families |

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis (actual or perceived) of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- | | | |
|---|---|--|
| <input type="checkbox"/> Age | <input type="checkbox"/> Genetic Information | <input type="checkbox"/> Sex |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> Immigration Status/Citizenship | <input type="checkbox"/> Sexual Orientation |
| <input type="checkbox"/> Color | <input type="checkbox"/> Marital Status | <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics |
| <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> Medical Condition | |
| <input type="checkbox"/> Ethnic Group Identification | <input type="checkbox"/> Nationality / National Origin | |
| <input type="checkbox"/> Gender / Gender Expression / Gender Identity | <input type="checkbox"/> Race or Ethnicity | |
| | <input type="checkbox"/> Religion | |

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. Yes No

Signature: _____

Date: _____

Mail complaint and any relevant documents to the Compliance Officer:

J.J. Lewis | Superintendent & CEO
850 Hampshire Road, Suite P
Thousand Oaks, California 91361
(818) 824-6233
jlewis@compasscharters.org

SECTION 36 – SCHOLAR POLICY – GENERAL COMPLAINT

Compass Charter Schools (“CCS” or the “Charter School”) has adopted this General Complaint Policy to address concerns about CCS generally and/or regarding specific CCS employees. For complaints regarding harassment, discrimination, unlawful tuition, or other specific perceived violations of state or federal laws, please refer to the Charter School’s Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy Anti-Discrimination and/or the Charter School’s Uniform Complaint Procedures. For all other complaints, this Policy, the General Complaint Form, and accompanying procedures will be appropriate. For any questions regarding the application of this Policy or CCS’s other policies, please contact the Superintendent & CEO, J.J. Lewis, at 818-824-6233 or jlewis@compasscharters.org.

INTERNAL COMPLAINTS

(Complaints by Employees against Employees)

This section of the Policy is for use when a CCS 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:

1. The complainant will bring the matter to the attention of the Superintendent & CEO as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate. The complainant will reduce his or her complaint to writing by completing the General Complaint Form, below, indicating all known and relevant facts. The Superintendent & CEO (or designee) will then investigate the facts and provide a solution or explanation; or
2. If the complaint is about the Superintendent & CEO, the complainant may file his or her complaint using the General Complaint Form, below, to the Chair of the Board of Directors (“Board”), 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 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, CCS values each employee’s ability to express concerns and the need for resolution without fear of adverse consequence to employment.

POLICY FOR COMPLAINTS GENERALLY

(General Complaints by Third Parties against CCS or CCS Employees)

This section of the Policy is for use when either a complaint does not fall under other complaint procedures or a third party (non-employee) raises a complaint or concern about CCS generally or

a CCS employee.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the CCS employee directly. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed:

1. Complainants may file a written complaint using the General Complaint Form, below, with the office of the Superintendent & CEO 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;
2. The Superintendent & CEO (or designee) shall use his or her best efforts to ascertain the facts relating to the complaint. Where applicable, the Superintendent & CEO (or designee) shall talk with the parties identified in the complaint or persons with knowledge of the particulars of the complaint to ascertain said facts; and
3. In the event that the Superintendent & CEO (or designee) finds that a complaint is valid, the Superintendent & CEO (or designee) may take appropriate action to resolve the problem. Where the complaint is against an employee of CCS, the Superintendent & CEO (or designee) may take disciplinary action against the employee. As appropriate, the Superintendent & CEO (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures. The Superintendent & CEO's (or designee's) decision relating to the complaint shall be final.
4. If the complaint is about the Superintendent & CEO, the complainant may file his or her complaint in using the General Complaint Form, below, to the Chair of the Board, 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 Chair or investigator will report his or her findings to the Board for review and further action, if deemed necessary by the Board.

GENERAL REQUIREMENTS

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.

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.

Resolution: The Board, Superintendent & CEO, 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.



GENERAL 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 circumstances, 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 CCS 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 CCS:

Received by: _____

Date: _____

California Comprehensive School Safety Plan (CSSP) Implementation Plan

Compass
Charter Schools



Contents

Safety Rules	3
First Aid Kit & Fire Extinguishers	3
Employee Safety Training	4
Earthquakes and Fire Safety	Error! Bookmark not defined.
Fire Emergency Procedure	6
Guidelines for People with Disabilities in Emergencies	Error! Bookmark not defined.
Evacuation Policy for People with Disabilities	7
Power Outages	Error! Bookmark not defined.
Lockdown/Shelter in PLace	Error! Bookmark not defined.
Shelter in Place	9
Terrorist Attacks	Error! Bookmark not defined.
<i>If there is a terrorist Attack:</i>	9
<i>If you receive a Bomb Threat:</i>	9
Tsunami Procedures	Error! Bookmark not defined.
Storm & Flooding Procedures	10
Proceudure for Documenting and Reporting Injuries	Error! Bookmark not defined.
Procedure for Suspension and Expulsion	Error! Bookmark not defined.
Procedures to Notify Teachers of Dangerous Pupils [EC 47605(6)(F)(ii); EC 32282.(2)(D)]	35
Discrimination and Harassment Policy [EC 47605(6)(F)(ii); EC 32282.(2)(E)]	35
Schoolwide Dress Code (if it exists), Including Prohibition of Gang-Related Apparel [EC 47605(6)(F)(ii); EC 32282.(2)(F)]	36
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)]	37
A Safe and Orderly Environment Conducive to Learning at the School [EC 47605(6)(F)(ii); EC 32282.(2)(H)]	37
Tactical Responses to Criminal Incidents [EC 47605(6)(F)(ii)]	39
Background Information	40
Education Code (EC § 32282) Relevant Sections Summary	40

Safety Rules

Each employee at Compass Charter Schools (CCS) is expected to follow all safety rules, safe operating procedures and practices designed to promote a safe and healthful workplace.

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

First Aid Kit & Fire Extinguishers

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

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

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

Driving a Vehicle as Part of One's Job

Some positions require that an employee drives to or between various sites, including scholars' homes during working hours. All drivers must, at all times, have a valid California drivers' license and possess at least the minimum of automobile insurance as required by Compass Charter Schools. 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 scholar or scholar's parent during working hours.

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

Employee Safety Training

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

Earthquakes and Fire Safety

Earthquake Procedure

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

Don't Panic:

Remain calm and reassure scholars or staff.

Act decisively; your action will set the tone for others around you.

If you are indoors when shaking starts:

“DROP, COVER AND HOLD ON.” If you are not near a strong table or desk, drop to the floor against an interior wall and cover your head and neck with your arms or stand in a doorway and direct scholars to do the same.

Stay away from windows, bookcases, cabinets, outside walls and other heavy objects until the shaking stops.

Do not try to run out of the structure during strong shaking.

Stay away from buildings. Glass from tall buildings does not always fall straight down; it can catch a wind current and travel great distances.

Do not use elevators.

If you use a wheelchair, lock the wheels and cover your head.

Protect your head and eyes from falling debris.

Stay in the building.

Don't be surprised if the electricity goes out or the fire alarms sound.

If you are outdoors when shaking starts:

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

The Shaking Has Stopped. Now What?

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

Make sure you are safe and not injured.

Remain calm.

Check those around you, looking for those trapped or injured; administer first aid. Do not move seriously injured persons unless they are in immediate danger.

Check around you for dangerous conditions, such as fires or possible fire hazards, downed power lines and structure damage.

If you have fire extinguishers and are trained to use them, put out small fires immediately.

If you suspect danger, evacuate.

Don't use the elevator. Use the stairs.

If at a testing site, calmly walk scholars to the evacuation meeting site, bringing scholar list.

Take attendance to verify ALL scholars who were with you in the room are accounted for in the line.

Note any scholars who are missing on the Missing Scholar Form. Someone will be around to collect this information.

Wait for instructions.

Turn on battery powered radios or a car radio.

Check the building for damage.

Assemble emergency supplies, water, food, and first aid supplies.

Telephone for emergencies only.

Be prepared for aftershocks; they are usually not as strong as the initial earthquakes.

Cooperate with public safety officials.

If faculty and scholars are released back to the building, return and verify attendance once more (if scholars are present).

If you are trapped in debris:

Move as little as possible so that you don't kick up dust. Cover your nose and mouth with a handkerchief or clothing.

Tap on a pipe or wall so that rescuers can hear where you are. Use a whistle if one is available. Shout only as a last resort.

Prepare Now Before the Shaking Starts

Become familiar with evacuation routes.

Discuss plans and know what to do.

Check areas for earthquake hazards and recommend measures to correct them.

Brace or anchor high shelves, cabinets, or other things that could fall.

Be trained in CPR and first aid.

Plan alternate routes of evacuation.

Plan for disabled employees.

You may not be able to leave the premises for 72 hours, so keep a battery-powered radio, extra batteries, flashlights, sturdy shoes, and first aid supplies on hand.

Fire Emergency Procedure

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

Call the Fire Department by dialing 911 and pulling the nearest fire alarm switch.

If police or paramedics are needed, tell the 911 operator.

If there isn't an alarm, be sure to tell everyone in the office.

Clear employees from the immediate area.

Attempt to put out the fire with an extinguisher if possible, but do not jeopardize your safety to fight it.

Close, but do not lock all doors leading to the fire areas to contain the fire.

Have employees exit the building; check restrooms, test cells, etc.

Assist disabled or injured employees while exiting.

Employees shall follow these safety guidelines:

Do not panic; listen for instructions.

Exit quietly and quickly.

Touch doors before opening. Do not open hot doors. Do not break windows. If you cannot exit an area, stuff a jacket or coat under the door and cover air vents to prevent the entry of smoke. **STAY LOW TO THE FLOOR.**

Do not assist fire-fighting personnel unless asked to do so.

Do not attempt to salvage items or retrieve purses, coats, or other personal belongings.

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

Guidelines for People with Disabilities in Emergencies

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

The following guidelines are important to follow:

·Establish a buddy system. People with disabilities should prepare for an emergency ahead of time by instructing a co-worker or supervisor on how to assist in the event of any emergency.

If assistance is not immediately available, disabled people should remain near the stairwell landing or in the elevator lobby. Rescue personnel will first check all exit corridors and stairwells for those trapped. She/he should continue to call for help until rescued.

Individuals, who cannot speak loudly, or with voice / speech impairments, should carry a whistle or have other means of attracting attention of others.

Be familiar with alarm signals.

Leave school materials in the room to avoid wasting time.

Wait for rescue and remain calm.

DO NOT re-enter a building until permitted by emergency personnel.

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

Evacuation Policy for People with Disabilities

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

In All Emergencies, After an Evacuation has Been Ordered:

Evacuation of people with disabilities will be given high priority in all emergencies and will be evacuated if possible. Evacuating a disabled or injured person by only one person with no assistance is a last resort.

Attempt a rescue evacuation ONLY if you have had rescue training.

Check on people with special needs during an evacuation, determine if they have established a "buddy system," and ensure their safe evacuation.

Always ASK someone with a disability how you can help BEFORE attempting any rescue technique or giving assistance. Ask how he or she can best be assisted or moved, and whether there are any special considerations or items that need to come with the person.

If the situation is life threatening, call 9-1-1.

Do NOT use elevators, unless authorized to do so by police or fire personnel. Elevators could fail during a fire, earthquake or flood.

Power Outages

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

Lockdown/Shelter in Place

Active Shooter

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

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

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

When is the bomb going to explode?

Where is the bomb right now?

What kind of bomb is it?

What does the bomb look like?

Why did you place the bomb?

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 immediately report the injury to the Assistant Superintendent of Business Services. 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.

Procedure for Suspensions and Expulsions

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.

Enumerated Offenses

Discretionary Suspension Offenses. Scholars may be suspended for any of the following acts when it is determined the pupil:

Caused, attempted to cause, or threatened to cause physical injury to another person.

Willfully used force or violence upon the person of another, except self-defense.

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.

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.

Committed or attempted to commit robbery or extortion.

Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.

Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.

Possessed or used tobacco or products containing tobacco or nicotine product 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.

Committed an obscene act or engaged in habitual profanity or vulgarity.

Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

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.

Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.

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.

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.

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.

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

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.

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.

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.

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.

Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a scholar or group of scholars 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 scholar(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

"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 scholars which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more scholars that has or can be reasonably predicted to have the effect of one or more of the following:

Placing a reasonable scholar (defined as a scholar, 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 scholars in fear of harm to that scholar's or those scholars' person or property.

Causing a reasonable scholar to experience a substantially detrimental effect on his or her physical or mental health.

Causing a reasonable scholar to experience substantial interference with

his or her academic performance.

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.

“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:

A message, text, sound, video, or image.

A post on a social network Internet Web site including, but not limited to:

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.

Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph

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.

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.

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.

Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the scholar had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee’s concurrence.

Non-Discretionary Suspension Offenses: Scholars must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

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.

Discretionary Expellable Offenses: Scholars may be recommended for expulsion for any of the following acts when it is determined the pupil:

Caused, attempted to cause, or threatened to cause physical injury to another person.

Willfully used force or violence upon the person of another, except self-defense.

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.

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.

Committed or attempted to commit robbery or extortion.

Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.

Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and database.

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.

Committed an obscene act or engaged in habitual profanity or vulgarity.

Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.

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.

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.

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.

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

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.

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

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.

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.

Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a scholar or group of scholars 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 scholar(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

“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 scholars which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more scholars that has or can be reasonably predicted to have the effect of one or more of the following:

Placing a reasonable scholar (defined as a scholar, 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 scholars in fear of harm to that scholar's or those scholars' person or property.

Causing a reasonable scholar to experience a substantially detrimental effect on his or her physical or mental health.

Causing a reasonable scholar to experience substantial interference with his or her academic performance.

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.

“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:

A message, text, sound, video, or image.

A post on a social network Internet Web site including, but not limited to:

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.

Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph

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.

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.

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.

Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

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.

Non-Discretionary Expellable Offenses: Scholars must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

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.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

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.

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.

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.

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.

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:

The date and place of the expulsion hearing

A statement of specific facts, charges and offenses upon which the proposed expulsion is based

A copy of CCS' disciplinary rules which relate to the alleged violation

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

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

The right to inspect and obtain copies of all documents to be used at the hearing

The opportunity to confront and question all witnesses who testify at the hearing

The opportunity to question all evidence presented and to present oral and documentary evidence on the scholar's behalf including witnesses.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

Special Procedures for the Consideration of Suspension and Expulsion of Scholars with Disabilities

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.

Services During Suspension

Scholars 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 scholar'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.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of scholar conduct, CCS, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the scholar's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

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:

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;

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

Return the child to the placement from which the child was removed, unless the parent/guardian and CCS agree to a change of placement as part of the modification of the behavioral intervention plan.

If CCS, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the scholar's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then CCS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to scholars without disabilities.

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.

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 scholar's disability in cases where a scholar:

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;

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

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.

Interim Alternative Educational Setting

The scholar's interim alternative educational setting shall be determined by the scholar's IEP/504 Team.

Procedures for Scholars Not Yet Eligible for Special Education Services

A scholar who has not been identified as an individual with disabilities pursuant to IDEA and who has violated CCS' disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if CCS had knowledge that the scholar was disabled before the behavior occurred.

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

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.

The parent/guardian has requested an evaluation of the child.

The child's teacher, or other CCS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other CCS supervisory personnel.

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

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

results of the evaluation.

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

Procedures to Notify Teachers of Dangerous Pupils [EC 47605(6)(F)(ii); EC 32282.(2)(D)]

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

Discrimination and Harassment Policy [EC 47605(6)(F)(ii); EC 32282.(2)(E)]

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

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

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

Compliance Officers

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

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

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

CCS' full Discrimination, Harassment, Intimidation, and Bullying Prohibition Policy is available at its Central Office or on the CCS website.

Harassment comes in many forms including:

Spam (unsolicited emails not pertaining to the course), threatening communications, offensive communications or any other kind of communication that makes a person feel uncomfortable.

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

Steps for Scholars to Follow

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

Do not respond to the person alleged of bullying or harassment.

Authenticate specific instances of bullying or harassment (i.e., keep a record of abusive communications, and save the documents or messages).

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.

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.

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.

Schoolwide Dress Code (if it exists), Including Prohibition of Gang-Related Apparel [EC 47605(6)(F)(ii); EC 32282.(2)(F)]

CCS does not have school wide dress code for its scholars.

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)]

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 scholars, staff, and visitors. CCS encourages input from our community and reviews this plan on an annual basis.

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

A Safe and Orderly Environment Conducive to Learning at the School [EC 47605(6)(F)(ii); EC 32282.(2)(H)]

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

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

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

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

Our school district promotes nonviolent resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. Staff shall receive training 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.

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 SCHOOL'S 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 Superintendent. 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

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.

Coversheet

Review and Approval of the 2018-19 Unaudited Actuals

Section: VIII. New Business
Item: A. Review and Approval of the 2018-19 Unaudited Actuals
Purpose: Vote
Submitted by: J.J. Lewis
Related Material: B 2018-19 CCS of Fresno UA.pdf
C 2018-19 CCS of Los Angeles UA.pdf
A 2018-19 Unaudited Actuals Presentation.pdf
D 2018-19 CCS of San Diego UA.pdf

RECOMMENDATION:

A motion to approve the 2018-19 unaudited actuals.

CHARTER SCHOOL UNAUDITED ACTUALS**FINANCIAL REPORT -- ALTERNATIVE FORM****July 1, 2018 to June 30, 2019**Charter School Name: Compass Charter FresnoCDS #: 10623310130880Charter Approving Entity: Orange CenterCounty: FresnoCharter #: 1631

This charter school uses the following basis of accounting:

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

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

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	1,456,167.00		1,456,167.00
Education Protection Account State Aid - Current Year	8012	33,572.00		33,572.00
State Aid - Prior Years	8019	4,377.00		4,377.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	113,212.00		113,212.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		1,607,328.00	0.00	1,607,328.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		36,696.00	36,696.00
Special Education - Federal	8181, 8182		18,534.00	18,534.00
Child Nutrition - Federal	8220			0.00
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299			0.00
Total, Federal Revenues		0.00	55,230.00	55,230.00
3. Other State Revenues				
Special Education - State	StateRevSE		91,650.00	91,650.00
All Other State Revenues	StateRevAO	147,036.98	21,997.46	169,034.44
Total, Other State Revenues		147,036.98	113,647.46	260,684.44
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	18,529.94		18,529.94
Total, Local Revenues		18,529.94	0.00	18,529.94
5. TOTAL REVENUES				
		1,772,894.92	168,877.46	1,941,772.38
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	462,688.80	56,737.29	519,426.09
Certificated Pupil Support Salaries	1200	33,132.84	38,461.85	71,594.69
Certificated Supervisors' and Administrators' Salaries	1300	26,407.33	15,163.03	41,570.36
Other Certificated Salaries	1900			0.00
Total, Certificated Salaries		522,228.97	110,362.17	632,591.14
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100			0.00
Noncertificated Support Salaries	2200	33,627.47	1,017.34	34,644.81
Noncertificated Supervisors' and Administrators' Salaries	2300	62,960.91	2,965.10	65,926.01
Clerical, Technical and Office Salaries	2400	44,241.22		44,241.22
Other Noncertificated Salaries	2900	6,143.24		6,143.24
Total, Noncertificated Salaries		146,972.84	3,982.44	150,955.28

CHARTER SCHOOL UNAUDITED ACTUALS

FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2018 to June 30, 2019

Charter School Name: Compass Charter Fresno

CDS #: 10623310130880

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	177,068.07	17,127.34	194,195.41
PERS	3201-3202			0.00
OASDI / Medicare / Alternative	3301-3302	17,830.32	2,003.07	19,833.39
Health and Welfare Benefits	3401-3402	59,728.23	9,129.74	68,857.97
Unemployment Insurance	3501-3502	5,739.43	1,434.87	7,174.30
Workers' Compensation Insurance	3601-3602	8,050.05	932.08	8,982.13
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902	3,839.53		3,839.53
Total, Employee Benefits		272,255.63	30,627.10	302,882.73
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	281,219.63	14,124.46	295,344.09
Books and Other Reference Materials	4200	2,615.47		2,615.47
Materials and Supplies	4300	3,357.17		3,357.17
Noncapitalized Equipment	4400	216,499.51		216,499.51
Food	4700			0.00
Total, Books and Supplies		503,691.78	14,124.46	517,816.24
5. Services and Other Operating Expenditures				
Subagreements for Services	5100			0.00
Travel and Conferences	5200	14,014.00	9,690.95	23,704.95
Dues and Memberships	5300	4,344.16	603.05	4,947.21
Insurance	5400	3,238.03		3,238.03
Operations and Housekeeping Services	5500	1,113.74		1,113.74
Rentals, Leases, Repairs, and Noncap. Improvements	5600	23,437.16		23,437.16
Transfers of Direct Costs	5700-5799			0.00
Professional/Consulting Services and Operating Expend.	5800	183,729.38	42,338.77	226,068.15
Communications	5900	11,199.06		11,199.06
Total, Services and Other Operating Expenditures		241,075.53	52,632.77	293,708.30
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Depreciation Expense (accrual basis only)	6900			0.00
Total, Capital Outlay		0.00	0.00	0.00
7. Other Outgo				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	45,815.87		45,815.87
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299			0.00
Transfers of Indirect Costs	7300-7399			0.00
Debt Service:				
Interest	7438			0.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		45,815.87	0.00	45,815.87
8. TOTAL EXPENDITURES		1,732,040.62	211,728.94	1,943,769.56

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2018 to June 30, 2019

Charter School Name: Compass Charter Fresno

CDS #: 10623310130880

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		40,854.30	(42,851.48)	(1,997.18)
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999			0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		40,854.30	(42,851.48)	(1,997.18)
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	39,512.10	42,851.48	82,363.58
b. Adjustments/Restatements	9793, 9795			0.00
c. Adjusted Beginning Fund Balance /Net Position		39,512.10	42,851.48	82,363.58
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		80,366.40	0.00	80,366.40
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796			0.00
b. Restricted Net Position	9797			0.00
c. Unrestricted Net Position	9790A	80,366.40	0.00	80,366.40

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2018 to June 30, 2019

Charter School Name: Compass Charter Fresno

CDS #: 10623310130880

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110			0.00
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	359,139.11		359,139.11
In Revolving Fund	9130			0.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200			0.00
4. Due from Grantor Governments	9290			0.00
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330			0.00
7. Other Current Assets	9340			0.00
8. Capital Assets (accrual basis only)	9400-9489			0.00
9. TOTAL ASSETS		359,139.11	0.00	359,139.11
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500			0.00
2. Due to Grantor Governments	9590	63,881.70		63,881.70
3. Current Loans	9640			0.00
4. Unearned Revenue	9650			0.00
5. Long-Term Liabilities (accrual basis only)	9660-9669	214,891.01		214,891.01
6. TOTAL LIABILITIES		278,772.71	0.00	278,772.71
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690			0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2) (must agree with Line F2)		80,366.40	0.00	80,366.40

CHARTER SCHOOL UNAUDITED ACTUALS

FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2018 to June 30, 2019

Charter School Name: Compass Charter Fresno

CDS #: 10623310130880

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

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

1. Federal Revenue Used for Capital Outlay and Debt Service

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

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

2. Community Services Expenditures

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

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

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2018 to June 30, 2019

Charter School Name: Compass Charter Fresno

CDS #: 10623310130880

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

Results of this calculation will be used for comparison with 2017-18 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2020-21.

a. Total Expenditures (B8)	1,943,769.56
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	55,230.00
c. Subtotal of State & Local Expenditures [a minus b]	1,888,539.56
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	0.00
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	\$ 1,888,539.56

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2018 to June 30, 2019

Charter School Name: Compass Charter Schools - Los Angeles

CDS #: 19753090135145

Charter Approving Entity: Acton-Agua Dulce Unified School District

County: Los Angeles

Charter #: 1651

This charter school uses the following basis of accounting:

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

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

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	5,158,612.00		5,158,612.00
Education Protection Account State Aid - Current Year	8012	117,092.00		117,092.00
State Aid - Prior Years	8019	(6,933.00)		(6,933.00)
Transfers to Charter Schools in Lieu of Property Taxes	8096	149,439.00		149,439.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		5,418,210.00	0.00	5,418,210.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		18,072.00	18,072.00
Special Education - Federal	8181, 8182		64,380.00	64,380.00
Child Nutrition - Federal	8220			0.00
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299		121,300.00	121,300.00
Total, Federal Revenues		0.00	203,752.00	203,752.00
3. Other State Revenues				
Special Education - State	StateRevSE			0.00
All Other State Revenues	StateRevAO	520,834.18	43,583.76	564,417.94
Total, Other State Revenues		520,834.18	43,583.76	564,417.94
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	51,684.49	308,783.00	360,467.49
Total, Local Revenues		51,684.49	308,783.00	360,467.49
5. TOTAL REVENUES				
		5,990,728.67	556,118.76	6,546,847.43
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	1,588,805.33	174,893.85	1,763,699.18
Certificated Pupil Support Salaries	1200	211,754.55	30,993.46	242,748.01
Certificated Supervisors' and Administrators' Salaries	1300	89,826.60	50,957.58	140,784.18
Other Certificated Salaries	1900			0.00
Total, Certificated Salaries		1,890,386.48	256,844.89	2,147,231.37
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100			0.00
Noncertificated Support Salaries	2200	113,065.24	3,319.68	116,384.92
Noncertificated Supervisors' and Administrators' Salaries	2300	213,109.12	9,848.86	222,957.98
Clerical, Technical and Office Salaries	2400	149,277.58		149,277.58
Other Noncertificated Salaries	2900	20,965.97		20,965.97
Total, Noncertificated Salaries		496,417.91	13,168.54	509,586.45

CHARTER SCHOOL UNAUDITED ACTUALS

FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2018 to June 30, 2019

Charter School Name: Compass Charter Schools - Los Angeles

CDS #: 19753090135145

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	613,709.91	38,993.14	652,703.05
PERS	3201-3202			0.00
OASDI / Medicare / Alternative	3301-3302	63,180.96	3,917.08	67,098.04
Health and Welfare Benefits	3401-3402	212,784.50	18,004.15	230,788.65
Unemployment Insurance	3501-3502	23,776.49	1,628.91	25,405.40
Workers' Compensation Insurance	3601-3602	30,164.27		30,164.27
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902	13,204.75		13,204.75
Total, Employee Benefits		956,820.88	62,543.28	1,019,364.16
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	964,867.46	43,583.76	1,008,451.22
Books and Other Reference Materials	4200	8,256.43		8,256.43
Materials and Supplies	4300	11,372.29		11,372.29
Noncapitalized Equipment	4400	719,515.57		719,515.57
Food	4700			0.00
Total, Books and Supplies		1,704,011.75	43,583.76	1,747,595.51
5. Services and Other Operating Expenditures				
Subagreements for Services	5100			0.00
Travel and Conferences	5200	58,997.66	16,939.00	75,936.66
Dues and Memberships	5300	14,519.86		14,519.86
Insurance	5400	11,027.34		11,027.34
Operations and Housekeeping Services	5500	3,748.70		3,748.70
Rentals, Leases, Repairs, and Noncap. Improvements	5600	78,519.13		78,519.13
Transfers of Direct Costs	5700-5799			0.00
Professional/Consulting Services and Operating Expend.	5800	684,476.74	146,243.29	830,720.03
Communications	5900	37,602.42		37,602.42
Total, Services and Other Operating Expenditures		888,891.85	163,182.29	1,052,074.14
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Depreciation Expense (accrual basis only)	6900			0.00
Total, Capital Outlay		0.00	0.00	0.00
7. Other Outgo				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	82,786.18		82,786.18
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299			0.00
Transfers of Indirect Costs	7300-7399			0.00
Debt Service:				
Interest	7438			0.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		82,786.18	0.00	82,786.18
8. TOTAL EXPENDITURES		6,019,315.05	539,322.76	6,558,637.81

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2018 to June 30, 2019

Charter School Name: Compass Charter Schools - Los Angeles

CDS #: 19753090135145

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(28,586.38)	16,796.00	(11,790.38)
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999			0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		(28,586.38)	16,796.00	(11,790.38)
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	282,700.43		282,700.43
b. Adjustments/Restatements	9793, 9795			0.00
c. Adjusted Beginning Fund Balance /Net Position		282,700.43	0.00	282,700.43
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		254,114.05	16,796.00	270,910.05
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796			0.00
b. Restricted Net Position	9797		16,796.00	16,796.00
c. Unrestricted Net Position	9790A	254,114.05	0.00	254,114.05

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2018 to June 30, 2019

Charter School Name: Compass Charter Schools - Los Angeles

CDS #: 19753090135145

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110			0.00
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120			0.00
In Revolving Fund	9130			0.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200			0.00
4. Due from Grantor Governments	9290	1,167,905.65	16,796.00	1,184,701.65
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330			0.00
7. Other Current Assets	9340			0.00
8. Capital Assets (accrual basis only)	9400-9489			0.00
9. TOTAL ASSETS		1,167,905.65	16,796.00	1,184,701.65
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500			0.00
2. Due to Grantor Governments	9590	34,227.29		34,227.29
3. Current Loans	9640			0.00
4. Unearned Revenue	9650	43,111.00		43,111.00
5. Long-Term Liabilities (accrual basis only)	9660-9669	836,453.31		836,453.31
6. TOTAL LIABILITIES		913,791.60	0.00	913,791.60
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690			0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2) (must agree with Line F2)		254,114.05	16,796.00	270,910.05

CHARTER SCHOOL UNAUDITED ACTUALS

FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2018 to June 30, 2019

Charter School Name: Compass Charter Schools - Los Angeles

CDS #: 19753090135145

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

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

1. Federal Revenue Used for Capital Outlay and Debt Service

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

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

2. Community Services Expenditures

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

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

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2018 to June 30, 2019

Charter School Name: Compass Charter Schools - Los Angeles

CDS #: 19753090135145

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

Results of this calculation will be used for comparison with 2017-18 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2020-21.

a. Total Expenditures (B8)	6,558,637.81
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	203,752.00
c. Subtotal of State & Local Expenditures [a minus b]	6,354,885.81
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	0.00
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	\$ 6,354,885.81



COMPASS
CHARTER SCHOOLS



2018-19 Unaudited Actuals Overview

(855) 937- 4227

CompassCharters.org

COMPASS
CHARTER SCHOOLS



Our Mission and Vision

MISSION STATEMENT

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

VISION STATEMENT

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





Agenda

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

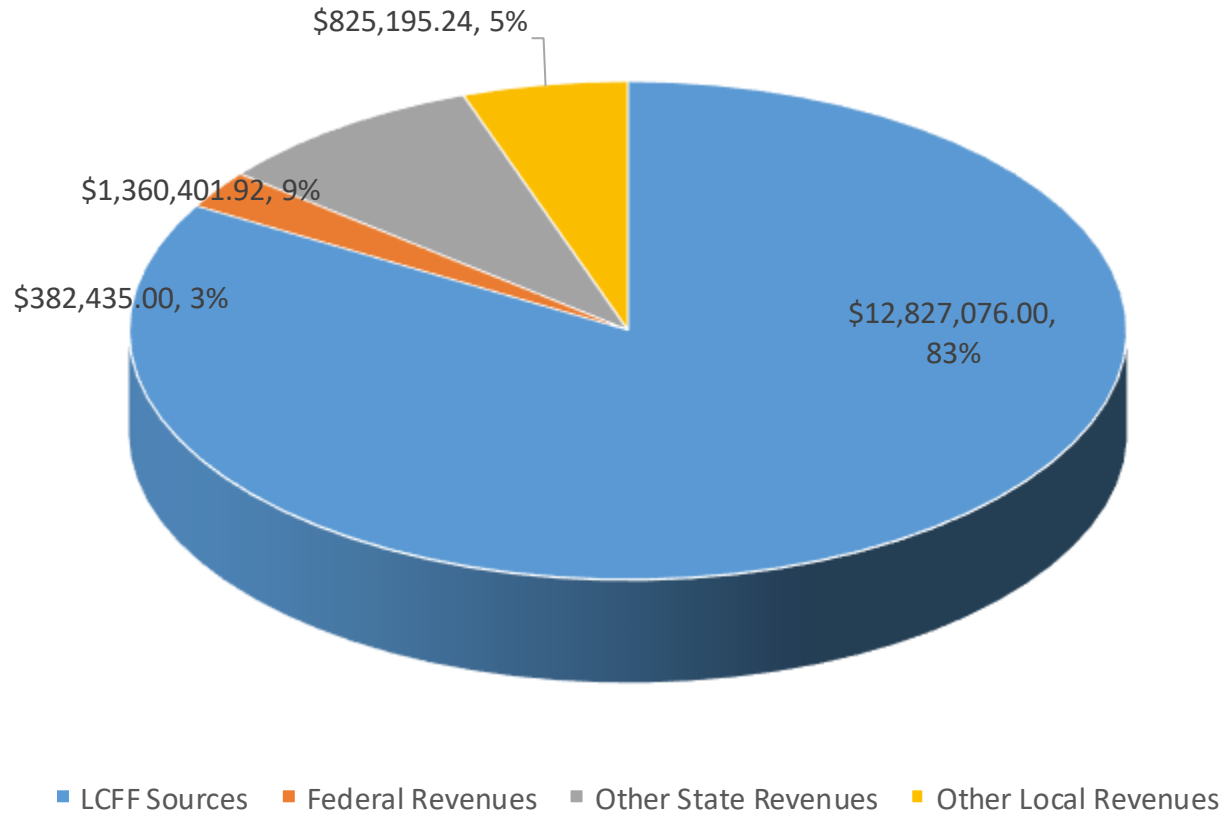


Financial Overview

Beginning Fund Balance	Ending Fund Balance
\$365,064.00	\$641,352.00

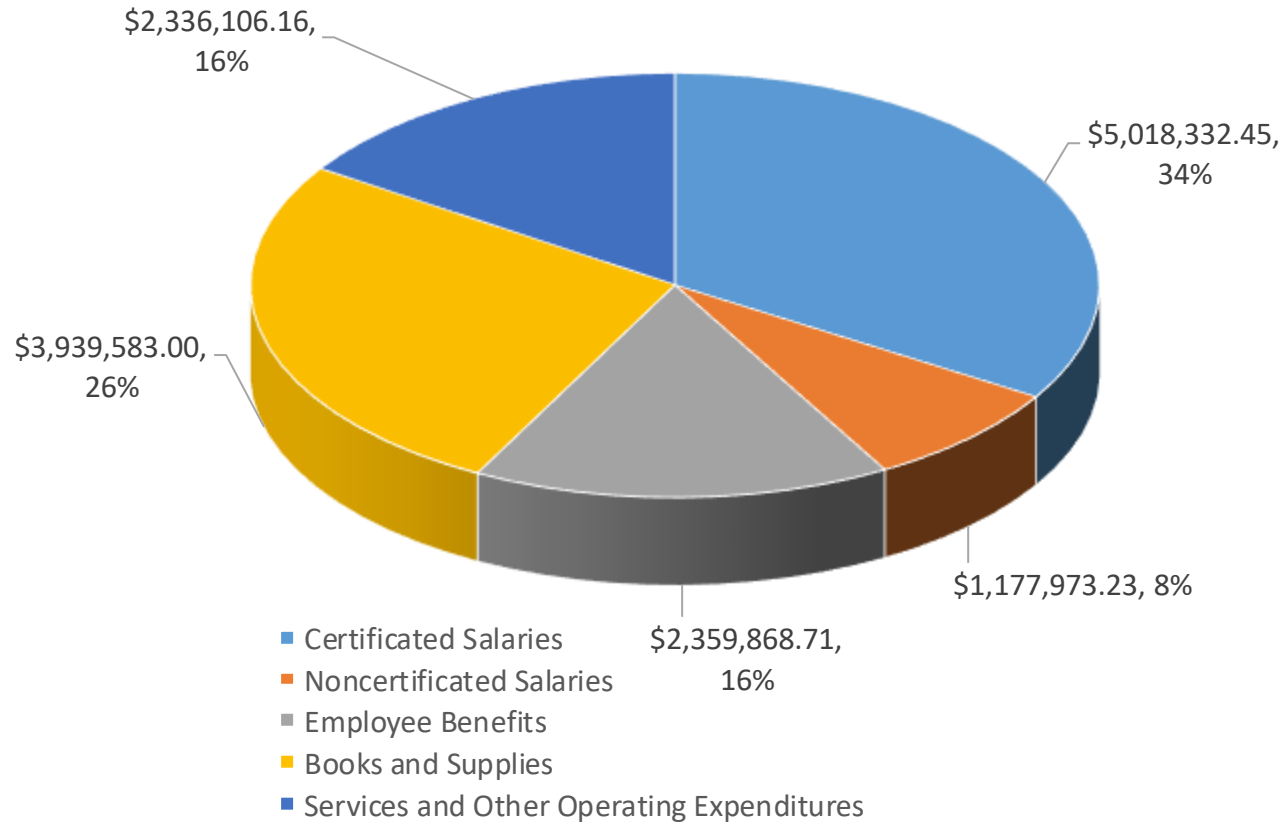


Total Revenue Overview





Total Expenditures Overview





Questions?



Contact:

Lisa Fishman | Assistant Superintendent & CFO

818.732.4692

lfishman@compasscharters.org

@CCSCFO



CHARTER SCHOOL UNAUDITED ACTUALS**FINANCIAL REPORT -- ALTERNATIVE FORM****July 1, 2018 to June 30, 2019**Charter School Name: Compass Charter Schools - San DiegoCDS #: 37682130127084Charter Approving Entity: Mountain Empire UnifiedCounty: San DiegoCharter #: 1454

This charter school uses the following basis of accounting:

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

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

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	3,334,415.00		3,334,415.00
Education Protection Account State Aid - Current Year	8012	1,145,274.00		1,145,274.00
State Aid - Prior Years	8019	3,074.00		3,074.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	1,318,775.00		1,318,775.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		5,801,538.00	0.00	5,801,538.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		68,270.00	68,270.00
Special Education - Federal	8181, 8182		55,183.00	55,183.00
Child Nutrition - Federal	8220		0.00	0.00
Donated Food Commodities	8221		0.00	0.00
Other Federal Revenues	8110, 8260-8299		0.00	0.00
Total, Federal Revenues		0.00	123,453.00	123,453.00
3. Other State Revenues				
Special Education - State	StateRevSE		343,648.00	343,648.00
All Other State Revenues	StateRevAO	139,252.94	52,398.60	191,651.54
Total, Other State Revenues		139,252.94	396,046.60	535,299.54
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	464,727.75		464,727.75
Total, Local Revenues		464,727.75	0.00	464,727.75
5. TOTAL REVENUES				
		6,405,518.69	519,499.60	6,925,018.29
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	1,629,609.41	168,239.49	1,797,848.90
Certificated Pupil Support Salaries	1200	247,142.89		247,142.89
Certificated Supervisors' and Administrators' Salaries	1300	92,038.11	51,498.06	143,536.17
Other Certificated Salaries	1900	0.00		0.00
Total, Certificated Salaries		1,968,790.41	219,737.55	2,188,527.96
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	0.00		0.00
Noncertificated Support Salaries	2200	114,426.77	3,307.66	117,734.43
Noncertificated Supervisors' and Administrators' Salaries	2300	216,949.25	9,828.67	226,777.92
Clerical, Technical and Office Salaries	2400	151,467.67		151,467.67
Other Noncertificated Salaries	2900	21,449.48		21,449.48
Total, Noncertificated Salaries		504,293.17	13,136.33	517,429.50

CHARTER SCHOOL UNAUDITED ACTUALS

FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2018 to June 30, 2019

Charter School Name: Compass Charter Schools - San Diego

CDS #: 37682130127084

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	624,368.94	34,634.45	659,003.39
PERS	3201-3202	0.00		0.00
OASDI / Medicare / Alternative	3301-3302	64,299.99	3,946.33	68,246.32
Health and Welfare Benefits	3401-3402	217,541.76	15,116.74	232,658.50
Unemployment Insurance	3501-3502	25,528.35	1,720.87	27,249.22
Workers' Compensation Insurance	3601-3602	30,579.60		30,579.60
OPEB, Allocated	3701-3702	0.00		0.00
OPEB, Active Employees	3751-3752	0.00		0.00
Other Employee Benefits	3901-3902	19,887.79		19,887.79
Total, Employee Benefits		982,206.43	55,418.39	1,037,624.82
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	986,564.91	47,312.60	1,033,877.51
Books and Other Reference Materials	4200	8,140.34		8,140.34
Materials and Supplies	4300	11,849.50		11,849.50
Noncapitalized Equipment	4400	620,303.40		620,303.40
Food	4700			0.00
Total, Books and Supplies		1,626,858.15	47,312.60	1,674,170.75
5. Services and Other Operating Expenditures				
Subagreements for Services	5100	0.00		0.00
Travel and Conferences	5200	64,242.41	11,213.00	75,455.41
Dues and Memberships	5300	15,695.93		15,695.93
Insurance	5400	11,338.82		11,338.82
Operations and Housekeeping Services	5500	3,801.92		3,801.92
Rentals, Leases, Repairs, and Noncap. Improvements	5600	86,457.05		86,457.05
Transfers of Direct Costs	5700-5799	0.00		0.00
Professional/Consulting Services and Operating Expend.	5800	590,437.46	168,729.73	759,167.19
Communications	5900	38,407.40		38,407.40
Total, Services and Other Operating Expenditures		810,380.99	179,942.73	990,323.72
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Depreciation Expense (accrual basis only)	6900			0.00
Total, Capital Outlay		0.00	0.00	0.00
7. Other Outgo				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	453,283.23		453,283.23
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299			0.00
Transfers of Indirect Costs	7300-7399			0.00
Debt Service:				
Interest	7438			0.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		453,283.23	0.00	453,283.23
8. TOTAL EXPENDITURES		6,345,812.38	515,547.60	6,861,359.98

CHARTER SCHOOL UNAUDITED ACTUALS

FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2018 to June 30, 2019

Charter School Name: Compass Charter Schools - San Diego

CDS #: 37682130127084

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		59,706.31	3,952.00	63,658.31
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999			0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		59,706.31	3,952.00	63,658.31
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	226,418.59		226,418.59
b. Adjustments/Restatements	9793, 9795			0.00
c. Adjusted Beginning Fund Balance /Net Position		226,418.59	0.00	226,418.59
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		286,124.90	3,952.00	290,076.90
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796			0.00
b. Restricted Net Position	9797		3,952.00	3,952.00
c. Unrestricted Net Position	9790A	286,124.90	0.00	286,124.90

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2018 to June 30, 2019

Charter School Name: Compass Charter Schools - San Diego

CDS #: 37682130127084

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110			0.00
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	2,000,930.36	3,952.00	2,004,882.36
In Revolving Fund	9130			0.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200			0.00
4. Due from Grantor Governments	9290			0.00
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330			0.00
7. Other Current Assets	9340			0.00
8. Capital Assets (accrual basis only)	9400-9489			0.00
9. TOTAL ASSETS		2,000,930.36	3,952.00	2,004,882.36
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500			0.00
2. Due to Grantor Governments	9590	24,581.64		24,581.64
3. Current Loans	9640			0.00
4. Unearned Revenue	9650	43,111.00		43,111.00
5. Long-Term Liabilities (accrual basis only)	9660-9669	1,647,112.82		1,647,112.82
6. TOTAL LIABILITIES		1,714,805.46	0.00	1,714,805.46
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690			0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2) (must agree with Line F2)		286,124.90	3,952.00	290,076.90

CHARTER SCHOOL UNAUDITED ACTUALS

FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2018 to June 30, 2019

Charter School Name: Compass Charter Schools - San Diego

CDS #: 37682130127084

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

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

1. Federal Revenue Used for Capital Outlay and Debt Service

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

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

2. Community Services Expenditures

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

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

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2018 to June 30, 2019

Charter School Name: Compass Charter Schools - San Diego

CDS #: 37682130127084

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

Results of this calculation will be used for comparison with 2017-18 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2020-21.

a. Total Expenditures (B8)	6,861,359.98
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	123,453.00
c. Subtotal of State & Local Expenditures [a minus b]	6,737,906.98
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	0.00
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	\$ 6,737,906.98

Coversheet

Review and Approval of the California Dashboard Local Indicator Results

Section: VIII. New Business
Item: B. Review and Approval of the California Dashboard Local Indicator Results
Purpose: Vote
Submitted by: J.J. Lewis
Related Material: 2018-19 Local Indicators - CA Dashboard.pdf

BACKGROUND:

For the Fall 2019 California School Dashboard, LEAs, including charter public schools, must report on their California School Dashboard local indicators by November 1, 2019. Charter schools must report on the following priorities: Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities, Priority 2: Implementation of State Standards, Priority 3: Parent Engagement, Priority 6: School Climate, and Priority 7: Access to a Broad Course of Study. There are three performance levels for ranking progress on these priorities: Met, Not Met, and Not Met for two or more years. LEAs, including charter public schools, must measure their progress annually on these priorities and report the progress at a regularly scheduled meeting of the board. They do not require board approval but minutes should indicate these were reported. If this data is not entered by the November 1 cutoff, indicators will automatically show as "Not Met" on the dashboard.

RECOMMENDATION:

A motion to approve the California Dashboard Local Indicator Results.



Local Indicators

Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

Field	Result
Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions:	0%
Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home:	0%
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies):	0%

Criteria: **Met**



Local Indicators

Priority 2: Implementation of State Academic Standards

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards.

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

- Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)		X			
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	
History-Social Science				X	

2. **Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)		X			
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	
History-Social Science				X	

3. **Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

	1	2	3	4	5
ELA – Common Core State Standards for ELA			X		
ELD (Aligned to ELA Standards)			X		
Mathematics – Common Core State Standards for Mathematics			X		
Next Generation Science Standards			X		
History-Social Science			X		

Other Adopted Academic Standards

4. **Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

	1	2	3	4	5
Career Technical Education		X			
Health Education Content Standards				X	
Physical Education Model Content Standards			X		
Visual and Performing Arts			X		
World Language			X		

Support for Teachers and Administrators

5. During the 2018-19 school year (including summer 2018), rate the LEA’s success at engaging in the following activities with teachers and school administrators?

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				X	
Identifying the professional learning needs of individual teachers			X		
Providing support for teachers on the standards they have not yet mastered			X		

Criteria: **Met**



Local Indicators

Priority 3: Parent Engagement

This is the submission form for the local educational agency (school districts, charter school, and county office of education) to complete on the local performance indicator for parent engagement.

Standard: Local educational agency annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

	1	2	3	4	5
Building Relationships between School Staff and Families				X	
Building Partnerships for Student Outcomes			X		
Providing support for teachers on the standards they have not yet mastered			X		

Description
<p>CCS conducted a planning survey in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students. In reviewing the results, CCS demonstrated consistent performance. For example, this survey included a parent satisfaction analysis based on engagement activities, support systems implemented by the school, and communication.</p> <p>CCS utilized the support of the Parent Advisory Council (PAC) as a method to strategize and engage all stakeholders of the organization. The Parent Advisory Council serves to provide parent feedback on</p>

school policies and procedures at Compass Charter Schools to ensure that they are consistent with its Mission, Vision, and Values.

Members act as a committed group of advisors to the staff and administration, regarding issues that affect the scholars and school of CCS. They provide feedback and insight from the parent's perspective on school process, policies and initiatives to ensure that the needs of parents and their families are included as decisions are made. They also serve as an advisory that makes recommendations, encourages brainstorming and provides opportunities for parent involvement on committees.

The feedback from our families shows an appreciation for the numerous ways we have used to engage them, from social media, to surveys, to a quarterly Town Hall with the Superintendent. We continue to solicit the advice of our Parent Advisory Council and ensure we message out to families when changes are made, especially based on their feedback. This has helped to encourage additional feedback throughout the year as they see we listen and respond to their suggestions to improve our services and supports for all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students. These findings and measures reflect and findings relate to goals established for other LCFF priorities in the LCAP.

Criteria: **Met**



Local Indicators

Priority 6: School Climate

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate.

Standard: Local educational agency administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the local educational agency serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard

School Climate Results
This survey assesses in more depth issues of academic quality, respectful relationships, the relevance of virtual classroom lessons, scholar learning motivation and virtual classroom involvement. In comparison to previous years, there was 91% of families that agree that CCS is committed to the success of each scholar. Families were also asked if they agree that teachers are responsive to scholar needs, 89% agreed. There was also an overall positive program satisfaction rating from 90% of our families. As a response to the survey results the LEA implemented organization-wide updates for continuous improvement purposes.

Criteria: **Met**



Local Indicators

Priority 7: Access to a Broad Course of Study

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for Access to Broad Course of Study

Standard: Local educational agency annually measures their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study that includes the adopted courses of study specified in the California Education Code for Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated student and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard. LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

Compass Charter Schools utilizes the SIS track to the extent to which all scholars have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. Administrators draft a master calendar and work with both the Counseling Services and Special Education departments to ensure schedules are set to meet individual scholar needs.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

All scholars have access to, and are enrolled in, a broad course of study using locally selected measures. Our curriculum is aligned with the Common Core State Standards across the LEA and is equally offered to all scholar groups in accordance to grade level and academic capabilities.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

Compass administration utilizes the SIS to manage the distribution of an individualized program offering that reflect a broad course study.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

Compass will continue to observe the use of the SIS to track and manage broad course study offerings. In addition, we will make revisions and enhancements to systematic procedures as needed.

Criteria: **Met**

Coversheet

Review and Approval of Appointments to the El Dorado Charter SELPA Community Advisory Committee

Section: VIII. New Business
Item: C. Review and Approval of Appointments to the El Dorado Charter SELPA Community Advisory Committee
Purpose: Vote
Submitted by: J.J. Lewis
Related Material: B CAC-Flyer-2019-Spanish.pdf
A CAC-Flyer-2019-English.pdf

BACKGROUND:

El Dorado Charter SELPA's Community Advisory Committee is a group formed to advise the Charter SELPA about the Special Education Local Plan, annual priorities, parent education, and other special education related activities. The CAC is designed to be a dynamic collaborative partnership of educators, parents, and community members. The CAC holds three business meetings annually to address topics of interest to families of children with disabilities and gather information to advise our Special Education Local Plan. CAC meetings are open to parents, family members, educators, agency representatives, and community members who are interested in supporting children with special needs. Every Charter School is entitled to have one CAC representative. A CAC representative must be appointed and approved by their Charter School's governing board. The CAC committee should be composed of a majority of parents of children with exceptional needs.

RECOMMENDATION:

A motion to appoint Pam Towobola, Randi Pugh, and Jenni Beckwith to the El Dorado County Charter SELPA Community Advisory Committee for the 2019-20 school year.

COMITÉ CONSULTIVO COMUNITARIO (CAC)

ACERCA DEL CAC

El Comité Consultivo Comunitario de las escuelas autónomas del Charter SELPA de El Dorado es una asociación dinámica, de colaboración, que incluye educadores, padres/tutores, y miembros de la comunidad. El CAC es una oportunidad para que los miembros se involucren y realicen aportes a la charter SELPA sobre el Plan Local de Educación Especial, las prioridades anuales, la educación de padres y tutores, y otras actividades relacionadas con la educación especial. El CAC realiza tres reuniones anuales para tratar temas de interés para las familias de los niños y adultos jóvenes con discapacidades.

¿POR QUÉ UNIRSE AL CAC?

- Para ayudar a construir relaciones y comunicaciones entre las escuelas, padres/tutores y entidades relacionadas.
- Para alentar la participación de la comunidad y de los padres/tutores en la revisión del Plan Local de Educación Especial.
- Para darle una oportunidad a las familias de compartir recursos y apoyo dentro de su escuela y de su comunidad.

¿DÓNDE ENCUENTRO MÁS INFORMACIÓN SOBRE EL CAC?

Para más información sobre el CAC, por favor visite el sitio web del Comité Consultivo Comunitario de la charter SELPA de El Dorado en: CharterSELPA.org/Parent-Resources/#CAC



Fechas de las Reuniones

(A través de seminarios por internet)

- | | |
|-----------------------|---|
| 15 de Octubre de 2019 | 4:00pm-5:00pm |
| | https://edcoe.zoom.us/j/186676106 |
| 8 de Enero de 2020 | 4:00pm-5:00pm |
| | https://edcoe.zoom.us/j/578746502 |
| 21 de Abril de 2020 | 4:00pm-5:00pm |
| | https://edcoe.zoom.us/j/312532216 |



EL DORADO
CHARTERSELPA
Special Education Local Plan Area

COMMUNITY ADVISORY COMMITTEE (CAC)

About CAC

The El Dorado Charter SELPA's Community Advisory Committee is a dynamic, collaborative partnership comprised of educators, parents/guardians, and community members. The CAC provides an opportunity for members to be involved and provide input to the Charter SELPA regarding the Special Education Local Plan, annual priorities, parent/guardian education, and other special education-related activities. The CAC holds three meetings annually to address topics of interest to families of children and young adults with disabilities.

Why Join the CAC?

- Assist in building relationships and communication between schools, parents/guardians and related agencies.
- Encourage community and parental/guardian involvement in the review of the Special Education Local Plan.
- Provide families an opportunity to share resources and support within their school and community.

Where Do I Find More Information About CAC?

For additional information regarding CAC, please visit the El Dorado Charter SELPA Community Advisory Committee webpage at: CharterSELPA.org/Parent-Resources/#CAC



Meeting Dates *(Via Webinar)*

- | | |
|------------------|---|
| October 15, 2019 | 4:00pm-5:00pm |
| Register at: | https://edcoe.zoom.us/j/186676106 |
| January 8, 2020 | 4:00pm-5:00pm |
| Register at: | https://edcoe.zoom.us/j/578746502 |
| April 21, 2020 | 4:00pm-5:00pm |
| Register at: | https://edcoe.zoom.us/j/312532216 |

Coversheet

Discussion on SB 126

Section: VIII. New Business
Item: D. Discussion on SB 126
Purpose: Discuss
Submitted by: J.J. Lewis
Related Material: SB 126.pdf

RECOMMENDATION:
N/A - For Discussion Only

Senate Bill No. 126

CHAPTER 3

An act to add Section 47604.1 to the Education Code, relating to charter schools.

[Approved by Governor March 5, 2019. Filed with Secretary of State March 5, 2019.]

LEGISLATIVE COUNSEL'S DIGEST

SB 126, Leyva. Charter schools.

(1) The Ralph M. Brown Act requires that all meetings of the legislative body, as defined, of a local agency be open and public and all persons be permitted to attend unless a closed session is authorized. The Bagley-Keene Open Meeting Act requires, with specified exceptions, that all meetings of a state body be open and public and all persons be permitted to attend.

This bill would expressly state that charter schools and entities managing charter schools are subject to the Ralph M. Brown Act, unless the charter school is operated by an entity governed by the Bagley-Keene Open Meeting Act, in which case the charter school would be subject to the Bagley-Keene Open Meeting Act, except as specified.

This bill would require specified charter schools or entities managing charter schools to hold meetings in specified locations. The bill would prohibit a meeting of the governing body of a charter school to discuss items related to the operation of the charter school from including the discussion of any item regarding an activity of the governing body that is unrelated to the operation of the charter school.

(2) The California Public Records Act requires state and local agencies to make their records available for public inspection and to make copies available upon request and payment of a fee unless the records are exempt from disclosure.

This bill would expressly state that charter schools and entities managing charter schools are subject to the California Public Records Act, except as specified.

(3) Existing law prohibits certain public officials, including, but not limited to, state, county, or district officers or employees, from being financially interested in any contract made by them in their official capacity or by any body or board of which they are members, except as provided.

This bill would expressly state that charter schools and entities managing charter schools are subject to these provisions, except that the bill would provide that an employee of a charter school is not disqualified from serving as a member of the governing body of the charter school because of that employment status. The bill would require a member of the governing body of a charter school who is also an employee of the charter school to abstain

Ch. 3

— 2 —

from voting on, or influencing or attempting to influence another member of that body regarding, any matter uniquely affecting that member's own employment.

(4) The Political Reform Act of 1974 requires every state agency and local governmental agency to adopt a conflict-of-interest code, formulated at the most decentralized level possible, that requires designated employees of the agency to file statements of economic interest disclosing any investments, business positions, interests in real property, or sources of income that may foreseeably be affected materially by any governmental decision made or participated in by the designated employee by virtue of that employee's position.

This bill would expressly state that charter schools and entities managing charter schools are subject to the Political Reform Act of 1974, except as specified.

The people of the State of California do enact as follows:

SECTION 1. Section 47604.1 is added to the Education Code, to read:

47604.1. (a) For purposes of this section, an "entity managing a charter school" means a nonprofit public benefit corporation that operates a charter school consistent with Section 47604. An entity that is not authorized to operate a charter school pursuant to Section 47604 is not an "entity managing a charter school" solely because it contracts with a charter school to provide to that charter school goods or task-related services that are performed at the direction of the governing body of the charter school and for which the governing body retains ultimate decisionmaking authority.

(b) A charter school and an entity managing a charter school shall be subject to all of the following:

(1) The Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Part 1 of Division 2 of Title 5 of the Government Code), except that a charter school operated by an entity pursuant to Chapter 5 (commencing with Section 47620) shall be subject to the Bagley-Keene Open Meeting Act (Article 9 (commencing with Section 11120) of Chapter 1 of Part 1 of Division 3 of Title 2 of the Government Code) regardless of the authorizing entity.

(2) (A) The California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1 of the Government Code).

(B) (i) The chartering authority of a charter school shall be the custodian of records with regard to any request for information submitted to the charter school if either of the following apply:

(I) The charter school is located on a federally recognized California Indian reservation or rancheria.

(II) The charter school is operated by a nonprofit public benefit corporation that was formed on or before May 31, 2002, and is currently operated by a federally recognized California Indian tribe.

(ii) This subparagraph does not allow a chartering authority to delay or obstruct access to records otherwise required under the California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1 of the Government Code).

(3) Article 4 (commencing with Section 1090) of Chapter 1 of Division 4 of Title 1 of the Government Code.

(4) (A) The Political Reform Act of 1974 (Title 9 (commencing with Section 81000) of the Government Code).

(B) For purposes of Section 87300 of the Government Code, a charter school and an entity managing a charter school shall be considered an agency and is the most decentralized level for purposes of adopting a conflict-of-interest code.

(c) (1) (A) The governing body of one charter school shall meet within the physical boundaries of the county in which the charter school is located.

(B) A two-way teleconference location shall be established at each schoolsite.

(2) (A) The governing body of one nonclassroom-based charter school that does not have a facility or operates one or more resource centers shall meet within the physical boundaries of the county in which the greatest number of pupils who are enrolled in that charter school reside.

(B) A two-way teleconference location shall be established at each resource center.

(3) (A) For a governing body of an entity managing one or more charter schools located within the same county, the governing body of the entity managing a charter school shall meet within the physical boundaries of the county in which that charter school or schools are located.

(B) A two-way teleconference location shall be established at each schoolsite and each resource center.

(4) (A) For a governing body of an entity that manages two or more charter schools that are not located in the same county, the governing body of the entity managing the charter schools shall meet within the physical boundaries of the county in which the greatest number of pupils enrolled in those charter schools managed by that entity reside.

(B) A two-way teleconference location shall be established at each schoolsite and each resource center.

(C) The governing body of the entity managing the charter schools shall audio record, video record, or both, all the governing board meetings and post the recordings on each charter school's internet website.

(5) This subdivision does not limit the authority of the governing body of a charter school and an entity managing a charter school to meet outside the boundaries described in this subdivision if authorized by Section 54954 of the Government Code, and the meeting place complies with Section 54961 of the Government Code.

(d) Notwithstanding Article 4 (commencing with Section 1090) of Chapter 1 of Division 4 of Title 1 of the Government Code, an employee of a charter school shall not be disqualified from serving as a member of the governing body of the charter school because of that employee's

Ch. 3

— 4 —

employment status. A member of the governing body of a charter school who is also an employee of the charter school shall abstain from voting on, or influencing or attempting to influence another member of the governing body regarding, all matters uniquely affecting that member's employment.

(e) To the extent a governing body of a charter school or an entity managing a charter school engages in activities that are unrelated to a charter school, Article 4 (commencing with Section 1090) of Chapter 1 of Division 4 of Title 1 of the Government Code, the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Part 1 of Division 2 of Title 5 of the Government Code), the Bagley-Keene Open Meeting Act (Article 9 (commencing with Section 11120) of Chapter 1 of Part 1 of Division 3 of Title 2 of the Government Code), the California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1 of the Government Code), and the Political Reform Act of 1974 (Title 9 (commencing with Section 81000) of the Government Code) shall not apply with regard to those unrelated activities unless otherwise required by law.

(f) A meeting of the governing body of a charter school to discuss items related to the operation of the charter school shall not include the discussion of any item regarding an activity of the governing body that is unrelated to the operation of the charter school.

O