Compass Charter Schools

Board Meeting

Date and Time

Sunday March 22, 2020 at 10:00 AM PDT

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**			**10:00 AM**
	Opening Items			
	A. Call the Meeting to Order		John Vargas	1 m
	B. Record Attendance and Guests		Miguel Aguilar	1 m
II.	**Consent Items**			**10:02 AM**
	A. Consent Items	Vote	J.J. Lewis	5 m

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

		Purpose	Presenter	Time

done through consent, unless removed and voted on separately as noted above, using the same vote count.

- Approval of the March 22, 2020 Meeting Agenda
- Approval of the January 26, 2020 Meeting Minutes
- Approval of the January 26, 2020 Special Meeting Minutes
- Approval of the March 13, 2020 Emergency Meeting Minutes
- Approval of the Check Registry for January & February 2020

B.	Approval of January 26, 2020 Minutes	Approve Minutes	Miguel Aguilar	
C.	Approval of January 26, 2020 Special Meeting Minutes	Approve Minutes	Miguel Aguilar	
D.	Approval of March 13, 2020 Emergency Meeting Minutes	Approve Minutes	Miguel Aguilar	

III. Closed Session — 10:07 AM

A.	Conference with Legal Counsel - Anticipated Litigation Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of section 54956.9: 1 potential case	Discuss	J.J. Lewis	30 m
B.	Conference with Legal Counsel - Existing Litigation (Paragraph (1) of subdivision (d) of Section 54956.9) Name of case: Friar Equity Partners, LLC v Compass Charter Schools AKA Academy of Arts and Sciences, Inc., Case No. 18VECV00013.	Discuss	J.J. Lewis	30 m
C.	Public Employee Performance Evaluation Title: Superintendent & CEO	Discuss	John Vargas	30 m

		Purpose	Presenter	Time
IV.	**Reconvene from Closed Session**			**11:37 AM**
A.	Closed Session Report	FYI	John Vargas	5 m
V.	**Communications**			**11:42 AM**
A.	Board Member Communication	FYI	John Vargas	10 m

- Cori Brooks
- Bill Dennett
- Martin Suarez
- John Vargas

B.	Parent Advisory Council Update	FYI	J.J. Lewis	5 m

Attachments:

- Parent Advisory Council Report
- PAC Parent Survey Results

C.	Scholar Leadership Council Update	FYI	J.J. Lewis	5 m

Attachments:

- Scholar Leadership Council Report
- SLC Scholar Survey Results

VI.	**Superintendent's Report**			**12:02 PM**
A.	Superintendent's Report	FYI	J.J. Lewis	5 m

Attachments:

- Superintendent's Report
- Additions & Terminations Report
- Snapshot 2020 - The Annual Report of the Digital Learning Collaborative
- Superintendent's Town Hall for our Online Learning Program
- Superintendent's Town Hall for our Options Learning Program
- 2020-21 Planning Survey Results
- K-12 Equity Survey Results

		Purpose	Presenter	Time
	• #CCSSpringInService20 Agenda			
	5-Year Anniversary Presentation			
VII.	**Presentations**			**12:07 PM**
A.	Counseling Services Department Presentation	FYI	Aviva Ebner	10 m
B.	Special Education Department Presentation	FYI	Aviva Ebner	10 m
VIII.	**Public Comment**			**12:27 PM**
A.	Public Comment	FYI	John Vargas	10 m

Addressing the Board – Board meetings are meetings of the Board of Directors and will be held in a civil, orderly and respectful manner. All public comments or questions should be addressed to the Board through the Chair of the Board. To ensure an orderly meeting and an equal opportunity for each speaker, persons wishing to address the Board must complete a Speaker Request Card (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.

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

IX.	**Public Hearing**			**12:37 PM**
A.	2020-21 Local Control Accountability Plans (LCAPs)	Discuss	J.J. Lewis	20 m

		Purpose	Presenter	Time

- Compass Charter Schools of Los Angeles
- Compass Charter Schools of San Diego
- Compass Charter Schools of Yolo

Attachments:

- LCAP Presentation
- CCS of LA LCAP Annual Update Draft
- CCS of LA 2020-21 LCAP Draft
- CCS of San Diego LCAP Annual Update Draft
- CCS of San Diego 2020-21 LCAP Draft
- CCS of Yolo LCAP Annual Update Draft
- CCS of Yolo 2020-21 LCAP Draft

X. Unfinished Business

XI. Academic Services — 12:57 PM

A.	Academic Services Update	FYI	Aviva Ebner	10 m

XII. Financial Services — 1:07 PM

A.	Financial Services Update	FYI	Lisa Fishman	10 m
B.	Review and Approval of the February 2020 Financial Statements	Vote	Lisa Fishman	10 m

Attachments:

- FY20 Finance Update
- CharterVision Board Report
- Balance Sheet
- Profit v Loss Statement

C.	Review and Approval of the Second Interim Reports	Vote	Scott Warner	10 m

Attachments:

- CCS of Los Angeles Second Interim Report

		Purpose	Presenter	Time
	• CCS of San Diego Second Interim Report • CCS of Yolo Second Interim Report			
XIII.	**Executive**			**1:37 PM**
A.	Review and Approval of the 2020-21 Employee Handbook	Vote	J.J. Lewis	5 m
B.	Review and Approval of the Revised Independent Study Policy	Vote	J.J. Lewis	5 m
XIV.	**Closing Items**			**1:47 PM**
A.	Upcoming Meetings Board of Directors Sunday, June 28 at 10 am • Approve Resolution on EPA Funds • Approve 2020-21 LCAPs • Approve 2020-21 Scholar Handbooks • Approve FY21 Operating Budget • Approve 2020-21 CDE Consolidated Applications • Annual Awards • Election of Officers • Review 9th Grade Math Placement Policy Final Report	FYI	J.J. Lewis	1 m
B.	Adjourn Meeting	FYI	John Vargas	1 m

Coversheet

Consent Items

Section: II. Consent Items
Item: A. Consent Items
Purpose: Vote
Submitted by: J.J. Lewis
Related Material: A CCS - CR - Feb 20.pdf

RECOMMENDATION:
A motion to approve the consent items.

CharterVision

Check Register Detail

Compass Charter Schools

Check Register 2/1/2020 through 2/29/2020

Payment Number	Payment Date	Payee Name	Rec Status	Check Amount	Account	Account Description	Invoiced GL Amount
57650	2/3/2020	Charter School Management Corporation	Cleared	$30,000.00	5873-010-84	Financial Services	**$30,000.00**
57646	2/3/2020	Bill Dennett	Cleared	$231.16	5200-010-80	Travel and Conferences	**$231.16**
1000015	2/3/2020	Compass Charter Schools	Cleared	$100,000.00	5999-010-00	Expense Suspense	$100,000.00
57648	2/3/2020	LAM Asset Management LLC	Cleared	$279.72	5830-010-90	Field Trip Expenses	**$279.72**
57649	2/3/2020	Snow Valley LLC	Cleared	$1,696.00	5830-010-90	Field Trip Expenses	**$1,696.00**
57647	2/3/2020	Davey's Locker	Cleared	$578.00	5830-010-90	Field Trip Expenses	**$578.00**
57651	2/5/2020	Crystal Pineda	Cleared	$1,947.47	9501-010	Accrued Salaries	**$1,947.47**
57670	2/6/2020	Adventure Recreation LLS.	Cleared	$719.08	4100-010-92	Approved Textbooks and Core Curricula Materials	**$87.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$142.04**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$87.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$87.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$87.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$142.04**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$87.00**
57674	2/6/2020	Barnes & Noble, Inc.	Cleared	$1,185.69	4100-010-92	Approved Textbooks and Core Curricula Materials	**$40.30**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$21.44**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$45.42**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$10.71**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$28.27**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$171.59**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$12.86**

					4100-010-92	Approved Textbooks and Core Curricula Materials	**$59.15**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$40.28**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$40.23**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$8.57**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$12.82**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$47.13**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$21.35**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$72.07**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$53.29**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$17.11**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$26.76**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$25.73**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$73.92**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$37.56**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$66.36**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$44.48**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$11.97**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$107.17**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$42.89**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$46.26**
57672	2/6/2020	Brainy Toys, Inc	Cleared	$151.78	4100-010-92	Approved Textbooks and Core Curricula Materials	**$151.78**
57656	2/6/2020	Allstate Building & Office Maintenance, Inc.	Cleared	$468.75	5500-010-84	Operation and Housekeeping Services	**$468.75**
57664	2/6/2020	A Brighter Child, Inc.	Cleared	$370.50	4100-010-92	Approved Textbooks and Core Curricula Materials	**$370.50**

57676	2/6/2020	Brain Builders Educational Programs	Cleared	$406.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$66.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$66.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$75.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$75.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$58.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$66.00**
57678	2/6/2020	BST Fitness LLC	Cleared	$300.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$100.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$100.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$100.00**
57683	2/6/2020	Caique - Grace Brazilian Jiu Jitsu	Cleared	$165.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$165.00**
57687	2/6/2020	Dannsair Dance Academy	Cleared	$220.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$100.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$40.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$80.00**
57690	2/6/2020	Explorer Field Trips	Cleared	$1,698.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$103.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$103.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$198.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$103.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$146.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$198.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$641.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$103.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$103.00**
57692	2/6/2020	Education.com	Cleared	$60.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$60.00**
57694	2/6/2020	Edgenuity Inc.	Cleared	$1,300.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$1,300.00**

57696	2/6/2020	Elham Rafla-Yuan	Cleared	$360.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$180.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$180.00**
57700	2/6/2020	Firestorm Freerunning & Acrobatics	Cleared	$355.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$45.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$150.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$90.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$70.00**
57704	2/6/2020	Fresh Education, Inc.	Cleared	$1,900.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$300.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$300.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$100.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$300.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$300.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$300.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$300.00**
57707	2/6/2020	Gary A. Garrigues	Cleared	$14,925.00	5805-010-80	Legal Services	**$1,162.50**
					5805-010-80	Legal Services	**$2,887.50**
					5805-010-80	Legal Services	**$10,875.00**
57708	2/6/2020	Briana Guardino	Cleared	$90.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$90.00**
57710	2/6/2020	Antoinette E Goetz	Cleared	$1,730.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$130.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$130.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$275.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$130.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$275.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$275.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$70.00**

					4100-010-92	Approved Textbooks and Core Curricula Materials	**$275.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$50.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$120.00**
57701	2/6/2020	40 Acres and a Mind, Inc.	Cleared	$750.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$375.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$375.00
57714	2/6/2020	Home School Coaches	Cleared	$967.50	4100-010-92	Approved Textbooks and Core Curricula Materials	**$74.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$70.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$76.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$74.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$97.50**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$576.00**
57715	2/6/2020	Ivy Kids LLC	Cleared	$898.50	4100-010-92	Approved Textbooks and Core Curricula Materials	**$215.70**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$215.70**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$215.70**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$251.40**
57719	2/6/2020	Judy L. Jenkins	Cleared	$80.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$80.00
57720	2/6/2020	Karen Fournier	Cleared	$420.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$140.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$280.00**
57716	2/6/2020	Intro 2 Skateboarding	Cleared	$125.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$75.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$50.00**
57724	2/6/2020	LIVE Online Math	Cleared	$1,603.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$441.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$441.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$280.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$441.00**

57727	2/6/2020	Brandy Lucky	Cleared	$300.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$60.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$60.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$60.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$60.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$60.00**
57726	2/6/2020	Lewis Music Academy	Cleared	$175.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$175.00**
57730	2/6/2020	Demme Learning	Cleared	$278.07	4100-010-92	Approved Textbooks and Core Curricula Materials	**$83.20**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$194.87**
57723	2/6/2020	Little Passports, Inc.	Cleared	$362.42	4100-010-92	Approved Textbooks and Core Curricula Materials	**$362.42**
57735	2/6/2020	Marlene Halvorson	Outstanding	$180.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$90.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$90.00**
57740	2/6/2020	Mathnasium of Novato	Cleared	$1,396.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$349.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$349.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$349.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$349.00**
57739	2/6/2020	Melody & Chord Creative Learning	Cleared	$180.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$180.00**
57745	2/6/2020	Outschool, Inc.	Cleared	$1,928.74	4100-010-92	Approved Textbooks and Core Curricula Materials	$180.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$54.99
					4100-010-92	Approved Textbooks and Core Curricula Materials	$345.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$120.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$98.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$105.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$245.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$53.75**

					4100-010-92	Approved Textbooks and Core Curricula Materials	$140.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$118.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$130.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$48.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$96.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$155.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	$30.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$10.00
57743	2/6/2020	Oak Meadow Inc.	Cleared	$193.60	4100-010-92	Approved Textbooks and Core Curricula Materials	**$168.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$25.60**
57746	2/6/2020	Rebecca Odum LLC	Cleared	$678.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$169.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	$169.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	$169.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	$169.50
57750	2/6/2020	Play-based Learning Academy LLC	Outstanding	$1,816.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$337.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	$270.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$337.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	$71.60
					4100-010-92	Approved Textbooks and Core Curricula Materials	$270.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$50.60
					4100-010-92	Approved Textbooks and Core Curricula Materials	$270.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$208.80
57751	2/6/2020	6th Street Playhouse	Outstanding	$1,182.10	4100-010-92	Approved Textbooks and Core Curricula Materials	**$105.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$102.60**

					4100-010-92	Approved Textbooks and Core Curricula Materials	**$105.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$48.50**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$105.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$105.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$105.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$105.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$105.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$105.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$142.50**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$48.50**
57736	2/6/2020	Monart School of Art	Cleared	$75.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$75.00**
57752	2/6/2020	Kim Powell	Cleared	$540.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$540.00**
57754	2/6/2020	Jennifer Perry	Cleared	$120.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$120.00**
57732	2/6/2020	My Learning Studio	Cleared	$225.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$225.00**
57698	2/6/2020	E-Z Decorator	Cleared	$342.41	4100-010-92	Approved Textbooks and Core Curricula Materials	**$342.41**
57757	2/6/2020	Kitchen Kid LLC	Cleared	$3,261.53	4100-010-92	Approved Textbooks and Core Curricula Materials	**$144.54**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$323.06**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$237.26**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$125.99**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$485.50**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$162.38**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$144.54**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$191.51**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$144.54**

					4100-010-92	Approved Textbooks and Core Curricula Materials	**$403.53**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$754.14**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$144.54**
57691	2/6/2020	The Etiquette Factory	Cleared	$211.95	4100-010-92	Approved Textbooks and Core Curricula Materials	**$211.95**
57762	2/6/2020	Rhythms Performing Arts	Cleared	$849.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$140.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$125.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$202.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$140.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	$121.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$121.00
57764	2/6/2020	Radical Radishes LLC	Cleared	$1,105.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$285.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$50.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$285.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$50.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$285.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$50.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$50.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$50.00**
57766	2/6/2020	Simply Coding Inc.	Cleared	$99.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$99.00**
57768	2/6/2020	Stem Qwest, LLC	Cleared	$160.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$120.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$40.00**
57765	2/6/2020	School Specialty	Cleared	$69.93	4100-010-92	Approved Textbooks and Core Curricula Materials	**$69.93**
57758	2/6/2020	Activities For Learning	Cleared	$330.28	4100-010-92	Approved Textbooks and Core Curricula Materials	**$330.28**
57774	2/6/2020	So Cal Speech and Debate	Cleared	$511.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$37.00**

					4100-010-92	Approved Textbooks and Core Curricula Materials	**$200.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$37.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$37.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$200.00**
57777	2/6/2020	STEM Center USA	Cleared	$180.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$90.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$90.00
57780	2/6/2020	Soaring Minds Education	Cleared	$2,510.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$600.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$45.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$600.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$225.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$60.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$220.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$225.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$75.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$400.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$60.00
57776	2/6/2020	Smart Sprouts	Cleared	$307.50	4100-010-92	Approved Textbooks and Core Curricula Materials	$115.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$192.50
57782	2/6/2020	Sebastopol Ballet	Cleared	$355.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$55.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$55.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$125.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$120.00
57787	2/6/2020	Think Outside, LLC	Cleared	$1,324.05	4100-010-92	Approved Textbooks and Core Curricula Materials	**$441.35**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$441.35**

					4100-010-92	Approved Textbooks and Core Curricula Materials	**$441.35**
57791	2/6/2020	Underground Dance Company	Cleared	$57.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$57.00
57789	2/6/2020	TSW Therapy, Inc.	Cleared	$733.13	5810-010-65	Educational Consultants	**$733.13**
57786	2/6/2020	Thinkwell Corp	Cleared	$125.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$125.00**
57783	2/6/2020	Stephanie Reyes (S)	Cleared	$100.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$100.00
57795	2/6/2020	Wonder Crate	Cleared	$284.01	4100-010-92	Approved Textbooks and Core Curricula Materials	**$161.76**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$122.25**
57793	2/6/2020	Vermilion Labs LLC	Cleared	$137.64	4100-010-92	Approved Textbooks and Core Curricula Materials	**$137.64**
57797	2/6/2020	Yamashita Karate Studios	Cleared	$675.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$225.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$225.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$225.00
57770	2/6/2020	Strongmind, Inc.	Cleared	$4,681.89	5815-010-94	Advertising/Recruiting	**$4,681.89**
57684	2/6/2020	Gary L. Chin	Cleared	$520.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$150.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$130.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$240.00**
57681	2/6/2020	Kathleen Crady	Cleared	$400.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$400.00
57677	2/6/2020	Catherine Kelley	Cleared	$240.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$240.00**
57655	2/6/2020	Royal Staffing Services	Cleared	$191.04	5800-010-87	Professional/Consulting Services and Operating Expenditures	**$191.04**
57652	2/6/2020	Altitute Learning	Cleared	$55,000.00	5210-010-31	Training and Development Expense	**$55,000.00**
57653	2/6/2020	Environmental Nature Center	Cleared	$136.50	5830-010-90	Field Trip Expenses	**$136.50**
57658	2/6/2020	Anaheim Ballet School	Cleared	$87.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$43.50**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$43.50**
57679	2/6/2020	C3 Classes, LLC	Cleared	$140.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$70.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$70.00**

57682	2/6/2020	California Oaks Vision Center of Optometry	Cleared	$250.00	5810-010-65	Educational Consultants	**$125.00**
					5810-010-65	Educational Consultants	**$125.00**
57686	2/6/2020	Ramona Dickinson	Cleared	$135.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$135.00**
57771	2/6/2020	Strongmind, Inc.	Cleared	$1,816.79	5815-010-94	Advertising/Recruiting	**$1,816.79**
57775	2/6/2020	Lisa Sommers	Cleared	$157.66	4100-010-92	Approved Textbooks and Core Curricula Materials	**$157.66**
57796	2/6/2020	Weaving Earth Inc.	Cleared	$3,826.73	4100-010-92	Approved Textbooks and Core Curricula Materials	$300.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$294.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$333.33
					4100-010-92	Approved Textbooks and Core Curricula Materials	$179.40
					4100-010-92	Approved Textbooks and Core Curricula Materials	$280.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$375.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$300.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$375.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$294.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$300.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$300.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$196.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$300.00
57794	2/6/2020	Village Music School	Outstanding	$716.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$152.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$146.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$152.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$152.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$114.00
57784	2/6/2020	Christina Saiyan	Cleared	$350.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$350.00

57788	2/6/2020	Temecula Valley Therapy Services	Cleared	$900.00	5810-010-65	Educational Consultants	**$900.00**
57792	2/6/2020	Vilda	Cleared	$7,600.10	4100-010-92	Approved Textbooks and Core Curricula Materials	$250.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$432.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$306.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	$272.81
					4100-010-92	Approved Textbooks and Core Curricula Materials	$352.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$289.94
					4100-010-92	Approved Textbooks and Core Curricula Materials	$326.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	$354.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	$326.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	$326.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	$283.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	$233.75
					4100-010-92	Approved Textbooks and Core Curricula Materials	$250.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$245.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$500.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$331.64
					4100-010-92	Approved Textbooks and Core Curricula Materials	$250.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$309.53
					4100-010-92	Approved Textbooks and Core Curricula Materials	$362.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$245.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$269.12
					4100-010-92	Approved Textbooks and Core Curricula Materials	$310.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	$272.81

					4100-010-92	Approved Textbooks and Core Curricula Materials	$500.00
57790	2/6/2020	Erin Tator	Cleared	$433.34	4100-010-92	Approved Textbooks and Core Curricula Materials	**$66.67**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$100.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$100.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$100.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$66.67**
57785	2/6/2020	Teachers Synergy, LLC	Cleared	$358.83	4100-010-92	Approved Textbooks and Core Curricula Materials	**$332.38**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$26.45**
57781	2/6/2020	Scribbles and Giggles Creative Art Center	Cleared	$297.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$82.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$82.50**
					4100-010-92	Approved Textbooks and Core Curricula Materials	$49.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	$82.50
57779	2/6/2020	Sandra S. Hansen	Cleared	$60.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$60.00
57778	2/6/2020	Sandra Sappington	Cleared	$756.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$162.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$216.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$162.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$216.00
57773	2/6/2020	Rebecca Scott	Cleared	$116.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$72.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$44.00
57772	2/6/2020	Natalie Shohdy	Cleared	$198.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$99.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$99.00**
57760	2/6/2020	Raphel Marketing Inc.	Cleared	$369.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$134.70**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$234.30**
57767	2/6/2020	Showbiz Kidz	Cleared	$120.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$120.00

57769	2/6/2020	Sienna Ranch Operations, LLC	Cleared	$8,730.35	4100-010-92	Approved Textbooks and Core Curricula Materials	**$357.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$357.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$250.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$367.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$303.45**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$303.45**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$445.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$303.45**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$484.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$367.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$445.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$607.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$455.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$250.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$376.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$263.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$357.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$762.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$250.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$450.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$489.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$489.00**
57763	2/6/2020	Rock Tree Sky	Cleared	$400.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$400.00
57761	2/6/2020	Red Dragon Karate, Inc.	Cleared	$159.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$159.00

57759	2/6/2020	Gravitas Publications, Inc.	Cleared	$107.83	4100-010-92	Approved Textbooks and Core Curricula Materials	**$107.83**
57756	2/6/2020	Rainbow Resource Center	Cleared	$830.04	4100-010-92	Approved Textbooks and Core Curricula Materials	**$385.73**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$444.31**
57697	2/6/2020	Eureka Solutions	Cleared	$299.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$299.00**
57712	2/6/2020	Geri Engberg	Cleared	$180.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$180.00
57733	2/6/2020	The Madden House Inc.	Cleared	$52.60	4100-010-92	Approved Textbooks and Core Curricula Materials	**$52.60**
57755	2/6/2020	QUILL CORPORATION	Cleared	$3,272.14	4100-010-92	Approved Textbooks and Core Curricula Materials	**$77.77**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$96.95**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$103.07**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$253.89**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$122.64**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$56.91**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$164.90**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$47.28**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$107.15**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$103.07**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$158.93**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$189.57**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$89.23**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$186.73**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$315.46**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$97.86**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$61.90**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$109.49**

					4100-010-92	Approved Textbooks and Core Curricula Materials	**$88.96**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$87.89**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$79.70**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$103.54**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$122.88**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$240.91**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$205.46**
57753	2/6/2020	Matthew Power	Cleared	$1,035.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$135.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$135.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	$135.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$180.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$135.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	$180.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$135.00
57748	2/6/2020	Play Well TEKnologies	Cleared	$300.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$300.00
57749	2/6/2020	Presence Learning, Inc.	Cleared	$117.00	5810-010-65	Educational Consultants	**$117.00**
57747	2/6/2020	Ocean First Education, LLC	Cleared	$54.85	4100-010-92	Approved Textbooks and Core Curricula Materials	**$54.85**
57737	2/6/2020	Murrieta Tennis Club	Cleared	$70.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$70.00**
57744	2/6/2020	OTC Brands, Inc.	Cleared	$50.48	4100-010-92	Approved Textbooks and Core Curricula Materials	**$50.48**
57742	2/6/2020	Noonan Family Swim School Inc	Cleared	$23.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$23.00**
57741	2/6/2020	Maria M. Crane	Cleared	$465.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$30.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$60.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$60.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$60.00**

					4100-010-92	Approved Textbooks and Core Curricula Materials	**$45.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$45.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$45.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$30.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$60.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$30.00**
57738	2/6/2020	Matrix Gymnastics LLC	Cleared	$300.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$150.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$150.00**
57734	2/6/2020	McRuffy Press	Outstanding	$488.20	4100-010-92	Approved Textbooks and Core Curricula Materials	**$261.80**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$129.20**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$97.20**
57731	2/6/2020	Middletown Art Center	Cleared	$492.50	4100-010-92	Approved Textbooks and Core Curricula Materials	**$57.50**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$57.50**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$45.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$57.50**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$57.50**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$57.50**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$57.50**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$45.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$57.50**
57729	2/6/2020	Moving Beyond the Page	Cleared	$1,450.37	4100-010-92	Approved Textbooks and Core Curricula Materials	**$594.41**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$596.22**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$259.74**
57728	2/6/2020	Independent Minds Academy	Cleared	$3,060.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$330.00**

					4100-010-92	Approved Textbooks and Core Curricula Materials	**$375.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$375.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$330.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$330.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$330.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$320.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$340.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$330.00**
57725	2/6/2020	Lucky Duck Swim School	Outstanding	$112.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$112.00**
57722	2/6/2020	Lakeshore Learning Materials	Cleared	$1,672.15	4100-010-92	Approved Textbooks and Core Curricula Materials	**$259.91**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$976.55**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$136.63**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$299.06**
57718	2/6/2020	Institute for Educational Advancement	Cleared	$270.83	4100-010-92	Approved Textbooks and Core Curricula Materials	**$54.16**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$216.67**
57721	2/6/2020	Learn Beyond The Book	Cleared	$1,302.50	4100-010-92	Approved Textbooks and Core Curricula Materials	**$62.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$45.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$45.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$62.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$45.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$62.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$45.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$186.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$58.25**

					4100-010-92	Approved Textbooks and Core Curricula Materials	**$186.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$251.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$45.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$62.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$45.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$45.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$58.25**
57717	2/6/2020	Inland Empire Musical Arts Corporation	Cleared	$400.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$150.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$125.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$125.00**
57713	2/6/2020	Homeschool Buyers Co-op	Cleared	$49.25	4100-010-92	Approved Textbooks and Core Curricula Materials	**$49.25**
57711	2/6/2020	Vincent Gonzales	Cleared	$495.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$120.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$135.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$120.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$120.00**
57705	2/6/2020	Gardener's Supply Company	Cleared	$237.73	4100-010-92	Approved Textbooks and Core Curricula Materials	**$237.73**
57706	2/6/2020	Global Teletherapy	Cleared	$22,533.00	5810-010-65	Educational Consultants	**$22,533.00**
57709	2/6/2020	Guitar Center Stores, Inc.	Cleared	$1,460.20	4100-010-92	Approved Textbooks and Core Curricula Materials	**$177.13**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$129.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$129.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$119.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$137.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$129.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$238.00**

					4100-010-92	Approved Textbooks and Core Curricula Materials	**$129.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$129.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$129.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$15.07**
57703	2/6/2020	Fitbound, Inc.	Cleared	$34.95	4100-010-92	Approved Textbooks and Core Curricula Materials	**$34.95**
57702	2/6/2020	Freedom in Motion Gym, LLC	Cleared	$280.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$140.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$140.00**
57699	2/6/2020	Fat Brain Holdings, LLC	Cleared	$333.48	4100-010-92	Approved Textbooks and Core Curricula Materials	**$69.24**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$264.24**
57693	2/6/2020	Essentials in Writing	Cleared	$123.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$123.00**
57695	2/6/2020	EdTech 101	Cleared	$4,195.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$295.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$295.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$295.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$386.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$295.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$299.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$295.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$295.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$386.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$382.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$295.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$382.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$295.00**
57689	2/6/2020	Darice Terry	Cleared	$45.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$45.00

57688	2/6/2020	Desert Aquatics	Outstanding	$340.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$120.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$120.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$100.00**
57685	2/6/2020	Capay Atelier	Cleared	$885.60	4100-010-92	Approved Textbooks and Core Curricula Materials	**$399.60**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$486.00**
57680	2/6/2020	Cogito International Inc.	Cleared	$200.00	4100-010-93	Approved Textbooks and Core Curricula Materials	**$200.00**
57665	2/6/2020	Art & Soul Music Studios	Cleared	$4,096.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$160.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$156.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$167.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$156.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$167.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$82.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$87.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$87.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$87.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$160.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$242.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$87.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$238.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$228.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$82.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$156.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$247.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$156.00**

					4100-010-92	Approved Textbooks and Core Curricula Materials	**$156.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$242.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$160.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$156.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$160.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$307.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$170.00**
57675	2/6/2020	Burbank Music Academy	Cleared	$630.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$105.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$105.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$105.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$210.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$105.00**
57657	2/6/2020	Art of Problem Solving (AoPS Inc)	Cleared	$255.47	4100-010-92	Approved Textbooks and Core Curricula Materials	**$255.47**
57671	2/6/2020	BLICK Art Materials	Cleared	$323.77	4100-010-92	Approved Textbooks and Core Curricula Materials	**$323.77**
57673	2/6/2020	Blackbird & Company	Cleared	$87.98	4100-010-92	Approved Textbooks and Core Curricula Materials	**$87.98**
57668	2/6/2020	Amplio Speech, Inc.	Cleared	$8,905.40	5810-010-65	Educational Consultants	**$8,905.40**
57669	2/6/2020	APEX Movement NorCal	Cleared	$288.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$96.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$96.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$96.00**
57662	2/6/2020	Aquatic Explorations & Safety Training	Cleared	$216.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$72.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$72.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$72.00**
57654	2/6/2020	Jacqueline Granda	Cleared	$359.15	5200-010-65	Travel and Conferences	**$245.64**
					5200-010-65	Travel and Conferences	**$113.51**

57666	2/6/2020	Art + Soul Collective	Cleared	$188.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$56.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$132.00**
57667	2/6/2020	Amy Morton Brain	Cleared	$900.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$225.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$225.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$225.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$225.00**
57663	2/6/2020	APEX School of Movement San Diego	Cleared	$819.50	4100-010-92	Approved Textbooks and Core Curricula Materials	**$110.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$110.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$93.50**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$82.50**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$110.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$110.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$110.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$93.50**
57661	2/6/2020	Anchor Counseling & Education Solutions, LLC	Cleared	$11,125.00	5810-010-65	Educational Consultants	**$11,125.00**
57660	2/6/2020	A Tree of Knowledge Educational Services, Inc	Cleared	$810.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$270.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$270.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$270.00**
57659	2/6/2020	Analytical Grammar/Junior Analytical Grammar	Cleared	$166.90	4100-010-92	Approved Textbooks and Core Curricula Materials	**$166.90**
57810	2/10/2020	QUILL CORPORATION	Cleared	$606.56	4100-010-92	Approved Textbooks and Core Curricula Materials	**$64.95**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$329.99**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$33.15**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$11.54**

					4100-010-92	Approved Textbooks and Core Curricula Materials	**$101.98**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$64.95**
57805	2/10/2020	La Habra Music Center Company Inc.	Cleared	$417.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$139.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$139.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$139.00
57802	2/10/2020	Linda K. Gerhard	Cleared	$1,160.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$120.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$85.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$85.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$110.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$110.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$85.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$160.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$85.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$50.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$160.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$110.00
57803	2/10/2020	High Five Music Academy	Cleared	$200.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$140.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$60.00
57806	2/10/2020	Leadership Education Academy, LLC	Cleared	$1,885.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$145.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$145.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$145.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$185.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$145.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$145.00

					4100-010-92	Approved Textbooks and Core Curricula Materials	$145.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$145.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$145.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$145.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$145.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$250.00
57799	2/10/2020	Explorer Field Trips	Cleared	$964.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$43.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$709.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$129.00**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$83.00**
57807	2/10/2020	MoxieBox Art	Cleared	$151.98	4100-010-92	Approved Textbooks and Core Curricula Materials	**$151.98**
57798	2/10/2020	Adobe Inc.	Cleared	$1,300.00	5877-010-84	IT Services	**$1,300.00**
57816	2/10/2020	Martha Zittel	Cleared	$1,835.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$265.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$245.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$265.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$245.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$285.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$265.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$265.00
57809	2/10/2020	Oak Hill Family Ranch	Cleared	$2,261.67	4100-010-92	Approved Textbooks and Core Curricula Materials	$160.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$268.34
					4100-010-92	Approved Textbooks and Core Curricula Materials	$160.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$108.34
					4100-010-92	Approved Textbooks and Core Curricula Materials	$160.00

					4100-010-92	Approved Textbooks and Core Curricula Materials	$160.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$108.33
					4100-010-92	Approved Textbooks and Core Curricula Materials	$108.33
					4100-010-92	Approved Textbooks and Core Curricula Materials	$275.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$160.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$160.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$108.33
					4100-010-92	Approved Textbooks and Core Curricula Materials	$108.33
					4100-010-92	Approved Textbooks and Core Curricula Materials	$108.34
					4100-010-92	Approved Textbooks and Core Curricula Materials	$108.33
57800	2/10/2020	Energy Bus for Schools	Cleared	$2,008.00	5210-010-31	Training and Development Expense	**$2,008.00**
57804	2/10/2020	Lincoln Learning Solutions	Cleared	$100.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$50.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$50.00
57801	2/10/2020	Fusion, LLC	Cleared	$2,379.73	5900-010-94	Communications (Tele., Internet, Copies,Postage,Messenger)	**$2,379.73**
57808	2/10/2020	Nessy Learning LLC.	Cleared	$75.00	4100-010-92	Approved Textbooks and Core Curricula Materials	**$75.00**
57814	2/10/2020	Viva Learning Community	Cleared	$233.33	4100-010-92	Approved Textbooks and Core Curricula Materials	$233.33
57815	2/10/2020	VoogDesigns	Cleared	$69.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$69.00
57813	2/10/2020	T5 Sportwear & Promotions, LLC	Cleared	$2,168.39	5815-010-80	Advertising/Recruiting	**$2,168.39**
57812	2/10/2020	Rhythms Performing Arts	Cleared	$121.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$121.00
57811	2/10/2020	QBI, LLC	Cleared	$825.00	5873-010-84	Financial Services	**$825.00**
57817	2/11/2020	Raphel Marketing Inc.	Cleared	$79.70	4100-010-92	Approved Textbooks and Core Curricula Materials	$79.70
57819	2/13/2020	Big Bear Valley Recreation & Park District	Cleared	$200.00	5830-010-90	Field Trip Expenses	**$200.00**
57818	2/13/2020	A Brighter Child, Inc.	Cleared	$1,296.79	4100-010-92	Approved Textbooks and Core Curricula Materials	**$917.26**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$114.14**

					4100-010-92	Approved Textbooks and Core Curricula Materials	**$226.70**
					4100-010-92	Approved Textbooks and Core Curricula Materials	**$38.69**
57824	2/13/2020	Schulz Museum	Cleared	$100.00	5830-010-90	Field Trip Expenses	**$100.00**
57825	2/13/2020	Snoopy's Home	Cleared	$140.00	5830-010-90	Field Trip Expenses	**$140.00**
57820	2/13/2020	City of Santa Ana	Cleared	$210.00	5830-010-90	Field Trip Expenses	**$210.00**
57823	2/13/2020	Republic Indemnity Co Of America	Cleared	$5,933.40	3603-010-84	Worker Compensation Insurance	**$5,933.40**
57822	2/13/2020	Royal Staffing Services	Cleared	$949.24	5800-010-87	Professional/Consulting Services and Operating Expenditures	**$949.24**
57821	2/13/2020	Lil' Chef School	Cleared	$100.00	5830-010-90	Field Trip Expenses	**$100.00**
57828	2/20/2020	Infinity Kids	Cleared	$1,120.00	5810-010-65	Educational Consultants	**$1,120.00**
57827	2/20/2020	Global Teletherapy	Cleared	$22,493.00	5810-010-65	Educational Consultants	**$22,493.00**
57826	2/20/2020	EMH Sports USA Inc	Cleared	$170.00	5810-010-65	Educational Consultants	**$170.00**
57829	2/20/2020	Kids Institute for Development and Advancement LLC	Cleared	$910.00	5810-010-65	Educational Consultants	**$910.00**
57830	2/20/2020	McColgan & Associates INC	Cleared	$2,650.00	5810-010-65	Educational Consultants	**$2,650.00**
57831	2/20/2020	Oxford Consulting Services Inc.	Cleared	$9,877.50	5810-010-65	Educational Consultants	**$9,877.50**
57834	2/20/2020	Danielle Valencia	Cleared	$20.00	5901-010-91	Scholar Internet Reimbursement	**$20.00**
57833	2/20/2020	Royal Staffing Services	Cleared	$789.95	5800-010-87	Professional/Consulting Services and Operating Expenditures	**$789.95**
57832	2/20/2020	TSW Therapy, Inc.	Cleared	$733.13	5810-010-65	Educational Consultants	**$733.13**
57930	2/21/2020	Shiller & Co. Inc	Cleared	$417.95	4100-010-92	Approved Textbooks and Core Curricula Materials	$417.95
57911	2/21/2020	Pandia Press INC	Cleared	$73.90	4100-010-92	Approved Textbooks and Core Curricula Materials	$73.90
57937	2/21/2020	Naylie Carolina Umana	Cleared	$1,234.80	4100-010-92	Approved Textbooks and Core Curricula Materials	$126.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$277.20
					4100-010-92	Approved Textbooks and Core Curricula Materials	$277.20
					4100-010-92	Approved Textbooks and Core Curricula Materials	$277.20

					4100-010-92	Approved Textbooks and Core Curricula Materials	$277.20
57912	2/21/2020	Piano4Everyone Conejo Valley	Cleared	$1,020.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$140.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$160.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$140.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$160.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$120.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$160.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$140.00
57939	2/21/2020	Vermilion Labs LLC	Cleared	$209.46	4100-010-92	Approved Textbooks and Core Curricula Materials	$137.64
					4100-010-92	Approved Textbooks and Core Curricula Materials	$71.82
57940	2/21/2020	Valverde School of Performing Arts	Cleared	$451.72	4100-010-92	Approved Textbooks and Core Curricula Materials	$91.36
					4100-010-92	Approved Textbooks and Core Curricula Materials	$94.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$91.36
					4100-010-92	Approved Textbooks and Core Curricula Materials	$47.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$128.00
57938	2/21/2020	United Scope, LLC	Cleared	$372.27	4100-010-92	Approved Textbooks and Core Curricula Materials	$372.27
57941	2/21/2020	Viva Learning Community	Cleared	$15,866.69	4100-010-92	Approved Textbooks and Core Curricula Materials	$233.33
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57885	2/21/2020	Lakeshore Learning Materials	Cleared	$3,509.45	4100-010-92	Approved Textbooks and Core Curricula Materials	$25.30
					4100-010-92	Approved Textbooks and Core Curricula Materials	$468.79
					4100-010-92	Approved Textbooks and Core Curricula Materials	$554.97
					4100-010-92	Approved Textbooks and Core Curricula Materials	$116.58
					4100-010-92	Approved Textbooks and Core Curricula Materials	$61.73
					4100-010-92	Approved Textbooks and Core Curricula Materials	$184.09
					4100-010-92	Approved Textbooks and Core Curricula Materials	$163.92
					4100-010-92	Approved Textbooks and Core Curricula Materials	$339.80
					4100-010-92	Approved Textbooks and Core Curricula Materials	$217.82
					4100-010-92	Approved Textbooks and Core Curricula Materials	$90.77
					4100-010-92	Approved Textbooks and Core Curricula Materials	$433.35
					4100-010-92	Approved Textbooks and Core Curricula Materials	$324.07

					4100-010-92	Approved Textbooks and Core Curricula Materials	$166.24
					4100-010-92	Approved Textbooks and Core Curricula Materials	$179.78
					4100-010-92	Approved Textbooks and Core Curricula Materials	$58.68
					4100-010-92	Approved Textbooks and Core Curricula Materials	$123.56
57935	2/21/2020	Teachers Synergy, LLC	Cleared	$390.04	4100-010-92	Approved Textbooks and Core Curricula Materials	$269.02
					4100-010-92	Approved Textbooks and Core Curricula Materials	$31.19
					4100-010-92	Approved Textbooks and Core Curricula Materials	$30.94
					4100-010-92	Approved Textbooks and Core Curricula Materials	$58.89
57936	2/21/2020	Time 4 Learning	Outstanding	$4,070.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$25.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$35.00
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57873	2/21/2020	Generation Genius, Inc	Cleared	$95.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$95.00
57913	2/21/2020	Playcorps, LLC	Cleared	$195.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$135.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$30.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$30.00
57915	2/21/2020	Precision Learning Academy	Cleared	$553.25	4100-010-92	Approved Textbooks and Core Curricula Materials	$68.75
					4100-010-92	Approved Textbooks and Core Curricula Materials	$68.75
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					4100-010-92	Approved Textbooks and Core Curricula Materials	$72.00

					4100-010-92	Approved Textbooks and Core Curricula Materials	$68.75
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57914	2/21/2020	Paper Scissors Stone	Cleared	$171.75	4100-010-92	Approved Textbooks and Core Curricula Materials	$171.75
57875	2/21/2020	Grace M. Edwards	Cleared	$148.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$148.00
57872	2/21/2020	Grow and Make LLC	Cleared	$185.80	4100-010-92	Approved Textbooks and Core Curricula Materials	$185.80
57846	2/21/2020	BookShark LLC	Cleared	$6,394.64	4100-010-92	Approved Textbooks and Core Curricula Materials	$758.24
					4100-010-92	Approved Textbooks and Core Curricula Materials	$441.78
					4100-010-92	Approved Textbooks and Core Curricula Materials	$232.05
					4100-010-92	Approved Textbooks and Core Curricula Materials	$54.36
					4100-010-92	Approved Textbooks and Core Curricula Materials	$398.36
					4100-010-92	Approved Textbooks and Core Curricula Materials	$558.15
					4100-010-92	Approved Textbooks and Core Curricula Materials	$140.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	$346.96
					4100-010-92	Approved Textbooks and Core Curricula Materials	$811.36
					4100-010-92	Approved Textbooks and Core Curricula Materials	$105.49
					4100-010-92	Approved Textbooks and Core Curricula Materials	$601.20
					4100-010-92	Approved Textbooks and Core Curricula Materials	$881.40
					4100-010-92	Approved Textbooks and Core Curricula Materials	$752.61
					4100-010-92	Approved Textbooks and Core Curricula Materials	$204.45
					4100-010-92	Approved Textbooks and Core Curricula Materials	$107.73
57916	2/21/2020	Jennifer Perry	Outstanding	$180.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$180.00
57877	2/21/2020	Handwriting Without Tears	Cleared	$514.09	4100-010-92	Approved Textbooks and Core Curricula Materials	$76.27
					4100-010-92	Approved Textbooks and Core Curricula Materials	$36.12
					4100-010-92	Approved Textbooks and Core Curricula Materials	$28.80

					4100-010-92	Approved Textbooks and Core Curricula Materials	$10.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$69.12
					4100-010-92	Approved Textbooks and Core Curricula Materials	$293.78
57864	2/21/2020	Education.com	Cleared	$120.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$60.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$60.00
57837	2/21/2020	Arbor Learning Community	Cleared	$1,275.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$60.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$60.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$130.00
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					4100-010-92	Approved Textbooks and Core Curricula Materials	$255.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$110.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$260.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$165.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$45.00
57878	2/21/2020	Homeschool Buyers Co-op	Cleared	$74.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$74.00
57879	2/21/2020	Innovative Learning Concepts, Inc	Cleared	$252.30	4100-010-92	Approved Textbooks and Core Curricula Materials	$145.68
					4100-010-92	Approved Textbooks and Core Curricula Materials	$106.62
57880	2/21/2020	ID123	Cleared	$402.50	5877-010-86	IT Services	**$402.50**
57847	2/21/2020	B & H Foto & Electronics	Cleared	$1,308.96	4100-010-92	Approved Textbooks and Core Curricula Materials	$234.94
					4100-010-92	Approved Textbooks and Core Curricula Materials	$406.80
					4100-010-92	Approved Textbooks and Core Curricula Materials	$570.26
					4100-010-92	Approved Textbooks and Core Curricula Materials	$96.96
57853	2/21/2020	A Child's Dream	Cleared	$1,508.83	4100-010-92	Approved Textbooks and Core Curricula Materials	$346.84
					4100-010-92	Approved Textbooks and Core Curricula Materials	$103.94

					4100-010-92	Approved Textbooks and Core Curricula Materials	$43.95
					4100-010-92	Approved Textbooks and Core Curricula Materials	$351.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$40.80
					4100-010-92	Approved Textbooks and Core Curricula Materials	$455.10
					4100-010-92	Approved Textbooks and Core Curricula Materials	$167.20
57852	2/21/2020	Bonnie LaVallo	Cleared	$150.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$150.00
57868	2/21/2020	Fat Brain Holdings, LLC	Cleared	$456.64	4100-010-92	Approved Textbooks and Core Curricula Materials	$331.07
					4100-010-92	Approved Textbooks and Core Curricula Materials	$125.57
57841	2/21/2020	Alternative Resolution Centers, LLC	Cleared	$3,200.00	5805-010-80	Legal Services	**$3,200.00**
57869	2/21/2020	Firestorm Freerunning & Acrobatics	Cleared	$115.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$70.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$45.00
57842	2/21/2020	BLICK Art Materials	Cleared	$1,002.39	4100-010-92	Approved Textbooks and Core Curricula Materials	$93.06
					4100-010-92	Approved Textbooks and Core Curricula Materials	$52.47
					4100-010-92	Approved Textbooks and Core Curricula Materials	$108.07
					4100-010-92	Approved Textbooks and Core Curricula Materials	$102.78
					4100-010-92	Approved Textbooks and Core Curricula Materials	$39.36
					4100-010-92	Approved Textbooks and Core Curricula Materials	$102.24
					4100-010-92	Approved Textbooks and Core Curricula Materials	$120.15
					4100-010-92	Approved Textbooks and Core Curricula Materials	$67.58
					4100-010-92	Approved Textbooks and Core Curricula Materials	$248.34
					4100-010-92	Approved Textbooks and Core Curricula Materials	$68.34
57836	2/21/2020	All About Learning Press, Inc.	Cleared	$1,050.09	4100-010-92	Approved Textbooks and Core Curricula Materials	$67.37
					4100-010-92	Approved Textbooks and Core Curricula Materials	$187.63
					4100-010-92	Approved Textbooks and Core Curricula Materials	$178.90

					4100-010-92	Approved Textbooks and Core Curricula Materials	$156.04
					4100-010-92	Approved Textbooks and Core Curricula Materials	$460.15
57942	2/21/2020	Kimberly Votaw	Cleared	$480.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$96.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$96.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$96.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$96.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$96.00
57835	2/21/2020	Apple Inc	Cleared	$14,344.77	4100-010-92	Approved Textbooks and Core Curricula Materials	$619.13
					4100-010-92	Approved Textbooks and Core Curricula Materials	$53.57
					4100-010-92	Approved Textbooks and Core Curricula Materials	$510.93
					4100-010-92	Approved Textbooks and Core Curricula Materials	$445.51
					4100-010-92	Approved Textbooks and Core Curricula Materials	$1,097.55
					4100-010-92	Approved Textbooks and Core Curricula Materials	$53.57
					4100-010-92	Approved Textbooks and Core Curricula Materials	$445.51
					4100-010-92	Approved Textbooks and Core Curricula Materials	$48.21
					4100-010-92	Approved Textbooks and Core Curricula Materials	$1,472.93
					4100-010-92	Approved Textbooks and Core Curricula Materials	$510.93
					4100-010-92	Approved Textbooks and Core Curricula Materials	$1,491.86
					4100-010-92	Approved Textbooks and Core Curricula Materials	$776.91
					4100-010-92	Approved Textbooks and Core Curricula Materials	$1,097.55
					4100-010-92	Approved Textbooks and Core Curricula Materials	$1,097.55
					4100-010-92	Approved Textbooks and Core Curricula Materials	$1,491.86
					4100-010-92	Approved Textbooks and Core Curricula Materials	$1,258.43
					4100-010-92	Approved Textbooks and Core Curricula Materials	$776.91

					4100-010-92	Approved Textbooks and Core Curricula Materials	$510.93
					4100-010-92	Approved Textbooks and Core Curricula Materials	$584.93
57870	2/21/2020	Fresh Education, Inc.	Cleared	$15,700.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$300.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$300.00
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					4100-010-92	Approved Textbooks and Core Curricula Materials	$150.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$300.00
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					4100-010-92	Approved Textbooks and Core Curricula Materials	$300.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$300.00
57882	2/21/2020	KiwiCo, Inc	Outstanding	$2,751.19	4100-010-92	Approved Textbooks and Core Curricula Materials	$120.18
					4100-010-92	Approved Textbooks and Core Curricula Materials	$118.53
					4100-010-92	Approved Textbooks and Core Curricula Materials	$119.08
					4100-010-92	Approved Textbooks and Core Curricula Materials	$119.63
					4100-010-92	Approved Textbooks and Core Curricula Materials	$119.63
					4100-010-92	Approved Textbooks and Core Curricula Materials	$238.16
					4100-010-92	Approved Textbooks and Core Curricula Materials	$238.16
					4100-010-92	Approved Textbooks and Core Curricula Materials	$119.90
					4100-010-92	Approved Textbooks and Core Curricula Materials	$118.53
					4100-010-92	Approved Textbooks and Core Curricula Materials	$129.90
					4100-010-92	Approved Textbooks and Core Curricula Materials	$302.78
					4100-010-92	Approved Textbooks and Core Curricula Materials	$411.31
					4100-010-92	Approved Textbooks and Core Curricula Materials	$119.08
					4100-010-92	Approved Textbooks and Core Curricula Materials	$119.63
					4100-010-92	Approved Textbooks and Core Curricula Materials	$238.16
					4100-010-92	Approved Textbooks and Core Curricula Materials	$118.53

57881	2/21/2020	Judy L. Jenkins	Cleared	$720.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$160.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$320.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$80.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$80.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$80.00
57865	2/21/2020	EdTech 101	Cleared	$3,223.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$386.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$382.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$295.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$295.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$295.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$382.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$299.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$295.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$299.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$295.00
57917	2/21/2020	QUILL CORPORATION	Cleared	$3,846.76	4100-010-92	Approved Textbooks and Core Curricula Materials	$265.64
					4100-010-92	Approved Textbooks and Core Curricula Materials	$185.04
					4100-010-92	Approved Textbooks and Core Curricula Materials	$53.35
					4100-010-92	Approved Textbooks and Core Curricula Materials	$123.34
					4100-010-92	Approved Textbooks and Core Curricula Materials	$68.97
					4100-010-92	Approved Textbooks and Core Curricula Materials	$205.52
					4100-010-92	Approved Textbooks and Core Curricula Materials	$225.43
					4100-010-92	Approved Textbooks and Core Curricula Materials	$279.99
					4100-010-92	Approved Textbooks and Core Curricula Materials	$144.08

					4100-010-92	Approved Textbooks and Core Curricula Materials	$50.30
					4100-010-92	Approved Textbooks and Core Curricula Materials	$127.35
					4100-010-92	Approved Textbooks and Core Curricula Materials	$60.81
					4100-010-92	Approved Textbooks and Core Curricula Materials	$125.49
					4100-010-92	Approved Textbooks and Core Curricula Materials	$71.87
					4100-010-92	Approved Textbooks and Core Curricula Materials	$109.90
					4100-010-92	Approved Textbooks and Core Curricula Materials	$257.85
					4100-010-92	Approved Textbooks and Core Curricula Materials	$76.58
					4100-010-92	Approved Textbooks and Core Curricula Materials	$55.25
					4100-010-92	Approved Textbooks and Core Curricula Materials	$12.33
					4100-010-92	Approved Textbooks and Core Curricula Materials	$126.72
					4100-010-92	Approved Textbooks and Core Curricula Materials	$58.89
					4100-010-92	Approved Textbooks and Core Curricula Materials	$65.82
					4100-010-92	Approved Textbooks and Core Curricula Materials	$71.21
					4100-010-92	Approved Textbooks and Core Curricula Materials	$115.04
					4100-010-92	Approved Textbooks and Core Curricula Materials	$115.11
					4100-010-92	Approved Textbooks and Core Curricula Materials	$242.03
					4100-010-92	Approved Textbooks and Core Curricula Materials	$148.46
					4100-010-92	Approved Textbooks and Core Curricula Materials	$73.83
					4100-010-92	Approved Textbooks and Core Curricula Materials	$146.37
					4100-010-92	Approved Textbooks and Core Curricula Materials	$94.99
					4100-010-92	Approved Textbooks and Core Curricula Materials	$89.20
57876	2/21/2020	Home Science Tools	Cleared	$707.13	4100-010-92	Approved Textbooks and Core Curricula Materials	$355.98
					4100-010-92	Approved Textbooks and Core Curricula Materials	$59.70

					4100-010-92	Approved Textbooks and Core Curricula Materials	$98.43
					4100-010-92	Approved Textbooks and Core Curricula Materials	$193.02
57874	2/21/2020	Guitar Center Stores, Inc.	Cleared	$229.70	4100-010-92	Approved Textbooks and Core Curricula Materials	$229.70
57934	2/21/2020	Steven A. Joselson	Cleared	$100.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$100.00
57845	2/21/2020	Brave Writer LLC	Cleared	$99.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$99.00
57910	2/21/2020	Outside the Box Creation	Cleared	$45.95	4100-010-92	Approved Textbooks and Core Curricula Materials	$45.95
57925	2/21/2020	Scientifics Direct	Cleared	$88.90	4100-010-92	Approved Textbooks and Core Curricula Materials	$88.90
57857	2/21/2020	Caustics Digital Academy	Cleared	$630.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$63.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$63.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$63.00
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					4100-010-92	Approved Textbooks and Core Curricula Materials	$63.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$63.00
57894	2/21/2020	McRory Pediatric Services, Inc.	Outstanding	$845.00	5810-010-65	Educational Consultants	**$845.00**
57895	2/21/2020	Mojo Learning Inc.	Cleared	$199.99	4100-010-92	Approved Textbooks and Core Curricula Materials	$199.99
57896	2/21/2020	Money Munchkids	Cleared	$461.10	4100-010-92	Approved Textbooks and Core Curricula Materials	$97.60
					4100-010-92	Approved Textbooks and Core Curricula Materials	$97.60
					4100-010-92	Approved Textbooks and Core Curricula Materials	$97.60
					4100-010-92	Approved Textbooks and Core Curricula Materials	$97.60
					4100-010-92	Approved Textbooks and Core Curricula Materials	$70.70

57893	2/21/2020	Marlene Halvorson	Outstanding	$90.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$90.00
57871	2/21/2020	Gardener's Supply Company	Cleared	$629.44	4100-010-92	Approved Textbooks and Core Curricula Materials	$124.63
					4100-010-92	Approved Textbooks and Core Curricula Materials	$181.32
					4100-010-92	Approved Textbooks and Core Curricula Materials	$144.83
					4100-010-92	Approved Textbooks and Core Curricula Materials	$178.66
57898	2/21/2020	Mystery Science Inc.	Outstanding	$69.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$69.00
57900	2/21/2020	Music Centre	Cleared	$492.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$110.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$81.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$110.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$81.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$110.00
57899	2/21/2020	Meike Mandel	Cleared	$210.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$210.00
57897	2/21/2020	Monart School of Art	Cleared	$75.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$75.00
57844	2/21/2020	Barnes & Noble, Inc.	Cleared	$12.86	4100-010-92	Approved Textbooks and Core Curricula Materials	$12.86
57902	2/21/2020	Mrs Wordsmith Inc.	Outstanding	$44.90	4100-010-92	Approved Textbooks and Core Curricula Materials	$44.90
57904	2/21/2020	Noonan Family Swim School Inc	Cleared	$92.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$92.00
57906	2/21/2020	Nessy Learning LLC.	Cleared	$75.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$75.00
57907	2/21/2020	Oak Meadow Inc.	Cleared	$2,429.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$820.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$280.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$277.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$580.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$472.00
57905	2/21/2020	Nature-Watch	Cleared	$37.84	4100-010-92	Approved Textbooks and Core Curricula Materials	$37.84
57919	2/21/2020	Kitchen Kid LLC	Cleared	$578.16	4100-010-92	Approved Textbooks and Core Curricula Materials	$144.54

					4100-010-92	Approved Textbooks and Core Curricula Materials	$144.54
					4100-010-92	Approved Textbooks and Core Curricula Materials	$144.54
					4100-010-92	Approved Textbooks and Core Curricula Materials	$144.54
57901	2/21/2020	Melody and Chord Creative Learning	Cleared	$180.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$180.00
57920	2/21/2020	Riff's Music	Cleared	$800.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$130.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$130.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$130.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$150.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$260.00
57909	2/21/2020	Oak Hill Family Ranch	Cleared	$588.34	4100-010-92	Approved Textbooks and Core Curricula Materials	$160.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$160.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$268.34
57921	2/21/2020	Recreational Music Center	Cleared	$145.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$145.00
57922	2/21/2020	Rebel Art School, Inc.	Cleared	$390.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$195.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$195.00
57924	2/21/2020	Singapore Math Inc.	Cleared	$586.68	4100-010-92	Approved Textbooks and Core Curricula Materials	$59.21
					4100-010-92	Approved Textbooks and Core Curricula Materials	$115.78
					4100-010-92	Approved Textbooks and Core Curricula Materials	$61.05
					4100-010-92	Approved Textbooks and Core Curricula Materials	$106.89
					4100-010-92	Approved Textbooks and Core Curricula Materials	$116.21
					4100-010-92	Approved Textbooks and Core Curricula Materials	$63.96
					4100-010-92	Approved Textbooks and Core Curricula Materials	$63.58
57923	2/21/2020	School Specialty	Cleared	$37.24	4100-010-92	Approved Textbooks and Core Curricula Materials	$37.24
57883	2/21/2020	Karen Fournier	Cleared	$225.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$80.00

					4100-010-92	Approved Textbooks and Core Curricula Materials	$145.00
57884	2/21/2020	LEGO Brand Retail , Inc	Cleared	$560.41	4100-010-92	Approved Textbooks and Core Curricula Materials	$391.90
					4100-010-92	Approved Textbooks and Core Curricula Materials	$168.51
57927	2/21/2020	Starfall Education	Cleared	$35.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$35.00
57928	2/21/2020	Silicon Valley High School	Cleared	$95.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$95.00
57929	2/21/2020	Lisa Sommers	Cleared	$315.32	4100-010-92	Approved Textbooks and Core Curricula Materials	$315.32
57931	2/21/2020	Summit Education Center	Cleared	$500.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$400.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$100.00
57932	2/21/2020	David Silva	Cleared	$250.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$100.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$150.00
57933	2/21/2020	Elizabeth Skopp	Cleared	$870.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$60.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$60.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$75.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$60.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$75.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$60.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$60.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$75.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$60.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$60.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$75.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$75.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$75.00
57926	2/21/2020	Scholastic Store	Cleared	$44.43	4100-010-92	Approved Textbooks and Core Curricula Materials	$29.97

					4100-010-92	Approved Textbooks and Core Curricula Materials	$14.46
57908	2/21/2020	OTC Brands, Inc.	Cleared	$99.81	4100-010-92	Approved Textbooks and Core Curricula Materials	$26.34
					4100-010-92	Approved Textbooks and Core Curricula Materials	$73.47
57903	2/21/2020	Nasco Modesto	Cleared	$50.76	4100-010-92	Approved Textbooks and Core Curricula Materials	$50.76
57854	2/21/2020	Cynthia Dapello	Cleared	$1,008.00	5810-010-65	Educational Consultants	**$1,008.00**
57851	2/21/2020	Big Break Jiu Jitsu	Cleared	$740.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$120.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$120.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$120.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$120.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$120.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$140.00
57858	2/21/2020	Department of Justice	Cleared	$128.00	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**
57855	2/21/2020	California Department Of Tax & Fee Admin.	Outstanding	$1,190.00	5890-010-84	Interest Expense/Fees	$1,190.00
57888	2/21/2020	McGraw-Hill School Education Holdings, LLC	Cleared	$207.46	4100-010-92	Approved Textbooks and Core Curricula Materials	$207.46
57918	2/21/2020	Rainbow Resource Center	Cleared	$33,831.17	4100-010-92	Approved Textbooks and Core Curricula Materials	$512.62
					4100-010-92	Approved Textbooks and Core Curricula Materials	$145.90
					4100-010-92	Approved Textbooks and Core Curricula Materials	$55.83
					4100-010-92	Approved Textbooks and Core Curricula Materials	$127.32
					4100-010-92	Approved Textbooks and Core Curricula Materials	$296.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	$180.66
					4100-010-92	Approved Textbooks and Core Curricula Materials	$193.82

4100-010-92	Approved Textbooks and Core Curricula Materials	$349.21
4100-010-92	Approved Textbooks and Core Curricula Materials	$141.25
4100-010-92	Approved Textbooks and Core Curricula Materials	$460.46
4100-010-92	Approved Textbooks and Core Curricula Materials	$254.77
4100-010-92	Approved Textbooks and Core Curricula Materials	$145.77
4100-010-92	Approved Textbooks and Core Curricula Materials	$151.35
4100-010-92	Approved Textbooks and Core Curricula Materials	$96.91
4100-010-92	Approved Textbooks and Core Curricula Materials	$39.91
4100-010-92	Approved Textbooks and Core Curricula Materials	$60.49
4100-010-92	Approved Textbooks and Core Curricula Materials	$348.08
4100-010-92	Approved Textbooks and Core Curricula Materials	$117.28
4100-010-92	Approved Textbooks and Core Curricula Materials	$193.26
4100-010-92	Approved Textbooks and Core Curricula Materials	$106.13
4100-010-92	Approved Textbooks and Core Curricula Materials	$26.24
4100-010-92	Approved Textbooks and Core Curricula Materials	$123.94
4100-010-92	Approved Textbooks and Core Curricula Materials	$168.15
4100-010-92	Approved Textbooks and Core Curricula Materials	$294.72
4100-010-92	Approved Textbooks and Core Curricula Materials	$125.35
4100-010-92	Approved Textbooks and Core Curricula Materials	$73.42
4100-010-92	Approved Textbooks and Core Curricula Materials	$112.99
4100-010-92	Approved Textbooks and Core Curricula Materials	$187.37
4100-010-92	Approved Textbooks and Core Curricula Materials	$574.77
4100-010-92	Approved Textbooks and Core Curricula Materials	$268.66
4100-010-92	Approved Textbooks and Core Curricula Materials	$60.90

4100-010-92	Approved Textbooks and Core Curricula Materials	$23.74
4100-010-92	Approved Textbooks and Core Curricula Materials	$125.13
4100-010-92	Approved Textbooks and Core Curricula Materials	$108.32
4100-010-92	Approved Textbooks and Core Curricula Materials	$26.85
4100-010-92	Approved Textbooks and Core Curricula Materials	$317.62
4100-010-92	Approved Textbooks and Core Curricula Materials	$28.89
4100-010-92	Approved Textbooks and Core Curricula Materials	$114.25
4100-010-92	Approved Textbooks and Core Curricula Materials	$119.86
4100-010-92	Approved Textbooks and Core Curricula Materials	$283.87
4100-010-92	Approved Textbooks and Core Curricula Materials	$252.08
4100-010-92	Approved Textbooks and Core Curricula Materials	$82.73
4100-010-92	Approved Textbooks and Core Curricula Materials	$228.12
4100-010-92	Approved Textbooks and Core Curricula Materials	$526.81
4100-010-92	Approved Textbooks and Core Curricula Materials	$263.23
4100-010-92	Approved Textbooks and Core Curricula Materials	$65.82
4100-010-92	Approved Textbooks and Core Curricula Materials	$402.80
4100-010-92	Approved Textbooks and Core Curricula Materials	$131.29
4100-010-92	Approved Textbooks and Core Curricula Materials	$292.78
4100-010-92	Approved Textbooks and Core Curricula Materials	$531.96
4100-010-92	Approved Textbooks and Core Curricula Materials	$290.53
4100-010-92	Approved Textbooks and Core Curricula Materials	$155.98
4100-010-92	Approved Textbooks and Core Curricula Materials	$453.71
4100-010-92	Approved Textbooks and Core Curricula Materials	$164.14
4100-010-92	Approved Textbooks and Core Curricula Materials	$39.77

4100-010-92	Approved Textbooks and Core Curricula Materials	$208.63
4100-010-92	Approved Textbooks and Core Curricula Materials	$84.77
4100-010-92	Approved Textbooks and Core Curricula Materials	$57.82
4100-010-92	Approved Textbooks and Core Curricula Materials	$58.21
4100-010-92	Approved Textbooks and Core Curricula Materials	$268.49
4100-010-92	Approved Textbooks and Core Curricula Materials	$167.91
4100-010-92	Approved Textbooks and Core Curricula Materials	$122.81
4100-010-92	Approved Textbooks and Core Curricula Materials	$162.91
4100-010-92	Approved Textbooks and Core Curricula Materials	$182.10
4100-010-92	Approved Textbooks and Core Curricula Materials	$235.34
4100-010-92	Approved Textbooks and Core Curricula Materials	$117.89
4100-010-92	Approved Textbooks and Core Curricula Materials	$332.40
4100-010-92	Approved Textbooks and Core Curricula Materials	$179.53
4100-010-92	Approved Textbooks and Core Curricula Materials	$306.32
4100-010-92	Approved Textbooks and Core Curricula Materials	$142.01
4100-010-92	Approved Textbooks and Core Curricula Materials	$252.79
4100-010-92	Approved Textbooks and Core Curricula Materials	$162.04
4100-010-92	Approved Textbooks and Core Curricula Materials	$141.25
4100-010-92	Approved Textbooks and Core Curricula Materials	$677.55
4100-010-92	Approved Textbooks and Core Curricula Materials	$238.35
4100-010-92	Approved Textbooks and Core Curricula Materials	$220.77
4100-010-92	Approved Textbooks and Core Curricula Materials	$194.25
4100-010-92	Approved Textbooks and Core Curricula Materials	$538.33
4100-010-92	Approved Textbooks and Core Curricula Materials	$16.15

4100-010-92	Approved Textbooks and Core Curricula Materials	$161.26
4100-010-92	Approved Textbooks and Core Curricula Materials	$254.30
4100-010-92	Approved Textbooks and Core Curricula Materials	$36.32
4100-010-92	Approved Textbooks and Core Curricula Materials	$369.71
4100-010-92	Approved Textbooks and Core Curricula Materials	$31.43
4100-010-92	Approved Textbooks and Core Curricula Materials	$62.10
4100-010-92	Approved Textbooks and Core Curricula Materials	$231.79
4100-010-92	Approved Textbooks and Core Curricula Materials	$100.19
4100-010-92	Approved Textbooks and Core Curricula Materials	$209.00
4100-010-92	Approved Textbooks and Core Curricula Materials	$174.22
4100-010-92	Approved Textbooks and Core Curricula Materials	$85.37
4100-010-92	Approved Textbooks and Core Curricula Materials	$304.65
4100-010-92	Approved Textbooks and Core Curricula Materials	$80.34
4100-010-92	Approved Textbooks and Core Curricula Materials	$143.16
4100-010-92	Approved Textbooks and Core Curricula Materials	$46.61
4100-010-92	Approved Textbooks and Core Curricula Materials	$59.35
4100-010-92	Approved Textbooks and Core Curricula Materials	$116.26
4100-010-92	Approved Textbooks and Core Curricula Materials	$96.46
4100-010-92	Approved Textbooks and Core Curricula Materials	$179.05
4100-010-92	Approved Textbooks and Core Curricula Materials	$193.37
4100-010-92	Approved Textbooks and Core Curricula Materials	$43.22
4100-010-92	Approved Textbooks and Core Curricula Materials	$110.56
4100-010-92	Approved Textbooks and Core Curricula Materials	$329.45
4100-010-92	Approved Textbooks and Core Curricula Materials	$295.68

4100-010-92	Approved Textbooks and Core Curricula Materials	$166.90
4100-010-92	Approved Textbooks and Core Curricula Materials	$128.52
4100-010-92	Approved Textbooks and Core Curricula Materials	$563.20
4100-010-92	Approved Textbooks and Core Curricula Materials	$167.21
4100-010-92	Approved Textbooks and Core Curricula Materials	$57.46
4100-010-92	Approved Textbooks and Core Curricula Materials	$60.92
4100-010-92	Approved Textbooks and Core Curricula Materials	$207.31
4100-010-92	Approved Textbooks and Core Curricula Materials	$275.60
4100-010-92	Approved Textbooks and Core Curricula Materials	$52.71
4100-010-92	Approved Textbooks and Core Curricula Materials	$672.82
4100-010-92	Approved Textbooks and Core Curricula Materials	$123.66
4100-010-92	Approved Textbooks and Core Curricula Materials	$271.60
4100-010-92	Approved Textbooks and Core Curricula Materials	$29.13
4100-010-92	Approved Textbooks and Core Curricula Materials	$227.12
4100-010-92	Approved Textbooks and Core Curricula Materials	$230.54
4100-010-92	Approved Textbooks and Core Curricula Materials	$95.79
4100-010-92	Approved Textbooks and Core Curricula Materials	$500.56
4100-010-92	Approved Textbooks and Core Curricula Materials	$641.95
4100-010-92	Approved Textbooks and Core Curricula Materials	$261.13
4100-010-92	Approved Textbooks and Core Curricula Materials	$23.49
4100-010-92	Approved Textbooks and Core Curricula Materials	$232.13
4100-010-92	Approved Textbooks and Core Curricula Materials	$451.15
4100-010-92	Approved Textbooks and Core Curricula Materials	$50.74
4100-010-92	Approved Textbooks and Core Curricula Materials	$134.05

4100-010-92	Approved Textbooks and Core Curricula Materials	$61.53
4100-010-92	Approved Textbooks and Core Curricula Materials	$56.55
4100-010-92	Approved Textbooks and Core Curricula Materials	$231.96
4100-010-92	Approved Textbooks and Core Curricula Materials	$706.54
4100-010-92	Approved Textbooks and Core Curricula Materials	$312.43
4100-010-92	Approved Textbooks and Core Curricula Materials	$57.49
4100-010-92	Approved Textbooks and Core Curricula Materials	$164.18
4100-010-92	Approved Textbooks and Core Curricula Materials	$140.69
4100-010-92	Approved Textbooks and Core Curricula Materials	$633.28
4100-010-92	Approved Textbooks and Core Curricula Materials	$146.04
4100-010-92	Approved Textbooks and Core Curricula Materials	$107.48
4100-010-92	Approved Textbooks and Core Curricula Materials	$226.95
4100-010-92	Approved Textbooks and Core Curricula Materials	$566.13
4100-010-92	Approved Textbooks and Core Curricula Materials	$62.06
4100-010-92	Approved Textbooks and Core Curricula Materials	$150.65
4100-010-92	Approved Textbooks and Core Curricula Materials	$60.46
4100-010-92	Approved Textbooks and Core Curricula Materials	$245.27
4100-010-92	Approved Textbooks and Core Curricula Materials	$232.04
4100-010-92	Approved Textbooks and Core Curricula Materials	$186.65
4100-010-92	Approved Textbooks and Core Curricula Materials	$96.10
4100-010-92	Approved Textbooks and Core Curricula Materials	$27.10
4100-010-92	Approved Textbooks and Core Curricula Materials	$256.07
4100-010-92	Approved Textbooks and Core Curricula Materials	$150.67
4100-010-92	Approved Textbooks and Core Curricula Materials	$265.09

					4100-010-92	Approved Textbooks and Core Curricula Materials	$138.56
					4100-010-92	Approved Textbooks and Core Curricula Materials	$263.49
					4100-010-92	Approved Textbooks and Core Curricula Materials	$391.62
					4100-010-92	Approved Textbooks and Core Curricula Materials	$160.01
					4100-010-92	Approved Textbooks and Core Curricula Materials	$94.34
					4100-010-92	Approved Textbooks and Core Curricula Materials	$227.94
					4100-010-92	Approved Textbooks and Core Curricula Materials	$202.04
					4100-010-92	Approved Textbooks and Core Curricula Materials	$64.28
					4100-010-92	Approved Textbooks and Core Curricula Materials	$468.61
					4100-010-92	Approved Textbooks and Core Curricula Materials	$284.97
					4100-010-92	Approved Textbooks and Core Curricula Materials	$215.94
					4100-010-92	Approved Textbooks and Core Curricula Materials	$88.52
					4100-010-92	Approved Textbooks and Core Curricula Materials	$143.32
					4100-010-92	Approved Textbooks and Core Curricula Materials	$80.93
					4100-010-92	Approved Textbooks and Core Curricula Materials	$56.55
					4100-010-92	Approved Textbooks and Core Curricula Materials	$179.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	$112.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	$82.17
57856	2/21/2020	Emily Cook	Cleared	$25.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$25.00
57859	2/21/2020	Discount School Supply	Cleared	$80.48	4100-010-92	Approved Textbooks and Core Curricula Materials	$80.48
57860	2/21/2020	Discount School Supply	Cleared	$150.74	4100-010-92	Approved Textbooks and Core Curricula Materials	$150.74
57861	2/21/2020	Deborah Coffee Jones	Cleared	$68.75	4100-010-92	Approved Textbooks and Core Curricula Materials	$68.75
57862	2/21/2020	Jenna D. Duvall	Cleared	$596.80	5810-010-65	Educational Consultants	**$596.80**
57890	2/21/2020	Demme Learning	Cleared	$492.80	4100-010-92	Approved Textbooks and Core Curricula Materials	$59.51
					4100-010-92	Approved Textbooks and Core Curricula Materials	$67.11

					4100-010-92	Approved Textbooks and Core Curricula Materials	$150.16
					4100-010-92	Approved Textbooks and Core Curricula Materials	$216.02
57863	2/21/2020	Explorer Field Trips	Cleared	$1,881.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$110.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$121.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$169.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$924.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$277.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$144.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$136.00
57892	2/21/2020	McRuffy Press	Outstanding	$282.55	4100-010-92	Approved Textbooks and Core Curricula Materials	$56.15
					4100-010-92	Approved Textbooks and Core Curricula Materials	$129.20
					4100-010-92	Approved Textbooks and Core Curricula Materials	$97.20
57891	2/21/2020	My Learning Studio	Cleared	$233.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$233.00
57889	2/21/2020	Moving Beyond the Page	Cleared	$4,264.12	4100-010-92	Approved Textbooks and Core Curricula Materials	$533.98
					4100-010-92	Approved Textbooks and Core Curricula Materials	$447.01
					4100-010-92	Approved Textbooks and Core Curricula Materials	$658.43
					4100-010-92	Approved Textbooks and Core Curricula Materials	$445.86
					4100-010-92	Approved Textbooks and Core Curricula Materials	$413.32
					4100-010-92	Approved Textbooks and Core Curricula Materials	$453.17
					4100-010-92	Approved Textbooks and Core Curricula Materials	$453.17
					4100-010-92	Approved Textbooks and Core Curricula Materials	$859.18
57850	2/21/2020	Robyn Beaufoy	Cleared	$252.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$115.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$137.00
57867	2/21/2020	Fundamental Foundations	Cleared	$17,460.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$300.00

4100-010-92	Approved Textbooks and Core Curricula Materials	$300.00
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4100-010-92	Approved Textbooks and Core Curricula Materials	$330.00
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					4100-010-92	Approved Textbooks and Core Curricula Materials	$300.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$330.00
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					4100-010-92	Approved Textbooks and Core Curricula Materials	$300.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$330.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$330.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$300.00
57866	2/21/2020	Marie R. Ecker	Outstanding	$429.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$429.00
57887	2/21/2020	Sherry Lewis	Cleared	$680.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$100.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$120.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$100.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$120.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$120.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$120.00
57943	2/21/2020	Well Trained Mind Press	Cleared	$24.95	4100-010-92	Approved Textbooks and Core Curricula Materials	$24.95
57944	2/21/2020	Weil Tennis Academy	Cleared	$825.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$825.00
57849	2/21/2020	B&B Wenneberg Inc.	Cleared	$500.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$250.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$250.00
57843	2/21/2020	Blackbird & Company	Cleared	$152.80	4100-010-92	Approved Textbooks and Core Curricula Materials	$152.80
57886	2/21/2020	Sarah Longhenry (EDC)	Cleared	$453.90	4100-010-92	Approved Textbooks and Core Curricula Materials	$48.19
					4100-010-92	Approved Textbooks and Core Curricula Materials	$144.17
					4100-010-92	Approved Textbooks and Core Curricula Materials	$64.14
					4100-010-92	Approved Textbooks and Core Curricula Materials	$42.59

					4100-010-92	Approved Textbooks and Core Curricula Materials	$83.13
					4100-010-92	Approved Textbooks and Core Curricula Materials	$71.68
57839	2/21/2020	Advanced Brain Technologies LLC	Outstanding	$938.44	4100-010-92	Approved Textbooks and Core Curricula Materials	$938.44
57840	2/21/2020	A Brighter Child, Inc.	Cleared	$778.24	4100-010-92	Approved Textbooks and Core Curricula Materials	$193.22
					4100-010-92	Approved Textbooks and Core Curricula Materials	$585.02
57848	2/21/2020	Blue Buoy Swim School	Cleared	$420.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$140.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$140.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$140.00
57838	2/21/2020	Art of Problem Solving (AoPS Inc)	Cleared	$96.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$96.00
57945	2/24/2020	The Alpaca Hacienda	Cleared	$156.00	5830-010-90	Field Trip Expenses	**$156.00**
57946	2/26/2020	Trinity Cristo Rey Church	Cleared	$3,500.00	5600-010-93	Space Rental/Leases Expense	**$3,500.00**
57947	2/26/2020	Water Court, LLC	Cleared	$8,980.81	5600-010-84	Space Rental/Leases Expense	**$8,980.81**
57948	2/26/2020	K12 Management, Inc.	Cleared	$19,538.00	4410-040-91	Software and Software Licensing	**$10,832.00**
					4410-020-91	Software and Software Licensing	**$8,564.00**
					4410-070-91	Software and Software Licensing	**$142.00**
57986	2/28/2020	Teachers Synergy, LLC	Cleared	$76.49	4100-010-92	Approved Textbooks and Core Curricula Materials	$76.49
57987	2/28/2020	Oxford Consulting Services Inc.	Cleared	$7,440.00	5810-010-65	Educational Consultants	$7,440.00
57988	2/28/2020	Oxford Consulting Services Inc.	Cleared	$7,325.00	5810-010-65	Educational Consultants	$7,325.00
57989	2/28/2020	Presence Learning, Inc.	Cleared	$615.40	5810-010-65	Educational Consultants	$615.40
57950	2/28/2020	All About Learning Press, Inc.	Cleared	$826.13	4100-010-92	Approved Textbooks and Core Curricula Materials	$337.86
					4100-010-92	Approved Textbooks and Core Curricula Materials	$488.27
57955	2/28/2020	BookShark LLC	Cleared	$886.38	4100-010-92	Approved Textbooks and Core Curricula Materials	$283.54
					4100-010-92	Approved Textbooks and Core Curricula Materials	$602.84
57954	2/28/2020	Brave Writer LLC	Outstanding	$647.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$239.00

					4100-010-92	Approved Textbooks and Core Curricula Materials	$209.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$199.00
57979	2/28/2020	Activities For Learning	Cleared	$529.94	4100-010-92	Approved Textbooks and Core Curricula Materials	$330.28
					4100-010-92	Approved Textbooks and Core Curricula Materials	$99.83
					4100-010-92	Approved Textbooks and Core Curricula Materials	$99.83
57962	2/28/2020	Gardener's Supply Company	Cleared	$704.35	4100-010-92	Approved Textbooks and Core Curricula Materials	$412.11
					4100-010-92	Approved Textbooks and Core Curricula Materials	$146.12
					4100-010-92	Approved Textbooks and Core Curricula Materials	$146.12
57956	2/28/2020	California Oaks Vision Center of Optometry	Cleared	$625.00	5810-010-65	Educational Consultants	$625.00
57981	2/28/2020	Scholastic Store	Outstanding	$1,025.10	4100-010-92	Approved Textbooks and Core Curricula Materials	$187.77
					4100-010-92	Approved Textbooks and Core Curricula Materials	$208.93
					4100-010-92	Approved Textbooks and Core Curricula Materials	$81.66
					4100-010-92	Approved Textbooks and Core Curricula Materials	$546.74
57957	2/28/2020	Discount School Supply	Cleared	$85.72	4100-010-92	Approved Textbooks and Core Curricula Materials	$85.72
57963	2/28/2020	Grow and Make LLC	Cleared	$101.90	4100-010-92	Approved Textbooks and Core Curricula Materials	$101.90
57982	2/28/2020	Strongmind, Inc.	Outstanding	$4,154.29	5815-010-94	Advertising/Recruiting	**$4,154.29**
57983	2/28/2020	Sensory Theraplay Box	Cleared	$1,378.86	4100-010-92	Approved Textbooks and Core Curricula Materials	$153.66
					4100-010-92	Approved Textbooks and Core Curricula Materials	$306.30
					4100-010-92	Approved Textbooks and Core Curricula Materials	$306.30
					4100-010-92	Approved Textbooks and Core Curricula Materials	$306.30
					4100-010-92	Approved Textbooks and Core Curricula Materials	$306.30
57964	2/28/2020	Guitar Center Stores, Inc.	Cleared	$591.17	4100-010-92	Approved Textbooks and Core Curricula Materials	$301.59
					4100-010-92	Approved Textbooks and Core Curricula Materials	$289.58
57951	2/28/2020	AF386 Group LLC	Outstanding	$196.61	4100-010-92	Approved Textbooks and Core Curricula Materials	$196.61

57952	2/28/2020	Amplio Speech, Inc.	Cleared	$8,905.40	5810-010-65	Educational Consultants	$8,905.40
57949	2/28/2020	Apple Inc	Outstanding	$2,510.44	4100-010-92	Approved Textbooks and Core Curricula Materials	$478.70
					4100-010-92	Approved Textbooks and Core Curricula Materials	$658.93
					4100-010-92	Approved Textbooks and Core Curricula Materials	$1,372.81
57980	2/28/2020	Singapore Math Inc.	Cleared	$88.52	4100-010-92	Approved Textbooks and Core Curricula Materials	$88.52
57969	2/28/2020	Legoland California	Cleared	$2,910.00	5830-010-90	Field Trip Expenses	**$2,910.00**
57971	2/28/2020	Mathnasium of Glendora	Cleared	$405.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$240.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$165.00
57970	2/28/2020	Moving Beyond the Page	Cleared	$589.51	4100-010-92	Approved Textbooks and Core Curricula Materials	$589.51
57972	2/28/2020	McColgan & Associates INC	Cleared	$2,107.50	5810-010-65	Educational Consultants	$2,107.50
57973	2/28/2020	Michael Wittels	Outstanding	$115.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$115.00
57974	2/28/2020	Oakland Zoo	Outstanding	$200.00	5830-010-90	Field Trip Expenses	**$200.00**
57975	2/28/2020	Paradise Skate Roller Rink	Outstanding	$198.00	5830-010-90	Field Trip Expenses	**$198.00**
57976	2/28/2020	QUILL CORPORATION	Outstanding	$1,797.31	4100-010-92	Approved Textbooks and Core Curricula Materials	$116.50
					4100-010-92	Approved Textbooks and Core Curricula Materials	$200.47
					4100-010-92	Approved Textbooks and Core Curricula Materials	$79.56
					4100-010-92	Approved Textbooks and Core Curricula Materials	$193.43
					4100-010-92	Approved Textbooks and Core Curricula Materials	$64.65
					4100-010-92	Approved Textbooks and Core Curricula Materials	$159.14
					4100-010-92	Approved Textbooks and Core Curricula Materials	$86.99
					4100-010-92	Approved Textbooks and Core Curricula Materials	$72.70
					4100-010-92	Approved Textbooks and Core Curricula Materials	$47.51
					4100-010-92	Approved Textbooks and Core Curricula Materials	$64.59
					4100-010-92	Approved Textbooks and Core Curricula Materials	$109.40
					4100-010-92	Approved Textbooks and Core Curricula Materials	$469.04

					4100-010-92	Approved Textbooks and Core Curricula Materials	$86.04
					4100-010-92	Approved Textbooks and Core Curricula Materials	$47.29
57961	2/28/2020	Function Junction	Cleared	$3,915.00	5810-010-65	Educational Consultants	$870.00
					5810-010-65	Educational Consultants	$1,196.25
					5810-010-65	Educational Consultants	$543.75
					5810-010-65	Educational Consultants	$652.50
					5810-010-65	Educational Consultants	$652.50
57953	2/28/2020	Barnes & Noble, Inc.	Cleared	$2,621.95	4100-010-92	Approved Textbooks and Core Curricula Materials	$27.42
					4100-010-92	Approved Textbooks and Core Curricula Materials	$50.54
					4100-010-92	Approved Textbooks and Core Curricula Materials	$68.54
					4100-010-92	Approved Textbooks and Core Curricula Materials	$75.48
					4100-010-92	Approved Textbooks and Core Curricula Materials	$129.29
					4100-010-92	Approved Textbooks and Core Curricula Materials	$129.29
					4100-010-92	Approved Textbooks and Core Curricula Materials	$162.11
					4100-010-92	Approved Textbooks and Core Curricula Materials	$89.98
					4100-010-92	Approved Textbooks and Core Curricula Materials	$147.95
					4100-010-92	Approved Textbooks and Core Curricula Materials	$129.29
					4100-010-92	Approved Textbooks and Core Curricula Materials	$64.26
					4100-010-92	Approved Textbooks and Core Curricula Materials	$29.08
					4100-010-92	Approved Textbooks and Core Curricula Materials	$42.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$54.79
					4100-010-92	Approved Textbooks and Core Curricula Materials	$97.76
					4100-010-92	Approved Textbooks and Core Curricula Materials	$40.25
					4100-010-92	Approved Textbooks and Core Curricula Materials	$50.56
					4100-010-92	Approved Textbooks and Core Curricula Materials	$50.15
					4100-010-92	Approved Textbooks and Core Curricula Materials	$69.83

					4100-010-92	Approved Textbooks and Core Curricula Materials	$59.94
					4100-010-92	Approved Textbooks and Core Curricula Materials	$48.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$9.40
					4100-010-92	Approved Textbooks and Core Curricula Materials	$56.51
					4100-010-92	Approved Textbooks and Core Curricula Materials	$113.21
					4100-010-92	Approved Textbooks and Core Curricula Materials	$142.52
					4100-010-92	Approved Textbooks and Core Curricula Materials	$143.91
					4100-010-92	Approved Textbooks and Core Curricula Materials	$52.28
					4100-010-92	Approved Textbooks and Core Curricula Materials	$43.68
					4100-010-92	Approved Textbooks and Core Curricula Materials	$41.03
					4100-010-92	Approved Textbooks and Core Curricula Materials	$49.47
					4100-010-92	Approved Textbooks and Core Curricula Materials	$70.31
					4100-010-92	Approved Textbooks and Core Curricula Materials	$44.57
					4100-010-92	Approved Textbooks and Core Curricula Materials	$68.54
					4100-010-92	Approved Textbooks and Core Curricula Materials	$65.11
					4100-010-92	Approved Textbooks and Core Curricula Materials	$87.83
					4100-010-92	Approved Textbooks and Core Curricula Materials	$17.07
57985	2/28/2020	Timberdoodle.com	Cleared	$3,231.82	4100-010-92	Approved Textbooks and Core Curricula Materials	$72.15
					4100-010-92	Approved Textbooks and Core Curricula Materials	$536.21
					4100-010-92	Approved Textbooks and Core Curricula Materials	$407.39
					4100-010-92	Approved Textbooks and Core Curricula Materials	$166.07
					4100-010-92	Approved Textbooks and Core Curricula Materials	$584.93
					4100-010-92	Approved Textbooks and Core Curricula Materials	$188.81
					4100-010-92	Approved Textbooks and Core Curricula Materials	$1,276.26

57959	2/28/2020	EdTech 101	Cleared	$4,138.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$295.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$295.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$295.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$295.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$299.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$295.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$295.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$295.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$295.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$295.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$299.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$295.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$295.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$295.00
57966	2/28/2020	Ivy Kids LLC	Outstanding	$113.85	4100-010-92	Approved Textbooks and Core Curricula Materials	$113.85
57967	2/28/2020	Infinity Kids	Cleared	$640.00	5810-010-65	Educational Consultants	$640.00
57984	2/28/2020	Teaching Textbooks Inc.	Cleared	$349.56	4100-010-92	Approved Textbooks and Core Curricula Materials	$43.08
					4100-010-92	Approved Textbooks and Core Curricula Materials	$55.08
					4100-010-92	Approved Textbooks and Core Curricula Materials	$55.08
					4100-010-92	Approved Textbooks and Core Curricula Materials	$43.08
					4100-010-92	Approved Textbooks and Core Curricula Materials	$67.08
					4100-010-92	Approved Textbooks and Core Curricula Materials	$43.08
					4100-010-92	Approved Textbooks and Core Curricula Materials	$43.08
57968	2/28/2020	Live Education Inc.	Outstanding	$499.80	4100-010-92	Approved Textbooks and Core Curricula Materials	$499.80
57978	2/28/2020	Rainbow Resource Center	Cleared	$3,646.87	4100-010-92	Approved Textbooks and Core Curricula Materials	$57.73

					4100-010-92	Approved Textbooks and Core Curricula Materials	$216.07
					4100-010-92	Approved Textbooks and Core Curricula Materials	$190.54
					4100-010-92	Approved Textbooks and Core Curricula Materials	$123.63
					4100-010-92	Approved Textbooks and Core Curricula Materials	$88.86
					4100-010-92	Approved Textbooks and Core Curricula Materials	$69.60
					4100-010-92	Approved Textbooks and Core Curricula Materials	$20.38
					4100-010-92	Approved Textbooks and Core Curricula Materials	$148.22
					4100-010-92	Approved Textbooks and Core Curricula Materials	$29.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$144.38
					4100-010-92	Approved Textbooks and Core Curricula Materials	$545.28
					4100-010-92	Approved Textbooks and Core Curricula Materials	$491.20
					4100-010-92	Approved Textbooks and Core Curricula Materials	$200.71
					4100-010-92	Approved Textbooks and Core Curricula Materials	$119.10
					4100-010-92	Approved Textbooks and Core Curricula Materials	$102.48
					4100-010-92	Approved Textbooks and Core Curricula Materials	$122.18
					4100-010-92	Approved Textbooks and Core Curricula Materials	$200.98
					4100-010-92	Approved Textbooks and Core Curricula Materials	$329.77
					4100-010-92	Approved Textbooks and Core Curricula Materials	$149.60
					4100-010-92	Approved Textbooks and Core Curricula Materials	$297.16
57960	2/28/2020	Fat Brain Holdings, LLC	Cleared	$195.05	4100-010-92	Approved Textbooks and Core Curricula Materials	$61.81
					4100-010-92	Approved Textbooks and Core Curricula Materials	$133.24
57977	2/28/2020	Royal Staffing Services	Cleared	$692.52	5800-010-87	Professional/Consulting Services and Operating Expenditures	**$692.52**
57965	2/28/2020	Harmony Studios	Cleared	$840.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$390.00
					4100-010-92	Approved Textbooks and Core Curricula Materials	$390.00

					4100-010-92	Approved Textbooks and Core Curricula Materials	$60.00
57958	2/28/2020	Edgenuity Inc.	Cleared	$325.00	4100-010-92	Approved Textbooks and Core Curricula Materials	$325.00
			Total Check Amount	**$692,468.63**		**Total GL Amount**	**$692,468.63**

Coversheet

Approval of January 26, 2020 Minutes

Section:	II. Consent Items
Item:	B. Approval of January 26, 2020 Minutes
Purpose:	Approve Minutes
Submitted by:	Miguel Aguilar
Related Material:	Minutes for Board Meeting on January 26, 2020

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

APPROVED

Compass Charter Schools

Minutes

Board Meeting

Date and Time
Sunday January 26, 2020 at 10:00 AM

DoubleTree San Diego - Hotel Circle: 1515 Hotel Circle South, San Diego, CA
CCS Orange County Learning Center: 902 South Broadway Street, Santa Ana, CA 92701
2653 Taft Lane, Palmdale, CA 93551

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

Directors Present
B. Dennett, C. Brooks, J. Vargas, M. Suarez

Directors Absent
L. Robotham, M. Brown

Ex Officio Members Present
J. Lewis

Non Voting Members Present
J. Lewis

Guests Present
M. Aguilar

I. Opening Items

A. Call the Meeting to Order

J. Vargas called a meeting of the board of directors of Compass Charter Schools to order on Sunday Jan 26, 2020 at 10:43 AM.

B. Record Attendance and Guests

II. Consent Items

A. Consent Items

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

Roll Call

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

B. Approval of November 21, 2019 Minutes

B. Dennett made a motion to approve the minutes from November 21, 2019 Virtual Board Meeting on 11-21-19.
M. Suarez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

III. Closed Session

A. Conference with Legal Counsel - Existing Litigation

The Board of Directors recessed into Closed Session at 10:45 am.

B. Public Employee Performance Evaluation

The Board of Directors tabled this item for the next regularly scheduled meeting.

IV. Reconvene from Closed Session

A. Closed Session Report

The Board of Directors reconvened from Closed Session at 11:55 am. Chairman Vargas shared that there is nothing to report at this time.

V. Communications

A. Board Member Communication

Mr. Dennett shared his excitement for in-person board meetings.

Mr. Suarez also shared his happiness for in-person board meetings.

Ms. Brooks shared her excitement to be a board member.

Mr. Vargas shared that he is looking forward to the upcoming meetings with the new system in place.

B. Parent Advisory Council Update

Mr. Lewis shared the Parent Advisory Council Report.

C. Scholar Leadership Council Update

Mr. Lewis shared the Scholar Leadership Council Report.

VI. Superintendent's Report

A. Superintendent's Report

Mr. Lewis shared the Superintendent's Report.

He also presented 5-year anniversary tokens to Gabriela Ayala, Erica Angelo, Karla Gonzalez, Vanessa Plascencia, Sharlie Walker, Kristen Winter, and Lynn Woodley.

Mr. Lewis also led a celebration of the Board as part of National School Board Appreciation Month.

VII. Presentations

A. Engagement Department Presentation

Mrs. Rebecca MacAlpine, Director of Engagement, provided the board a video to explore the Engagement Department: https://youtu.be/nu1FyeFgwQw

B.

Human Resources Department Presentation

Ms. Sophie Trivino, Chief of Staff, led the board in an overview of the Human Resources Department.

VIII. Public Comment

A. Public Comment

No public comment.

IX. Academic Services

A. Academic Services Update

Dr. Aviva Ebner, Assistant Superintendent & Chief Academic Officer, shared the Academic Services Report.

B. Acceptance of Curriculum Review Committee Report & Recommendation

C. Brooks made a motion to approve Accelerate Education as our Online Learning Program curriculum provider for the 2020-21 school year.
M. Suarez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

X. Financial Services

A. Financial Services Update

Ms. Lisa Fishman, Assistant Superintendent & Chief Financial Officer, shared the Financial Services Report.

B. Acceptance of SIS Review Committee Report & Recommendation

B. Dennett made a motion to approve School Pathways as our Scholar Information Services (SIS) provider for fiscal year 2020-21.
C. Brooks seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

J. Vargas	Aye
M. Suarez	Aye

Roll Call

C. Brooks	Aye
B. Dennett	Aye
M. Brown	Absent
L. Robotham	Absent

C. Review and Approval of the December 2019 Financial Statements

B. Dennett made a motion to approve the December 2019 Financial Statements.
M. Suarez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

D. Review and Approval of the 2019-20 Amended Operating Budget

C. Brooks made a motion to approve the 2019-20 amended operating budget.
B. Dennett seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

XI. Information Services

A. Information Services Update

Mr. Lewis shared the Information Services Report.

XII. Executive

A. Review of 2019 California School Dashboard

Mr. Lewis led the Board in a review of the 2019 California School Dashboard for both Compass Charter Schools of Los Angeles and Compass Charter Schools of San Diego.

B. Review and Approval of Board Policies: Parent & Family Engagement Policy

M. Suarez made a motion to approve the Parent & Family Engagement Policy.
C. Brooks seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

C. Review and Approval of Board Policies: Promotion & Retention Policy

C. Brooks made a motion to approve the Promotion & Retention Policy.
B. Dennett seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

XIII. Closing Items

A. Upcoming Meetings

The next meeting of the Board of Directors will be Sunday, March 22, 2020, at 10 am. Agenda items will include:

- 2020-21 Local Control Accountability Plans Public Hearing
- Approve 2020-21 Scholar Handbooks
- Approve 2020-21 Staff Handbook
- Approve Second Interim Reports
- Counseling Services Presentation
- Special Education Presentation
- Workshop on 2020-21 LCAPs
- Workshop on FY21 Budget
- *Superintendent's Evaluation*

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 1:42 PM.

Respectfully Submitted,
M. Aguilar

Coversheet

Approval of January 26, 2020 Special Meeting Minutes

Section:	II. Consent Items
Item:	C. Approval of January 26, 2020 Special Meeting Minutes
Purpose:	Approve Minutes
Submitted by:	Miguel Aguilar
Related Material:	Minutes for Special Meeting on January 26, 2020

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

APPROVED

Compass Charter Schools

Minutes

Special Meeting

Date and Time
Sunday January 26, 2020 at 9:00 AM

DoubleTree San Diego - Hotel Circle: 1515 Hotel Circle South, San Diego, CA
CCS Orange County Learning Center: 902 South Broadway Street, Santa Ana, CA 92701
2653 Taft Lane, Palmdale, CA 93551

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

Directors Present
B. Dennett, C. Brooks, J. Vargas, L. Robotham (remote), M. Suarez

Directors Absent
M. Brown

Directors who arrived after the meeting opened
B. Dennett

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 Sunday Jan 26, 2020 at 9:05 AM.

B. Record Attendance and Guests

II. Consent Items

A. Consent Items

M. Suarez made a motion to approve the consent items.
C. Brooks seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

III. Closed Session

A. Conference with Legal Counsel - Anticipate Litigation

The Board of Directors recessed into Closed Session at 9:09 am.
B. Dennett arrived.

IV. Reconvene from Closed Session

A. Closed Session Report

The Board of Directors reconvened from Closed Session at 10:42 am. Chairman Vargas shared that there is nothing to report at this time.

V. Closing Items

A. Upcoming Meetings

The next meeting of the Board of Directors will be Sunday, January 26, 2020, at 10 am. Agenda items will include:

- Approve 2018-19 School Accountability Report Cards
- Approve 2020-21 Academic Calendar
- Approve Resolution on One-Time Mandate Funds
- Department Presentations

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 10:42 AM.

Respectfully Submitted,
M. Aguilar

Coversheet

Approval of March 13, 2020 Emergency Meeting Minutes

Section:	II. Consent Items
Item:	D. Approval of March 13, 2020 Emergency Meeting Minutes
Purpose:	Approve Minutes
Submitted by:	Miguel Aguilar
Related Material:	Minutes for Emergency Meeting on March 13, 2020

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

APPROVED

Compass Charter Schools

Minutes

Emergency Meeting

Date and Time
Friday March 13, 2020 at 4:00 PM

206 Park Blvd., San Diego, CA 92101

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

Directors Present
B. Dennett, C. Brooks (remote), J. Vargas (remote), M. Brown (remote)

Directors Absent
M. Suarez

Ex Officio Members Present
J. Lewis (remote)

Non Voting Members Present
J. Lewis (remote)

Guests Present
M. Aguilar (remote)

I. Opening Items

A.

Call the Meeting to Order

J. Vargas called a meeting of the board of directors of Compass Charter Schools to order on Friday Mar 13, 2020 at 4:09 PM.

B. Record Attendance and Guests

II. Consent Items

A. Consent Items

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

Roll Call

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

III. Public Comment

A. Public Comment

No public comment.

IV. New Business

A. Review and Approval of Resolution 2019-03: COVID-19 Measures

J. Vargas made a motion to approve Resolution 2019-03: COVID-19 Measures.
B. Dennett seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

V. Closing Items

A. Upcoming Meetings

The next Board of Directors meeting will be on Sunday, March 22 at 10 am. Agenda items will include:

- 2020-21 Local Control Accountability Plans Public Hearing
- Approve 2020-21 Staff Handbook
- Approve revised Independent Study Board Policy
- Approve Second Interim Reports
- Counseling Services Presentation
- Special Education Presentation
- Superintendent’s Evaluation

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:22 PM.

Respectfully Submitted,
M. Aguilar

Coversheet

Parent Advisory Council Update

Section:	V. Communications
Item:	B. Parent Advisory Council Update
Purpose:	FYI
Submitted by:	Miguel Aguilar
Related Material:	B 2020 Parent Advisory Council Survey Results.pdf A Parent Advisory Council Report - March 2020.pdf

RECOMMENDATION:
N/A - For Discussion Only

COMPASS CHARTER SCHOOLS

THE GOLD STANDARD IN VIRTUAL EDUCATION

2019-20 Parent Advisory Council Survey Results

(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.

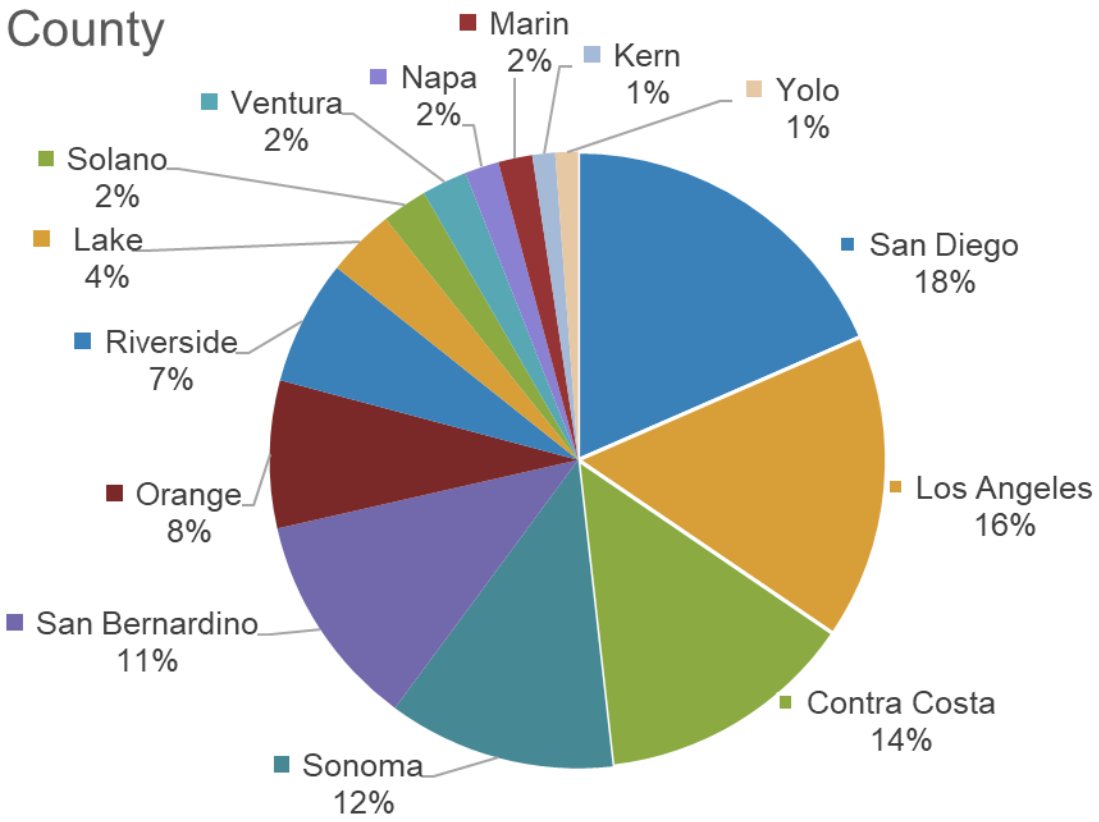
COMPASS CHARTER SCHOOLS

Agenda

- Demographic Information
- Online Learning
- Options Learning
- Engagement Activities
- Communication
- Compass Experience

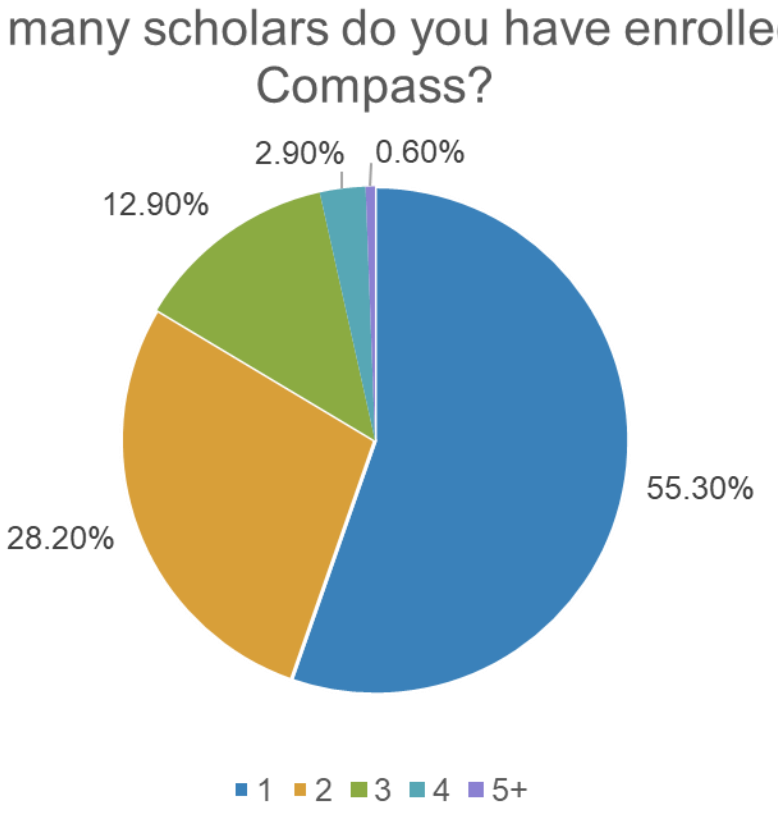
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Demographic Information



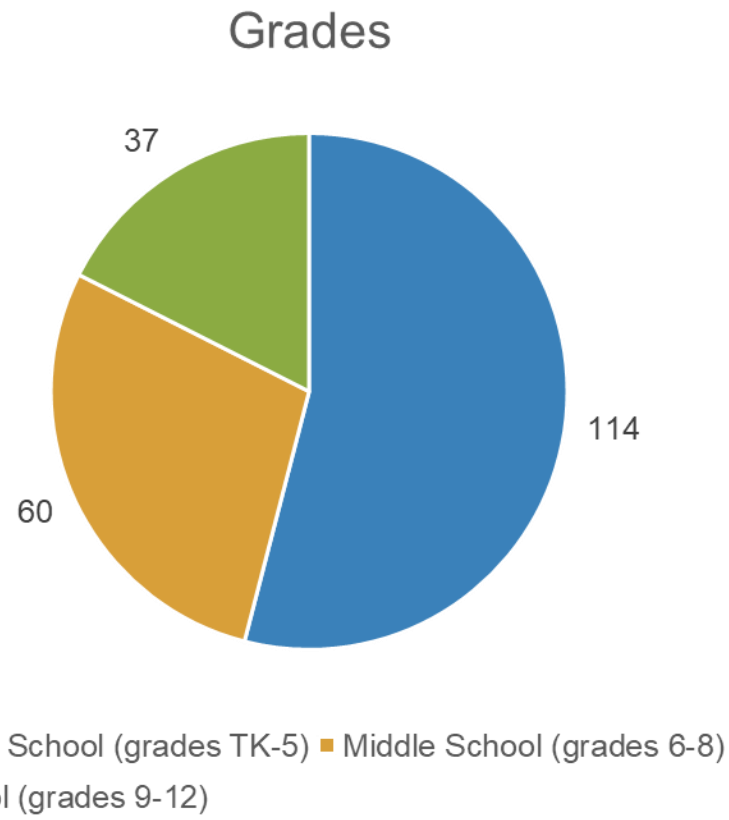
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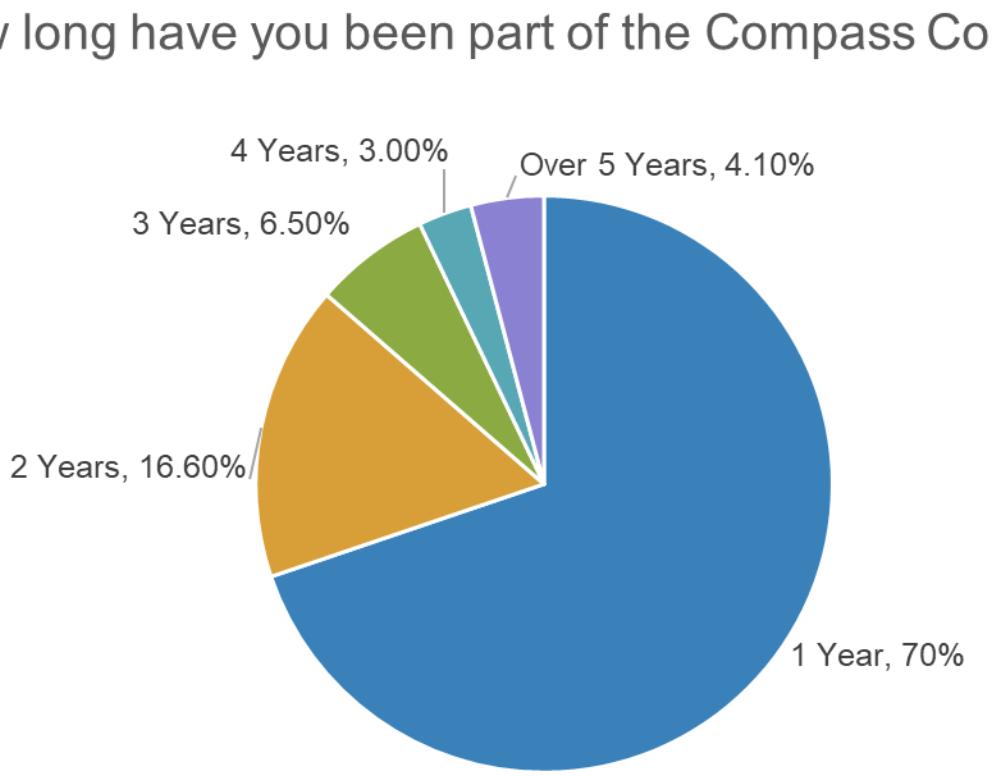
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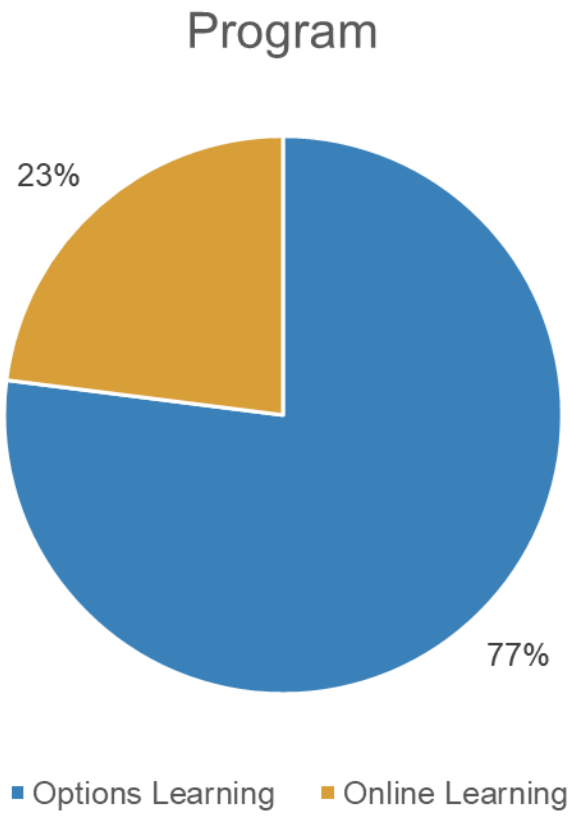
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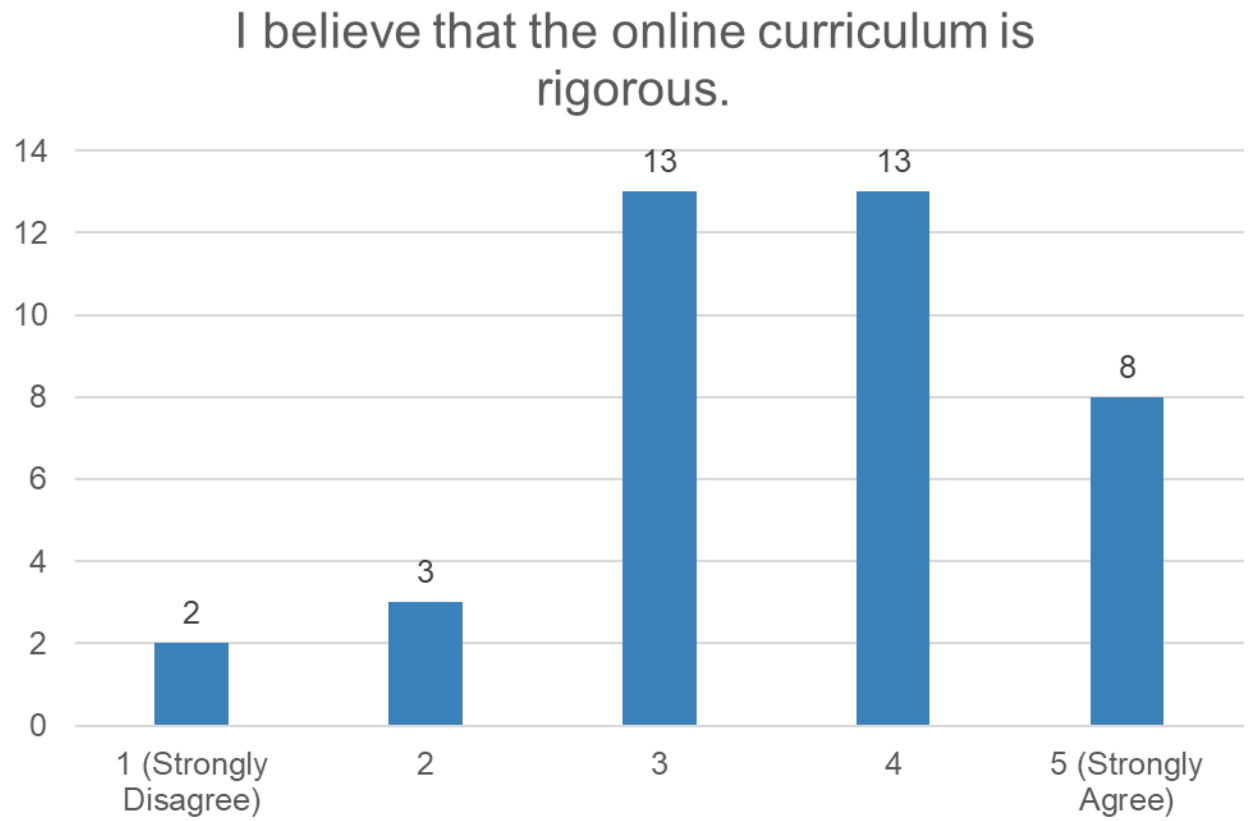
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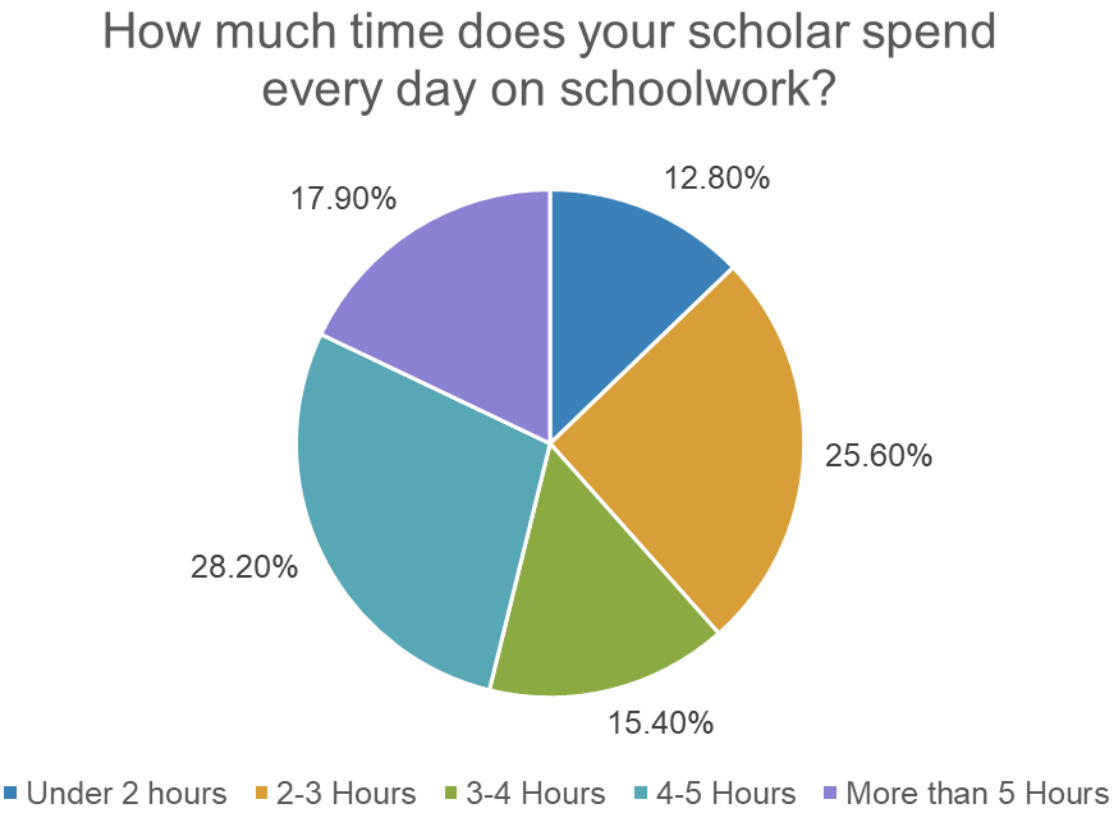
COMPASS CHARTER SCHOOLS

Online Learning



COMPASS CHARTER SCHOOLS

Online Learning



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Online Learning

What other information would you like us to know about your experience with our curriculum (1/4):

- With special ED the scholars work seems to have doubled.
- It is a bit subjective when it comes to English- reading large sections of a speech or something and having to guess the theme, when it isn't really taught.
- This year has been the worst year for my kids and me. It's been a mess. Constant changing of learning lab times or cross over with other learning labs. Not notifying of a change until right before. I liked the way you guys did things last year. Get it together!
- The Istation testing is not kid friendly and it has very poor graphics.There should be an obvious end to the testing which is already a stretch for length . An hour diagnostic test is way over the top.

COMPASS CHARTER SCHOOLS

Online Learning

What other information would you like us to know about your experience with our curriculum (2/4):

- For us, it has been difficult to stay on track maybe because of some family issues, but, it has also been a struggle to watch the distraction factor of my two older kids with other things on the internet. I bought a software called Qustudio to block certain websites and manage time spent, but, it still remains a struggle. My 6th grader spends 5-6 hours (includes his distractions and school) and my 3rd grader spends anywhere from 3-5 hours doing school. My little one is in TK so less strenuous and is on the options program.
- I really feel that Accelerate is really individualized,it also has been a great success for my child his made a good amount of progress.

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Online Learning

What other information would you like us to know about your experience with our curriculum (3/4):

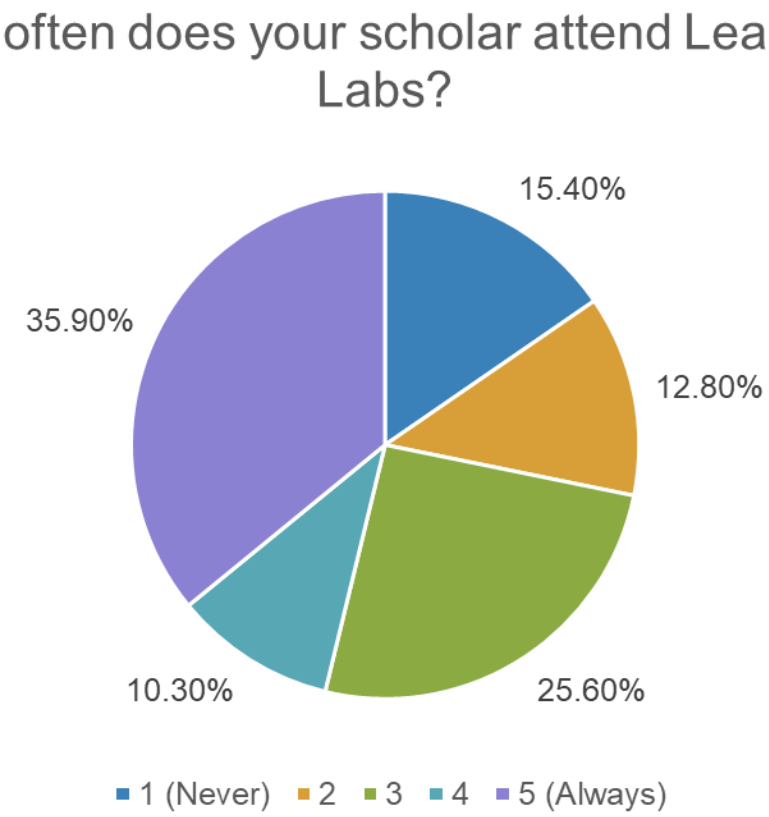
- It helps parents see what assignments are due for the semester. Great help for keeping on top. Tradition school could learn from this.
- I would like to know if there are learning videos to watch towards math. I know that there are tutors and questions towards a teach that can be asked but when I was taking courses online for my BSA in Business Management we had links to math videos that would help on learning the problems to get a better understanding.
- Avg hours in ques above is waaaay to little ... More like 10-12 per day, 6 days a week!
- I like doing more easier school work

Online Learning

What other information would you like us to know about your experience with our curriculum (4/4):

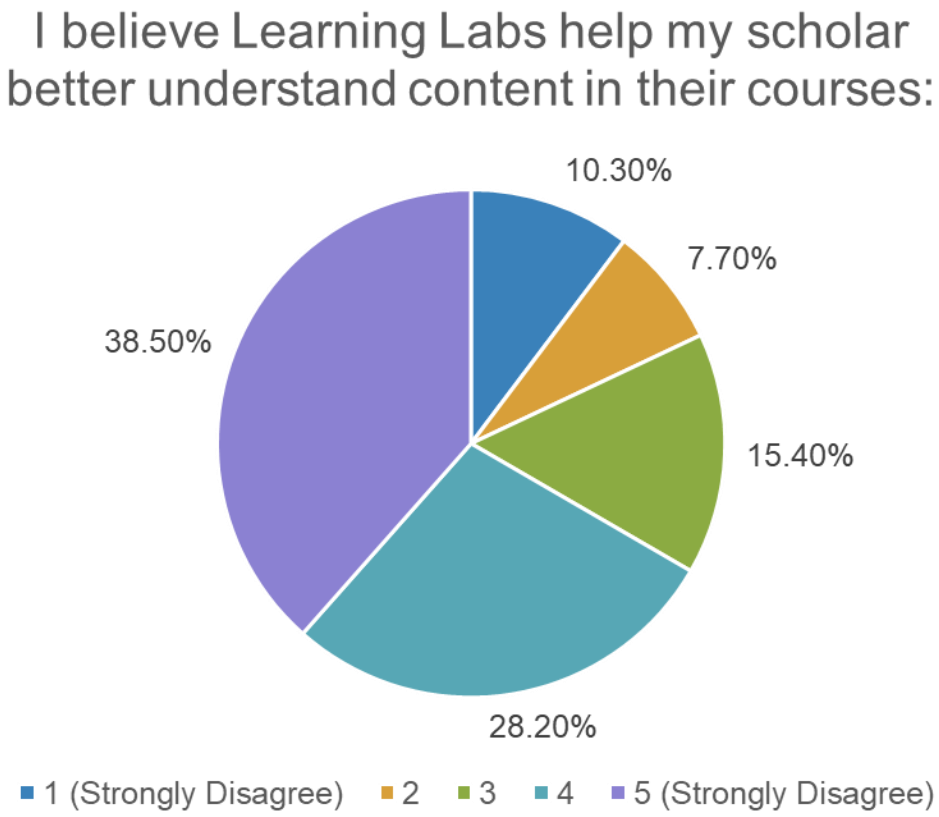
- I like being able to talk with teachers without having to wait a long time. They take their time explaining to me the questions I have asked.
- So everything has been going great!
- Your Teachers is what makes this program amazing. We love our teachers!
- everythlng ls oK
- Other ways to help on math.

Online Learning



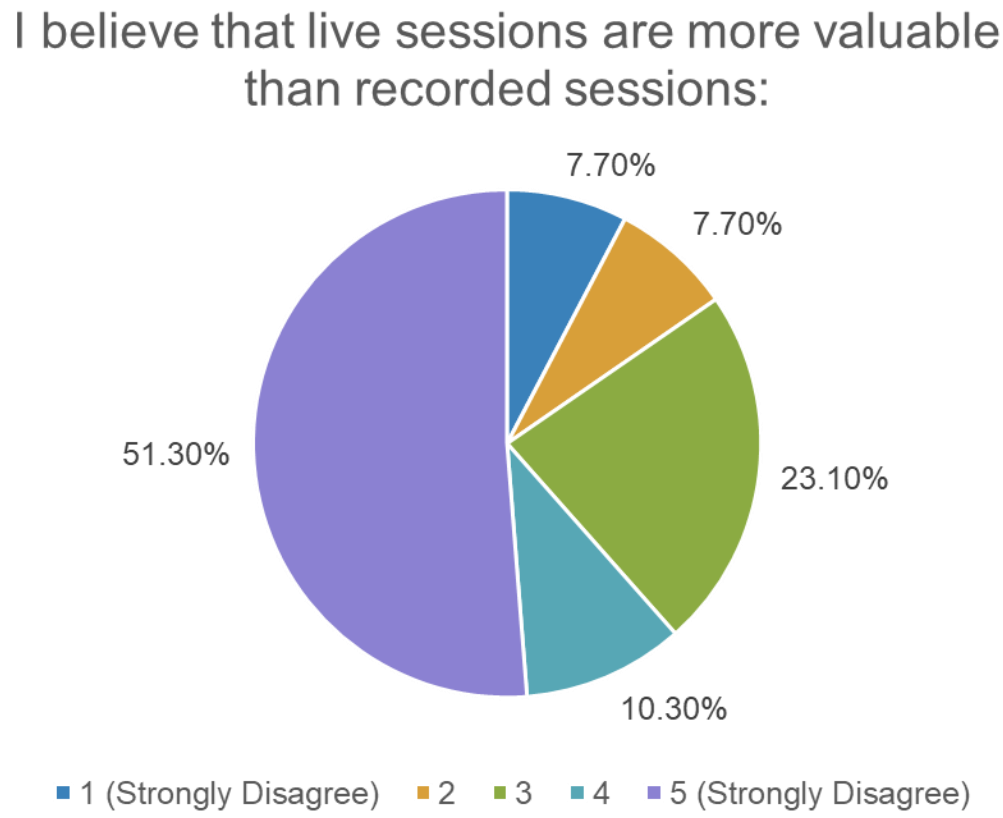
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Online Learning



COMPASS CHARTER SCHOOLS

Online Learning



COMPASS CHARTER SCHOOLS

Online Learning

What is your scholar proud of accomplishing so far this year? (1/4)

- Being an Honor Student
- Getting a better understanding of geometry- but this is because we hired an outside tutor.
- Nothing
- Phonetic recognition and beginning reading
- To be advancing according to their level
- There are days where they feel very proud for finishing their tasks and keeping up with work with a great grade.
- Been able to read.
- He's trying to best to keep on track with math.

COMPASS CHARTER SCHOOLS

Online Learning

What is your scholar proud of accomplishing so far this year? (2/4)

- My two older ones are becoming more independent on making sure they get their assignments done for the activity log without guidance on them being told to do it. It's helping them grow to take more initiative and get involved with the teacher if she has any questions.
- Surviving Honors courses.
- More sleep
- Science projects
- Of attending all classes
- Doing all his Biology labs.
- Reading, writing, numbers
- nothing

Online Learning

What is your scholar proud of accomplishing so far this year? (3/4)

- la comunicacion es mucho mejor entre mi estudiante y es mas capaz de hacer preguntas a sus maestros sin darle tanta verguenza , los maestros se preocupan por que mi estudiante comprenda lo que le ensenan
- Stay on schedule. Not falling behind.
- She is a godd student
- Most proud to increase English vocab
- Passing Spanish class. She has been struggling with it.
- Taken in consideration that my scholar started school late, my scholar is proud of all the accomplishments made far; great or small.
- Learning to read.

COMPASS CHARTER SCHOOLS

Online Learning

What is your scholar proud of accomplishing so far this year? (4/4)

- She started two months into the semester, so right now she's proud to be caught up and doing well.
- You change teachers a lot, my daughter needs more commitment
- Matematicas
- math
- Learning new things, staying curious, not being bored
- NA
- Getting her work done
- Advance math

COMPASS CHARTER SCHOOLS



Online Learning

What are some ways Compass can recognize and reward academic achievements (in addition to Scholar of the Month, Honor Roll, etc.)? (1/3)

- There is no way
- Certificates, group get togethers field trips
- By giving diplomas
- I think the best way would be in the weekly learning labs. To have them share current work and maybe work more as a group online together... Not sure.
- Free homework pass or a free field trip.
- Whatever is done now works.
- Movie Coupons, Vocab or Final Exam exemptions.
- N/A

COMPASS CHARTER SCHOOLS

Online Learning

What are some ways Compass can recognize and reward academic achievements (in addition to Scholar of the Month, Honor Roll, etc.)? (2/3)

- a skip for exams or free day
- Attendance in labs?
- dandole herramientas para que aprenda mejor
- Gift cards, passes to amusement parks.
- Encourage us to continue with your studies
- Those are fine
- Sending them notes with comments.
- Giving academic incentives such as extra credit in some classes.
- What you do now us enough.

COMPASS CHARTER SCHOOLS

Online Learning

What are some ways Compass can recognize and reward academic achievements (in addition to Scholar of the Month, Honor Roll, etc.)? (3/3)

- Most improved in deferent areas
- Estudiante de esfuerzo
- museums passes
- More coupons to Chili's restaurants, Compass apparel (T-shirt, sweater, letterman's jacket)
- Have rewards mailed to the scholar
- Giving them an honor of their hard work

COMPASS CHARTER SCHOOLS

Online Learning

If you were given one thing you could change about Compass, what would that be? (1/4)

- Nothing
- Having Amanda Schwartzberg back
- Allow learning coaches to have answer sheets to exams, etc. like in K-12
- Teachers would reply to emails or phone messages within a timely manner
- Everything. We hated this year and we haven't even finished semester 1
- The testing method

Online Learning

If you were given one thing you could change about Compass, what would that be? (2/4)

- I would find a comprehensive online security or management program that parents could purchase or use to help supervise and manage the time their older kids use on the web.
- More field trips and meet ups closer to Ontario ca.
- Having smaller group outings that are available for kids in the same area like Long Beach, Torrance, Carson, San Pedro.
- Create a county local roster to allow scholars to get together.
- Teacher help
- To get rid of assignments and projects
- I cannot think of one thing!

COMPASS CHARTER SCHOOLS

Online Learning

If you were given one thing you could change about Compass, what would that be? (3/4)

- no cambiaria nada hasta ahora todo esta muy bien
- 2 learning labs a day.
- It has been fine
- Nothing. It’s amazing! We are very pleased with compass.
- I would change the availability of the tutoring from Q&A on a specific day to live help at least 3 days out of the week to help scholars in need.
- Allow more options than k12.

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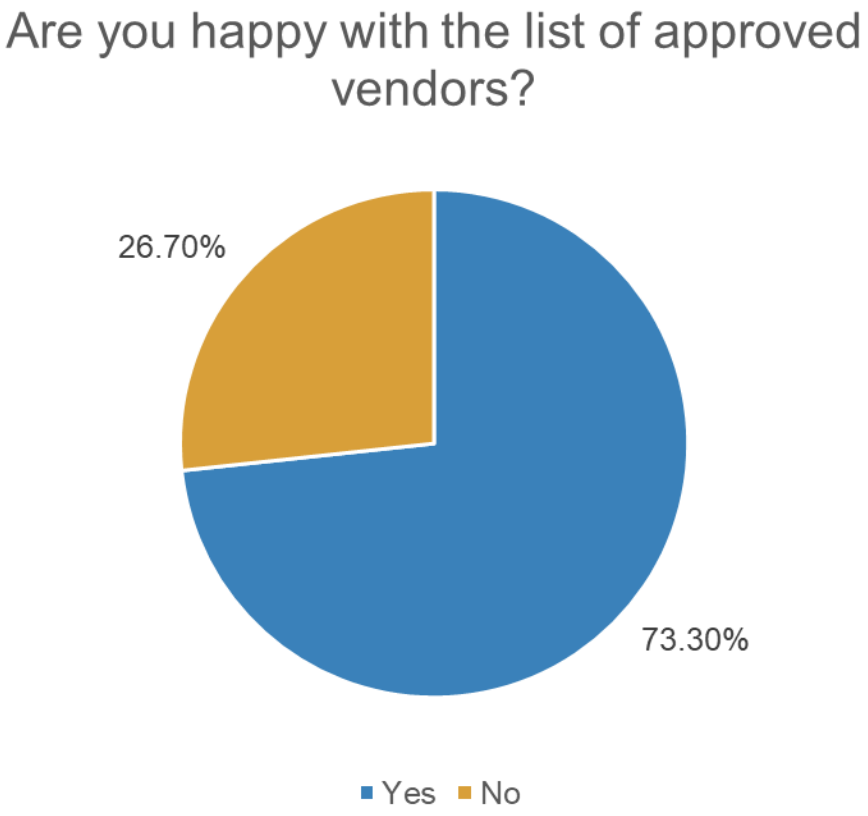
Online Learning

If you were given one thing you could change about Compass, what would that be? (4/4)

- The onboarding process wasn't clear or very helpful. Our homeroom teacher and all the teachers were great at helping us out but it took us reaching out and trying to figure the systems, grading, etc on our own.
- Stability in teachers
- Nada
- nothlng
- Permission to jump grades and graduate early to attend university early
- Classes for kids that struggle on subjects.

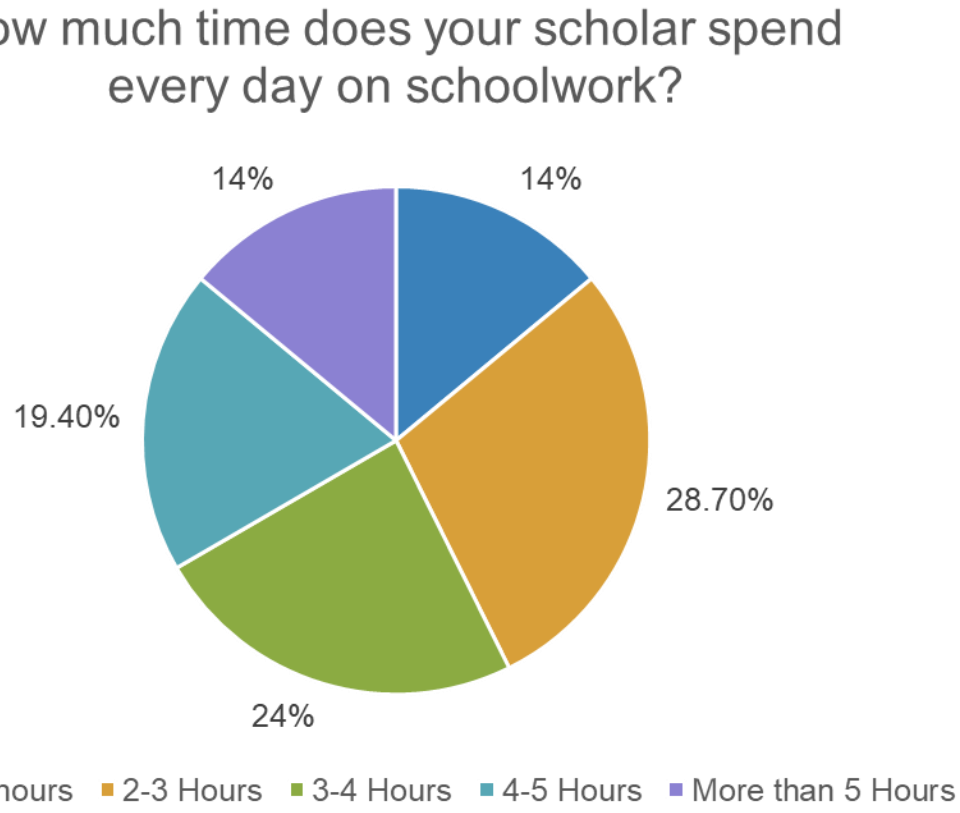
COMPASS CHARTER SCHOOLS

Options Learning



COMPASS CHARTER SCHOOLS

Options Learning



COMPASS CHARTER SCHOOLS

Options Learning

What is your scholar proud of accomplishing so far this year? (1/11)

- learning to read
- Learning to read
- writing
- Really understanding to read.
- One is learning to read better the other is enjoying learning how to program games with his game design course.
- Andrez has been learning how to add and thru his curriculum he gets to play many fun games that help him to practice this skill. He is pretty good at adding numbers now and will continue to work on mastering subtraction next.
- Becoming independent.

COMPASS CHARTER SCHOOLS

Options Learning

What is your scholar proud of accomplishing so far this year? (2/11)

- Catching up in Math, and Dance and Theatre experiences, and College classes.
- Preparing for a half marathon
- She was chosen scholar of the month for December.
- Writing projects
- growth in art work, growth in math and reading for all of them
- Science
- Counting by 10s
- Reading chapter books
- Progress in math
- Learning Japanese

COMPASS CHARTER SCHOOLS

Options Learning

What is your scholar proud of accomplishing so far this year? (3/11)

- They are proud of being at grade level in language Arts.
- Accelerated in math, president of a club, coding, and some personal athletic goals
- Esta orgulloso del lograr en tender matemáticas
- More reading
- Finishing our science projects
- Reading and writing has improved significantly so now we can delve into plot devices and other more interesting topics other than reading fundamentals.
- Learning how to read!
- making incremental progress in all subjects

COMPASS CHARTER SCHOOLS

Options Learning

What is your scholar proud of accomplishing so far this year? (4/11)

- Both of my children are mastering Math this year and are proud of their progress.
- Improving his reading and being able to research online.
- Learning cursive
- Her Art
- It’s been a tough year
- Reading and math
- Reading skills
- Learning to read and moving ahead in math
- Math skills
- Writing

COMPASS CHARTER SCHOOLS

Options Learning

What is your scholar proud of accomplishing so far this year? (5/11)

- Latin, Writing Composition, and Science
- Getting good grades & finishing school work
- Getting better at reading
- Being able to complete work faster
- Yes
- Learning to read better.
- Finishing her Singapore math book 3B
- Meeting Compass requirements in order to obtain funding.
- Her reading
- Nothing

COMPASS CHARTER SCHOOLS

Options Learning

What is your scholar proud of accomplishing so far this year? (6/11)

- Torin and I have just started our homeschool journey. We are both very proud that we took this step together as public school was not the right fit for our family. Torin is blossoming into a great human being and a very happy, healthy seven year old student.
- Starting to write her own book
- Reading andar Math
- Interest on math is improving
- Reading, math problems
- Finishing human body unit, finishing hooked on phonics lesson 1, field trips on what he has learned about,
- 10th grader: Biology, 7th Grader: Latin, 6th Grader: CrossFit

COMPASS CHARTER SCHOOLS

Options Learning

What is your scholar proud of accomplishing so far this year? (7/11)

- Art
- Mastering content and staying engaged in learning
- Starting to read
- proud of accomplishing in math
- Reading / math skills
- Letter identification
- really enjoys gaming
- Learning new math concepts
- Almost done with the first semester, and all the work it takes to get there.
- Math

COMPASS CHARTER SCHOOLS

Options Learning

What is your scholar proud of accomplishing so far this year? (8/11)

- Global awareness of different countries, cultures, and histories
- Math Literacy
- Science projects
- he is reading, and getting more skilled at parkour and art
- finishing their math coursework ahead of schedule
- Ancient Mesopotamia Festival
- learning basic coding
- Gaining vocabularies; improving penmanship, finishing Grade 3 (one-level up) Math, reading music in piano, drum and singing
- That he is starting to say a few words without my help.
- Reading

COMPASS CHARTER SCHOOLS

Options Learning

What is your scholar proud of accomplishing so far this year? (9/11)

- Maintaining school, not falling behind, keeping grades up
- finishing a reading level
- straight A and read 5 chapter books by the end of the school year
- Excellent writing and getting up to grade level on math
- Improving handwriting skills, independence levels.
- Progressing in their understanding of difficult subjects
- Multiplication tables
- Younger ones learning to read or improving on reading, older ones science and history and writing reports better.
- improvement in essay writing and keeping up on current events
- Being able to do gymnastics & learn about business through Money Munckins.

COMPASS CHARTER SCHOOLS

Options Learning

What is your scholar proud of accomplishing so far this year? (10/11)

- reading, writing and music skills
- Writing & reading
- Making it to southern CA sectionals with team tennis during the last tennis season, and making it to the semifinals
- Reading Harry Potter Series
- cursive
- Our science projests
- Learning to read and Kiwi Crate Science Projects
- My TK scholar is proud he can read and my First grade scholar is proud he can write and do all sorts of math
- Multiplication

COMPASS CHARTER SCHOOLS

Options Learning

What is your scholar proud of accomplishing so far this year? (11/11)

- Reading and Loom practice
- knowing how to right his name
- Reading is starting to click for my 5 year old and my 9 year old is quite the scientist!
- Math scores
- Robotics projects, clay projects, piano, judo, woodworking, blog
- Reading,math improve alot
- Improving his writing skills.
- They aren’t sure
- comprensión mas idioma ingles

COMPASS CHARTER SCHOOLS

Options Learning

What are some ways Compass can recognize and reward academic achievements (in addition to Scholar of the Month, Honor Roll, etc.)? (1/9)

- Not sure
- N/A
- You do a great job!!
- Small rewards to recognize a students progress for reading and writing skills.
- Encouraging postcards.
- I don't believe in awards
- Not always highlighting the online program and give general attention to options program more often.
- Project of the week
- improvement, hard worker

COMPASS CHARTER SCHOOLS

Options Learning

What are some ways Compass can recognize and reward academic achievements (in addition to Scholar of the Month, Honor Roll, etc.)? (2/9)

- I think those are good
- Con un paseo
- None
- a small sticker sheet for the little one in the mail. all my kids love receiving mail and stickers.
- not sure
- I think it would be nice for Compass to promote school wide Projects scholars could participate in and offer prizes or certificates for participating. For example putting a video together, or a slide show presentation on a 20 facts on country or demonstrating a skill, talent etc.

COMPASS CHARTER SCHOOLS

Options Learning

What are some ways Compass can recognize and reward academic achievements (in addition to Scholar of the Month, Honor Roll, etc.)? (3/9)

- Love what you are currently doing! Thanks!
- Recognize human qualities like compassion, empathy, kindness, and community service.
- I don't know what Scholar of the Month, Honor Roll etc is
- Reward program is sufficient
- Perhaps awards in kindness, curiosity, sense of humor, etc.
- NA
- Gift certificates or gift cards
- Honoring effort & improvement not just grade
- None
- I don't care.

COMPASS CHARTER SCHOOLS

Options Learning

What are some ways Compass can recognize and reward academic achievements (in addition to Scholar of the Month, Honor Roll, etc.)? (4/9)

- Not sure, maybe certificates that we can print out via email and give to our students from Compass with Compass headings, etc. (achievement awards for goal setting, obtaining their goals).
- Giving away gift cards for completing goals or mailing gifts or books
- Student of the month
- A scholar can be rewarded a book. His or her art work (if an artist or poet) can be printed in Compass web page or magazine, if any.
- A video of their EF congratulating their achievements.
- As parents we recognize them and the vendors recognize them, so we don't need Compass to do any more than the above.

COMPASS CHARTER SCHOOLS

Options Learning

What are some ways Compass can recognize and reward academic achievements (in addition to Scholar of the Month, Honor Roll, etc.)? (5/9)

- Science fairs, spelling bees, ect
- Most improved
- respecting new scholars accomplishments because programs are rigorous.
- Perhaps personalized video messages from teachers etc.
- Intrinsic motivation is most important
- had no idea
- Host local partys, and activities, feildtrips.
- Maybe a certificate for completing the online enrichment classes offered by the EF's

COMPASS CHARTER SCHOOLS

Options Learning

What are some ways Compass can recognize and reward academic achievements (in addition to Scholar of the Month, Honor Roll, etc.)? (6/9)

- group family project spring contest on History or Geography, with a prize for winning family or group.
- My kids don't really care about this
- Students need to learn, not be recognized, I think recognition is more for parents than for students.
- finishing curriculum, going in depth in certain areas of self-directed learning
- It seems silly to award options students when their parents are the ones working with them and the school has no idea what is going on at home during the actual school time. It comes across as pointless made up awards

COMPASS CHARTER SCHOOLS

Options Learning

What are some ways Compass can recognize and reward academic achievements (in addition to Scholar of the Month, Honor Roll, etc.)? (7/9)

- Reward in funding for extra enrichment classes or online curriculums
- Maybe with the reward give a little $5 or $10 gift card to a place.
- Special gifts
- Acknowledging improvements
- Not sure. We haven't been involved with those.
- not interested in this for my scholars
- progress to be rewarded
- Scholar of the week
- Maybe by signing up for things like the Reading programs offered by Pizza Hut and/or Discovery Kingdom so kids can earn rewards for completing reading logs.

COMPASS CHARTER SCHOOLS

Options Learning

What are some ways Compass can recognize and reward academic achievements (in addition to Scholar of the Month, Honor Roll, etc.)? (8/9)

- "Personal Achievement Award" ?? (could be fun for individual goals a student is working towards or if they have a task they feel proud of accomplishing)
- Maybe give an ice cream coupon
- Read-a-thon, Book Clubs
- Gift Card or tickets to something?
- I think what you have is great
- A feature spot in the newsletter.
- Letters of congratulations/encouragement. My kids love getting real mail.

COMPASS CHARTER SCHOOLS

Options Learning

What are some ways Compass can recognize and reward academic achievements (in addition to Scholar of the Month, Honor Roll, etc.)? (9/9)

- none that i can think of, current recognition seems good enough.
- Don’t know
- Opportunities to showcase exemplary work-science fair, share blog
- Prices, field trips awards
- More one on one with teachers
- No opinion
- estando al pendiente del progreso de mis hijos
- have a blog or page or instagram with completed childrens art and work they are proud of

COMPASS CHARTER SCHOOLS

Options Learning

If you were given one thing you could change about Compass, what would that be? (1/20)

- Better organization during enrollment, making sure scholars with IEPs are receiving their services
- Less apps to deal with. One place to submit schoolwork, to see MMUs, to sign up for things. There are too many places to keep track of, even if you send it in mail.
- Better communication with vendor department and potential vendors.
- knowing field trip info more in advanced
- More special ed teachers to meet this urgent demand
- Regular group meet-ups in my area

Options Learning

If you were given one thing you could change about Compass, what would that be? (2/20)

- The apps/online presence need to be streamlined and the info for field trips is so hard to find-- we need updates about registration deadlines and the county abbreviation listings are so confusing. Why not just put the city so parents know where these places are? Additionally, the links to sign up for the field trips need to be programmed appropriately so parents don't have to fill in the info like county and date-- where are the pre-populated forms for each trip? There are much better programs, apps, and ways to set these systems up to be streamlined and clear for online and home learning.
- Vendors for music lessons in Marin
- Enough EF’s at the beginning of the school year

COMPASS CHARTER SCHOOLS

Options Learning

If you were given one thing you could change about Compass, what would that be? (3/20)

- More vendors in the yucca valley area and can easily order items through amazon
- maybe more communication with our counselor as we are now in middle school and thinking of high school paths/plans
- No
- Lengthen the time we have to use OUR funds. If an intent is signed for the next year allow use of funds through summer.
- Have more field trips in the SB area, have high school/ middle school gatherings for students to meet and socialize, offer subscription geared towards high school

COMPASS CHARTER SCHOOLS

Options Learning

If you were given one thing you could change about Compass, what would that be? (4/20)

- More Orange County Vendors and Services
- COMMUNICATION. this is my first year joining and i have had to go above and beyond to get information about certain things that i feel should have been addressed before me having to reach out. once i got my EF, ive been 100% at ease but my sister in law recently tried enrolling her child in Compass but ended up choosing a different Charter school due to LACK OF COMMUNICATION.
- don't make promises you can't keep (student ID cards have not materialized, teacher-student ratio much greater than 1:25, nothing came out of our kids' participation in school spirit week, teacher not showing up on time for online lesson, etc.)

COMPASS CHARTER SCHOOLS

Options Learning

If you were given one thing you could change about Compass, what would that be? (5/20)

- I signed up with Compass because Amazon is a vendor, it would be nice if we were permitted to order from them (especially printer ink). I wish Legos were consumable because its stressful keeping track of them (I found out they were non consumable after ordering them), and no book order limit.
- The ordering process. I would like to see an area on the website that we can place an order that is more user-friendly then what is available now. Within that page, I would like to see a running total of what we have spent our money on and how much money is left. Also real time info like when the order is in different stages, liked submitted, approved, etc. PLEASE CONSIDER UPDATING YOUR ORDERING PROCESS. :-) thank you

COMPASS CHARTER SCHOOLS

Options Learning

If you were given one thing you could change about Compass, what would that be? (6/20)

- Better flow of communication—especially when first learning how to navigate.
- improve order system: be clear about deadlines (order cut off told only a week in advance, then cannot order for 2 months), more book vendors (that ship quickly), annual memberships (if not allowed, give option to upgrade - now I spend nearly the same for one day as for a year) as visits to museum are far more value than any of the subscriptions kits we have tried; Compass online community
- Nothing Compass has been really great to us
- More vendors in Marin
- Mores language classes as options and vendor options

COMPASS CHARTER SCHOOLS

Options Learning

If you were given one thing you could change about Compass, what would that be? (7/20)

- Amazon as a full vendor - not just an "if you can't find it anywhere else" option. More approved books from the Libraries of Hope vendor, and be able to get more than 25 books from Barnes and Noble per semester. We definitely read more books than that!
- More local service vendors
- Vendor processing time
- I would like to have more local vendors and local field trips
- I would stop the online form that we have to fill every week. That is beyond annoying.
- More events in Contra Costa, like a vendor fair or park days

COMPASS CHARTER SCHOOLS

Options Learning

If you were given one thing you could change about Compass, what would that be? (8/20)

- Clarify why some books like Pilgrim Progress cannot be used. If Christian based material cannot be purchased then neither should Islamic material be able to be purchased with charter funds. For example, Pilgrim Progress book was order but denied because someone subjectively thinks that the content is religious. Pilgrims founded our US country. We were going to use the book to tie into teaching the history of Thanksgiving. We have been told anecdotally that Islamic content is being approved and Christian content is not. That is discriminatory and biased.
- More approved vendors for theatre and music in the San Diego area and more camps.

COMPASS CHARTER SCHOOLS



Options Learning

If you were given one thing you could change about Compass, what would that be? (9/20)

- More EF's available before school year begins
- The material ordering process needs to be streamlined
- I would get a new ef. Mine is too hard to deal with and expects too much extra from me. But I was told I could not get a new one so I'll probably be leaving this school and never be able to recommend it to any of my local homeschoolers.
- Internet usage credit, and a different testing website other than IStation.

COMPASS CHARTER SCHOOLS

Options Learning

If you were given one thing you could change about Compass, what would that be? (10/20)

- Explain the entire online platform in detail instead of throwing people into the lions den and expect them to figure everything out for themselves. Give the option to opt out of these annoying surveys.
- more vendors in Sonoma County
- Be fluent English teachers
- I feel there are too many websites, apps, links..that I have to keep track of to know what is going on and to submit work.
- Nothing! Everything has been great so far but we have only been enrolled since November 2019. We have loved both of our EF's and they have been fabulous in getting what we need and the help that we need.

COMPASS CHARTER SCHOOLS

Options Learning

If you were given one thing you could change about Compass, what would that be? (11/20)

- More Fieldtrips for Middle schoolers in Northern CA
- Add Sports , Arts or Music ; like a local group for each area not just for study
- I would like Compass to encourage students with their hobbies like chess, art, knitting with online classes , students can be charged from their allotted funds if need be, as an expert guidance does require money. Since scholars living in a remote area may not find guidance in their area all the time.
- Faster approvals for Orders or Service requests
- More vendors
- Web page of vendor list is not very easy to search for things

COMPASS CHARTER SCHOOLS

Options Learning

If you were given one thing you could change about Compass, what would that be? (12/20)

- I would like my high schoolers to be able to get dual enrollment credit while in high school even if Compass offers the class.
- A program for kids that are years behind where they could learn at their current level and not be pushed to skip years of grade work to accommodate state and fail due to not having foundation to learn higher grade levels of work. Basically take a 4th/5th grade level student and throwing into 9th grade level and expect them to be successful.
- More local vendors in Contra Costa County!!
- Less parent meetings for options
- wishing to have Educational Facilitator meeting face to face, instead of virtually.

COMPASS CHARTER SCHOOLS

Options Learning

If you were given one thing you could change about Compass, what would that be? (13/20)

- I'd have a learning center nearby where my children could attend for all foundation skills and/or enrichment run by credentialed teachers
- Make communication more simple, single platform for all communications with Compass and EF
- not much
- Clubs that physically meet
- The way we order from vendors list, the search bar dosnt work well. And how dreadfully long it takes to get approved!
- More Nor Cal vendors-but I understand the vendor list takes time to grow
- I wish there were more local coffee/back to school picnics close by but again understand it takes time to grow and branch out

COMPASS CHARTER SCHOOLS

Options Learning

If you were given one thing you could change about Compass, what would that be? (14/20)

- More local vendors and opportunities to meet in person as a community
- A place we could walk into in are county for classes from the school? other then that great work! keep it up!
- Add more vendors in northern california
- I don't like how much has to be done online (all the different apps, etc.)
- A better experience with Barnes and Noble or an easier use of Amazon
- Social groups of older kids near our area
- Hard to tell, I think it is really good, and I like all of it

COMPASS CHARTER SCHOOLS

Options Learning

If you were given one thing you could change about Compass, what would that be? (15/20)

- The ordering system is frustrating and impossible to double check what items we ordered. Having a streamlined online ordering or at least a tracking system would be hugely helpful. And having an online "library" or database where we could search for an request non-consumable items to borrow would be helpful too!
- Gymnastics vendor in Orange and Learning Center in Orange
- The way the school is ran overall. This year has been the worst year for Compass and I wouldn't be surprised if they were being investigated like Inspire, they've already been kicked out of one area for not providing special ed services, mishandling funding and not giving students their curriculum in a timely manner.
- Great experience so far with flexibility but versatile resources

COMPASS CHARTER SCHOOLS

Options Learning

If you were given one thing you could change about Compass, what would that be? (16/20)

- I think compass should be able to provide some transportation to the kids that cant get to field trips cause either there parents are out of a vehicle at the time or only have one vehicle. Even if its giving them a day pass to a metro train or something. Other than that compass is the best we love our charter school. Blue and orange loud and proud.
- Restrictions on Field Trips
- Allowing funds to pay for memberships, just as the SF Zoo, Academy of Science, or even a Parks Pass... These are places we use to utilize monthly to add to our learning and the kids loved them, but we haven't been able to do them this year and I can see the difference in their learning

COMPASS CHARTER SCHOOLS

Options Learning

If you were given one thing you could change about Compass, what would that be? (17/20)

- Communication during the enrollment process. I was left without answers. It would have been nice to not have to seek people/EF out on Facebook to get answers.
- The testing - istation and edgenuity- too many per year and I really don’t like the format of them- I think they are terrible tests.
- Provide more information on setting up schedules for students.
- Online resources can be better organized.
- More vendors in Solano and Napa Counties

COMPASS CHARTER SCHOOLS

Options Learning

If you were given one thing you could change about Compass, what would that be? (18/20)

- Allowing annual memberships to select museums and parks, because much learning takes place at places like the California Academy of Sciences, the Sonoma County Children's Museum, and California State Parks. Maybe a limit of 1-2 memberships to locations like the ones listed per family can be considered. I do not believe it to be a misuse of funds, but an extension for hands-on learning opportunities. It's certainly not the same as a theme park or amusement park tickets. I know my daughter greatly benefited from frequent visits to the zoo to sketch and observe animals and to talk with docents. She loves science and having access to science museums have made such a difference in her interest.

COMPASS CHARTER SCHOOLS

Options Learning

If you were given one thing you could change about Compass, what would that be? (19/20)

- That it was a bit easier for small local business owners become vendors.
- Ease of vendor approval and better turn around in ordering stuff.
- n/a We are EXTREMELY happy! :)
- Clear and visual dates of what kind & when example assignments are due.
- All the pop up communication is too much. Once a week, please!
- More vendors for Physical education. Specifically, Rohnert Park Gymnastics.
- Also being able to get a SC Parks Pass

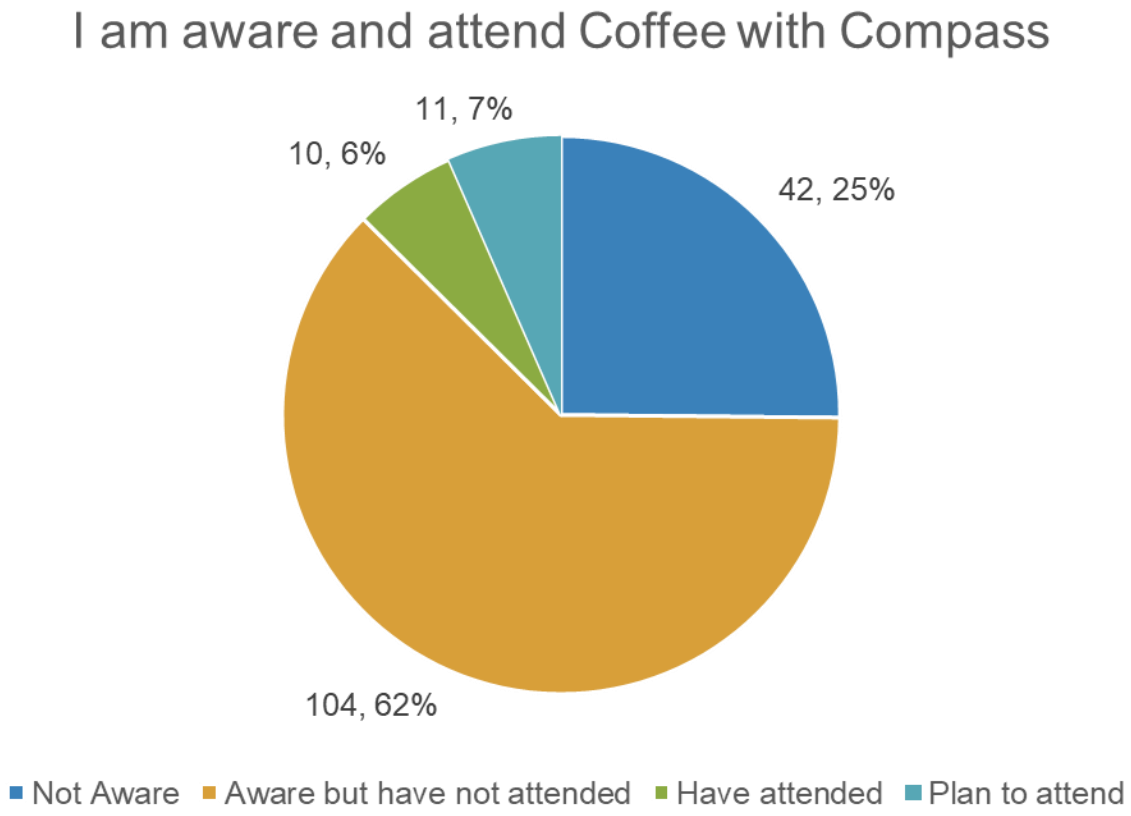
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Options Learning

If you were given one thing you could change about Compass, what would that be? (20/20)

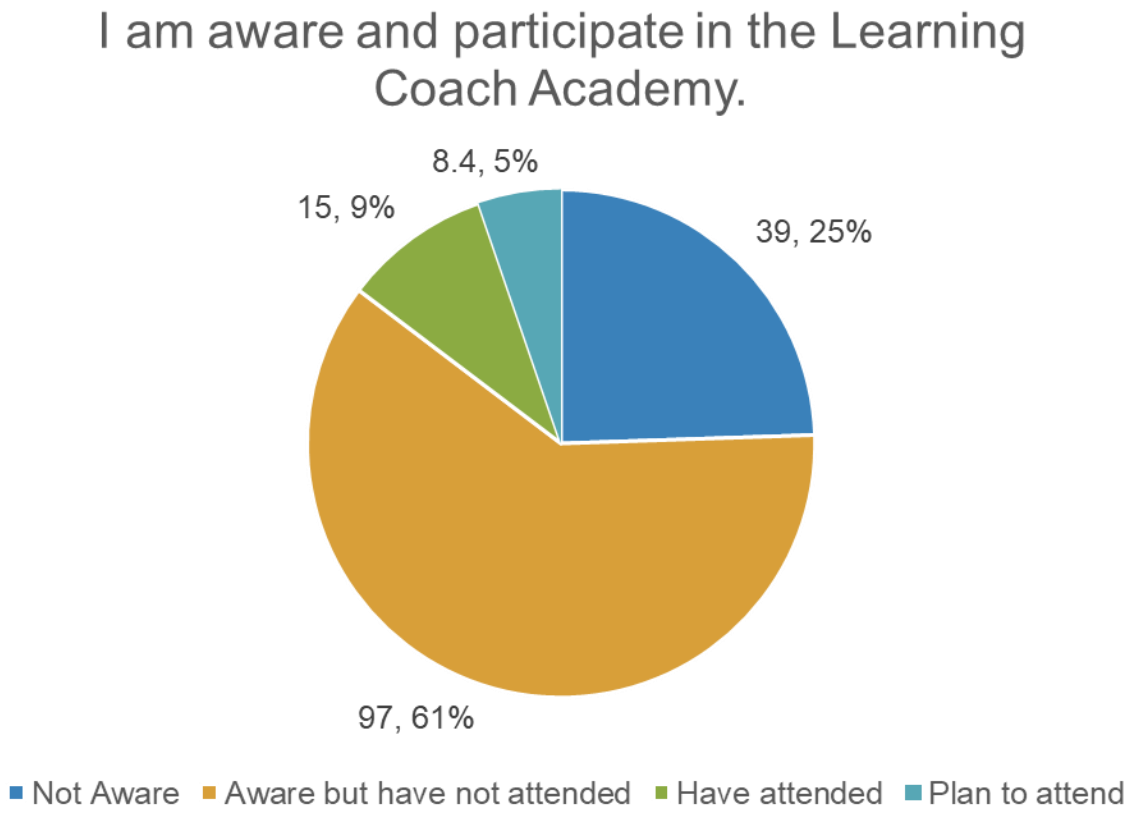
- Organize and run a learning center for HS students similar to the one in Santa Ana that goes through 8th grade.
- Ordered items, tracking numbers sent by email automatically when Order is shipped
- Seesaw can't scan on compter, and assessment child does not like graphics
- Being able to doing CCS in another country
- Nothing you guys are awesome
- The months it took us to establish a teacher and learn the program has been frustrating.

Engagement Activities



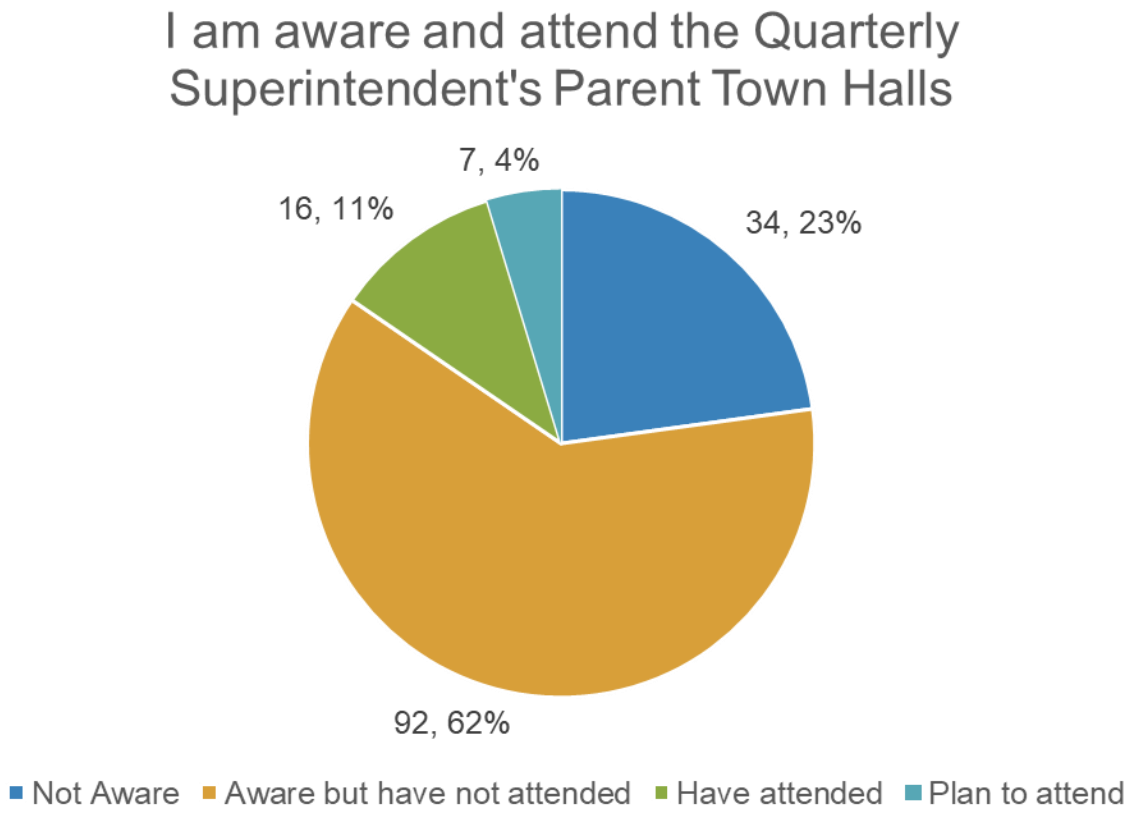
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Engagement Activities



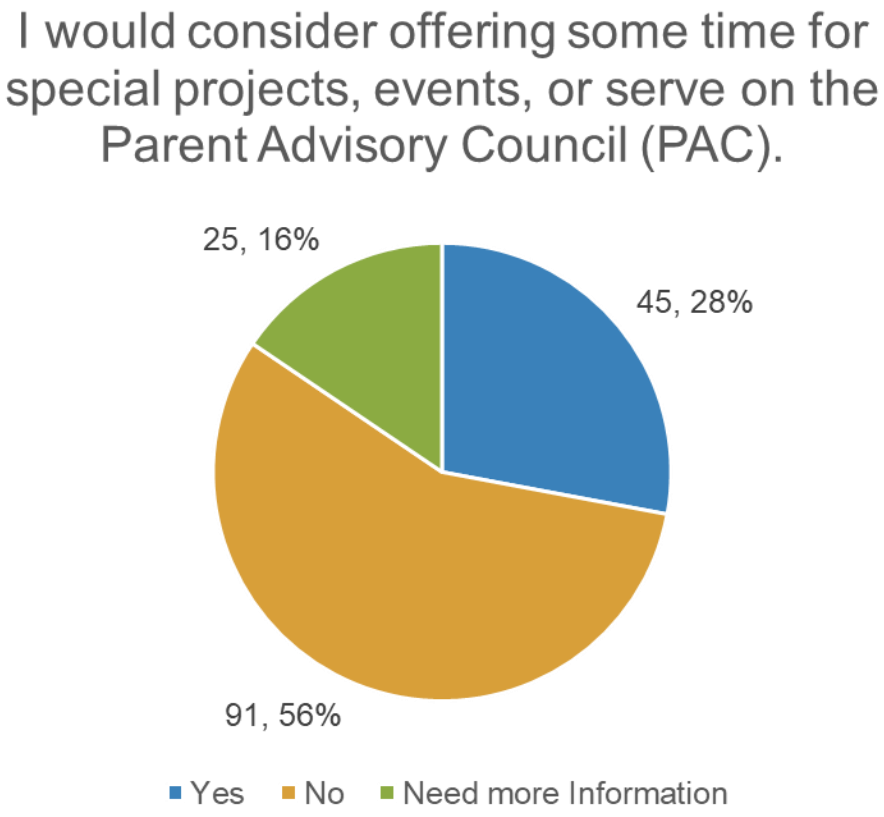
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Engagement Activities



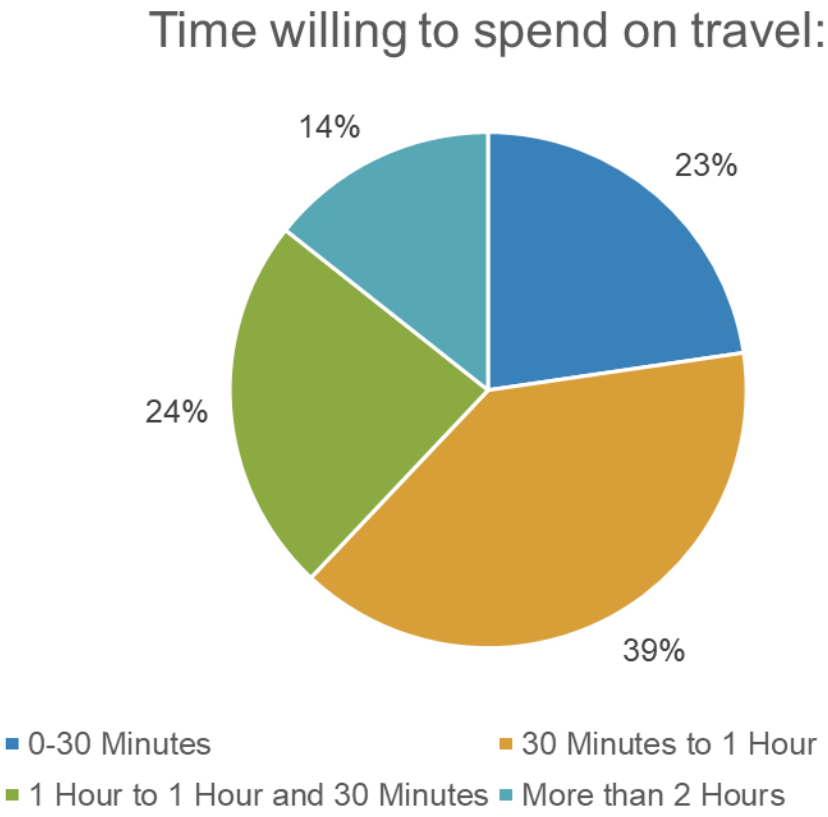
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Engagement Activities



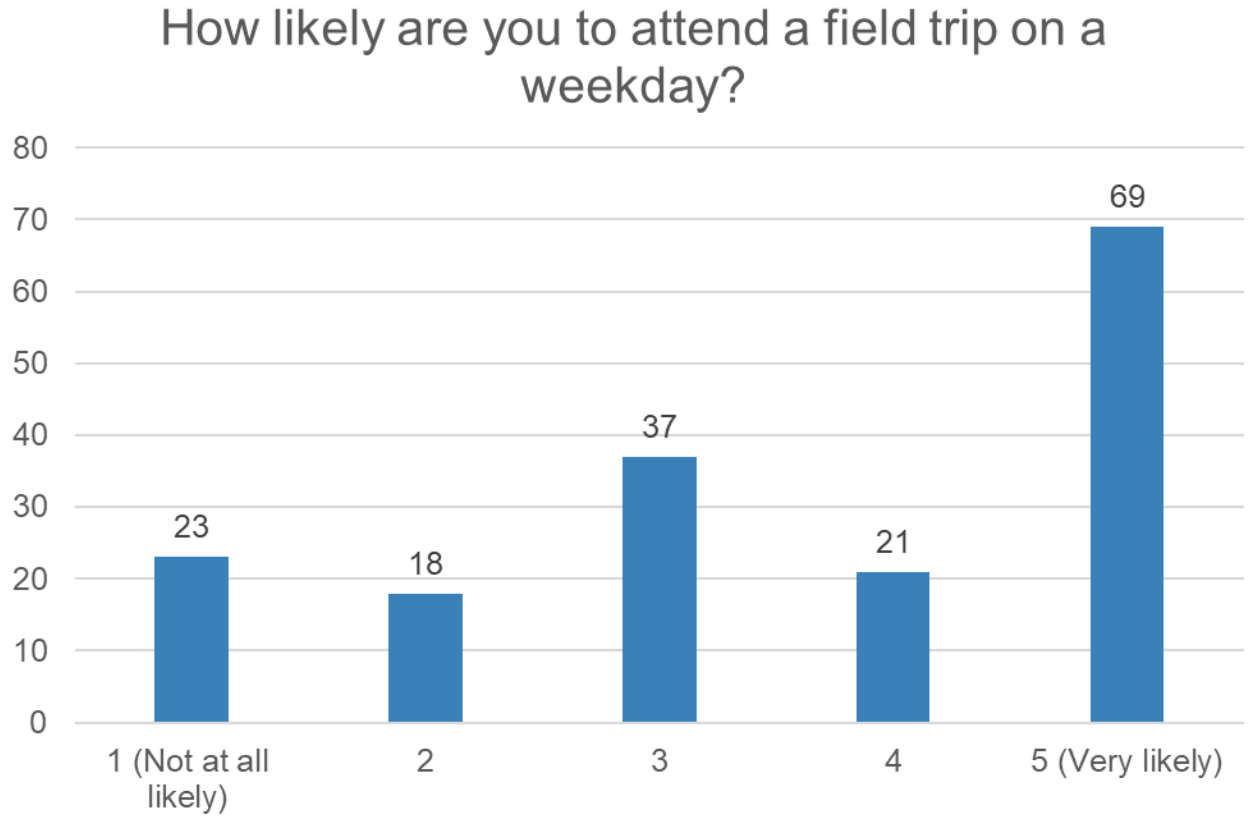
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Engagement Activities



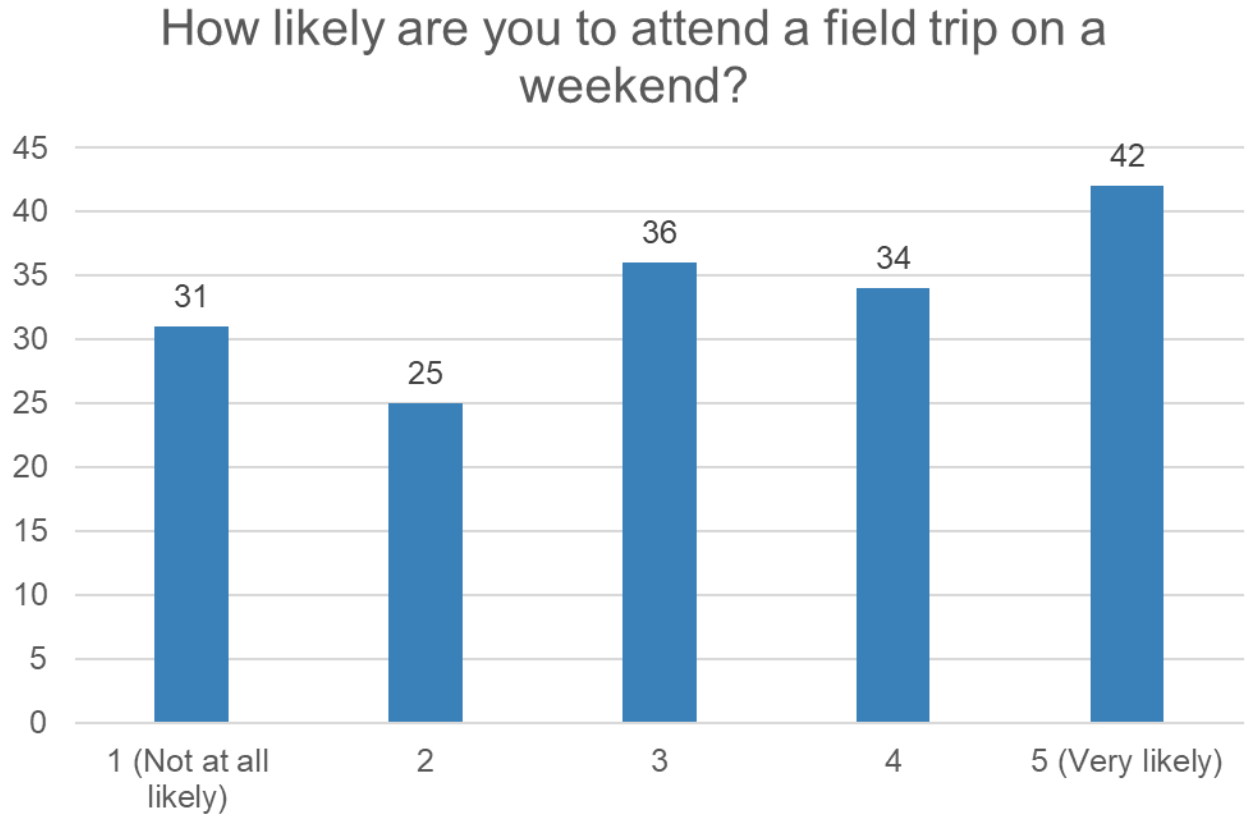
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Engagement Activities



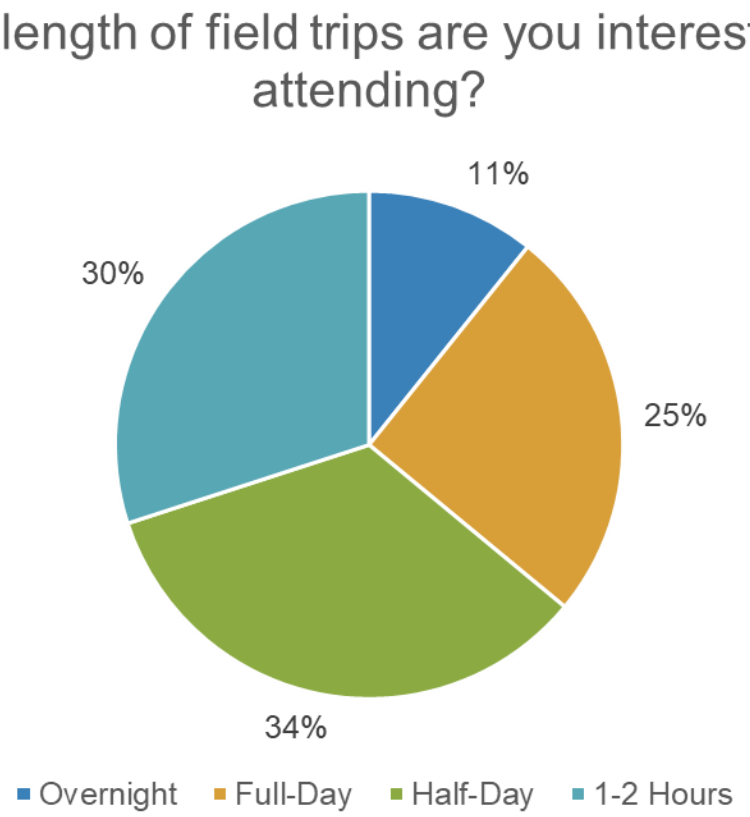
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Engagement Activities



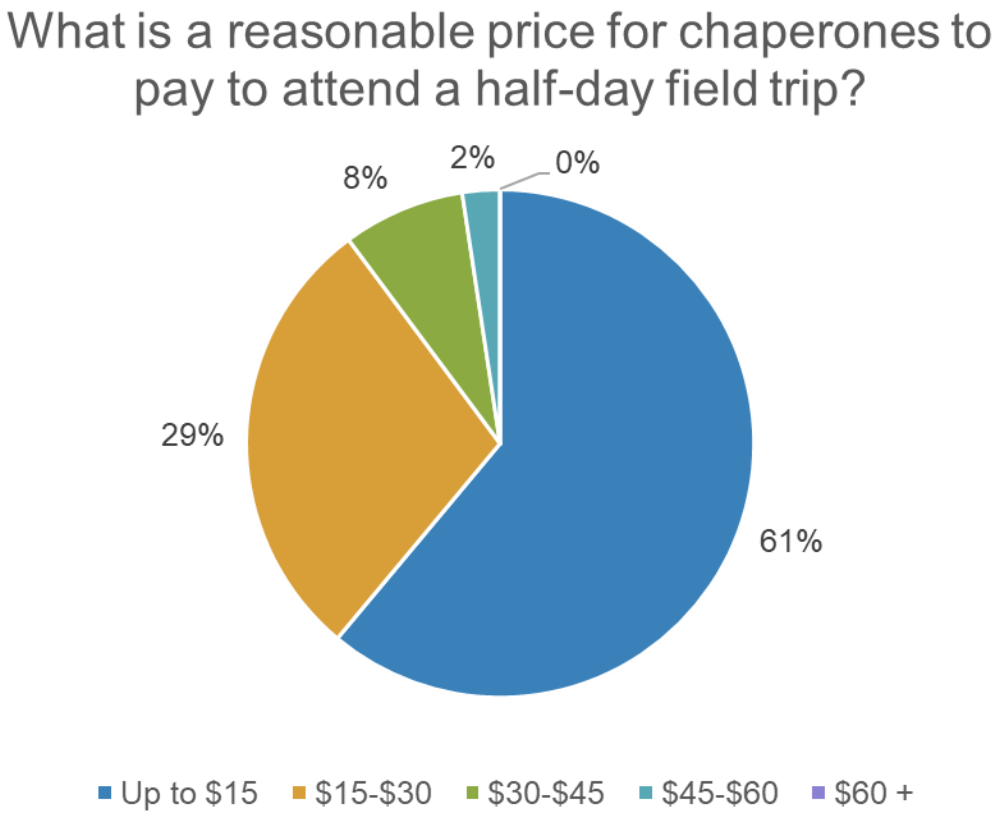
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Engagement Activities



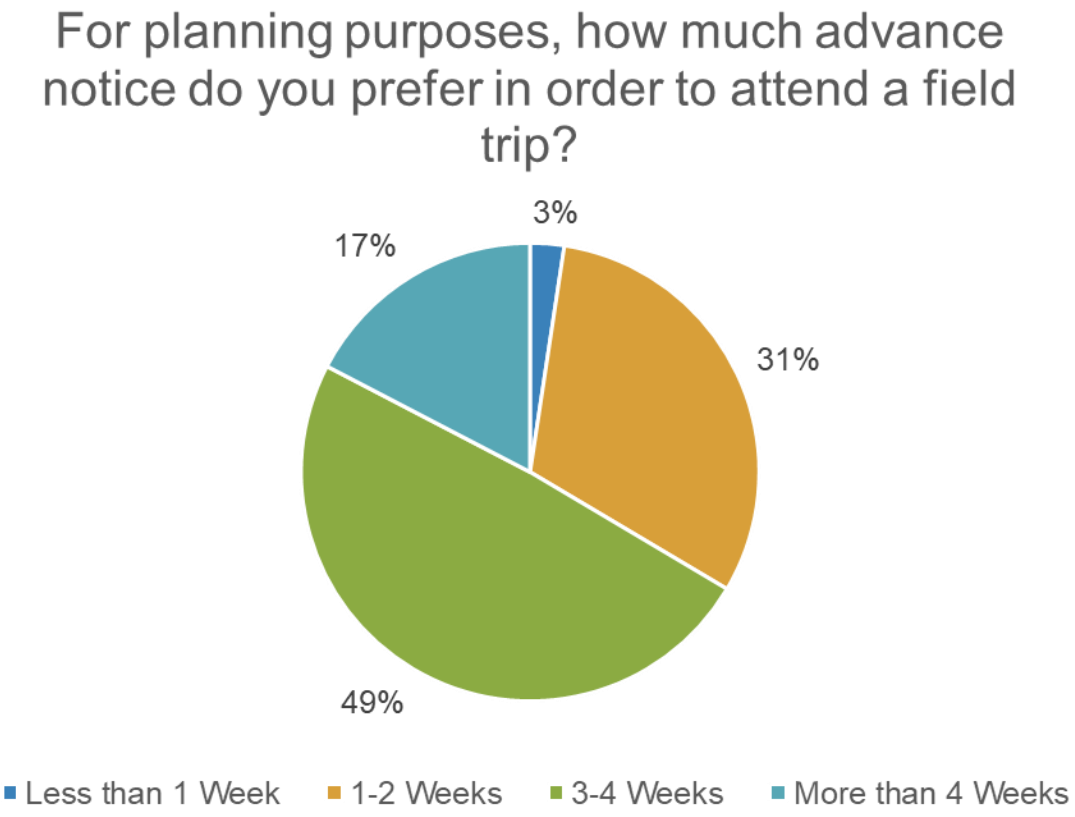
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Engagement Activities



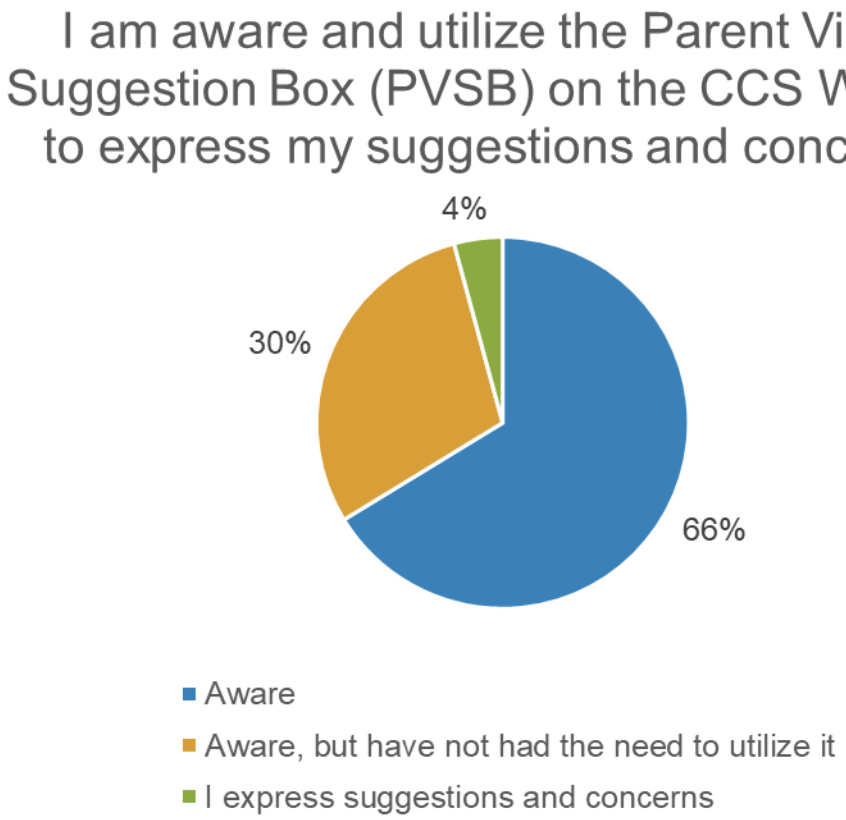
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Engagement Activities



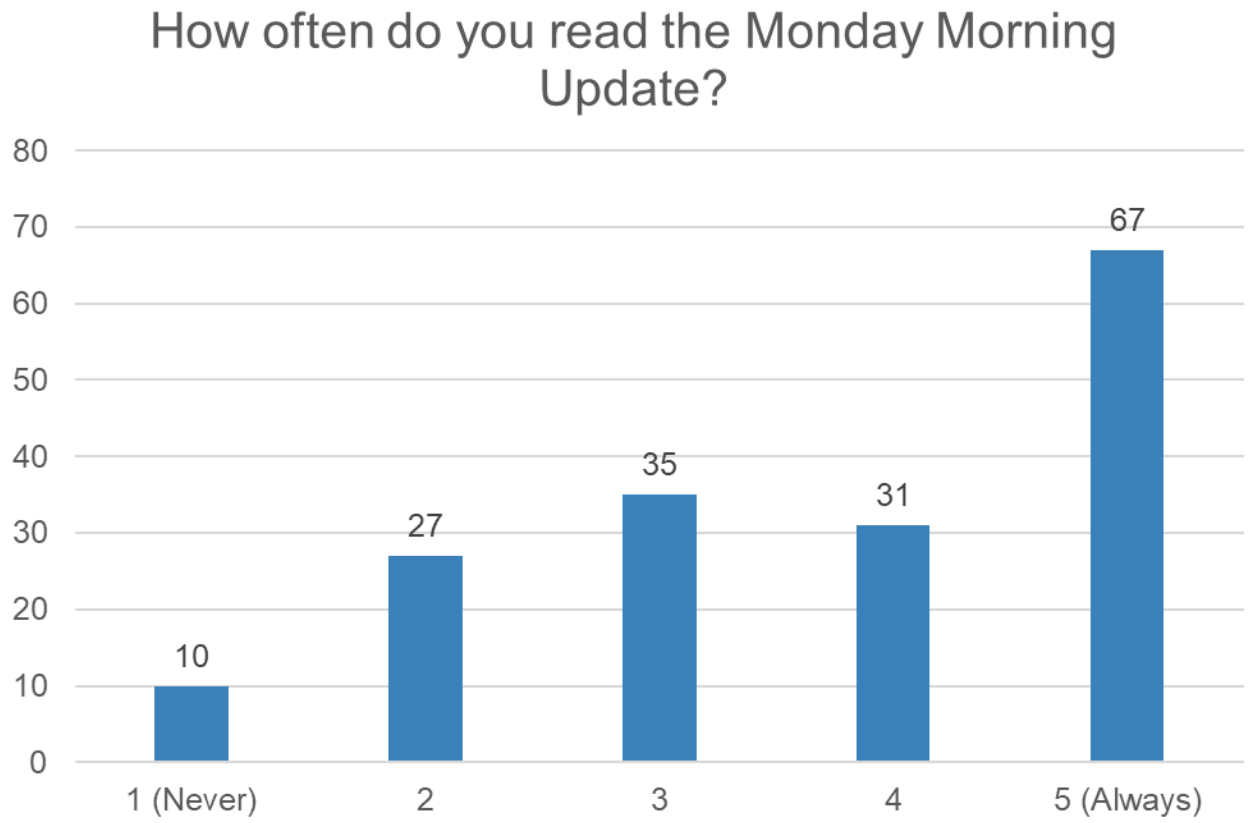
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Communication



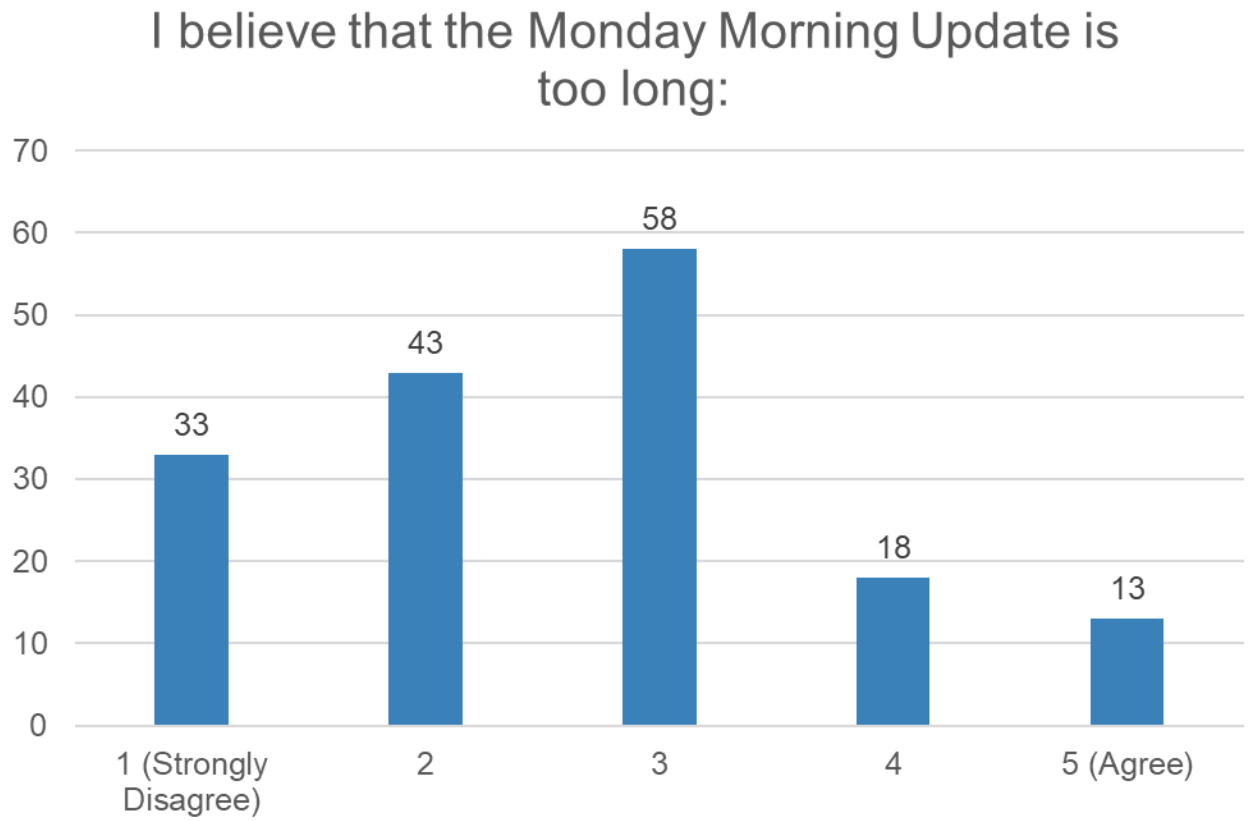
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Communication



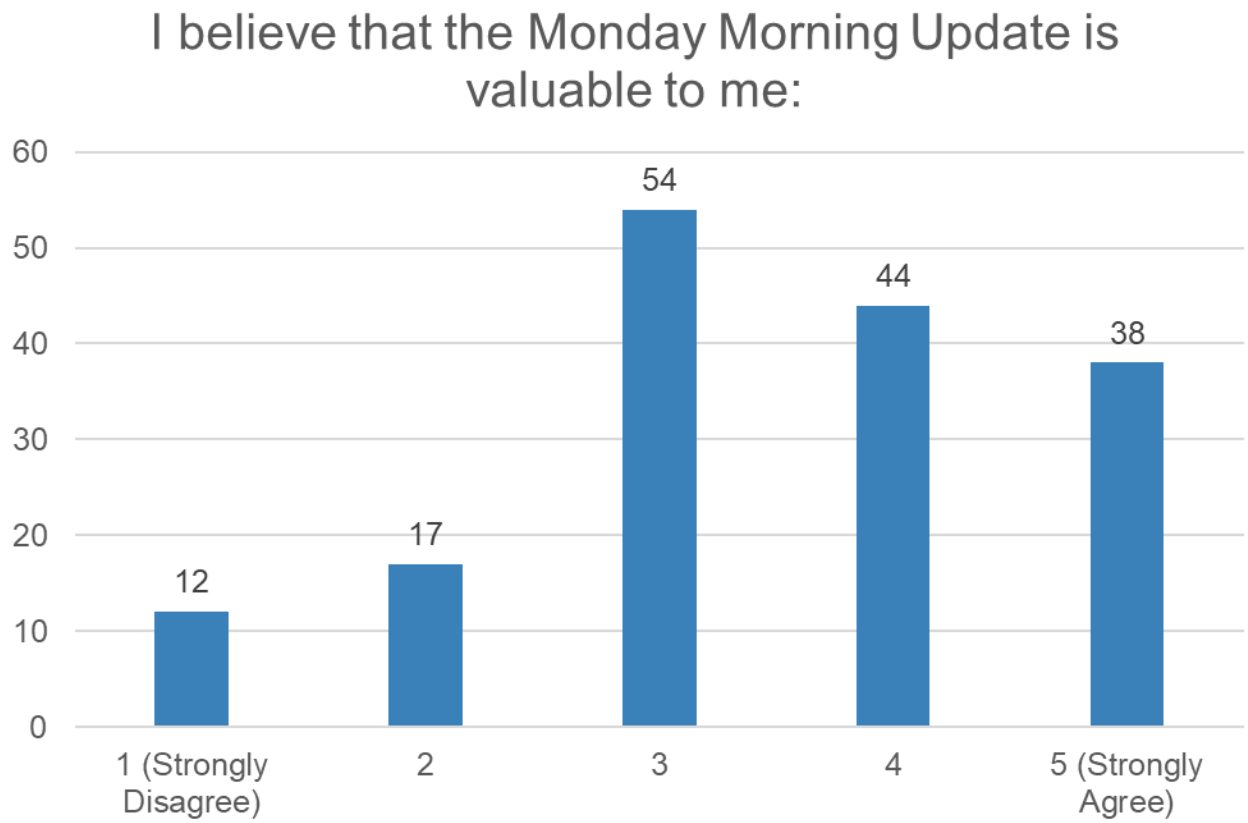
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Communication



COMPASS CHARTER SCHOOLS

Communication



COMPASS CHARTER SCHOOLS

Communication

What additional information would you like to receive within the Monday Morning Update?

- feel like the update is fine as is.
- Nothing I can think of
- Upcoming events, date reminders
- nothing
- Put a link for vendors by geographical local. Eg on a Google map document
- Cant think of anything
- High school requirements, difference between AG non AG, sample path for high school, social events for different age groups,
- links to the same resources everytime. IE important dates, clubs, academic requirement check list

COMPASS CHARTER SCHOOLS

Communication

What additional information would you like to receive within the Monday Morning Update?

- Highlighting or promoting an existing vendor that parents may not be aware of and subsequently not taking advantage of; but is very beneficial.
- All pertinent links we may need.
- Things applicable to my child
- An opportunity to attend field trips we never seem to make the dead line
- I like to see it include updates or announcements (wedding/birth) about staff & kudos to teachers.
- When and where the field trips are
- I have so much already that I have to deal in my life. I honest do not have time for reading the update

COMPASS CHARTER SCHOOLS



Communication

What additional information would you like to receive within the Monday Morning Update?

- All is good. Very concise.
- New laws being passed regarding homeschool
- No suggestions right now
- The Monday update should have a table of contents so that you can click to a specific section and not be bogged down by scrolling through whole article. Also each field trip that is added to calendar should have a feature.
- If school is on break? Sometimes we do not know when it is. I have been getting homeroom emails this year and that has been helpful!
- Nothing. Eliminate all your stupid updates. We already have to keep up with Firebird Friday and everything else.

COMPASS CHARTER SCHOOLS

Communication

What additional information would you like to receive within the Monday Morning Update?

- There is just not a lot in my local area so I feel like the updates don't really often apply to me.
- The Fieldtrip locations should be more clear at first glance so you don’t have to look it up for every single one.
- Satisfied
- Anything! We really enjoy it especially hearing about events, Workshops, new vendors, ect!
- give dates and time of learning coach academic support groups
- I'd love to see all events for the week in one place with links to detailed info. I'd love to know what content is being covered in live learning labs / workshops .

COMPASS CHARTER SCHOOLS

Communication

What additional information would you like to receive within the Monday Morning Update?

- What is due, what events are happening in my area
- Not sure!
- Nothing in special. More books of interest
- I'm happy with it the way it is.
- Most of it is simply not relevant for kindergarten
- I don't even know
- More about the options program elementary Tk-5. I know there's a lot for middle school and High school, but our little scholars should have as much of a section also. I would also like to see a motivational quote at the end of it.

Communication

What additional information would you like to receive within the Monday Morning Update?

- Not sure
- A key that outlines what all the abbreviations are, especially for field trips. Currently I have to click on each field trip to load and find out which city/county it is in.
- Monday mornings are the worst time! Can we get Wed evening updates?
- every thlng ls good
- Contests - local, regional, state-wide, national
- I'm concerned about legislation regarding homeschool charter schools. If there is information on how Compass is being affected, what we can do to help, help interpreting new legislation, we would appreciate that.

COMPASS CHARTER SCHOOLS

Communication

What additional information would you like to receive within the Monday Morning Update?

- none that i can think of
- Community networking within county and highlighted work and activities
- More about elementary scholars
- Any important updates
- todo esta bien
- The club dates and times for that week

COMPASS CHARTER SCHOOLS

Compass Experience

How has your Compass Experience been thus far this school year?

- Good
- Great
- Excellent
- Good
- Great
- great
- Very good
- Great!
- good
- fine
- very positive

COMPASS CHARTER SCHOOLS

Compass Experience

How has your Compass Experience been thus far this school year?

- It's been a bit rough without our regular counselor but I understand that the one taking over is completely overwhelmed.
- great!
- It’s been good. We have an incredible teacher who is very helpful. We love the option to tailor our children’s homeschool needs to them as individuals. The ordering of some things has been frustrating because of the strictness of what we’re able to order especially for field trips and special items. Also they take extremely long to get to us.I do know other families enrolled who get they’re orders promptly but for some reason ours come late usually. Other than that our experience has been good so far.

COMPASS CHARTER SCHOOLS

Compass Experience

How has your Compass Experience been thus far this school year?

- For us it has been great, I have enjoyed the fieldtrips that we went on and how engaging they are for my scholar and his siblings. I feel like we have learned so much and experienced so much being a part of the options program. We continue to grow and our learning grows with us. Its nice to have the liberty to learn about subjects in any style we feel works for us. Being a part of Compass has been a fun a fullfilling experience.
- Very great!
- Pretty good. System works well, and my EF is very helpful, communicative and prompt in her replies.

COMPASS CHARTER SCHOOLS

Compass Experience

How has your Compass Experience been thus far this school year?

- It's ok. We just started receiving services for my youngest who has an IEP, that has been frustrating, but I was also allowing time for compass to figure it all out as the enrollment process was painfully slow as well.
- Mellow. Was not happy we could not order in December for this Spring!!!!
- It's been ok. We were with another Charter last year and I would love for Compass to adopt a more streamline ordering system, as well as more vendors for Napa county
- Excellent; my EF is awesome
- Thumbs Up!
- Love it!!

COMPASS CHARTER SCHOOLS

Compass Experience

How has your Compass Experience been thus far this school year?

- My scholar was tested for learning disability, and while the special ed department has been supportive, it is exceptionally slow. Please hire more staff.
- Its been good
- Neutral
- Not as good as previous years. Coming over to the options side was like starting over as a new homeschool parent. I don't know much about how the program ran but figured I would receive guidance from my new EF. Sadly it took a month to get a temporary EF and I had to figure most stuff out on my own. Definitely not the experience I was hoping for when switching over.

COMPASS CHARTER SCHOOLS

Compass Experience

How has your Compass Experience been thus far this school year?

- It has been ok. We had a lot of problems with parent square in the beginning of the year. And I like to order more field trips closer to my area.
- Not as I had hoped. My son is doing fairly well, but he needs more teacher interaction, so we will probably put him back into a school next year
- Buena
- I have enjoyed being a part of the Compass Options Program.
- it started off very rocky but when we finally received our EF, the Compass Experience is great. I am able to reach out directly to her and get a speedy as well as helpful response.
- It has not lived up to my expectations

COMPASS CHARTER SCHOOLS

Compass Experience

How has your Compass Experience been thus far this school year?

- Im happy with Compass, there was a learning curve in the beginning which was frustrating and Im still getting used to certain things. However we are grateful to have this place to call our charter.
- Overall we have had a good experience - thank you!
- Mixed but constantly improving with my knowledge of how to do this improves.
- better than previous charter
- A very important and favorable experience and we are grateful to remain in compass
- Not very good
- not good at all

COMPASS CHARTER SCHOOLS

Compass Experience

How has your Compass Experience been thus far this school year?

- I used Calvert homeschooling curriculum before this and I am happier with Compass than I was with Calvert. It is nice to have so much support from the teachers and their involvement in the kids learning. The systems used are easy to use and for the most part we have had no issues. The elementary school is nice that is partially online and offline. The middle school is nicely more independent for the scholar. (even-though it's been a struggle for us to get my 6th grader more independent)
- Satisfactoria
- Pretty good!
- It has been great! Other than my feedback about vendors, I have had a pleasant experience!

COMPASS CHARTER SCHOOLS

Compass Experience

How has your Compass Experience been thus far this school year?

- So far we have enjoyed our experience with Compass but I would love to have some more local service vendors (ie within 5 miles or less than 30 driving). Currently we have had to drive about 30 minutes or more for classes.
- Excellent
- very good
- At times a bit overwhelming if I do not plan my schedule out with appointments for speech, tutoring, and SAI meetings. It can be a lot at once if I don't write it down on my calendar but the email reminders that happen a day before help out tremendously with it.
- very good
- Almost very good, not excellent.

COMPASS CHARTER SCHOOLS

Compass Experience

How has your Compass Experience been thus far this school year?

- It's been good but my daughters teachers are not much help they take a while to answer her questions
- A little frustrating, with all the complaints and problems with the site. We would like some information on the online with options that we were never given.
- Our family loves Compass and have had a great year at the OCLC!
- It's been really great! We are really enjoying Compass. Our EFs - Lisa Heurta and then Katie Dickens have been very helpful in our transition into Compass. Our curriculum orders were shipped to us quickly.
- Good. Off to a slow start. We weren't clear on how to use subscriptions.

COMPASS CHARTER SCHOOLS

Compass Experience

How has your Compass Experience been thus far this school year?

- I love Sarah Flint. I like how much money you guys give to my daughter but sucks that you are new in Contra Costa and you started working here after the other company hurt so many vendors before shut down. I feel the venders are scared to sign up with Compass based in their terrible experience. So independent of you having a long list of vendors, the ones that Verizon and other Charters work with so well here in our region, refuse to sign up with Compass. Maybe next year or so it will be another situation but so far I wish I was not with Compass.
- It's been good but I just wish my scholar and I were able to be assigned our EF before the school year began so we could have been better prepared rather than getting one two months later and feeling an urgency to catch up.

COMPASS CHARTER SCHOOLS

Compass Experience

How has your Compass Experience been thus far this school year?

- It is our second year and we have found our groove. However, last year had better field trips and the material order process was much quicker.
- Great! We love the school so much.
- Too complicated
- Our EF- Danielle Arnheiter is great, she communicates and responds quickly to my emails. Thanks.
- Satisfactory
- Terrible!!!
- Not so good
- Great and we will continue into the next school year and we will be adding our older son into the program.

COMPASS CHARTER SCHOOLS

Compass Experience

How has your Compass Experience been thus far this school year?

- It was stressful in the beginning getting all the passwords and things set up but now it‘s good. I wish there would be a local Northern CA place to be able to go to for looking at used curriculums...
- Great Thank you so much!
- A little complicated I don't know much about the use of the program
- Satisfied so far
- Wonderful
- excelente experiencia he aprendido de la comunicacion a distncia entre maestros, asesores y padres gracias
- It’s been positive.
- Very new but loving it! My child is happier

COMPASS CHARTER SCHOOLS

Compass Experience

How has your Compass Experience been thus far this school year?

- Ok. The program is good but not for students that are years behind in education. Then again I don't think there is a program in this state that accommodates kids with this issue. I have a 4th grade level math student who has been thrown into 9th grade level math and is failing. Same with science. She is failing and will continue to fail because she doesn't have the foundation to learn this new math or science.
- It has been very difficult wished I explored schools wit EF's meeting in person with families.
- Pretty decent for our first try
- Adequate

COMPASS CHARTER SCHOOLS

Compass Experience

How has your Compass Experience been thus far this school year?

- Verry hard, with a lack of communication and support for new homeschooling mom's and dad's. Not knowing how to order and what to order to suit my two kids needs. We ended up getting most of our supplies in November. I honestly didn't know my high schooler would have to finish his svh courses, even though starting late. He has been at the computer for 10 hrs a day rushing through his work to meet the January 27th deadline. Also it wasnt clear that we had to only stick to the master agreement which we ended up changing for him a few times. And ontop if that he's behind 15 credits... I feel bad for him! My daughter has been doing fine its not as bad for her age group, 5th grade.

COMPASS CHARTER SCHOOLS

Compass Experience

How has your Compass Experience been thus far this school year?

- My ef has been wonderful and she her self is new this year. Needless to say we were off to a bad start. I fell like we just now finaly have our act together.
- Great! But I owe that to our EF. She is totally on top of everything!
- Very good!
- This School is so helpful, Thank you! and my Teacher grace is so helpful, a lot of hope thanks to you all.
- Disorganized, long waits to assign an ef, not great
- Very supportive and helpful
- It has been good so far.

COMPASS CHARTER SCHOOLS

Compass Experience

How has your Compass Experience been thus far this school year?

- We have been pleasantly surprised to love being apart of Compass our EF Rebecca Jans is great. I like that my students have access to support and supplies I couldn't give them as an independent homeschooler. I do wish we could order from Amazon easier and that Barnes & Noble Would allot more staff to Compass orders. I find that getting the books I want is a bit tedious and requires a lot of foresight and planing to assure I have what I want when I'd like to use it.
- above expectations, excellent
- Good. I like our EF and I like the flexibility Compass gives for student learning
- It's been amazing! There is only one teacher that takes forever on grading assignments.

COMPASS CHARTER SCHOOLS

Compass Experience

How has your Compass Experience been thus far this school year?

- Excellent, the response from teachers, counselors have been amazing
- We are glad to be with Compass
- Enjoyable
- Very good. I prefer it to traditional public school.
- Great so far.
- We have had a great time. Your Teachers make it an awesome experiance
- Awesome!
- Not great I'm very disappointed in Compass this year

COMPASS CHARTER SCHOOLS

Compass Experience

How has your Compass Experience been thus far this school year?

- Thus far our compass experience has been honestly very great. My scholar loves it and so do I. Thank you for being a great charter school. We love that we have that one on one together . I love that I get to see how my scholar learns and what works best for him.

COMPASS CHARTER SCHOOLS

Questions?



Contact:

J.J. Lewis | Superintendent & CEO
jlewis@compasscharters.org
@lewis1jj

COMPASS CHARTER SCHOOLS

Parent Advisory Council Report
March 22, 2020

The Parent Advisory Council (PAC) met on Friday, March 20 at 3 pm. Members of the council consist of Ms. Mariecor Agravante, Ms. Jenni Beckwith, Mrs. Therese Nordstrom Christopher, Mr. Tony Christopher, Ms. Galit Gordon, Ms. Samantha Herrod, Ms. Randi Pugh, Ms. Leah Smith, Mrs. Joy Elizabeth Sterling-Effie, Ms. Pam Towobola and Ms. Roann Vanderwath.

Compass shared that we have grown to over 3,080 scholars as of March 20. Compass shared scheduling updates on CAASPP state testing, field trips, and Coffee with Compass as it relates to COVID-19 measures. The council also discussed and evaluated the 2019-20 PAC Survey Results.

Ms. Randi Pugh and Ms. Pam Towobola shared the El Dorado Charter SELPA Community Advisory Committee Report.

Under New Business, PAC members provided feedback to bring to staff.

The meeting adjourned at 3:58 pm. Draft minutes can be found on Board on Track. The next Parent Advisory Council meeting is scheduled for Friday, May 8, starting at 3 pm.

Respectfully Submitted,

Mr. J.J. Lewis
Superintendent & CEO &
Interim Parent Advisory
Council Secretary

Coversheet

Scholar Leadership Council Update

Section:	V. Communications
Item:	C. Scholar Leadership Council Update
Purpose:	FYI
Submitted by:	Miguel Aguilar
Related Material:	B 2020 Scholar Leadership Council Survey Results.pdf A Scholar Leadership Council Report - March 2020.pdf

RECOMMENDATION:
N/A - For Discussion Only

COMPASS CHARTER SCHOOLS

THE GOLD STANDARD IN VIRTUAL EDUCATION

Scholar Leadership Council Survey

(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.

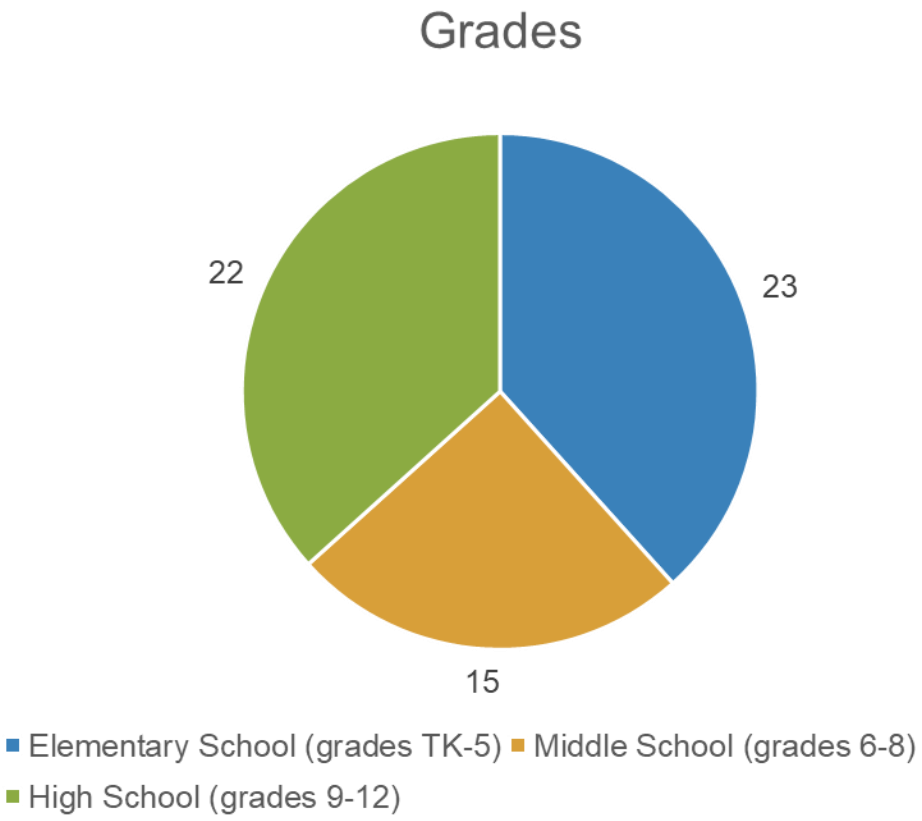
COMPASS CHARTER SCHOOLS

Agenda

- Demographic Information
- Field Trips
- Communication
- Online Learning Scholars
- Options Learning Scholars
- Compass Experience

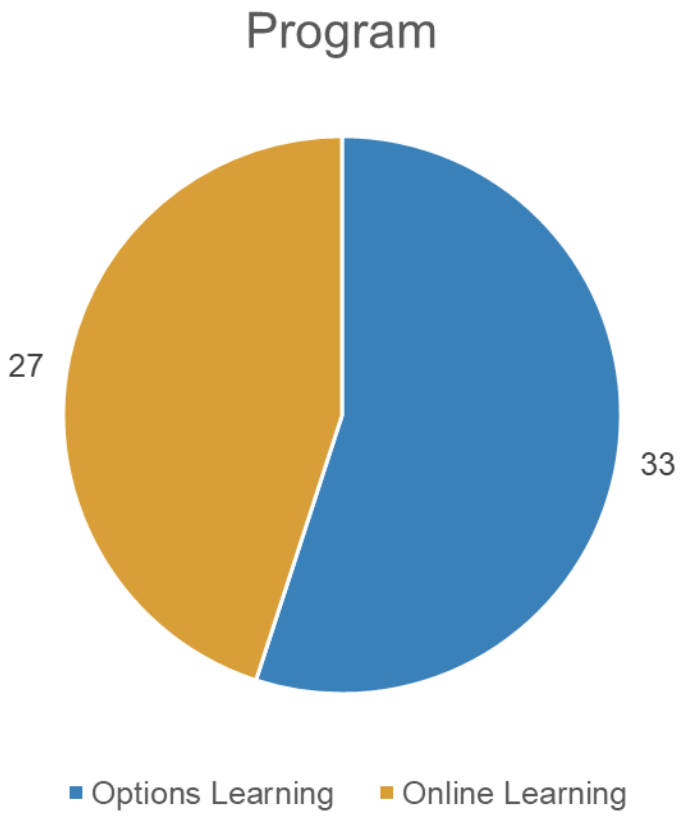
COMPASS CHARTER SCHOOLS

Demographic Information



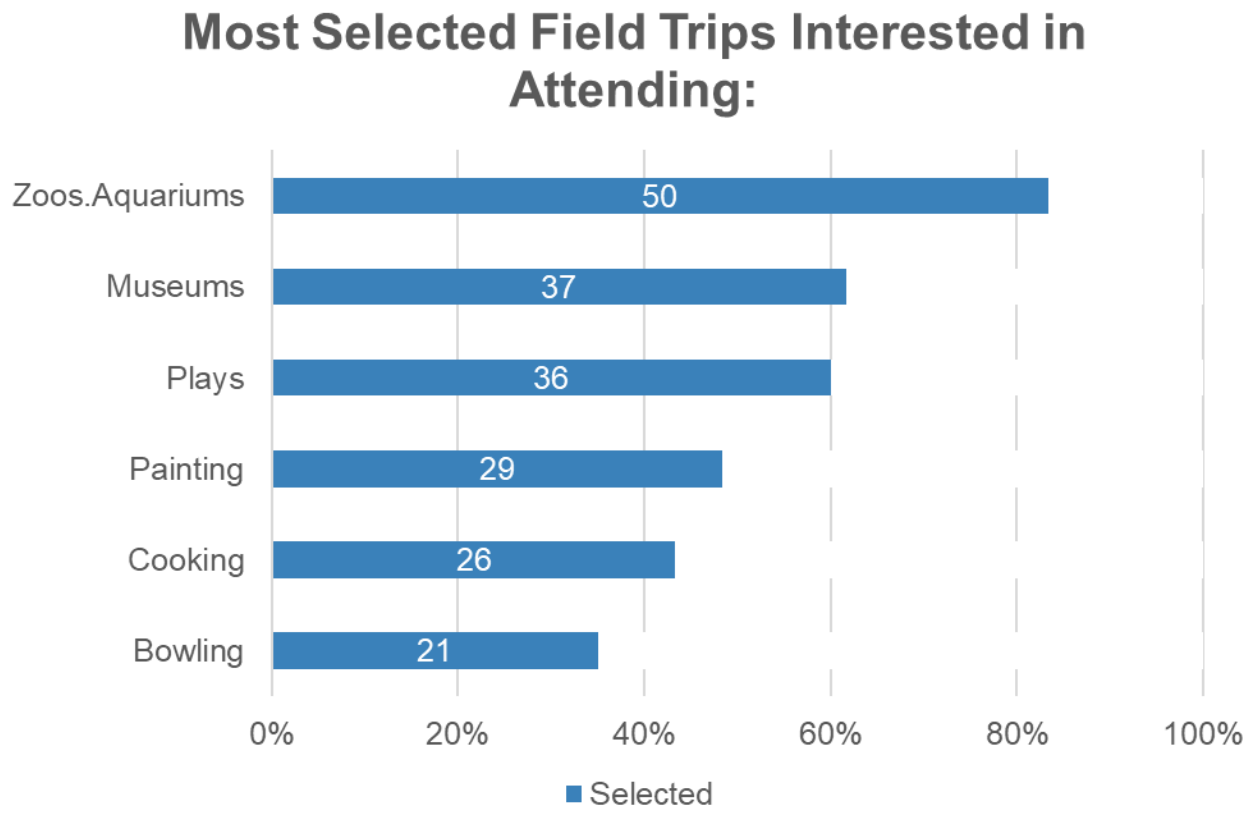
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Demographic Information



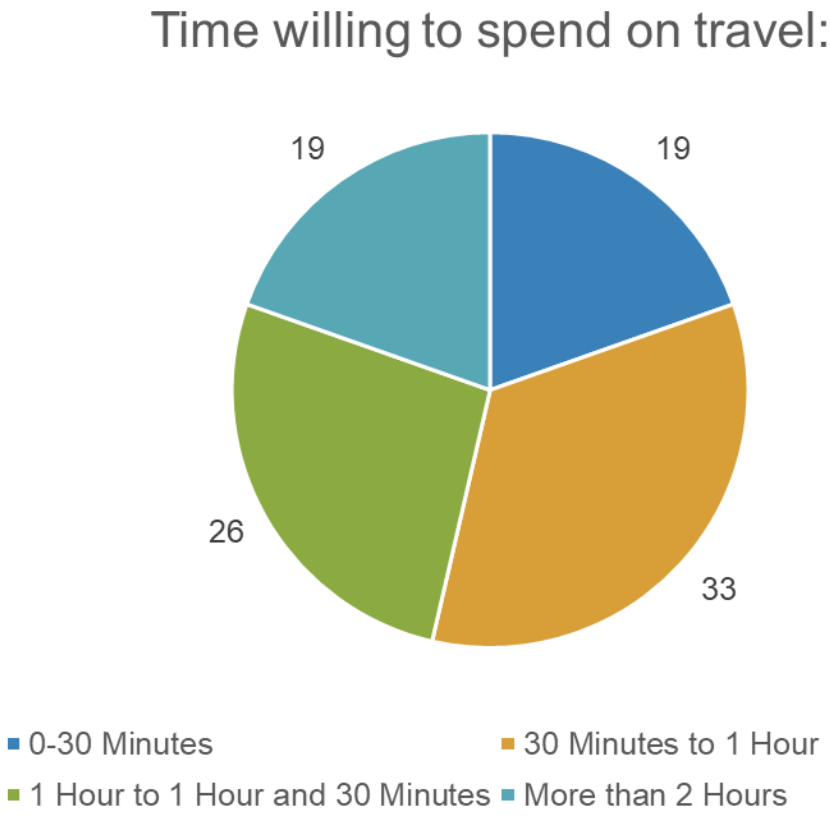
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Field Trips



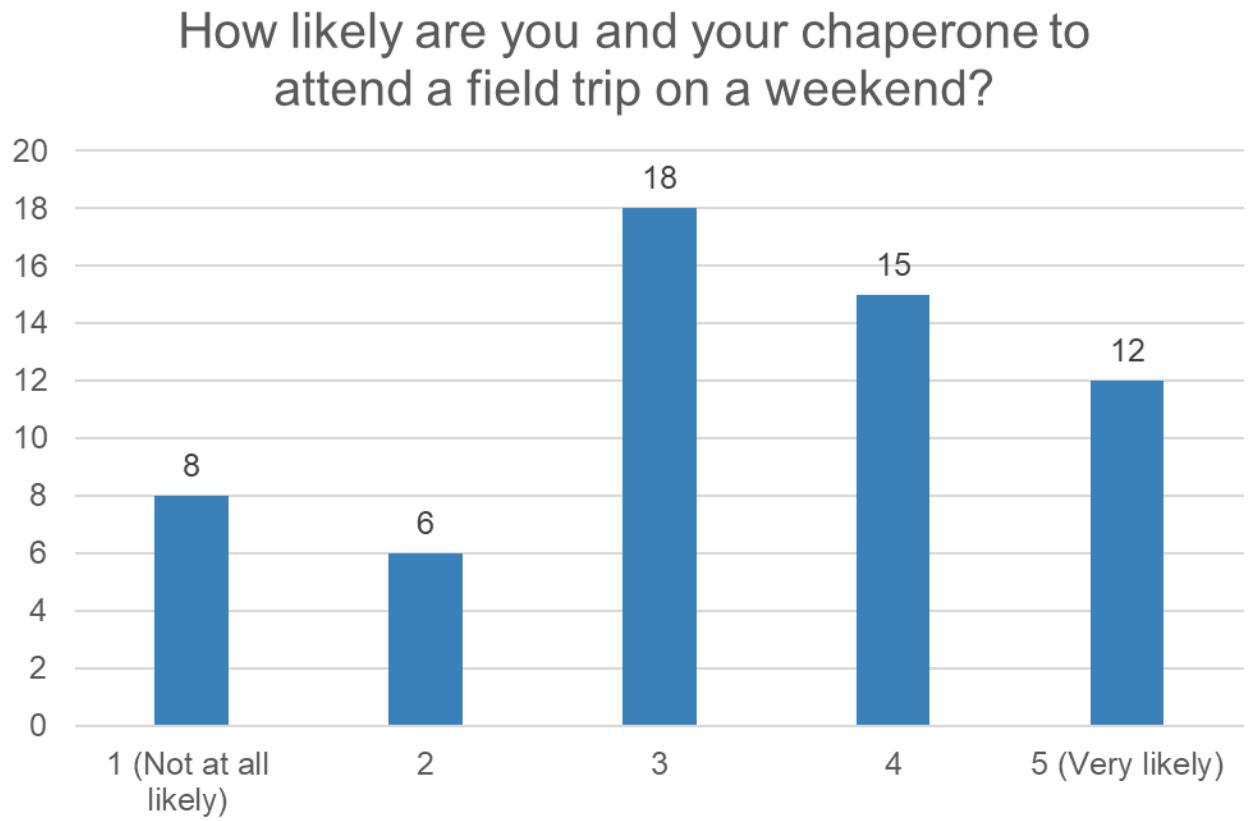
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Field Trips



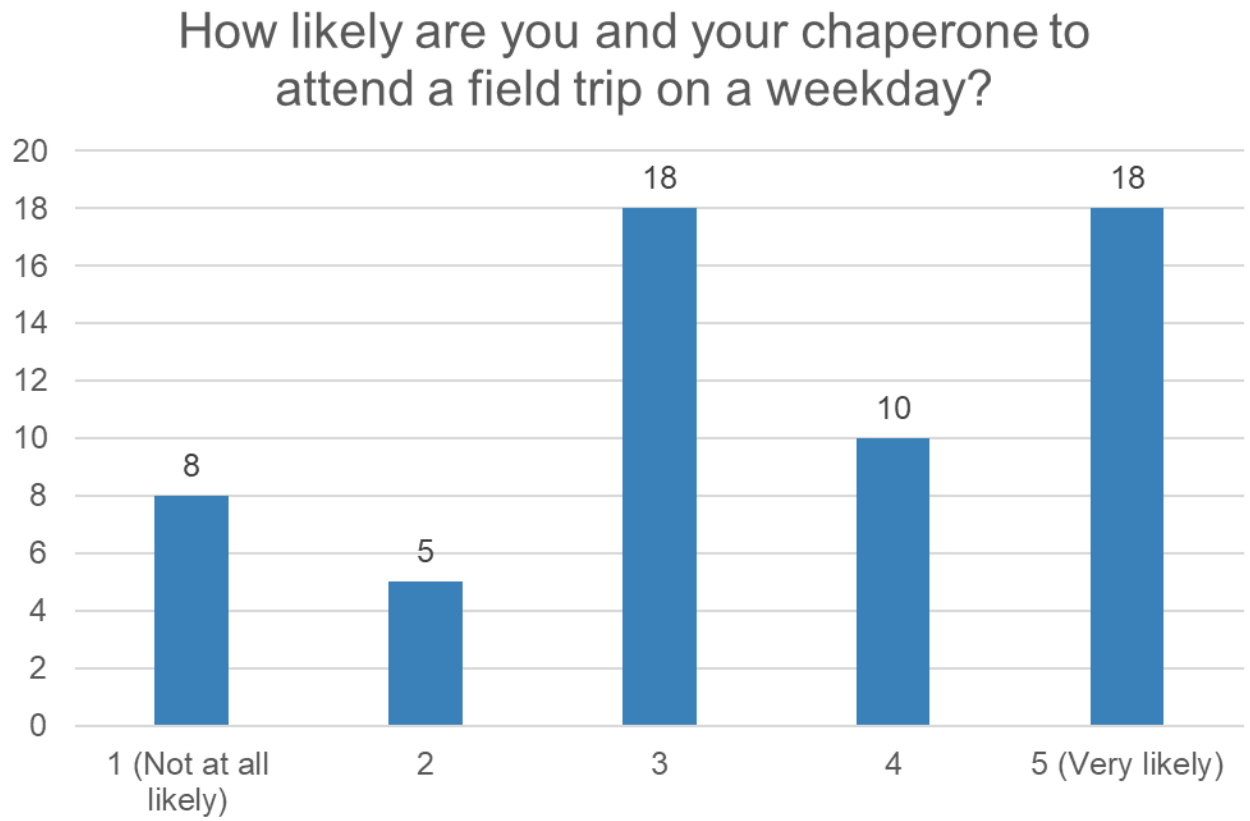
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Field Trips



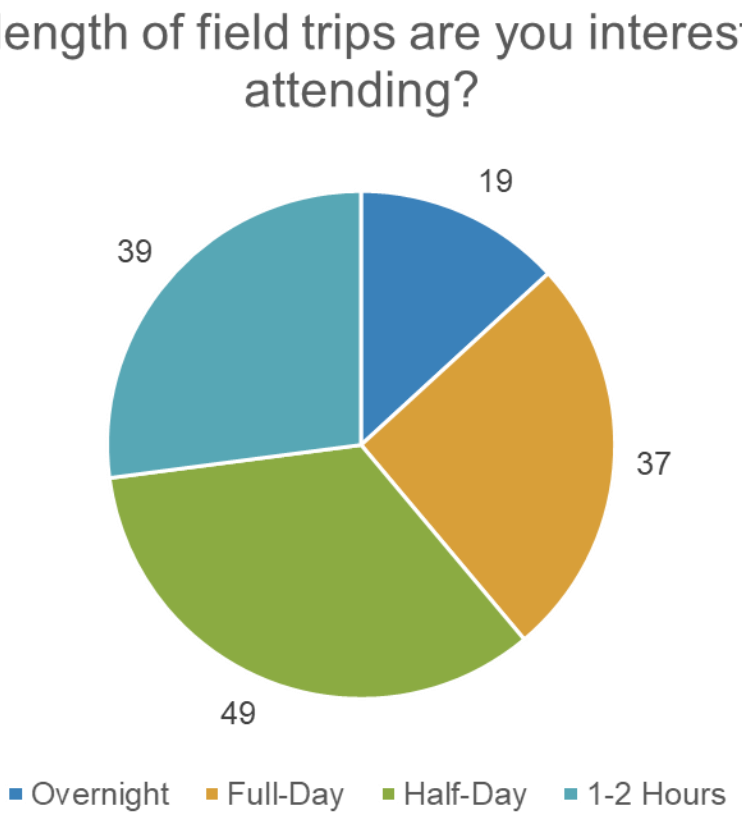
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Field Trips



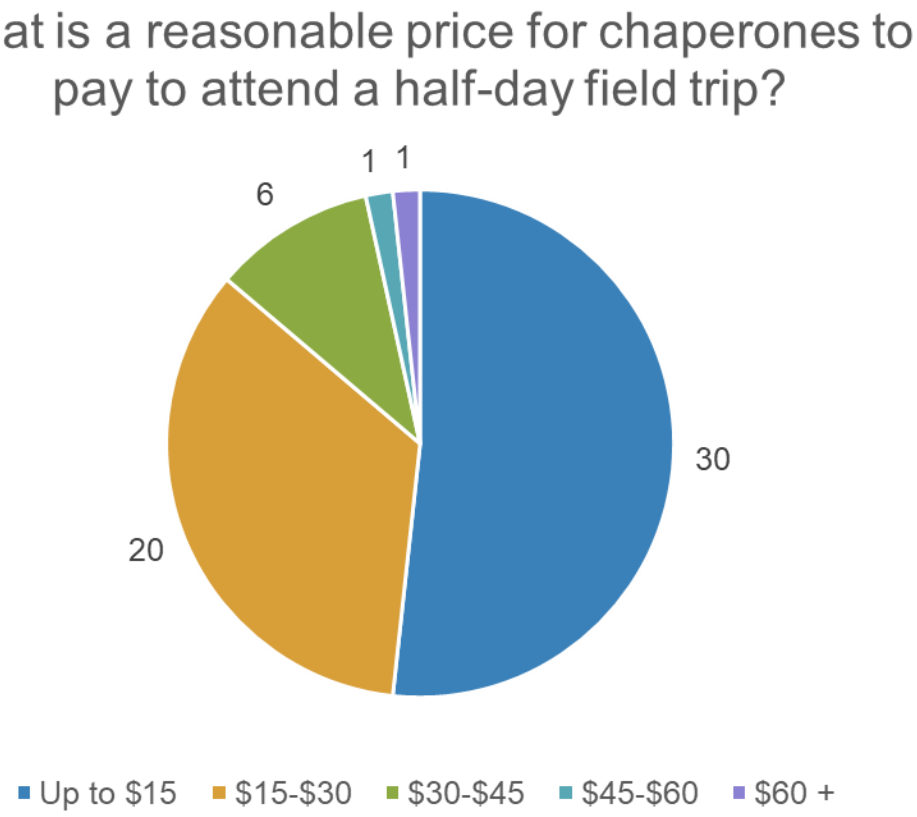
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Field Trips

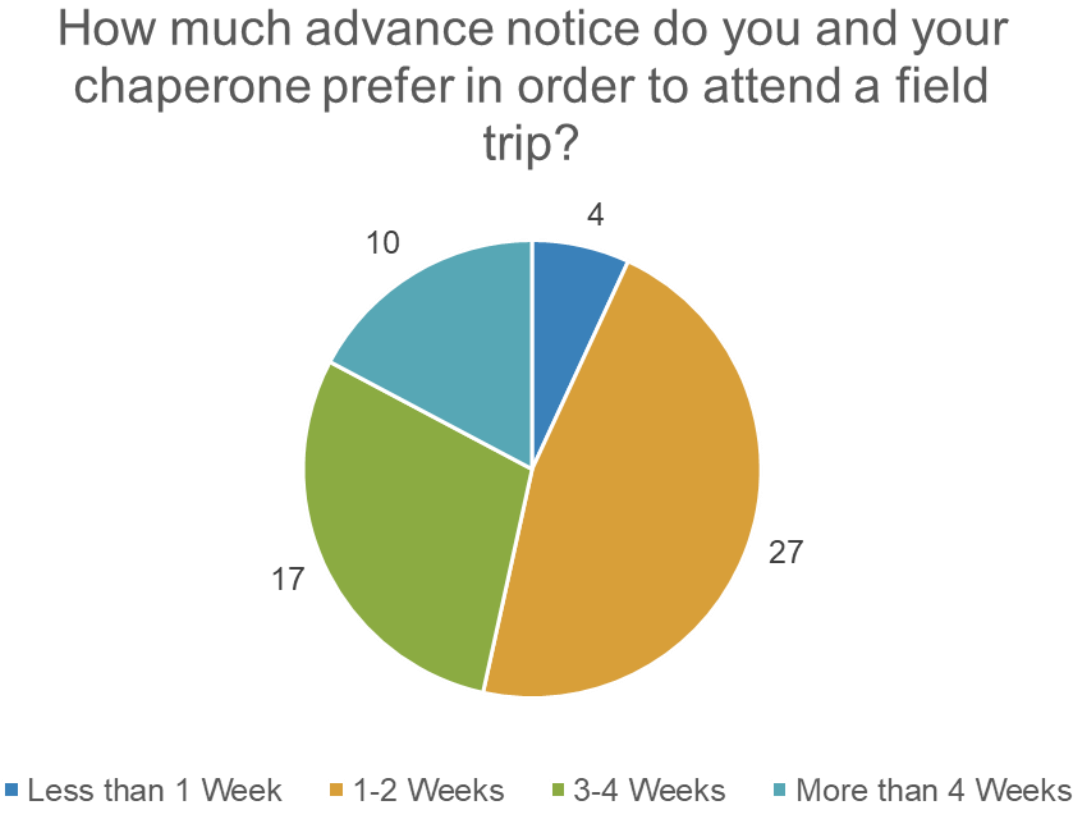


COMPASS CHARTER SCHOOLS

Field Trips

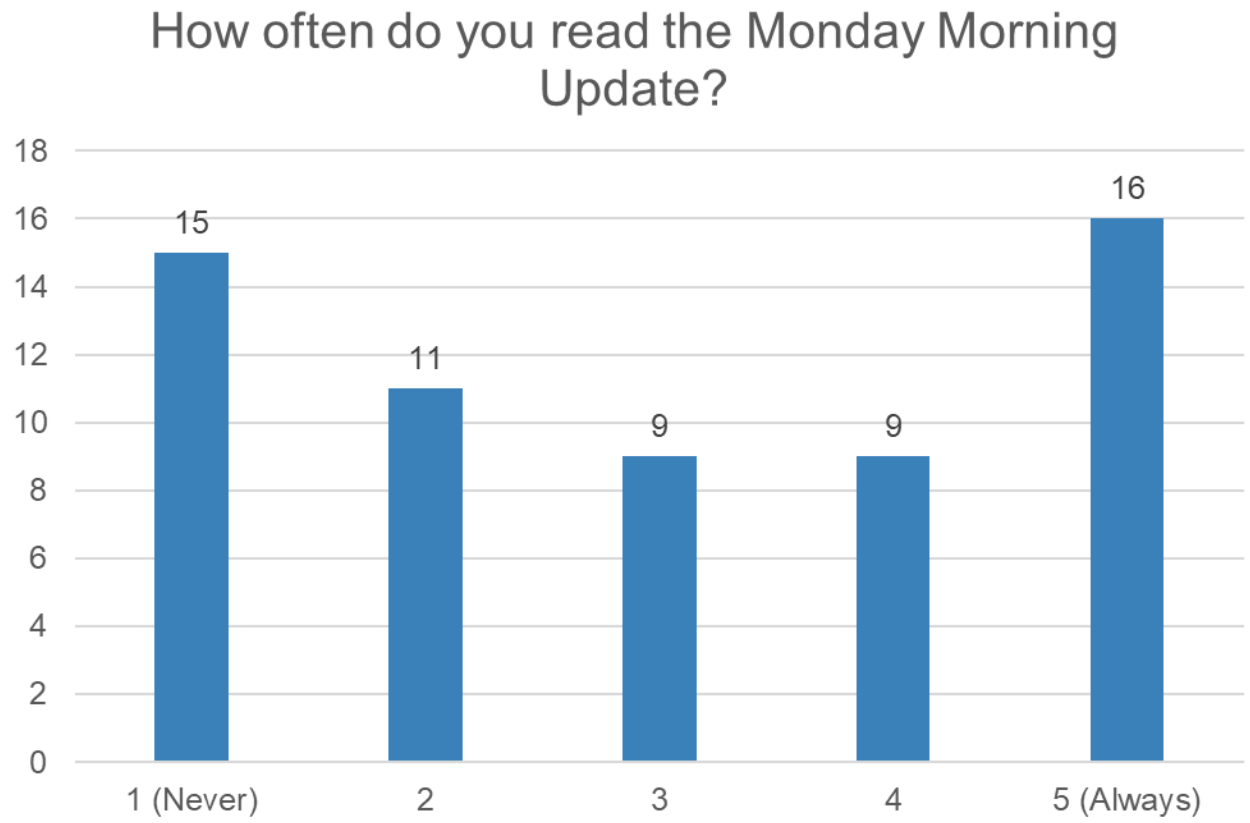

What is a reasonable price for chaperones to pay to attend a half-day field trip?
30
20
6
1
1
Up to $15
$15-$30
$30-$45
$45-$60
$60 +

Field Trips



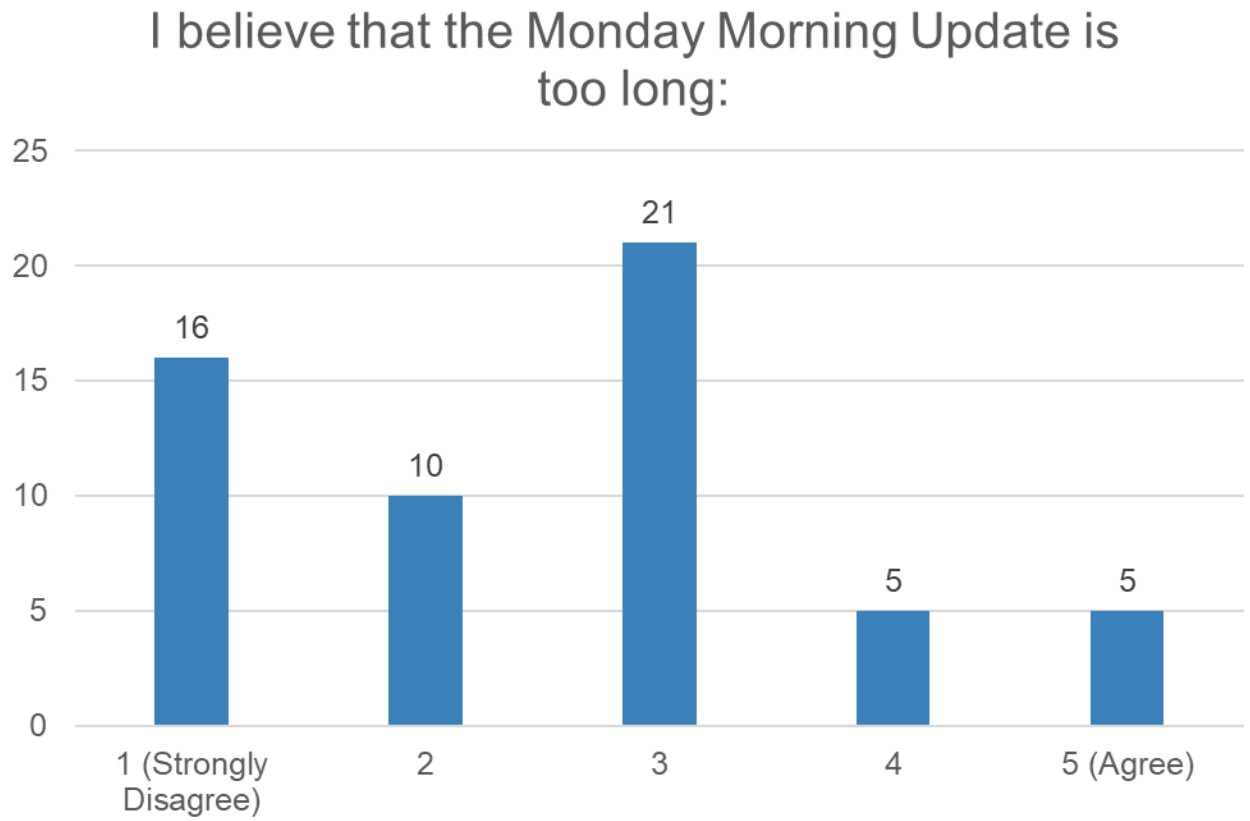
COMPASS CHARTER SCHOOLS

Communication



COMPASS CHARTER SCHOOLS

Communication



COMPASS CHARTER SCHOOLS

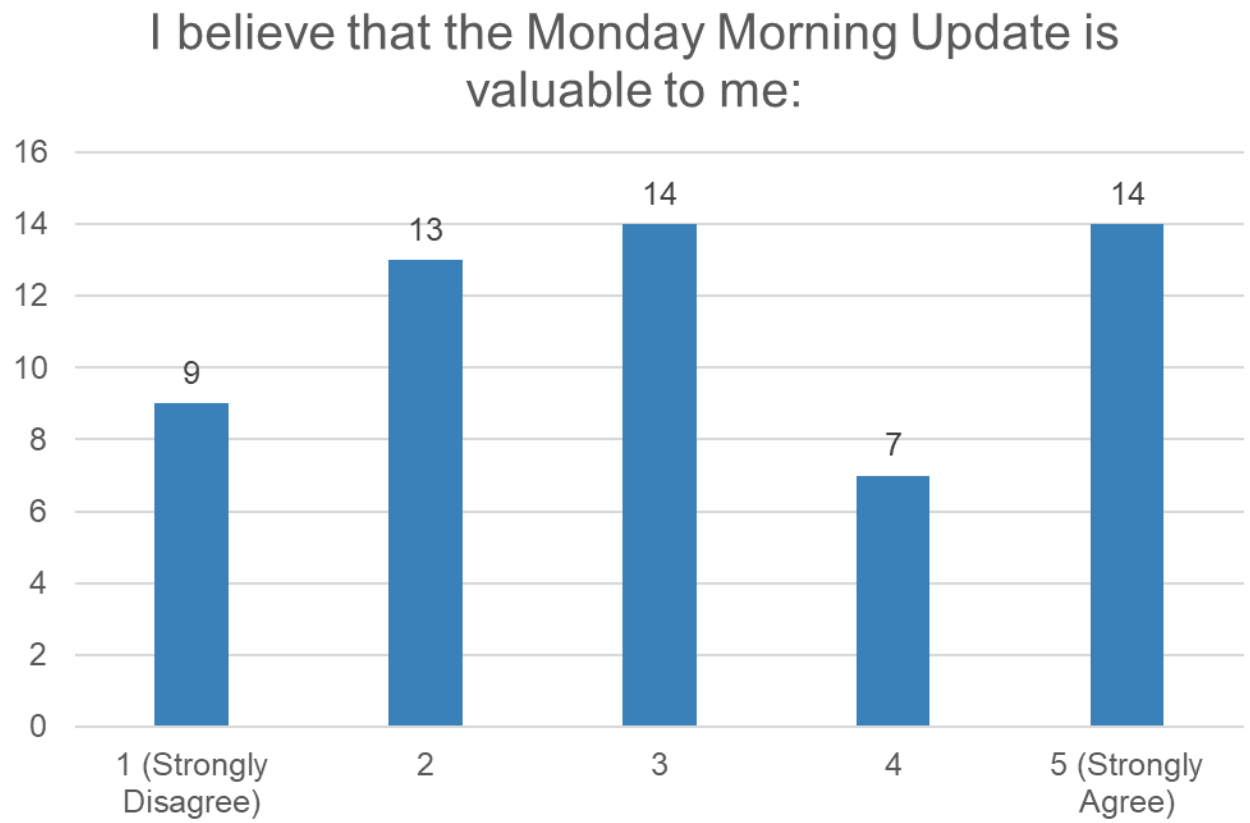
Communication

What additional information would you like to receive within the Monday Morning Update?
N/A, n/a, Nothing, Nothing because the times I've read it is pretty good and enough., None, I think it's great as is!

Field Trips & Updates
Updates for events, More relevant schedule updates, More field trip info would be good to see like when RSVP, Upcoming things, Virtual contests, what kind of field trips there are?, Scholar gatherings/social events

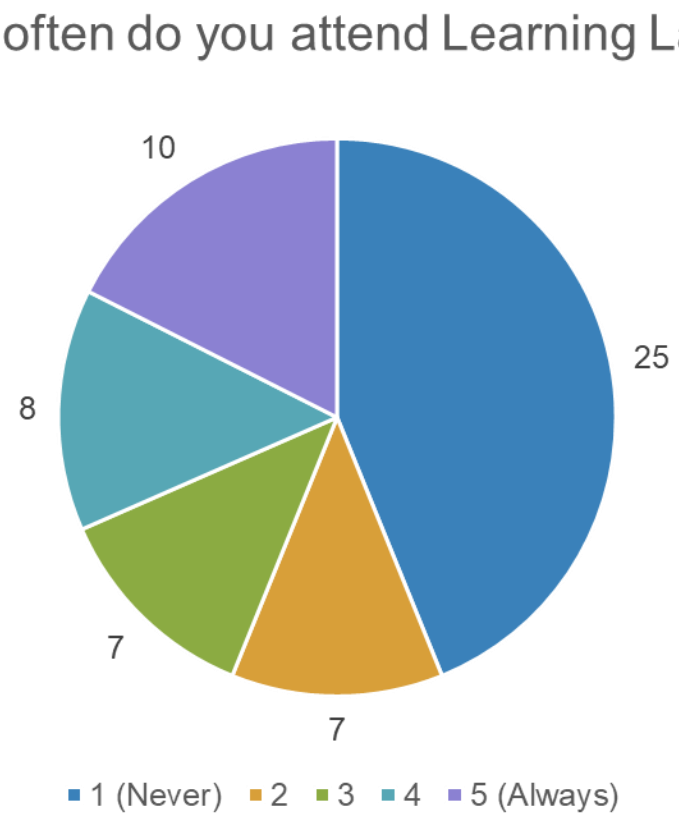
New students who have joined so we can welcome them.

Communication



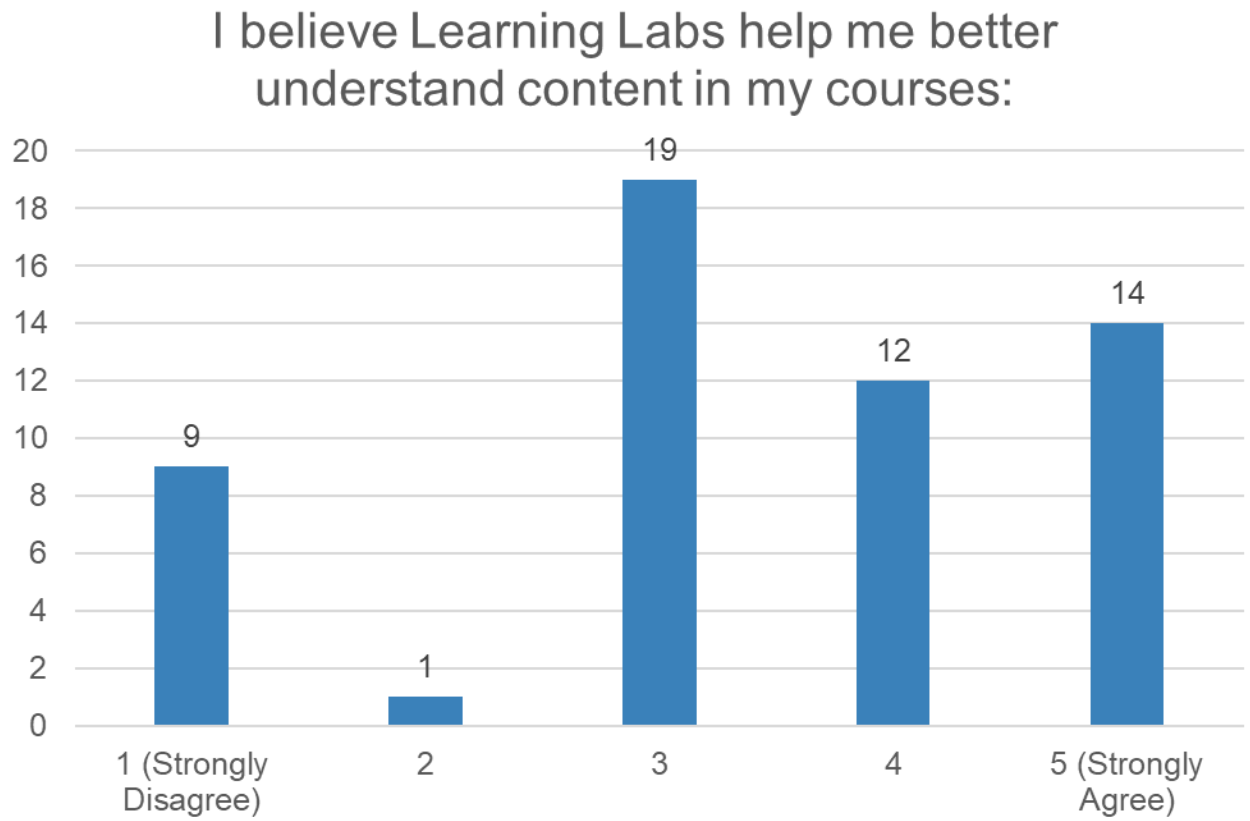
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Online Scholars



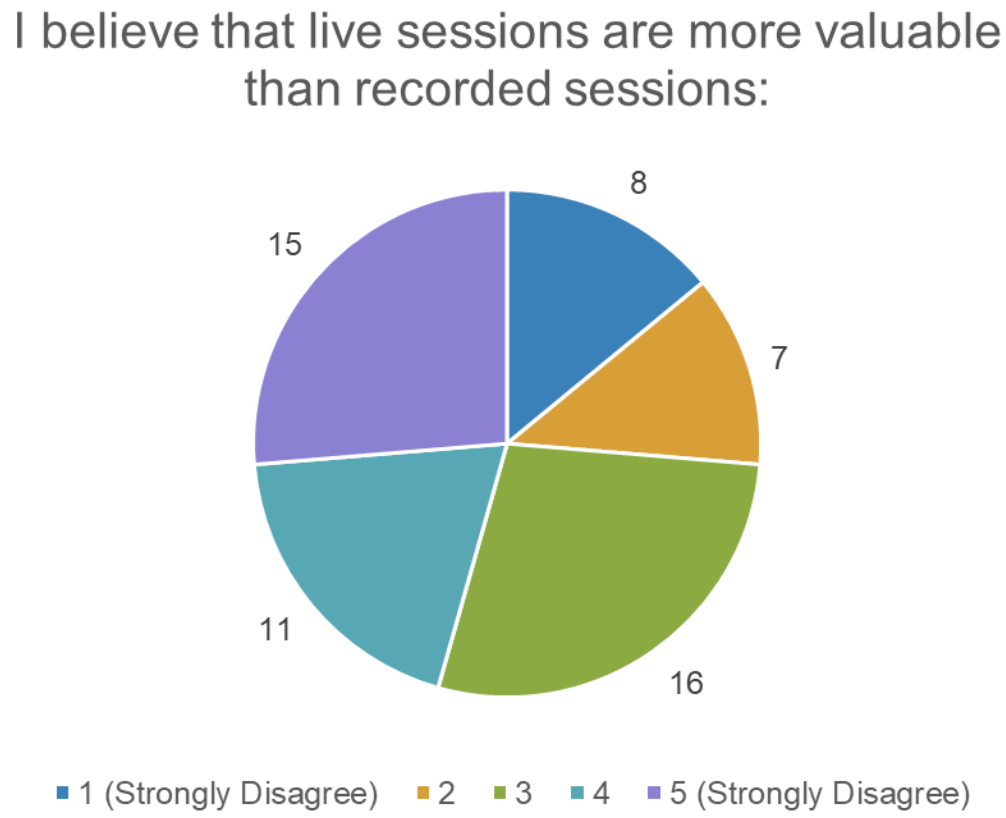
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Online Scholars



COMPASS CHARTER SCHOOLS

Online Scholars



COMPASS CHARTER SCHOOLS

Online Scholar



COMPASS CHARTER SCHOOLS

Online Scholar

What are you proud of accomplishing so far this year?
Writing
The more difficult projects and exams.
trying my best
I feel proud for feeling more comfortable with the program.
being a better person
I've been trying its not so easy for me because stuff distracts me most of the time but i think that me trying is something im proud of.
Keeping my grades relatively high and consistent the whole year.
Getting better grades in math
Keeping up my GPA and attending clubs.
Being half way through to module 6 in history.
Art

Online Scholar

What are you proud of accomplishing so far this year?
I am proud of accomplishing my school work and going on to the next semester after 11th grade with good grades.
Making it so far in two honors classes.
Doing my best to stay on track.
Not getting behind
Getting a passing grade in Science and Social Studies
Geometry, more vocab
my grade for Spanish
FINISH SCHOOL
Meeting Compass requirements to get funding.
Osman is doin good in Math , Jayden his doing good in communication skills

COMPASS CHARTER SCHOOLS

Online Scholar

What are you proud of accomplishing so far this year?
My organization and book report
I am proud that, despite starting the semester late, I have been able to (so far) pass nearly all my classes with my desired grades and earn good scores on individual assignments.
That I got better grades.
Robots, clay art, blog
Getting close to moving up in math levels and keeping a reading log
Taking a Outside Math class and meeting friends
the fast learning
Learning game design
Reading and Math
Becoming a stronger reader and slowing down to master my math

Online Scholar

What are you proud of accomplishing so far this year?
Pottery, starting to write a book, reading lots of books
The amount of books i have read and my loom projects
parkour competition- 3rd place for age/rank!
Learning cursive
Achieve my credits
I try to do my work everyday
Reading and math
Getting good grades
Students making progress reading

COMPASS CHARTER SCHOOLS

Online Scholar

What are you proud of accomplishing so far this year?
Pottery, starting to write a book, reading lots of books
The amount of books i have read and my loom projects
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Reading and math
Getting good grades
Students making progress reading

COMPASS CHARTER SCHOOLS

Online Scholar

What are some ways Compass can recognize and reward academic achievements (in addition to Scholar of the Month, Honor Roll, etc.)?

Maybe make a hardest working award for those that are able to catch up in their classes.
Prizes, Trips
maybe scholar of the month I like that.
Don't care.
Certificate some were to have lunch or breakfast
None
Maybe reward students with more extra credit and extra credit opportunities, or exemptions from certain assignments.

COMPASS CHARTER SCHOOLS

Online Scholar

What are some ways Compass can recognize and reward academic achievements (in addition to Scholar of the Month, Honor Roll, etc.)?

No idea

Gift cards, field trips, fee subscription to an online course

I believe current rewards suffice

Send them a small reward in the mall. Like a school hat or shirt

Compass can give them prizes such as small toys, money, gift cards, candy, etc.

Pizza party

Online Scholar

If you were given one thing you could change about Compass, what would that be?

Everything is fine, for now.
The way the courses are graded
I would like for my teachers/counselors to reach out more.
Annual passes to zoos and museums
i like compass charters
I would like if they sometimes send paper workbooks to your home
Having a campus to go to in NorCal and Bay area
An easier to approach staff.
Better communication from math department (more empathetic teaching).
Adding more interactive clubs for scholars.

Online Scholar

If you were given one thing you could change about Compass, what would that be?

If I was given one thing I could change about Compass Charter Schools, I would change the mandatory note; because students already have a lot on their plates in school as is, and making them do note is irrelevant because they already do notes to get ready for tests. Besides when it come up time for the end of the semesters or year it is a pain because then it takes up more time that they could be doing their work, I mean if you were to tell them "at the end of the semester if you have notes, please submit them, if not it's okay" give it to them as an option...not a mandatory thing, because it makes them more resistant to do the notes if they are forced to do the notes and submit them; and the Cornell notes are not for everyone, a lot of people struggle with those kind of notes including me and many others.

Online Scholar

If you were given one thing you could change about Compass, what would that be?

For there to be more recognition of when students are doing well.
Make the math LL start at 1:00 like the others.
I believe in math the videos they have to teach the students I would like to change that into a reading form
NOTHING
Annoying updates.
High school options/ path
Nothing about the staff or way of thinking/teaching, however I do wish that it was easier to cater the curriculum in a variety of ways (visual vs. auditory vs. kinetic etc. learning).
Nothing.

COMPASS CHARTER SCHOOLS

Online Scholar

If you were given one thing you could change about Compass, what would that be?

So far everything is great!

meet other kids

More field trips, including those involving a boat (like to go to Alcatraz or Channel Islands) or a train (Skunk Train in Willits) or a jeep tour (like at Safari West or the San Diego Safari Park). Or maybe being able to participate in a dolphin interaction program at Sea World.

To keep the legos, and order all the colors we need for our printer

nothing, very satisfied with the program.

Reasonable limit on ordering

Online Scholar

If you were given one thing you could change about Compass, what would that be?

Help the EFs by only giving them all the same age range of students. (Like all elementary students or all high school students) So the info they have to share is applicable to all their students and not just some.

That they have more (art) vendors close by.

Play with friends more? I don't really have anything against it.

Field trip restrictions

Options Scholar



COMPASS CHARTER SCHOOLS

Options Scholar

What are you proud of accomplishing so far this year?
everything
Writing
trying my hardest
Making new friends and trying out things that aren't in my comfort zone.
Nothing
being a better person
Me trying
Reading independently and beating my time everytime on timed math worksheets.
nothing really.
Keeping my grades relatively high and consistent the whole year.
Getting better grades in math

Options Scholar

What are you proud of accomplishing so far this year?
Getting as far as I can in literature arts is something I'm proud of.
Art
I am pound to accomplish the hard work that I've been doing and to carry that on into the next year/
not getting behind
Catching up in Science and Social Studies.
very proud of my self
Getting good grades.
FINISH SCHOOL
Meeting Compass requirements.
Osman is doin better in Math ,Jayden have improved this communication skills

Options Scholar

What are you proud of accomplishing so far this year?
Getting as far as I can in literature arts is something I'm proud of.
Getting my fractions and understanding them
Report card and organization
That I got better grades.
robotics, blog, judo, piano, new maker skills
Reading log and almost moving up to the next level in math
Being ahead in math
being able to right
Reading and Mathematics
Phonics
Becoming a better reader and mastering my math skills

Options Scholar

What are you proud of accomplishing so far this year?
Pottery, starting to write a book, reading lots of books
My ABCs and spelling my name
Playing with my friends
Learning cursive
Achieve my credits
I try to do my work everyday
Reading and math
Getting good grades

Options Scholar

What are some ways Compass can recognize and reward academic achievements (in addition to Scholar of the Month, Honor Roll, etc.)?

Artist of the month/scientist of the month/reader or writer of the month when you have a certain theme or subject to highlight

I believe the Scholar of the Month and Honor Roll is adequate.

The majority of students don't have an A in their class(s) and some rarely get more than a few. I feel there should be more recognition for either straight-A scholars or scholars that really put hard work in.

Scholar of the Month?

by getting them a certificate

Options Scholar

What are some ways Compass can recognize and reward academic achievements (in addition to Scholar of the Month, Honor Roll, etc.)?

Completing half of all your modules in each subject is important to recognize.

Some ways Compass Charters can recognize and reward achievements in addition to Scholar of the Month, Honor Roll, etc is if you hosted a story and or a cooking contest and the best story or creative dish submitted can be awarded for their hard work and for their creative arts.

COMPASS CHARTER SCHOOLS

Options Scholar

If you were given one thing you could change about Compass, what would that be?

Nothing.
Nothing
n/a
Everything is fine, for now.
i need an in person teacher for some courses
More on-site learning labs.
Annual passes to zoos and museums
i like compass charters
if they would mail paper workbooks

Options Scholar

If you were given one thing you could change about Compass, what would that be?

Have one or two required activities assigned for each grade that we all do. Perhaps also pen pals/chain letters with other scholars that have the same EF so they feel more part of a group than just a program

An easier to approach staff.

Nothing really

nothing

More art sessions is something I would add.

Field trip funding

Options Scholar

If you were given one thing you could change about Compass, what would that be?

If I were given one thing I could change about Compass, it would be the learning labs; because many students cannot attend because it is at a bad time, for example: I go to my moms work everyday and it is hard for me to do learning labs because I am rushing in the morning and I get home late, so Compass should make Learning labs optional or just do one-on-one help or just do Q&A to make it easier for other students who cannot attend.

I would make it possible to find information on your classes and if you are lacking something needed to graduate without having a meeting.

For there to be more recognition of when students are doing well.

Making the Math LL start at 1:00 pm like all the others.

Options Scholar

If you were given one thing you could change about Compass, what would that be?

Not a thing, Compass is great as is!, NOTHING,
Nothing
Add more student social events
meet other kids
Being able to use funds for experiences involving vehicles like boats, jeeps, trains (like a boat to Alcatraz or the Channel Islands, the Skunk train tour in Willits, or a jeep tour at Safari West or San Diego Safari Park). Also, being able to do animal encounters, like a dolphin interaction at Sea World. It would be nice to be able to get an annual membership to county or state parks for nature observation and journaling or a museum membership for regular visits to learn more about science.

COMPASS CHARTER SCHOOLS

Compass Experience

How has your Compass Experience been thus far this school year?

Good
Fine
okay
Great
A very exciting year, hoping to pass the exams.
Great, smoother than most.
not too bad
Very good, I feel comfortable with the program and overall I enjoy how things are
It's been great! I enjoy the classes I am taking and the new things I've been doing.

Compass Experience

How has your Compass Experience been thus far this school year?
its been nice i just would rather be more social bc i dont talk to anyone my age really so i want to be able to do school and have friends but im not
Its been shakey.
I enjoy being flexible with our learning especially with our current living situation.
Good in terms of academics, bad in terms of social interaction.
This year at compass has been my best so far. I have kept on top of my grades, I have nice teachers that actually respond to my emails for the first time and I haven't been behind once this semester so far. I have been at compass charters for the last 4 years and it has been quite a bumpy road as compass formed and matured.

COMPASS CHARTER SCHOOLS

Compass Experience

How has your Compass Experience been thus far this school year?
My Compass Experience has been wonderful thus far this school year.
Satisfactory
its been good
I have been with compass for four years and the experience has been amazing.
This school year has not been the best. I have trouble accessing the live learning labs and have had almost no motivation to complete the work.

Compass Experience

How has your Compass Experience been thus far this school year?
My experience at Compass has been better than it has throughout the semesters I've been with Compass, but I feel that things could be a little better than it has been. I mean I've gotten the help I needed but there is always room for improvement; for example: Compass needs a better ID distributor because students need ID's right when they start a new year not just a year later and then it finally comes...students need ID cards like ASAP, communication could use a little more improvement because I've realized that a lot of emails from students get lost for their teachers, Math could use student tutors for those students who are not confident enough to talk to their teachers, students could also use other office supplies like printers, paper, ink, etc for their students because most student parents don't have enough money for a printer, paper, ink, etc, I mean I know compass offers Computers...but why not printers, paper, ink, etc? Although Compass could use more modern computers like HP Chromebooks which last longer than any computer.

COMPASS CHARTER SCHOOLS

Compass Experience

How has your Compass Experience been thus far this school year?
Great, been here since third grade. The strongmind courses can be very glitchy sometimes especially English and history.
On a scale of 1-10 about a 7 or 8
good
Its been pretty good, I mean school is school but I find myself actually enjoying some of the lessons and learning labs.
So-So
very good I love compass so far
My Compass Experience has been amazing!
GOOD

COMPASS CHARTER SCHOOLS

Compass Experience

How has your Compass Experience been thus far this school year?

Awesome
Good
Fantastic and extremely supportive, as always!
It as been good.
My child is happier so I'm happier!! She loves to learn and this helps her without a crowded classroom!!
Terrific!
Pretty good
excellent
Excellent
better than previous charter

Compass Experience

How has your Compass Experience been thus far this school year?

Great we all really like it
Good.
Awesome
Fun
stellar!
Amazing
I have had a pleasant experience
Thank you!

COMPASS CHARTER SCHOOLS

Questions?



Contact:

J.J. Lewis | Superintendent & CEO
jlewis@compasscharters.org
@lewis1jj

COMPASS CHARTER SCHOOLS

COMPASS
CHARTER SCHOOLS

Scholar Leadership Council Report
March 22, 2020

The Scholar Leadership Council (SLC) met on Tuesday, February 18 at 2 pm and Tuesday, March 17 at 2 pm. Members of the council consist of Ms. Laila Battle, Ms. Elizabeth Christopher (secretary), Ms. KristiLynn Effie, Mr. Michael Effie, Ms. Alexis Gordon, Ms. Lyric Hearne Hooker, Ms. Vania Linares (chair), Ms. Aure Ruediger, Mr. Cricht Ruediger, Mr. Avery Stansbury, Mr. James Visarraga, Ms. Kate Vreeman, Ms. Airis Yeung, and Ms. Maryam Zorba.

Compass shared that we have grown to over 3,080 scholars as of March 17. Compass is still growing, with prospective scholars working to join the family. Compass shared scheduling updates on CAASPP state testing, field trips, and Coffee with Compass as it relates to COVID-19 measures. The council also discussed and evaluated the 2019-20 SLC Survey results at their March meeting.

Under New Business, SLC members provided feedback to bring to staff, including strategies to increase participation in the Learning Coach Academy, Monday Morning Update improvements, and Learning Lab communication and awareness.

Draft minutes can be found on Board on Track. The next Scholar Leadership Council meeting is scheduled for Tuesday, April 21, starting at 2 pm.

Respectfully Submitted,

Ms. Vania Linares
Scholar Leadership Council Chair

Coversheet

Superintendent's Report

Section: VI. Superintendent's Report
Item: A. Superintendent's Report
Purpose: FYI
Submitted by: J.J. Lewis
Related Material:
H #CCSSpringInService20 Agenda.pdf
B Additions Terminations Report.pdf
A Superintendents Report.pdf
F 2020-21 Planning Survey Results.pdf
G K-12 Equity Survey Results.pdf
E Superintendent's Town Hall for the Options Learning Program - Spring 2020.pdf
C Snapshot 2020 - The Annual Report of the Digital Learning Collaborative.pdf
D Superintendent's Town Hall for the Online Learning Program - Spring 2020.pdf

RECOMMENDATION:
N/A - For Discussion Only

#CCSSpringInService20
Friday, March 20, 2020
Schedule

OPENING SESSION 8:30-9:00a	**Working through the Growth Mindset Lens (all staff)** Aviva Ebner, Assistant Superintendent & Chief Academic Officer Description: What impact do we have on scholars? A lot! Let's review the importance of Growth Mindset and use the concepts, embedded in neuroscience, to motivate scholars and equip them with the tools to succeed.
SESSION I: 9:00-9:50a	**#CompassExperience - Serving our Subgroups (all staff)** Dr. Damian Jenkins, Accreditation Specialist - Cognia Description: Scholar populations have many subgroups, including, but not limited to, homeless youth and foster youth. These scholars face unique barriers that can directly impact their academic success. We will learn about those barriers and how all staff members can implement strategies to help these scholars overcome those barriers and achieve success.
SESSION II: 10:00-10:50a	**Self-Directed Time**
SESSION III: 11-11:50a	**AVID Strategies (Online Learning Team)** Jason Bee, AVID Coordinator Description: This session from AVID is designed to support schools in using a Continuous Improvement Cycle for the purpose of extending schoolwide impact. The focus for this module is the Do phase. We will revisit the sessions from our Mini-Conference, and share ways to bring what we learned to life at Compass.

Supporting our EL Scholars (Options Learning Team)
Shannon Davis, Interim English Language Coordinator
Alysia Hurtado, Educational Facilitator
Debbie Kasper, Educational Facilitator
Melissa Ramon, Educational Facilitator

Description: How can we serve our ELs in their current classes (beyond a supplemental ELD curriculum)? In this workshop, we will explore specific strategies to support your EL subgroup in the Options program.

Implementing a Certificate of Completion (Counseling Services & Special Education Teams)
Gabi Golan, Director of Special Education
Debra Stephan, Director of Counseling Services

Description: What's the difference between a Certificate of Completion (COC) and a diploma? We will explore our current COC guidelines, when a COC is appropriate to include in an IEP, how to plan coursework for a COC, how this impacts post-secondary plans, and how to support its implementation involving other staff members.

Legal Compliance in School Registration (Admissions & Operations Teams)
Jason Miller, Attorney at Law - Young, Minney & Corr, LLP

Description: Jason Miller, an Attorney from Young, Minney, and Corr, Compass Charter School's legal counsel, will present an overview of the various ways in which scholars can qualify to attend Compass and how to collect and verify the paperwork needed for each family. He will discuss how to account for homeless scholars (many of whom might not know they are homeless), children in military families and children of parents who have recently been deported. Mr. Miller will also be available to field specific questions about properly accounting for scholar registration.

LUNCH
12-1p

SESSION IV:
1-1:50p

Introduction to Accelerate Education (Online Learning Team)
Erin Smith, Director of Online Learning

Description: Accelerate Education: The Who, What, When, Where, Why. We will have an overview of how and why this curriculum was selected, an overview of the curriculum, and the roll-out timeline for training and implementation. We will also discuss how to best support scholars in reaching our LCAP goals via this curriculum.

AVID Strategies (Options Learning Team)
Jason Bee, AVID Coordinator

Description: This session from AVID is designed to support schools in using a Continuous Improvement Cycle for the purpose of extending school-wide impact. The focus for this module is the Do phase. We will revisit the sessions from our Mini-Conference, and share ways to bring what we learned to life at Compass.

ASCA Best Practices (Counseling Services Team)
Debra Stephan, Director of Counseling Services

Description: The latest best practices from the American School Counselor Association will be presented, along with how they will be implemented at Compass. We will cover the changes made to the ASCA model with respect to the four components, as well as discuss the potential updates that will need to be incorporated within our counseling program, such as our lesson plan template.

SELPA Virtual Training (Special Education Teams)
Gabi Golan, Director of Special Education

Description: Prior Written Notice: When, Why, and How to Use It. The Special Education Department will receive crucial training, provided by the El Dorado Charter SELPA, to ensure compliance with all IEP legal requirements. Specifically, the topic of Prior Written Notice (PWN) is being covered in depth.

SESSION V:
2-2:50p

Counseling Services Department
Debra Stephan, Director of Counseling Services

Online Learning Department
Erin Smith, Director of Online Learning

Options Learning Department
Kristy Smith, Director of Options Learning

Special Education Department
Gabi Golan, Director of Special Education

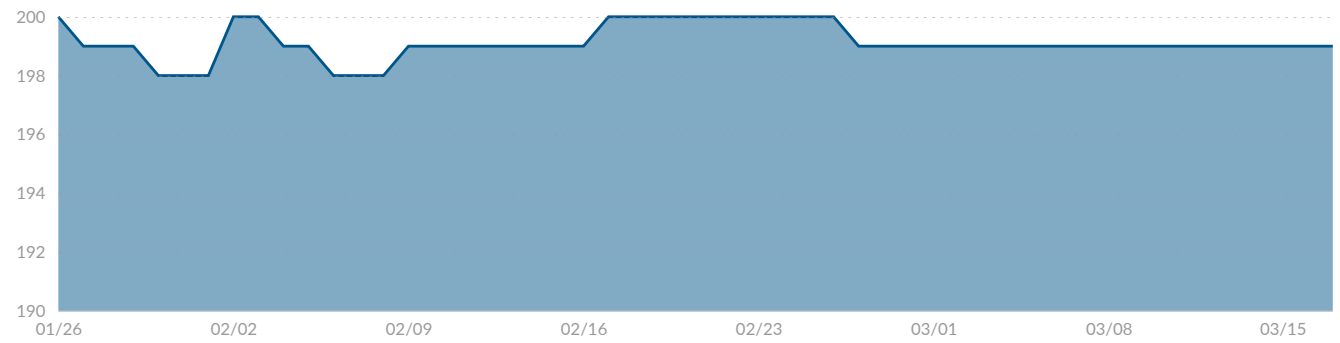
SESSION VI
3-5p

Self-Directed Time

- Alludo
- Committee Work
- Grading
- Projects
- Etc.

18 March 2020

Employee Head Count



Additions (5)

Smith, Jennifer	Full-Time	Special Education	Personalized Learning	Remote	Special Education Instructor	02/18/2020
El Massry, Terry	Full-Time	Online Program	Personalized Learning	Remote	High School Teacher	02/10/2020
Christner, Melissa	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	02/03/2020
Moyher, Michelle	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	02/03/2020
Myers, Kim	Full-Time	Online Program	Personalized Learning	Remote	High School Teacher	01/27/2020

Terminations (5)

Name	Employment Status	Department	Division	Location	Job Title	Hire Date	Termination Date
Wilkerson, Alejandra	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	08/01/2019	02/28/2020
Hickey, Kyle	Full-Time	Options Program	Personalized Learning	Remote	Educational Facilitator	01/06/2020	02/07/2020

Additions & Terminations

18 March 2020

Name	Employment Status	Department	Division	Location	Job Title	Hire Date	Termination Date
Pineda, Crystal	Full-Time	Special Education	Personalized Learning	Remote	Special Education Instructor	08/01/2019	02/05/2020
Lewers, Karen	Full-Time	Online Program	Personalized Learning	Remote	High School Teacher	08/01/2016	01/31/2020
Van Vooren, Mae	Full-Time	Information Services	Executive	Remote	Assistant Superintendent & Chief Information Officer	07/01/2016	01/28/2020

Superintendent's Report
March 22, 2020

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:

COVID-19 Update

We have been closely monitoring COVID-19, and following guidance from local, state and federal governmental agencies.

- Our first update to families and staff was sent on Monday, March 9 via ParentSquare, which shared prevention tips from the Centers for Disease, Control and Prevention. This update also mentioned that we were not making any adjustments to our school-wide schedule.
- Our second update to families and staff was sent on Friday, March 13 via ParentSquare. In this update, we shared the closure of our Orange County Learning Center (OCLC) through at least Friday, April 3; pushing our CAASPP state testing window back to begin on Monday, April 27; cancelling our field trips through the end of March; and cancelling Coffee with Compass in March.
- Our third update to families and staff was sent on Sunday, March 15 via ParentSquare. In this update, we shared the suspension of all in-person activities through our community providers, through at least April 3.
- I have daily conversations with peer nonclassroom-based public charter school leaders, as well as conversations with our team, on next steps to support our scholars and staff. I anticipate another school-wide update to be shared tomorrow, Monday, March 23.

Academic Services

- Aviva Ebner, Assistant Superintendent & Chief Academic Officer
- Academic Services Division Update Agenda
    - Counseling Services Updates
    - Online Learning Updates
    - Options Learning Updates
    - Special Education Updates
    - English Learners Updates

Financial Services

- Lisa Fishman, Assistant Superintendent & Chief Financial Officer
- Financial Services Division Update Agenda
    - Finance Updates

- Operations Updates
- Community Providers Updates

Human Resources

- Sophia Trivino, Chief of Staff
  - Organizational changes have transpired since the last meeting. *See enclosed worksheet.*

Executive

- The Advisory Commission on Charter Schools (ACCS) met on Wednesday, February 5, and one (1) of the agenda items was the approval of our Funding Determination Form for CCS of Yolo. CDE staff recommended 100% funding for two (2) years, which is the maximum length a new charter may receive. This was approved by the ACCS, and approved by the State Board of Education on March 12.
- I hosted Coffee with Compass on Tuesday, February 11, at The Coffee Bean & Tea Leaf in Simi Valley, and on Wednesday, February 19, at Bean Coffee Roasters in Temecula. These are monthly opportunities for scholars, learning coaches, and staff to connect over coffee or tea. Our three (3) Coffee with Compass events in March were cancelled due to COVID-19.
- I attended the Inspiration to Action Symposium with members of our Special Education Team in mid-February. The theme of the symposium, which was hosted by the El Dorado County Charter SELPA, was "Vision 20/20 – Magnifying Your Perspective."
- Aviva Ebner, our Assistant Superintendent & Chief Academic Officer, represented Compass at our CCS of Los Angeles authorizer visit on Thursday, February 20. She met with Acton-Agua Dulce USD's Director of Charter Services and Director of Special Education Programs.
- We hosted our WASC Visiting Committee on Monday, February 24 at our Central Office. This was a combined visit for both our CCS of San Diego Mid-Cycle Review and CCS of Yolo Initial Accreditation Review. We will know the outcome of the visit in late April.
- I attended the Digital Learning Annual Conference (DLAC) with our Compass delegation in late February. DLAC is hosted by the Digital Learning Collaborative. I am honored to serve on the DLAC Advisory Committee. Compass was featured in the DLC Annual Report. *See attached report.*
- I hosted our third Superintendent's Town Hall for our Online Learning Program on Monday, February 24, and for our Options Learning Program on Wednesday, February 26. These are held quarterly, where I share updates with our families and open up Q&A. The town halls are recorded and shared with all of our families so everyone has access to the information presented (the Q&A section is not recorded). *See enclosed presentations.*
- We have partnered with Altitude Learning to assist with operationalizing our Local Control Accountability Plans (LCAPs), as well as drafting our 2020-21 LCAPs. There will be six (6) workshops this spring, which includes a book study.

- A Planning Survey was sent to all stakeholder groups, to solicit feedback for both the LCAP and to plan for the upcoming year. *See enclosed results.*
- We have joined the 2020 pilot of the K-12 Equity Tool, which is a survey that is meant to help us understand the extent to which scholars are experiencing the conditions they need to succeed. The survey addresses five (5) critical areas of a scholar's educational experience: basic needs, belonging, rigor, self-efficacy, and hope. *See enclosed results.*
- Our Instructional Leadership Committee and Senior Leadership Team hosted our second In-Service Day of 2019-20 on Friday, March 20. A majority of sessions were hosted by our staff, with slides and recordings made available for easy reference throughout the school year. There were also sessions from the El Dorado County Charter SELPA and Young, Minney, and Corr. *See enclosed agenda.*

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

Respectfully Submitted,



J.J. Lewis
Superintendent & CEO

COMPASS CHARTER SCHOOLS

THE GOLD STANDARD IN VIRTUAL EDUCATION

2020-21 Planning Survey Results

(855) 937- 4227

CompassCharters.org

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Our Mission and Vision

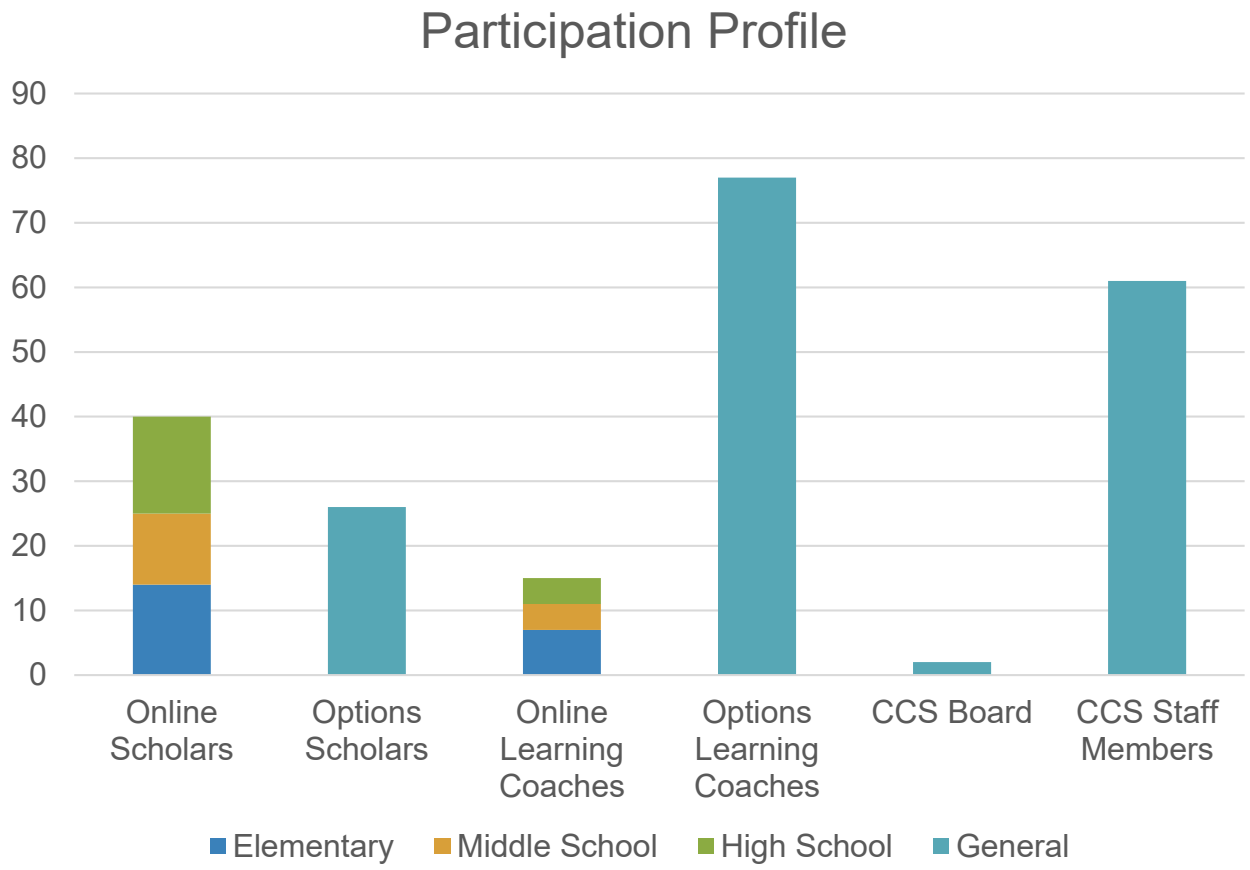
MISSION STATEMENT

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

VISION STATEMENT

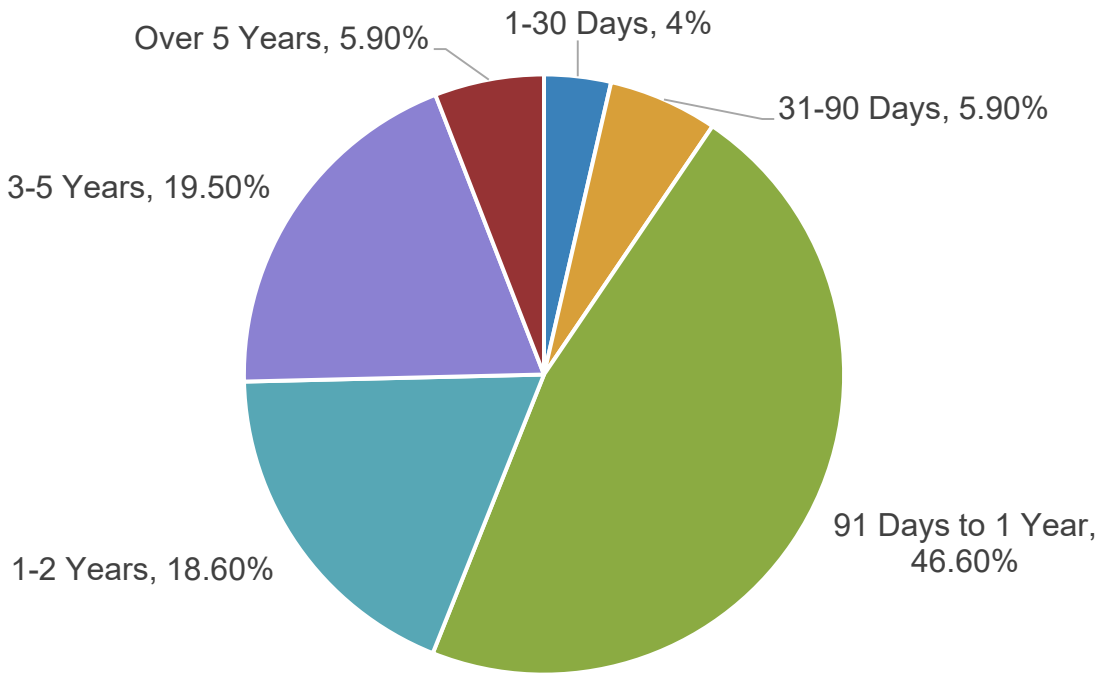
Our vision is to create a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success.

COMPASS CHARTER SCHOOLS

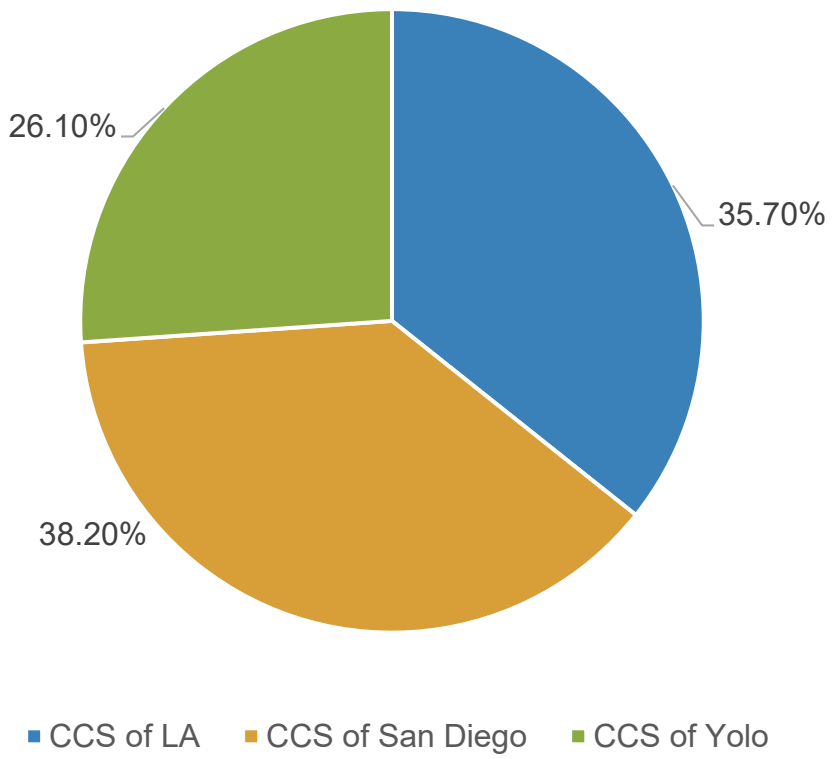


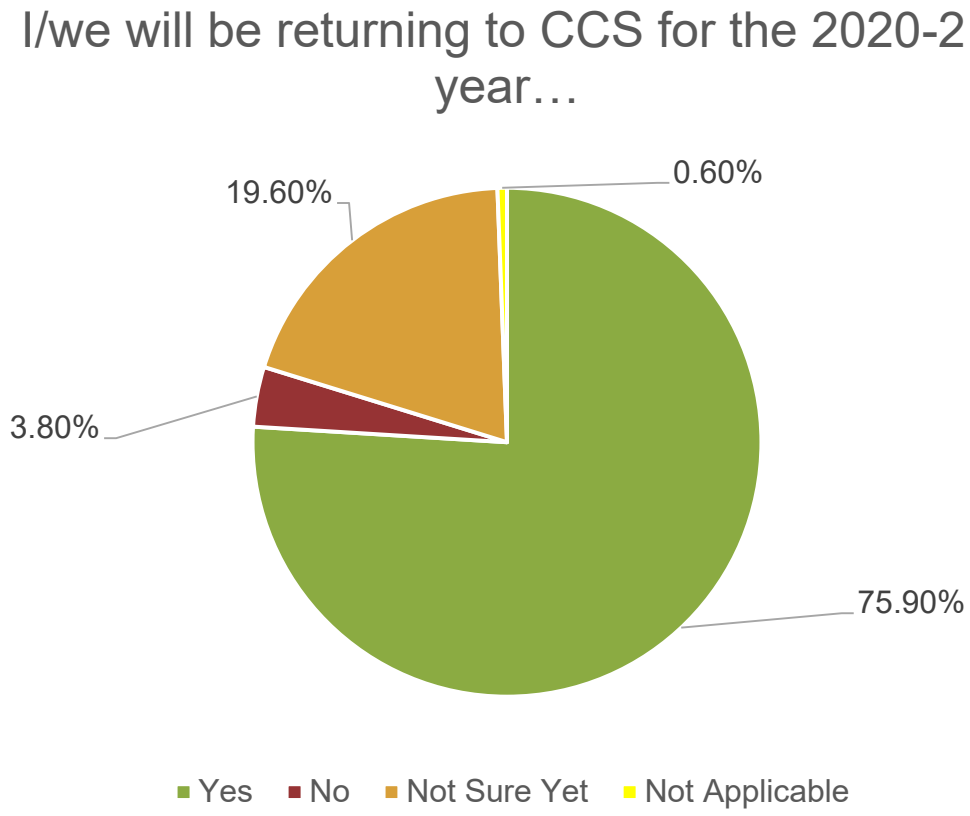
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How long have you been part of the Compass Community

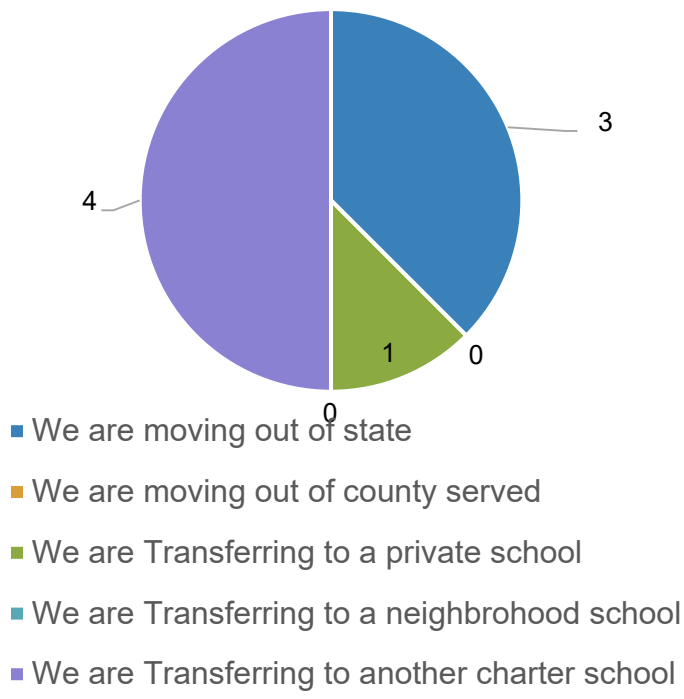


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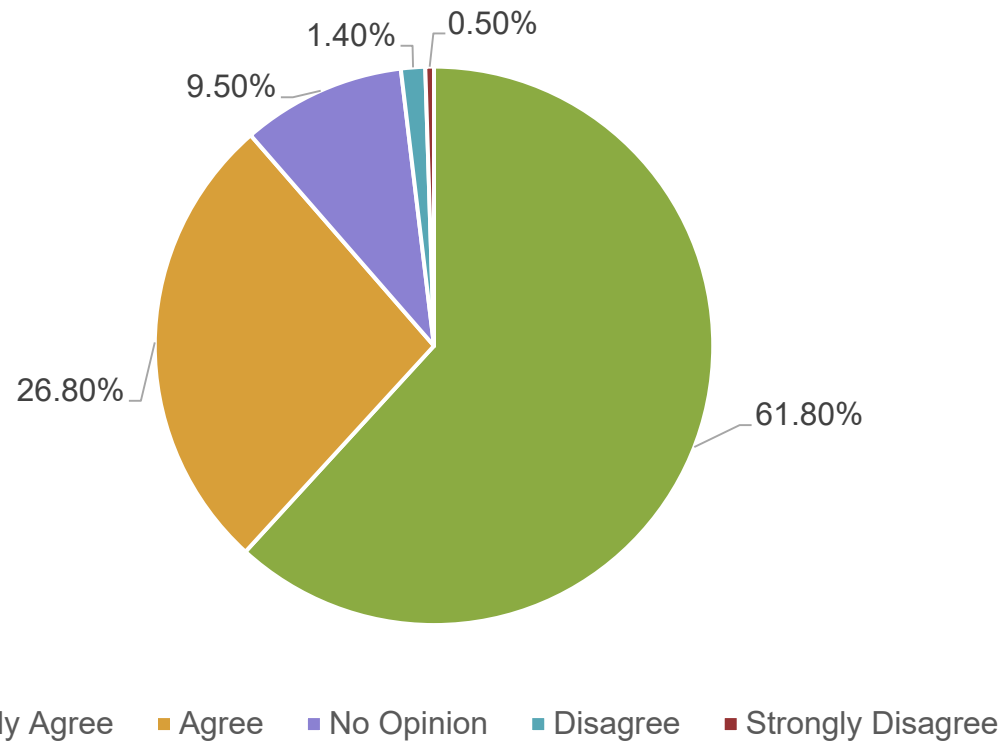

Charter
26.10%
35.70%
38.20%
CCS of LA
CCS of San Diego
CCS of Yolo


I/we will be returning to CCS for the 2020-21 year…
19.60%
0.60%
3.80%
75.90%
Yes
No
Not Sure Yet
Not Applicable

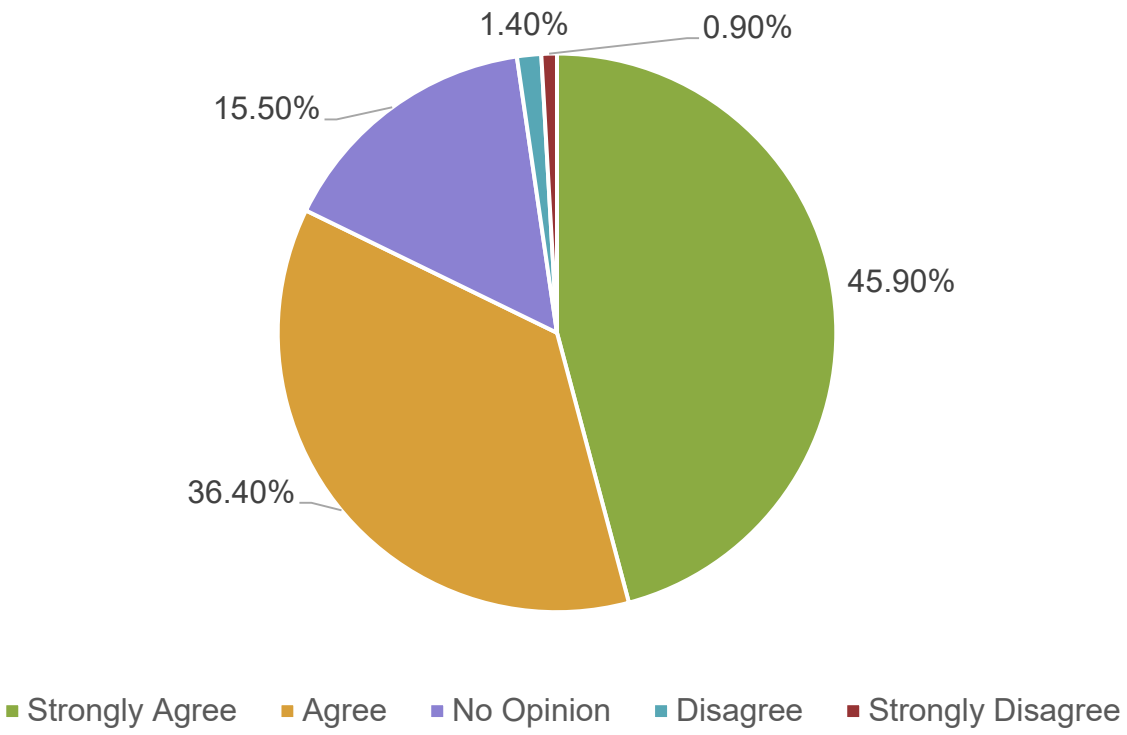
I/we will not be returning because …



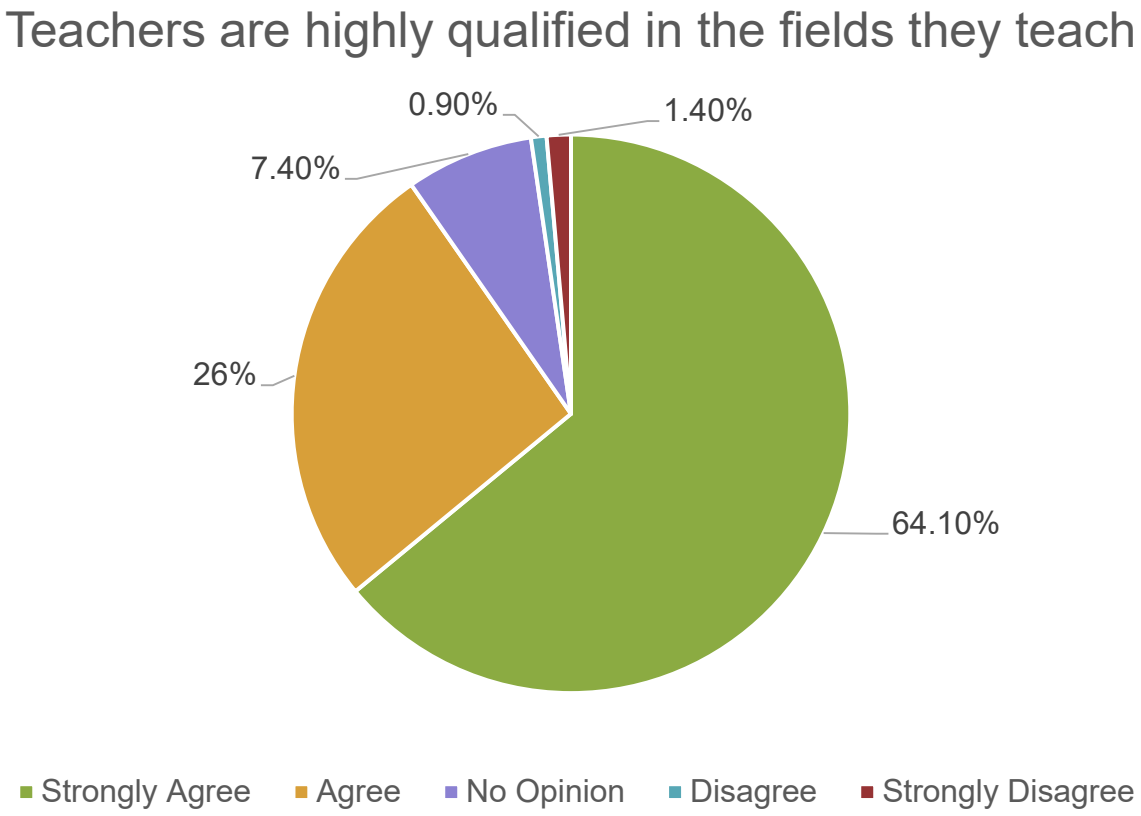
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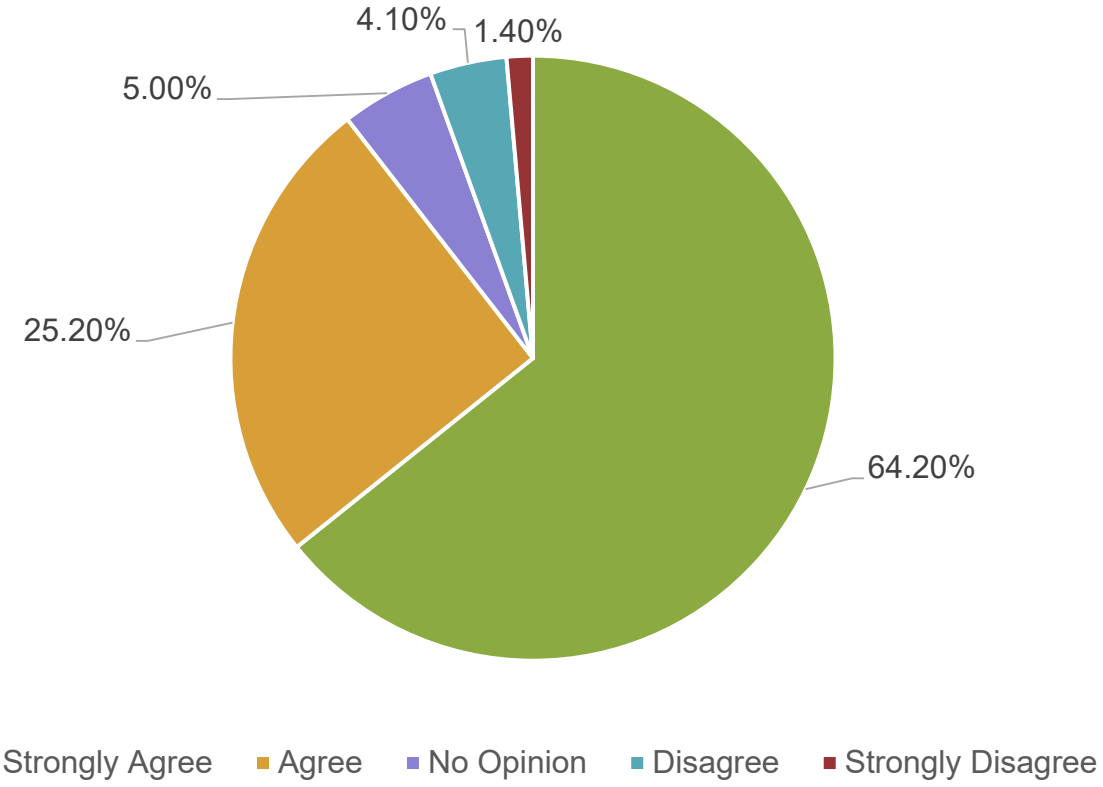
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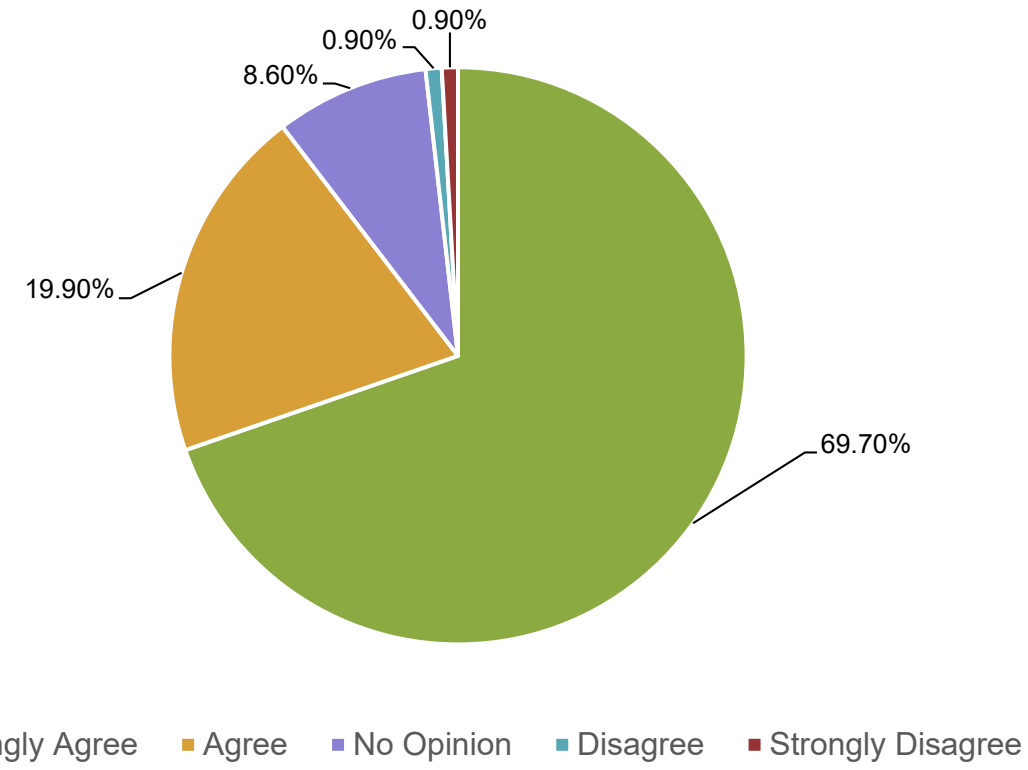
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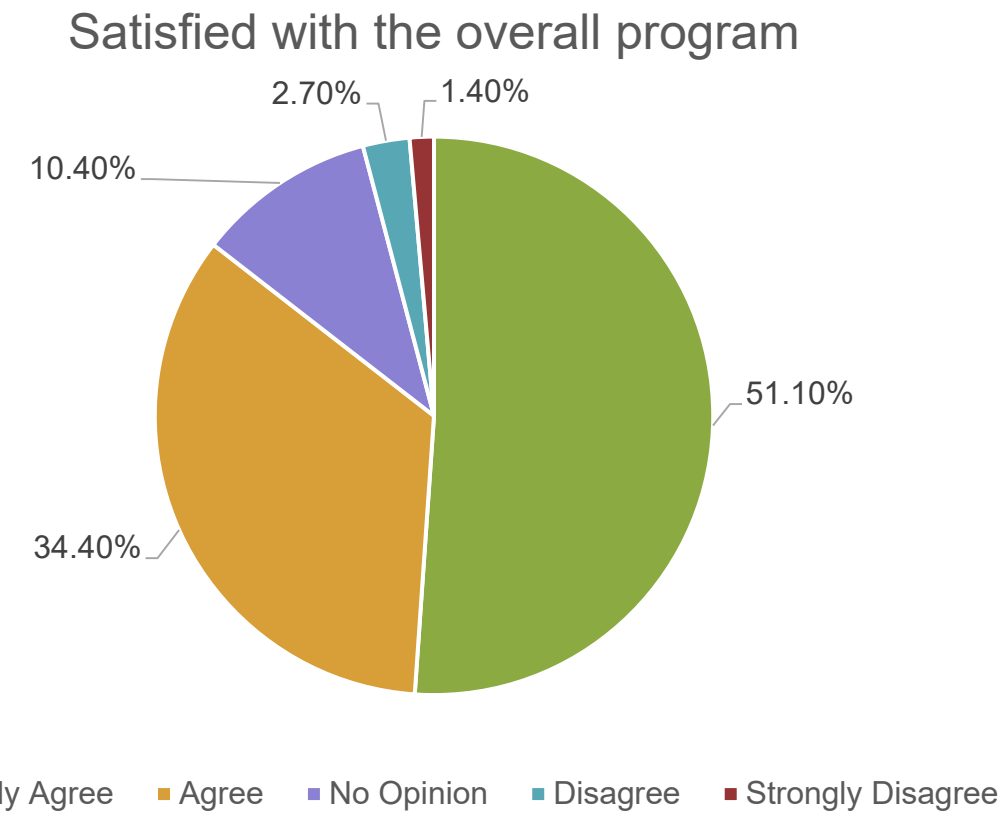
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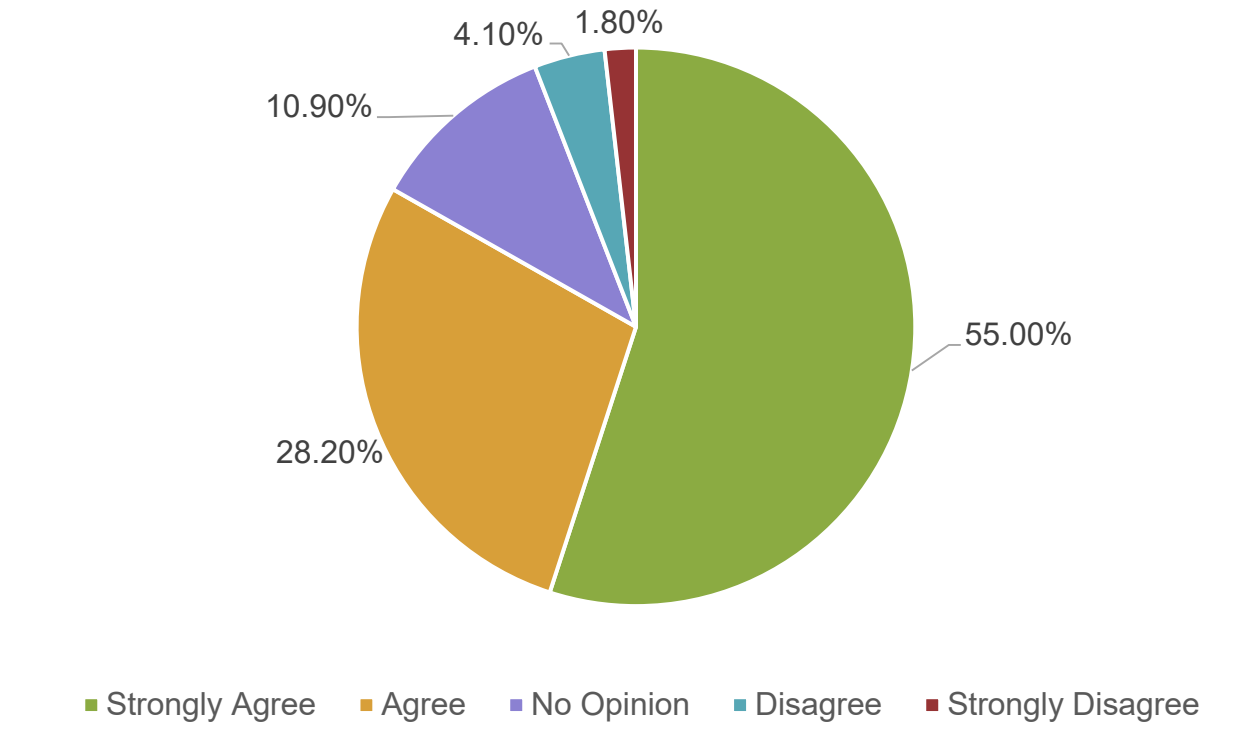


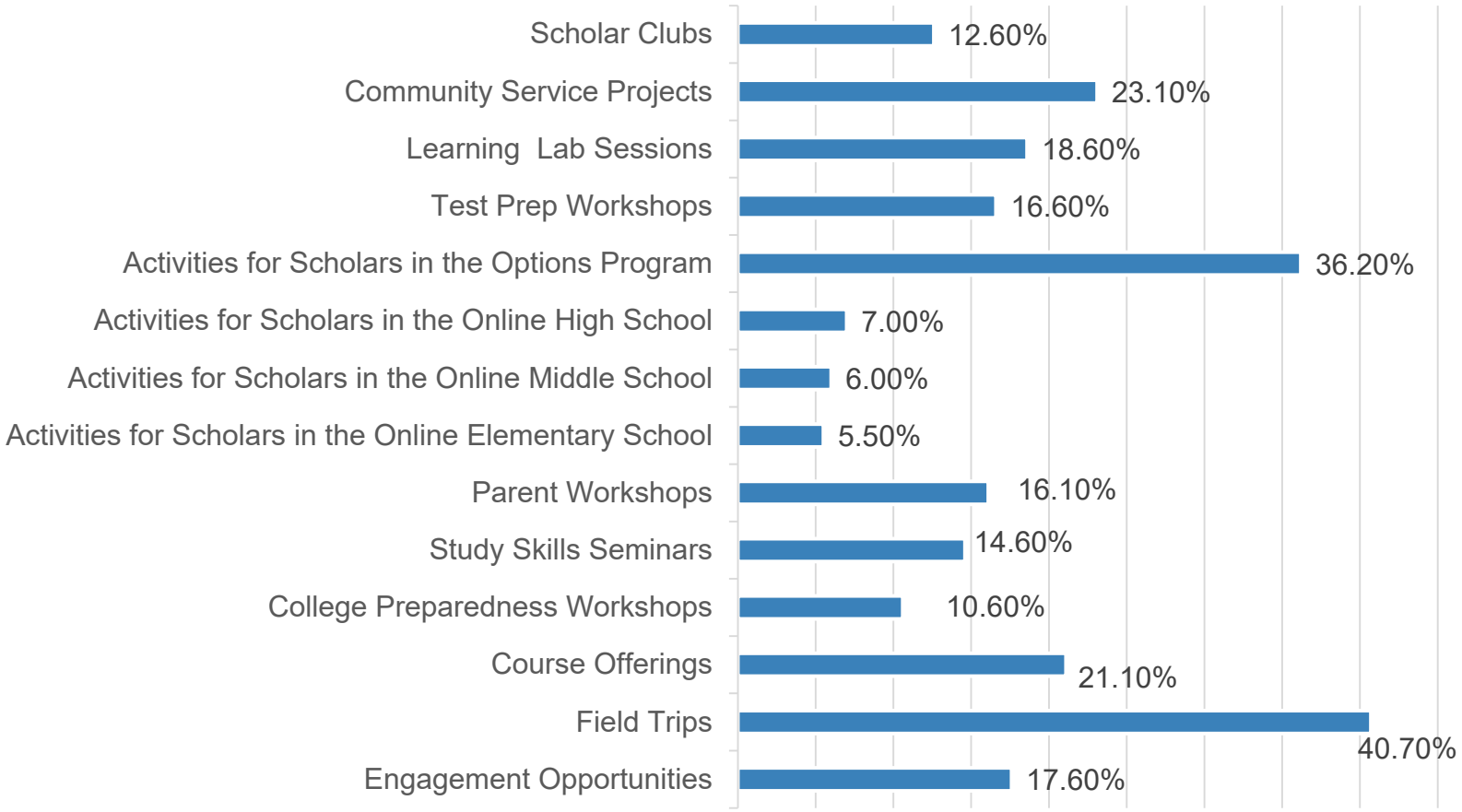
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COMPASS CHARTER SCHOOLS

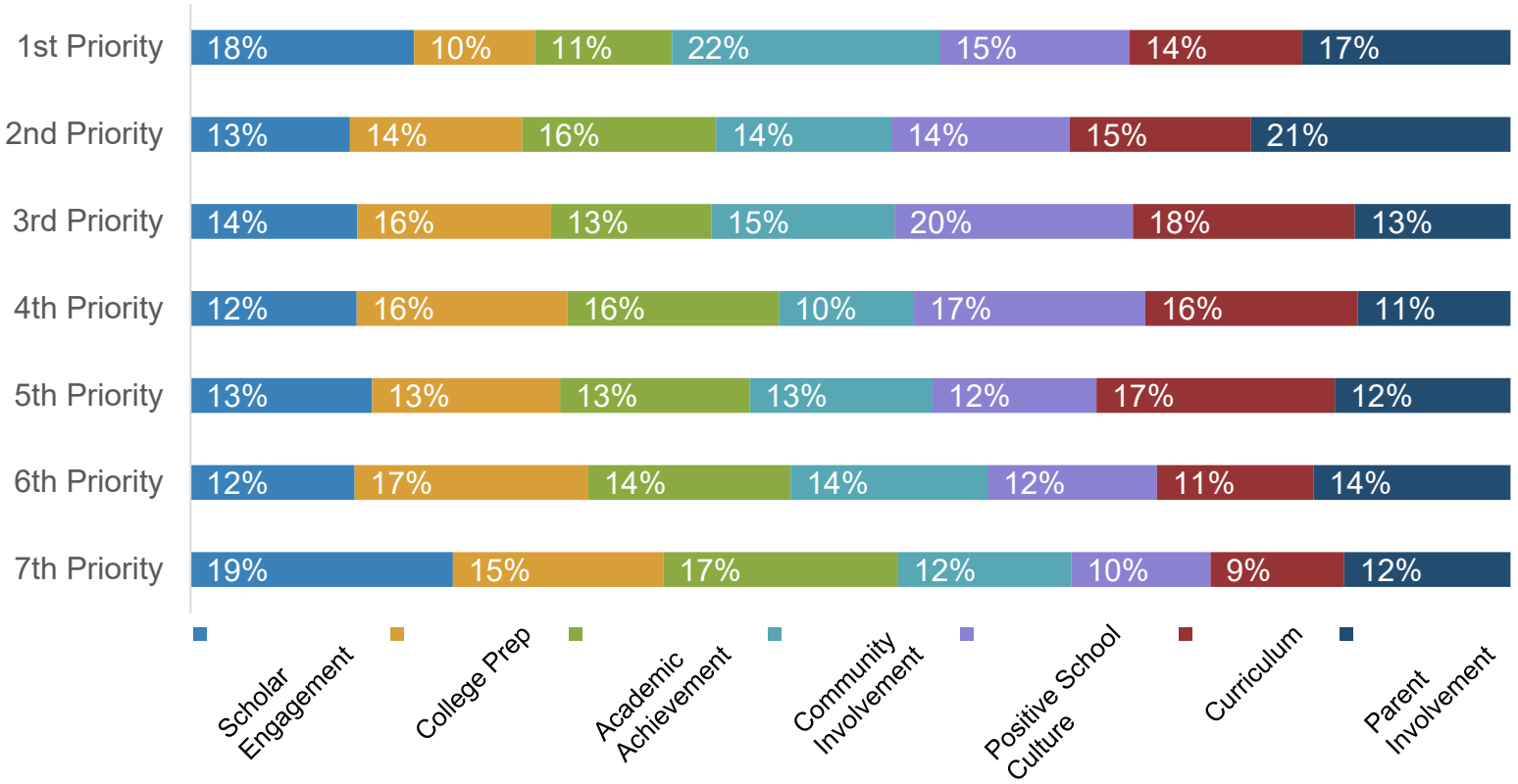

Satisfied with the overall program
2.70%
1.40%
10.40%
51.10%
34.40%
Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree


Satisfied with the communication between staff and family
4.10%
1.80%
10.90%
55.00%
28.20%
Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

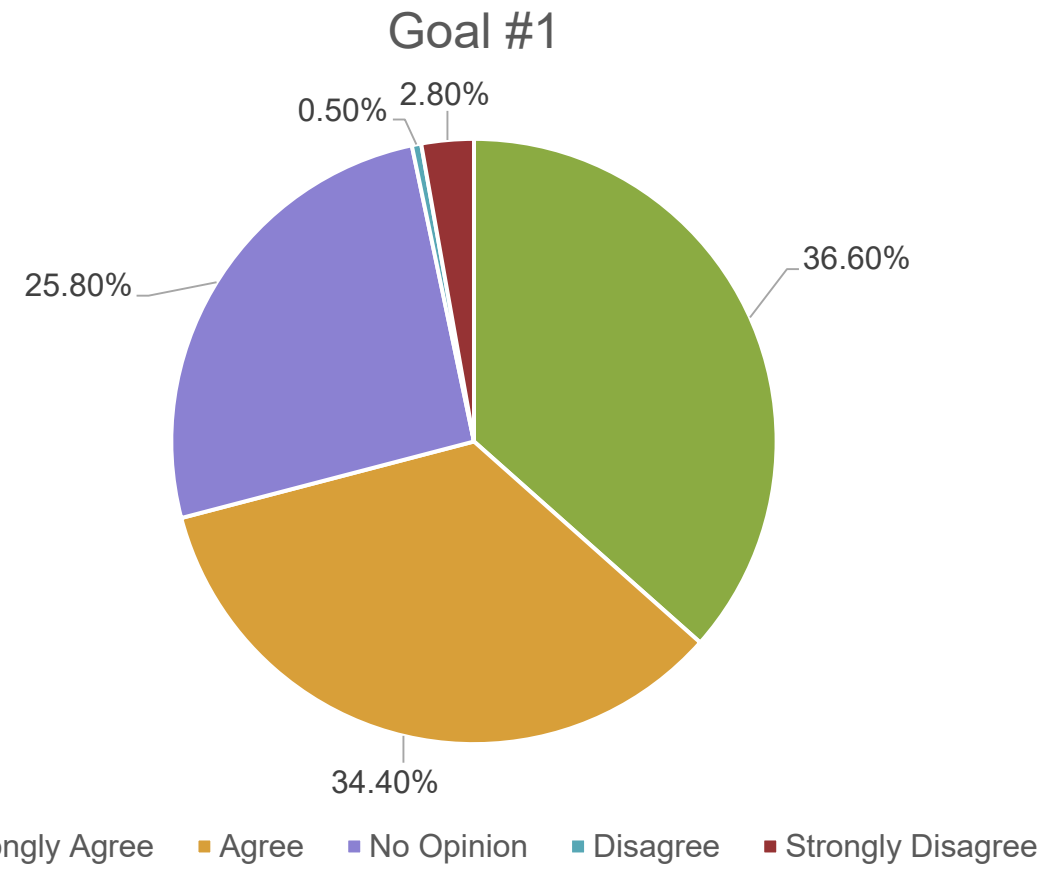


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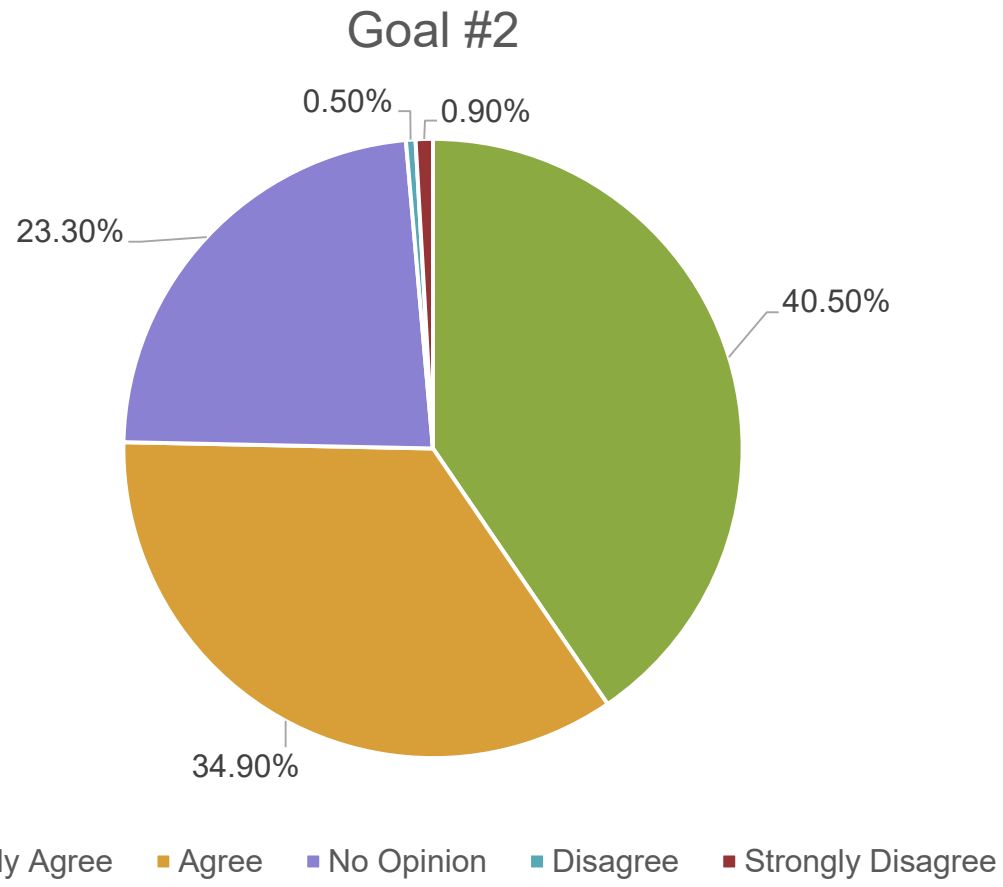
For the 2019-20 year, Compass Charter Schools priorities should be…



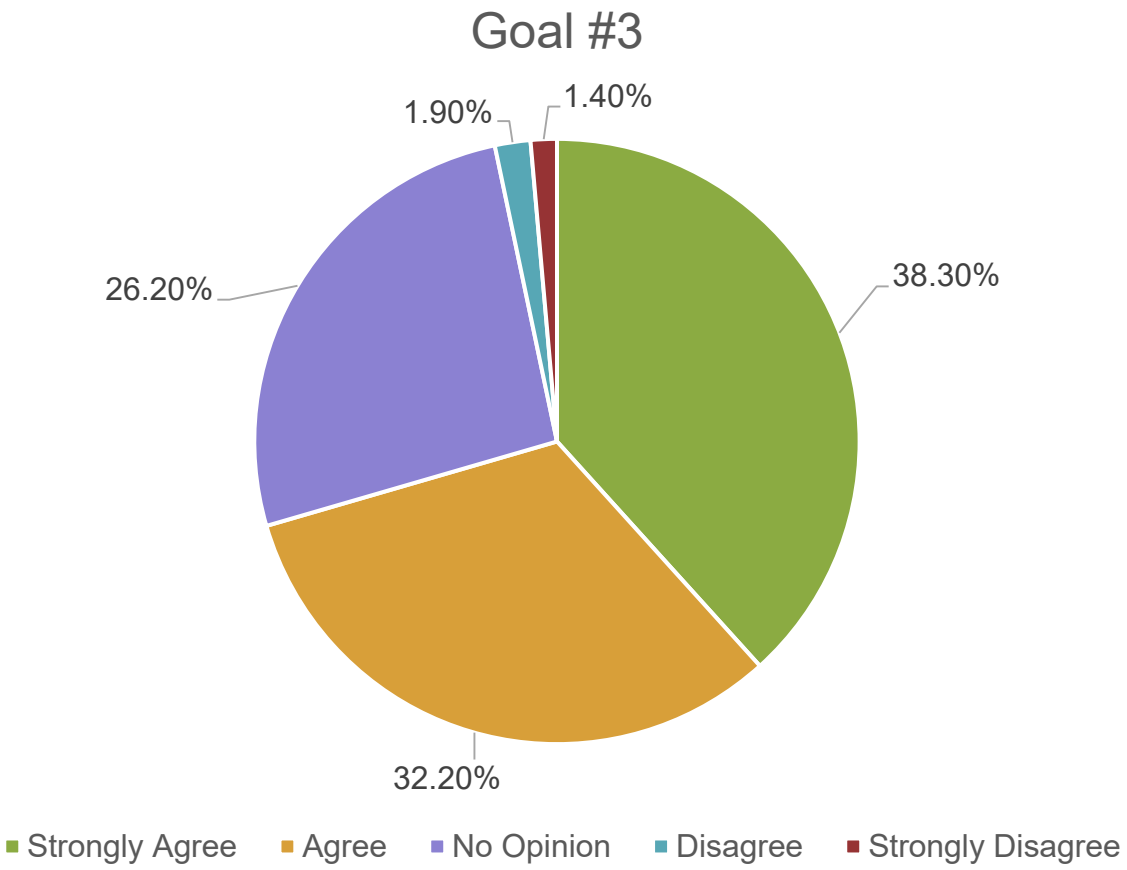
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COMPASS CHARTER SCHOOLS



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Questions?

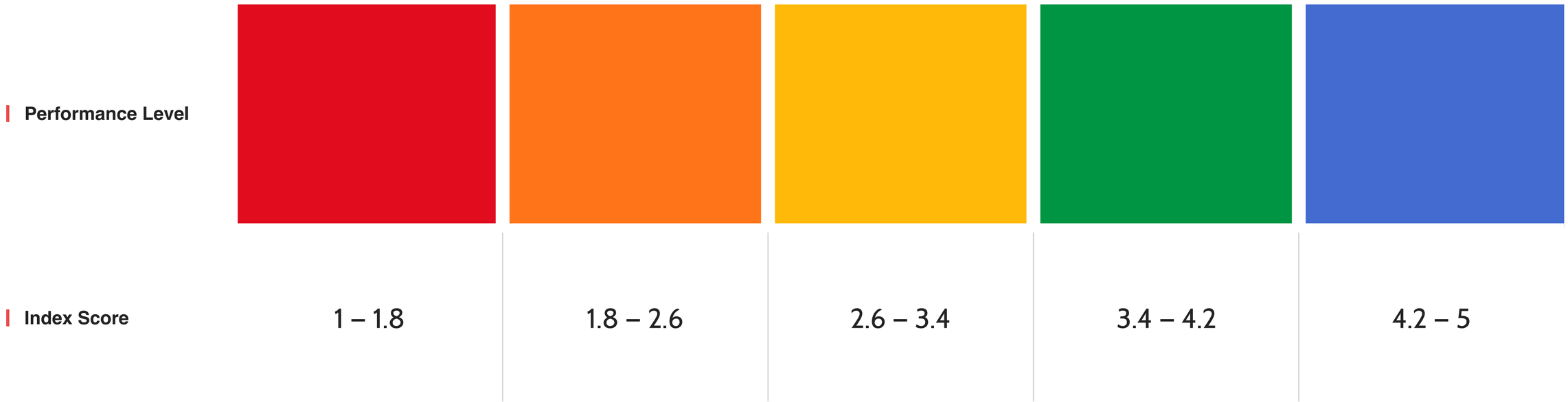


Contact:

J.J. Lewis | Superintendent & CEO
(818) 824-6233
jlewis@compasscharters.org
@lewis1jj

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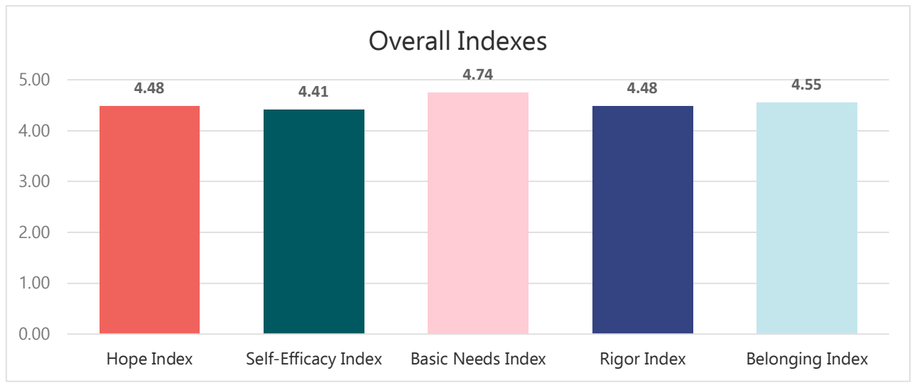
K-12 Equity Rubric

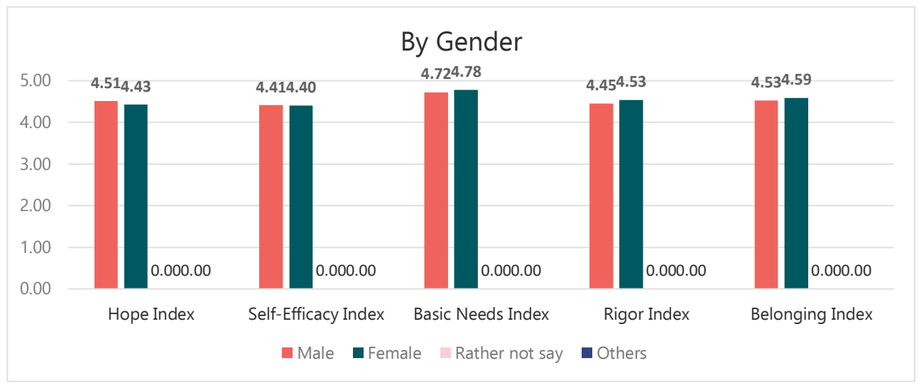


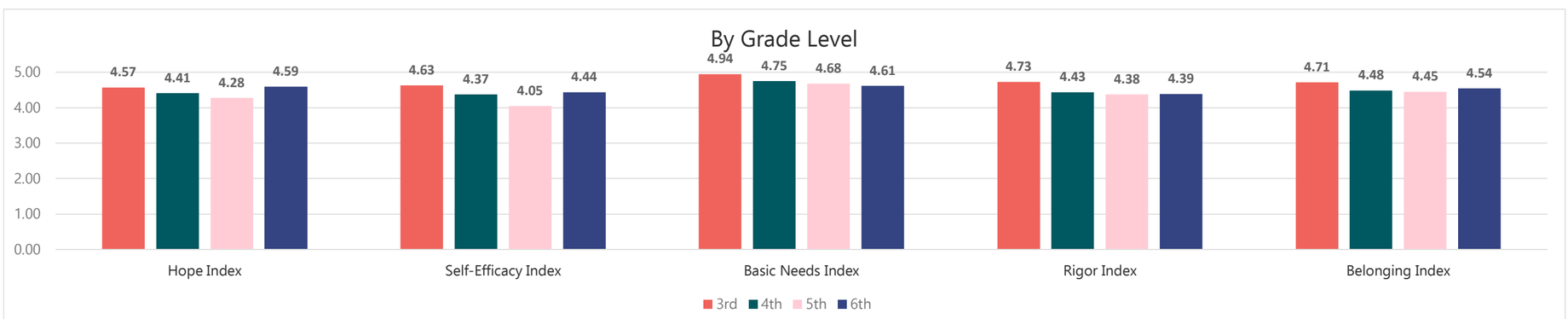
Friday

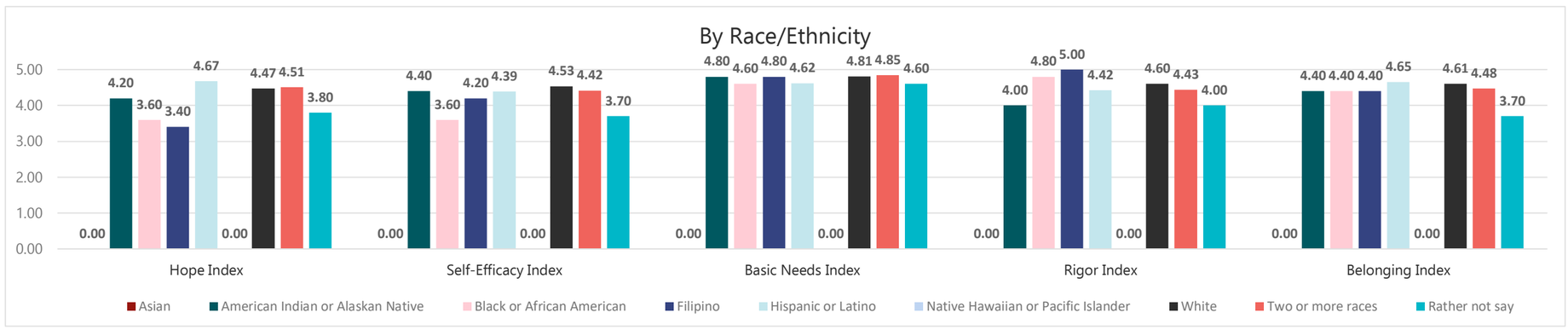
Friday

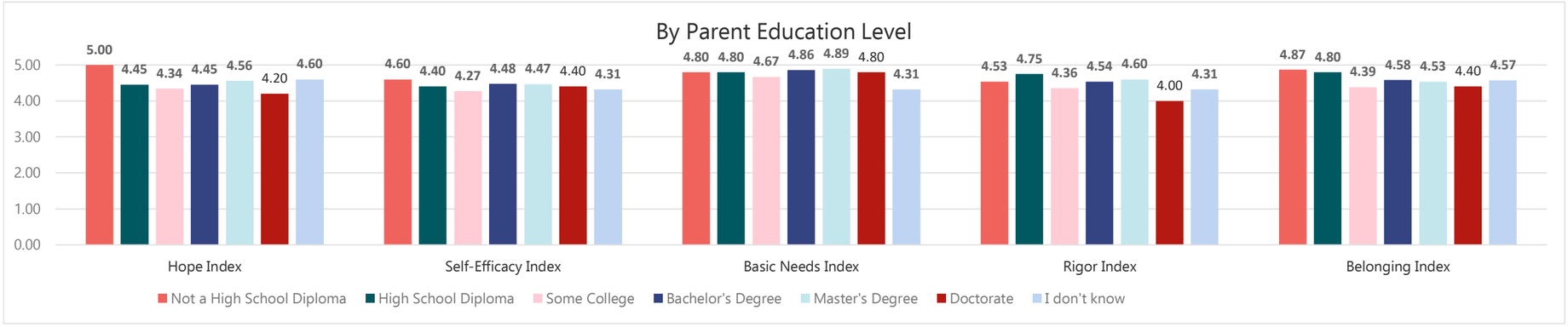
Included below is a graphical breakdown of your school's summary data across the five indexes: **Hope, Self-Efficacy, Basic Needs, Rigor, and Belonging.** The highest possible value for each index is 5 and the lowest is 1. We encourage you to look closely at the breakdown of each index by demographic indicators. See index descriptions below.

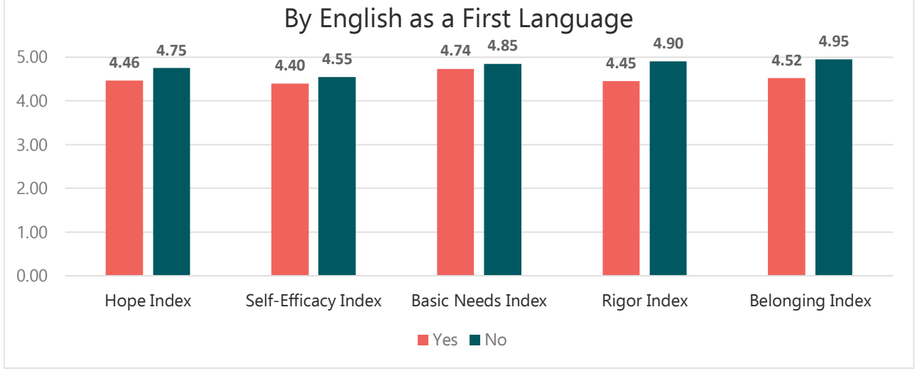


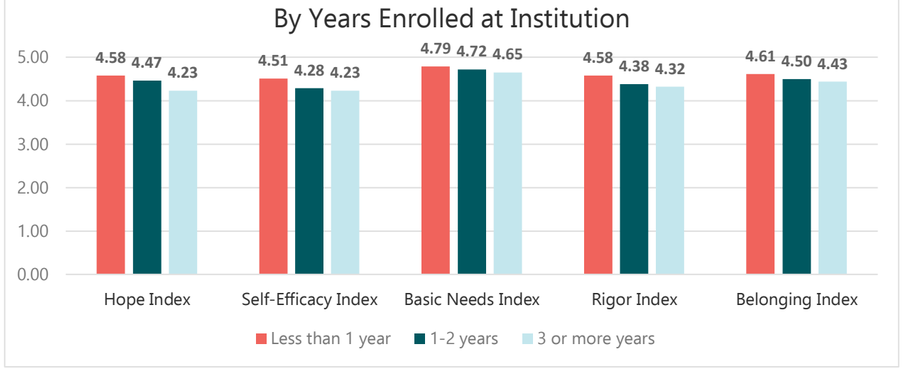












Index Descriptions

Hope: Hope is the perceived capability that you can achieve your goals: you can visualize pathways and sustain action towards your goals. Hopeful people are optimistic and visualize long-term aspirations of who they can become and what they can achieve.

Self-Efficacy: Self-efficacy refers to whether a person believes in their ability to succeed in specific situations or complete a given task. A person with high self-efficacy is resilient; able to persevere through challenges and overcome obstacles. Beliefs about ability are the product of past experience, observation, persuasion, and emotion.

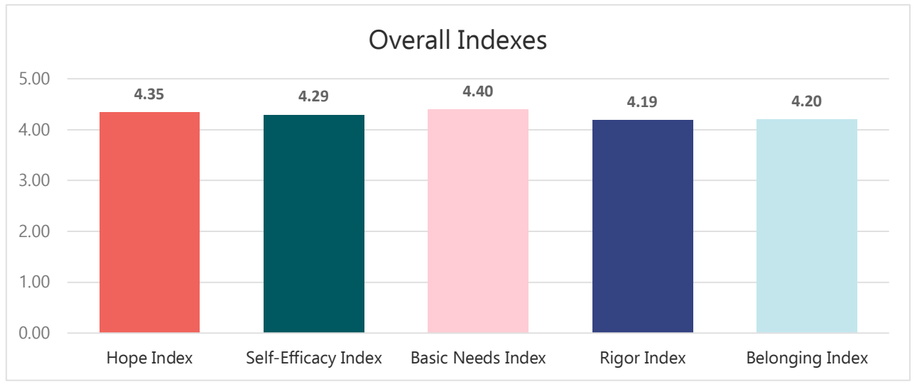
Basic Needs: Human needs are organized in a hierarchy and lower needs must be satisfied before higher-order needs can be reached. Behaviors will center on lower needs - physiological

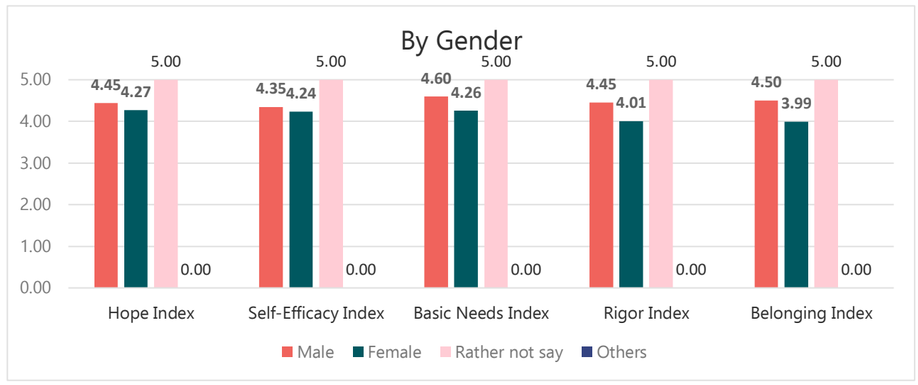
Rigor: Far too many students graduate from high school still unprepared for the lives they want to lead. They enroll in college and land in remedial courses, or start jobs and discover they're missing skills they need. A rigorous educational experience that prepares students for lifelong success includes access to standards aligned materials, relevant and engaging instruction, and teachers who believe in students' capabilities and teachers who maintain high expectations for all.

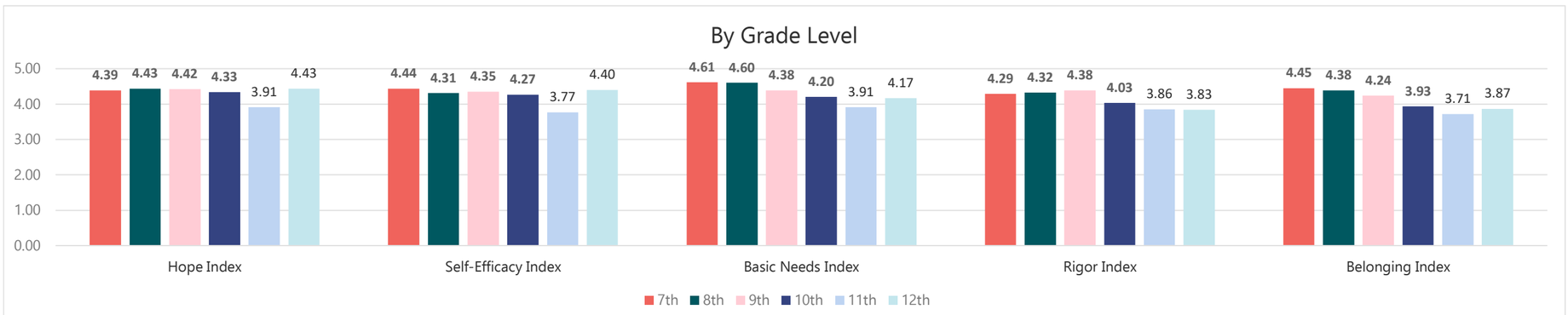
Belonging: Belonging means acceptance as a member or part. Feeling that you belong is important in seeing value in life and coping with pain and difficulty. Belonging is not just about school climate - it's also instruction that is inclusive of all cultures and backgrounds and every student feeling ownership of the learning environment.

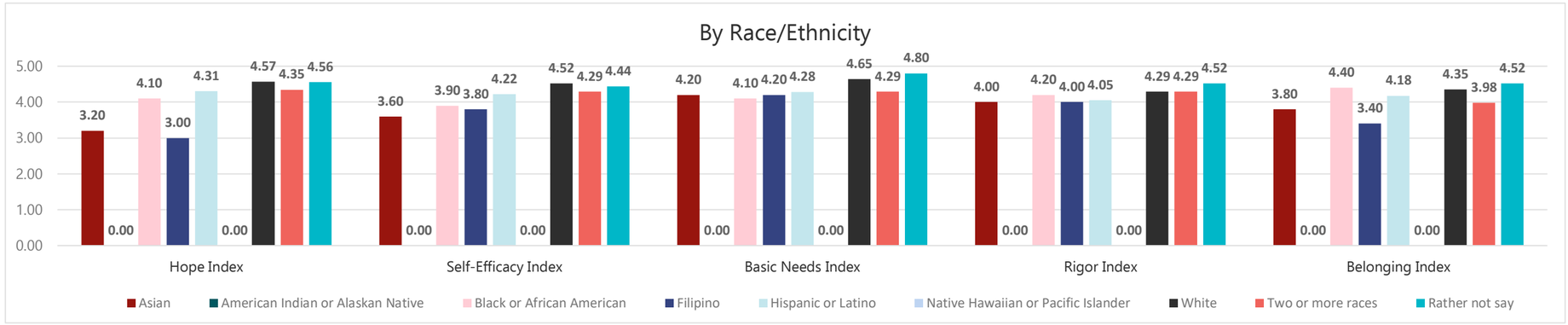
Friday

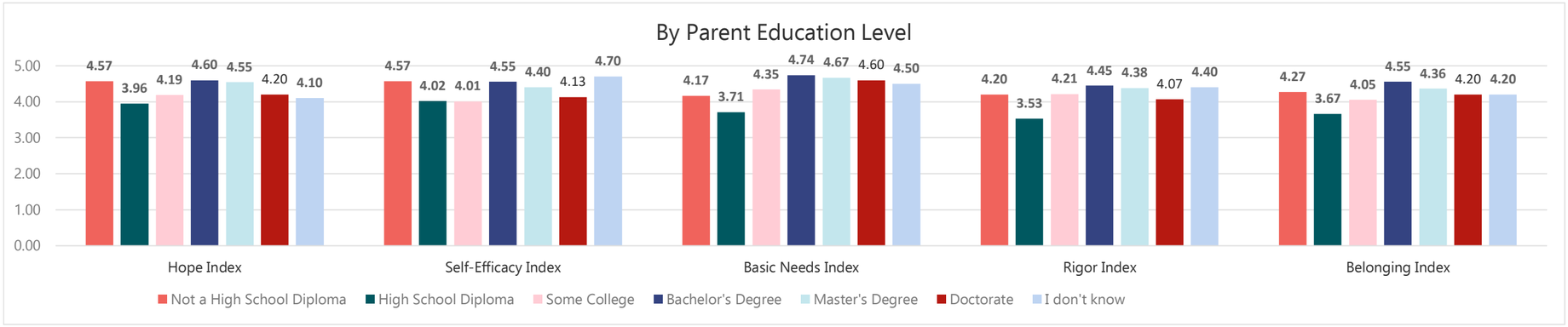
Included below is a graphical breakdown of your school's summary data across the five indexes: **Hope, Self-Efficacy, Basic Needs, Rigor, and Belonging.** The highest possible value for each index is 5 and the lowest is 1. We encourage you to look closely at the breakdown of each index by demographic indicators. See index descriptions below.

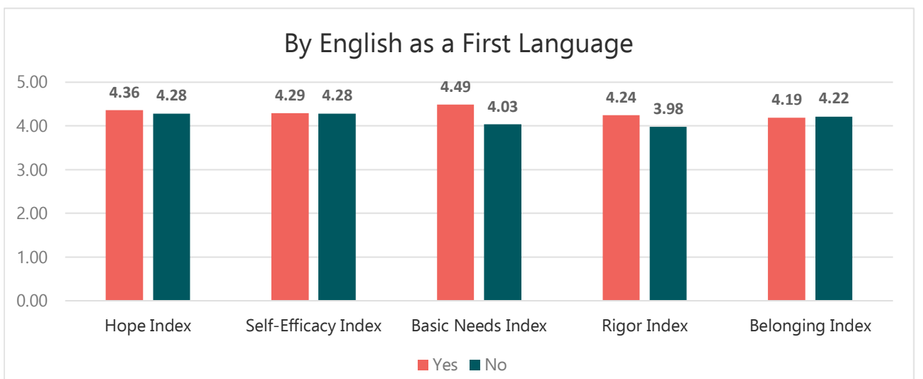


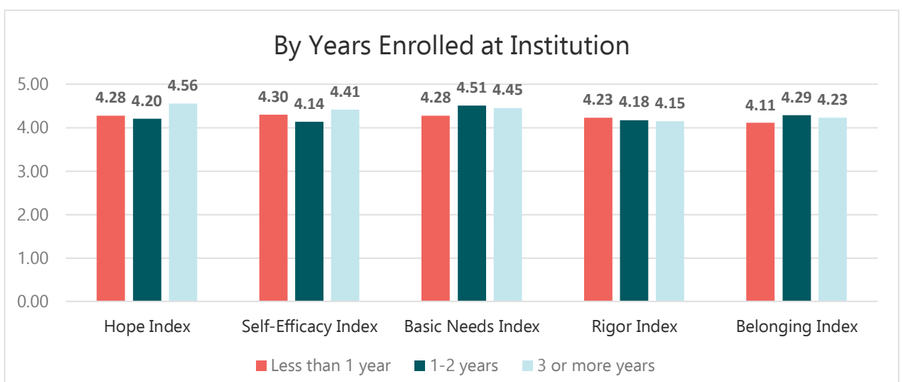












Index Descriptions

Hope: Hope is the perceived capability that you can achieve your goals: you can visualize pathways and sustain action towards your goals. Hopeful people are optimistic and visualize long-term aspirations of who they can become and what they can achieve.

Self-Efficacy: Self-efficacy refers to whether a person believes in their ability to succeed in specific situations or complete a given task. A person with high self-efficacy is resilient; able to persevere through challenges and overcome obstacles. Beliefs about ability are the product of past experience, observation, persuasion, and emotion.

Basic Needs: Human needs are organized in a hierarchy and lower needs must be satisfied before higher-order needs can be reached. Behaviors will center on lower needs - physiological

Rigor: Far too many students graduate from high school still unprepared for the lives they want to lead. They enroll in college and land in remedial courses, or start jobs and discover they're missing skills they need. A rigorous educational experience that prepares students for lifelong success includes access to standards aligned materials, relevant and engaging instruction, and teachers who believe in students' capabilities and teachers who maintain high expectations for all.

Belonging: Belonging means acceptance as a member or part. Feeling that you belong is important in seeing value in life and coping with pain and difficulty. Belonging is not just about school climate - it's also instruction that is inclusive of all cultures and backgrounds and every student feeling ownership of the learning environment.

COMPASS CHARTER SCHOOLS

THE GOLD STANDARD IN VIRTUAL EDUCATION

Superintendent's Town Hall for the Options Learning Program

February 26, 2020

(855) 937- 4227

CompassCharters.org

COMPASS CHARTER SCHOOLS

Agenda

- Mission and Vision
- Appreciation/Celebration
- Reminders & Updates
- 2020-21 Program / Key Dates
- Follow Us
- Q & A

COMPASS CHARTER SCHOOLS

Our Mission and Vision

MISSION STATEMENT

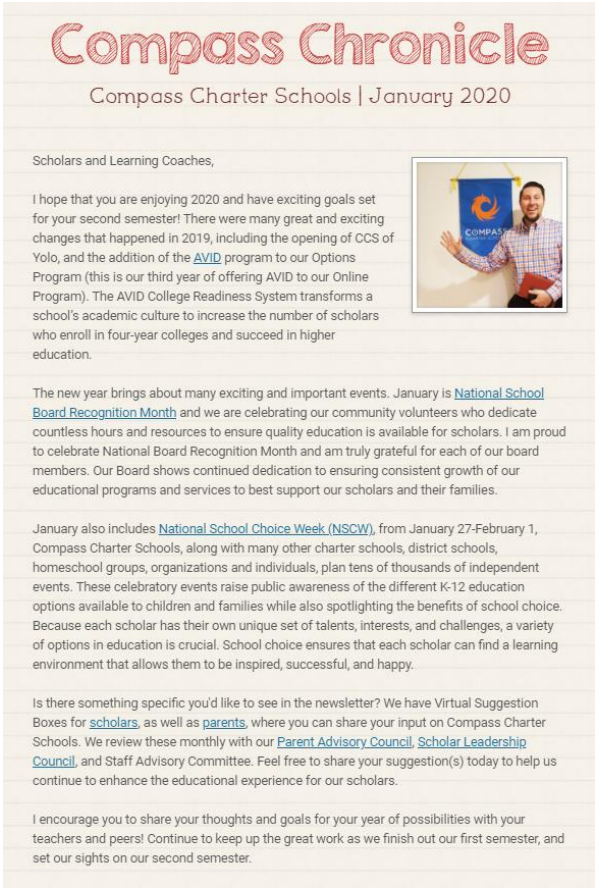
Our mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time.

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.

COMPASS CHARTER SCHOOLS

Appreciation / Celebration



Compass Chronicle

Compass Charter Schools | January 2020

Scholars and Learning Coaches,

I hope that you are enjoying 2020 and have exciting goals set for your second semester! There were many great and exciting changes that happened in 2019, including the opening of CCS of Yolo, and the addition of the AVID program to our Options Program (this is our third year of offering AVID to our Online Program). The AVID College Readiness System transforms a school's academic culture to increase the number of scholars who enroll in four-year colleges and succeed in higher education.

The new year brings about many exciting and important events. January is National School Board Recognition Month and we are celebrating our community volunteers who dedicate countless hours and resources to ensure quality education is available for scholars. I am proud to celebrate National Board Recognition Month and am truly grateful for each of our board members. Our Board shows continued dedication to ensuring consistent growth of our educational programs and services to best support our scholars and their families.

January also includes National School Choice Week (NSCW), from January 27-February 1, Compass Charter Schools, along with many other charter schools, district schools, homeschool groups, organizations and individuals, plan tens of thousands of independent events. These celebratory events raise public awareness of the different K-12 education options available to children and families while also spotlighting the benefits of school choice. Because each scholar has their own unique set of talents, interests, and challenges, a variety of options in education is crucial. School choice ensures that each scholar can find a learning environment that allows them to be inspired, successful, and happy.

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.

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

- Compass Chronicle
  https://www.smore.com/2xu8b
- Options Learning Team
  https://www.compasscharters.org/about-us/compass-charter-schools-team/options-program/
- Compass Newsroom
  https://www.compasscharters.org/blog-and-news/news/

Reminders & Updates



- Affiliations
- Website Enhancements
- Coffee with Compass
- State Testing

Affiliations

California Charter Schools Association

CHARTER SCHOOLS DEVELOPMENT CENTER

GREATER CONEJO VALLEY CHAMBER OF COMMERCE

Aplus+ Personalized Learning For The 21st Century

Instruction | Systems | Leadership | Culture AVID SECONDARY

EL DORADO CHARTERSELPA

KINDNESS CERTIFIED SCHOOL

ENERGY BUS SCHOOL CERTIFIED

NATIONAL STANDARDS FOR QUALITY NSQ ONLINE LEARNING

CASL CADA

CalSPRA California School Public Relations Association

Website Enhancements

Learning Coach Resources – password is loveCCS!



Coffee with Compass

Thursday, March 19

- **Long Beach**

Thursday, March 26

- **Concord**

Friday, March 27

- **Santa Rosa**



State Testing



CAASPP

- Scholars in grades 3-8, 11
- ELA & Math for 3-8 & 11th graders
- Science for 11th graders
- Locations throughout northern & southern California
- Testing window is March 30 – April 10
- Results impact California Dashboard & Charter Renewal
    - AB 1505

Testing Resources: https://www.compasscharters.org/resources/assessments/

2020-21 Program & Key Dates



- 2020-21 Planning Survey
- Personalized Learning
- Subscriptions
- High School
- Instructional Funds

Planning Survey



http://bit.ly/2T6ZBgN

COMPASS CHARTER SCHOOLS

Personalized Learning

“Unlike many other public education models that force scholars to conform to a rigid, largely one-size-fits-all system, Personalized Learning puts the needs of scholars first, honors scholars for being unique and gifted individuals, and tailors and supports a “personalized” learning plan for every scholar with choice and flexibility in how, what, when, where, and with whom each scholar learns.”

From APLUS+: https://theaplus.org/personalized-learning/

COMPASS CHARTER SCHOOLS

Personalized Learning

Branding Updates - #CompassExperience

Homeschooling – Personalized Learning

Educational Facilitator – Supervising Teacher

Vendor Relations – Community Providers

COMPASS CHARTER SCHOOLS

Subscriptions

ABCmouse.com® Early Learning Academy

Adventure 2 Learning

BrainPOP

CTCMath
Your Online Math Curriculum

Enchanted Learning®

Subscriptions Feedback: http://bit.ly/2T6D3Nm

COMPASS CHARTER SCHOOLS

High School

English

English I
English II
English III
English IV

Math

Algebra I
Algebra II w/Trig
Geometry
Integrated Mathematics II

Science

Biology
Biological Field Studies
Chemistry
Environmental Science

Social Studies

World History

UNIVERSITY OF CALIFORNIA | A-G GUIDE

COMPASS CHARTER SCHOOLS

Instructional Funds

Instructional Funds:

Grades TK-8: $2,800

Grades 9-12: $3,000

COMPASS CHARTER SCHOOLS

2020-21 Enrollment

Intent to Re-Enroll Form – released on March 2

Special Opportunity – re-enroll by March 20 to receive limited-edition 'Proud Scholar' t-shirt!





COMPASS CHARTER SCHOOLS

2020-21 Key Dates

March 2 – Intent to Enroll opens

March 20 – Deadline for limited-edition 'Proud Scholar' t-shirt

September 1 – First Day of Classes

* Compass Charter Schools 2020-21 School Calendar has been approved and can be found on the Academic Services section of our website!

COMPASS CHARTER SCHOOLS

Virtual Suggestion Box



For Parents: http://bit.ly/2C4YPri
For Scholars: http://bit.ly/2jPLVWB

Follow CCS



Facebook: CompassCS
Flickr: CompassCS
Instagram: CompassCS
Twitter: @CompassCS
YouTube: CompassCS
Website: www.compasscharters.org

COMPASS
CHARTER SCHOOLS

Questions?



Contact:

J.J. Lewis | Superintendent & CEO
(818) 824-6233
jlewis@compasscharters.org
@lewis1jj

COMPASS CHARTER SCHOOLS

THE ANNUAL REPORT OF THE DIGITAL LEARNING COLLABORATIVE



SNAPSHOT 2020

A review of K–12 online, blended, and digital learning

FEBRUARY 2020

digital learning COLLABORATIVE

About this report

The 2020 Snapshot is the second annual report of the Digital Learning Collaborative (DLC).

From 2004 to 2016, the Evergreen Education Group published a series of annual *Keeping Pace* reports. The reports, which were sponsored by a range of organizations, including school districts, state agencies, non-profit organizations, and companies, provided reviews of practice and policy for the field of K–12 online, blended, and digital learning. Some of the reports included planning guides designed to help educators in the field with the establishment and growth of their digital programs.

In 2017 and 2018, Evergreen did not publish the annual report, as Evergreen and key partner organizations considered how to maintain the overall goal of *Keeping Pace*—to provide the foundational information that the field requires—while shifting to a new digital-first, financially sustainable model.

In 2020, the *Keeping Pace* reports have been re-imagined within the umbrella of the Digital Learning Collaborative and the Digital Learning Annual Conference.

DLC membership is made up of the same types of organizations as the earlier *Keeping Pace* sponsors: school districts, state agencies, non-profit organizations, companies, and a small number of foundations. The DLC website is growing and provides reports, blog posts from DLC members and guests, news items, and similar information.

The new Digital Learning Annual Conference (DLAC) was first held in April 2019. It is being held in February 2020, and will be in February for the next several years. We plan to release the annual Snapshot reports at DLAC.

We call this report the Snapshot for two reasons. First, we intend it to provide a snapshot of K–12 digital learning activity in the United States, using public schools as the primary focus. Second, it provides a glimpse into the far more extensive information available on the DLC website. Some of the text, graphics, and analysis are new to this report and will be made available on the website; parts of this report are executive summaries of full reports available on the website. The DLC website also contains additional school and district profiles, blog posts, podcasts, and other information.

We welcome your comments, suggestions, and questions! Please email us at info@evergreenedgroup.com.

About the Digital Learning Collaborative

The Digital Learning Collaborative (DLC) is a membership group dedicated to exploring, producing, and disseminating data, information, news, and best practices in K–12 digital learning.

Our current members include school districts, intermediate units, public agencies, non-profit organizations, and companies.

Collaborative activities are supported financially by annual membership fees. We accept foundations as members but do not seek nor accept foundation funding at levels higher than members.

The Evergreen Education Group manages the Collaborative. DLC members determine the topics that we explore, via monthly web meetings and individual discussions. Topics include the following:

- Best practices and strategies for success in a variety of online and blended learning settings (e.g., mainstream schools and classrooms, alternative education, online schools, credit recovery programs)
- Honest explorations and analysis of challenges and pitfalls that have plagued digital learning
- Implementation case studies exploring the varied settings discussed above
- Discussion of successful online content and technology platforms supporting digital learning
- Identification of professional development needs for teachers and strategies for success
- Policy issues including state funding and accountability systems, which benefit or hinder best practices in supporting students
- Annual reports documenting key issues in digital learning, including growth and trends.

DLC Core Principles

Members of the Digital Learning Collaborative believe the following:

Online, blended, and digital learning encompass a wide range of schools, instructional strategies and practices that may be implemented across a district, network of schools, single school, or individual classroom.

Existing schools and programs demonstrate that many of these instructional strategies and practices are helping K–12 schools and students improve educational opportunities and outcomes.

Online, blended, and digital learning encompass practices that may be implemented well or poorly. Therefore, the theoretical question "does online/blended/digital learning work" is nonsensical in the same way as asking "do traditional schools work?"

The technology used in online, blended, and digital learning always supports teachers and other professional adults who work with students in a variety of ways. There are no examples of successful, scalable educational programs in the United States that operate without teachers.

Although K–12 digital learning has a track record that extends over more than two decades, significant myths and misunderstandings are common. The DLC exists in part to counter these myths and replace them with data and accurate information.

Many different types of organizations have a valuable role to play in improving education. Digital tools, resources, and instruction are created and implemented by a wide variety of organizations that include individual schools, districts, regional public agencies, state agencies, private non-profit organizations, and for-profit companies.

Individual Collaborative members support these principles. Collaborative documents and resources build on these principles, but may not always reflect the views of individual DLC members.

Introduction

Online, blended, and digital learning in K–12 schools in the United States include an assortment of schools, programs, tools, and resources. These range from the fully online schools in which students receive their entire education, to the digital platforms and content that mainstream teachers are using to bolster instruction in their physical classrooms.

As digital learning (which we define to include online and blended learning, as well as classroom uses of digital tools and resources) grows, creating categories to help make sense of emerging and innovative uses of instructional technology becomes increasingly difficult.

In this report, we attempt to create such a categorization. We start with the understanding that schools, programs, and instruction using digital tools and resources can be characterized among a set of dimensions, as shown in Figure 1.

A range of applications, including online schools, hybrid programs, and the use of technology in traditional schools, can be characterized within each of the defining dimensions. All digital-related schools and programs exist somewhere on the continuum of being supplemental or full-time (from a student perspective); as operating at the level of a classroom, school, district, region, state, or country; and as being accessed from traditional schools, homes, or elsewhere. In addition, digital instruction tends to differ based on grade level and subject area.

FIGURE 1: **The Defining Dimensions of Online Programs**

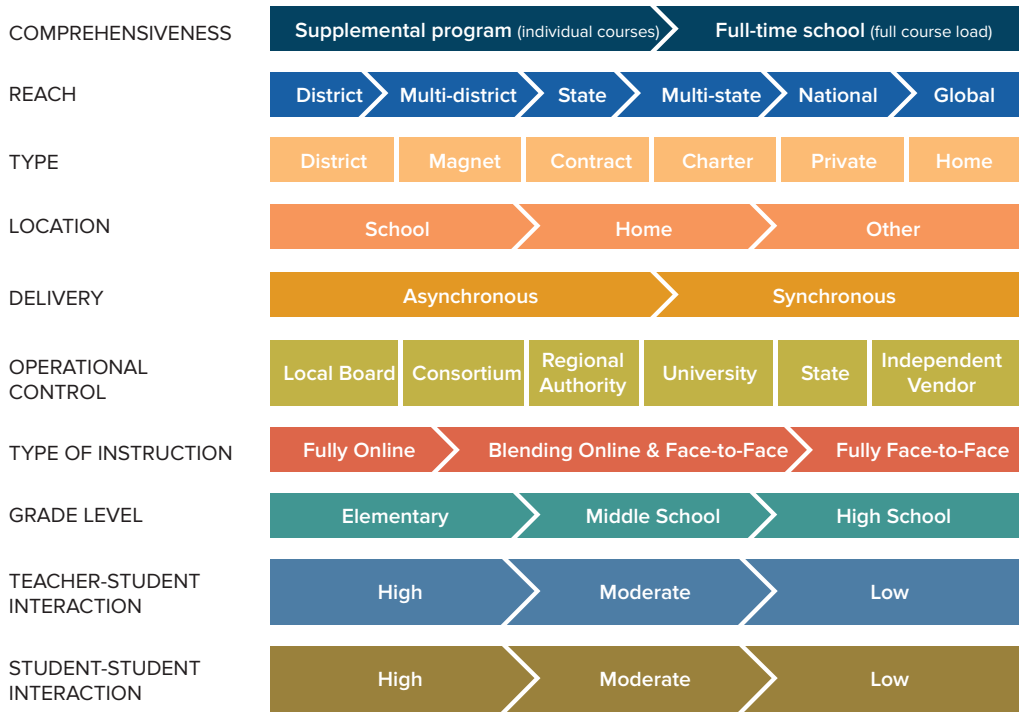


Figure adapted from Gregg Vanourek, A Primer on Virtual Charter Schools: Mapping the Electronic Frontier, Issue Brief for National Association of Charter School Authorizers, August 2006.

These defining dimensions are useful as a starting point. In the next step, which makes up much of the rest of this report, we have created six categories of digital learning. They are:

- Online schools

- Hybrid schools
- Online courses with online teachers
- Online courses with onsite teachers
- Digital content
- Data and assessment

In the following pages we explore each of these categories. Each category has, at a minimum, a descriptive two-page spread, explaining the category including the extent to which a student's time is engaged, how the category relates to time and space constraints, and other key issues. Each category also includes two short profiles which explore a school, district, or program's use of digital learning in this category. The online schools and supplemental online courses with online teachers categories lend themselves to further analysis because of the relatively higher level of data and information that are available about them.

Any taxonomy is somewhat artificial and at best creates an approximation to help us understand the larger field. We recognize several constraints:

- Educators don't think in these categories and would likely see their own usage across multiple categories.
- The categories overlap; for example, online schools use data and assessment extensively. Traditional schools, however, often use data and assessment in the absence of online courses, which is why we put data and assessment in its own category.
- The same digital tools, resources, and providers are often used in different categories, further blurring the distinctions.
- Our focus on public schools means that we don't explicitly review private schools, or directly comment on the state agencies, non-profit organizations, and companies that are supporting public schools' shift to digital. We recognize that all schools using digital tools and resources are supported by outside entities in the public, private, and non-profit sectors, and plan to explore the larger digital learning system in future reports.

We recognize these limitations, but believe that the categories remain useful for increased understanding of the field.

We attempt to indirectly estimate the overall impact of the various categories on K–12 education by noting the "level of engagement" from a student's perspective and, where possible, provide some estimate of usage numbers. Both of these measures vary drastically between categories. At one end of the continuum, online schools serve a very small percentage of students (no more than 2% in any single state and less than 1% nationally), yet these are hugely impactful for individual students in that the online school provides the student's entire education. At the other end of the continuum, the percentage of students using digital content for instructional purposes in some form or fashion is approaching 100%—especially if we leave out the youngest grade levels—but the impact on each student is less clear. Videos, animations, and other digital materials certainly have capabilities that go beyond paper textbooks, and therefore hold promise for improving instruction, but impacts on student outcomes are unclear.

Any discussion of student impact or outcomes within digital learning must be based on the recognition that the use of digital tools and resources exists within the far larger world of K–12 quality and accountability.

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The many years in which No Child Left Behind (NCLB) established the federal accountability framework under which states and schools operated created a focus on high stakes test scores and high school graduation rates.

The Every Student Succeeds Act made changes to NCLB, adding additional measures such that proficiency, growth, and high school graduation rate are the most common metrics, along with college and career readiness in some states. Many digital learning advocates argue for quality and accountability programs and measures, including tangential areas such as student and parent choice, and social and emotional learning, that educators of all stripes defend.

This report includes two sections that explore the interconnection between policy and practice. One looks at course choice policies and programs; the other at eLearning days. Each is made up of a two-page summary of a longer report that resides at the Digital Learning Collaborative website.

In fact, every section of this report has related web pages, reports, blog posts, and podcasts on the DLC site, and we hope you use this report as a gateway to the larger set of resources on the site.

We've been studying the K–12 online, blended, and digital learning field for two decades, but still find that understanding and conveying information in the most useful way possible remains a challenge. We invite you to engage with that information, and with us, at the DLC site and on social media.

Key terms

This page describes several key terms used by the Digital Learning Collaborative in presentations, on the DLC website, and within documents and reports like this one. We purposely call these key terms descriptions and characterizations instead of definitions, because the focus should be on the value and effectiveness of instructional practices, not on whether a certain practice fits a specific definition.

Online learning encompasses a wide range of educational activities, tools, and resources that are delivered via the Internet. These can be schools in which the large majority of curriculum is delivered online, and interaction between students and teachers, and between students, is mostly or entirely at a distance. Online learning can be the online component of specific activities in mainstream classrooms, such as students using instructional math software for an hour per week in a class that otherwise uses face-to-face teaching, group activities, and a range of similar approaches that are common in traditional schools.

Blended learning describes any combination of online learning and site-based, face-to-face education. Although the DLC believes that student agency and the use of student data in instruction are valuable, we do not include these elements in our characterization of blended learning. Blended learning that substitutes for a traditional instructional activity may be unlikely to impact outcomes, while a use of blended learning that innovates instruction and student activity is more likely to have a positive impact. Both of these, however, may be characterized as blended learning.

Digital learning encompasses online learning and blended learning and refers to any use of either of these.

Educational technology includes digital learning as well as additional technologies that apply to activities other than instruction, such as student information systems and other technologies, that support teachers and administrators without involving students directly.

A hybrid school combines online and face-to-face instruction and meets the following characteristics:

- The school enrolls students, receives FTE funding (ADA/ADM/PPOR etc), and is listed as a school by NCES.
- The school has a physical location which students regularly attend for instructional purposes.
- The large majority of students must take part in learning activities at the physical location at least occasionally.
- Students are not required to attend the physical campus on a schedule that approaches a regular school schedule. The school might require students to be on campus a couple of days per week, but never five days per week.

The Virtual Learning Leadership Alliance published a longer set of definitions available on the DLC website.

ONLINE SCHOOLS

What they are

A school that enrolls students, receives FTE funding (ADA/ADM/PPOR etc.), and is listed as a school by the National Center for Education Statistics (NCES).

Most are charter schools; some are authorized by or run by districts.

Students receive all of their instruction online, including communicating with online teachers via online tools and telephone.

Much instruction is asynchronous, augmented by real-time lessons.

Most online schools (as defined here) attract students from across the entire state (or a region of contiguous counties in California).

Level of engagement

100%

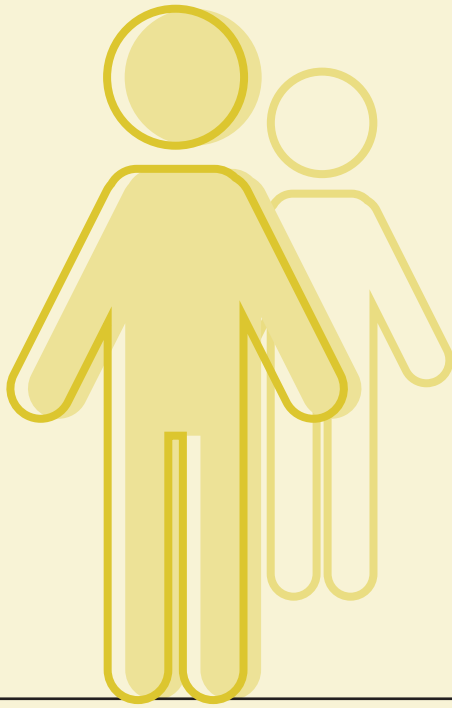
An online school is the main source of education for its students; as such students are 100% engaged in the online instructional model.

Time and space

An online school operates outside of most time and space constraints.



- Students can learn at any time and from any place with a computer and Internet connection.
- Students often use print materials in additional to digital content, so can learn even without a computer.
- Schools may have required synchronous classes or check-ins.
- Most online schools must operate within school calendar years with elements such as the dates of high stakes assessments, and in some cases instructional hours for funding purposes, mandated by the state.





32 states

Number of states that allow online schools to operate and draw students from across districts as of school year 2018–19.

375,000

Number of students who attend these schools



Student demographics

Most online school students have needs that are not well met by traditional schools, desire a high level of time flexibility, and have parents/families who are able to support their learning at home. Often they:

- Are interested in arts, athletics, or other pursuits at a level that requires scheduling flexibility
- Need scheduling flexibility due to mental or physical health issues
- Have experienced bullying or other social issues at their traditional school
- Are formerly home school students (25%– 30% in many states, although with variation between states)
- Want scheduling flexibility either because they are advanced (want to be able to move more quickly) or they are struggling academically (want the ability to perhaps slow down to achieve better understanding)

Did you know?

Online schools used to be a fairly distinct category in that most were stand-alone schools that attracted students from across entire states. Recently, however, an increasing number of districts have their own online school for their own in-district students. These **district online schools** often have a physical facility to allow their students to take online courses from a school building. Further complicating the situation is that in some states like Colorado, schools are characterized by the Department of Education as online but have most students attending a building. This approach gives the school considerable funding and attendance flexibility.

Online schools have a significant impact despite enrolling relatively few students

Full-time public online schools that enroll students from across regions or states operate in 32 states (Figure 2). During school year 2018–2019 they collectively enrolled 375,000 FTE students (less than 1% of all K–12 students in the United States). Even in states that have had online schools for two decades or more, few states have more than 2% of their students enrolled in full-time online schools, and no state has more than 4%.

These schools are limited in number, but have a disproportionate impact in several areas:

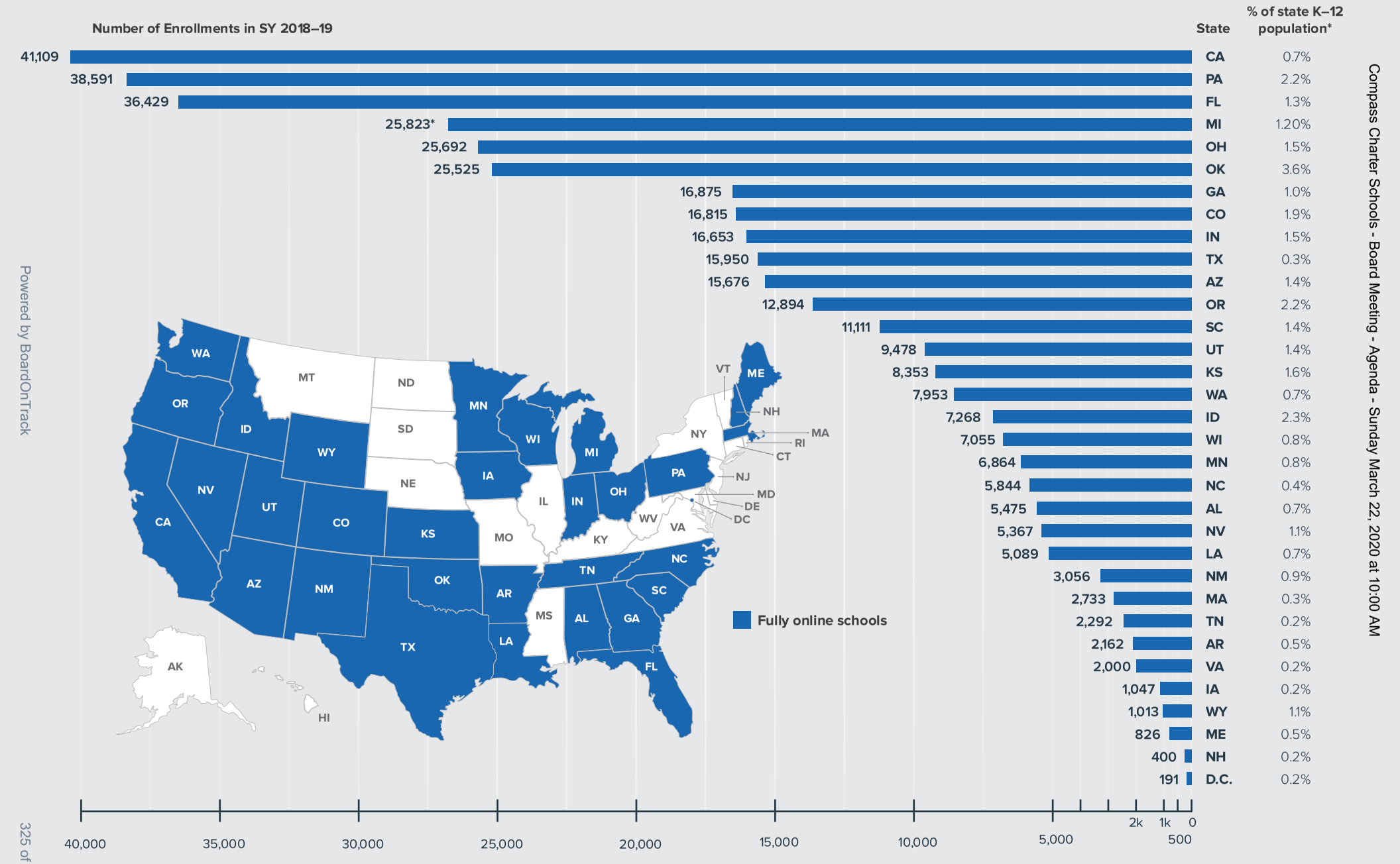
- For the small number of families who choose online schools, parents often feel that the school is the best option for their child. For some students with health issues, an online school may be their only viable option.
- Because these schools operate entirely at a distance, they must figure out how to communicate with students, engage them, and teach challenging subjects—especially math—entirely online. No online school has figured out how to do all these things perfectly, but their efforts and findings inform schools that use online materials and instruction to an important, but lesser, extent.
- Because these schools attract many students who would otherwise be enrolled in another district, homeschooled, or in a private school, they draw attention to their funding levels and costs. Many online schools also attract a large number of students who are highly mobile, and arrive deficient in credit accumulation, often resulting in graduation rates and assessment scores that are lower than state averages.

For these reasons and others, full-time online schools receive considerable attention from media and policymakers. Every year, multiple states consider changes to how online schools operate or are funded. Education Commission of the States (ECS) reports, for example, that between 2017 and 2019, 106 bills related to online schools were introduced in 36 states, and 45 bills were passed in 25 states.[1] Proposals for shutting or greatly restricting online schools were included in some cases, but are only occasionally enacted. Over the last few years leading to early 2020, we have seen few states changing their laws and rules to allow full-time online schools.

Laws passed in recent years tend to fall into three main categories as delineated by ECS: attendance and engagement (e.g., IN); authorizing and governance (e.g., CA and CO); and funding and attendance reporting (e.g. OK and OH). Notwithstanding the fact that these laws impact schools and students, they are relatively minor compared to the overall national online school landscape.

States with Statewide Fully Online Schools

FIGURE 2: **NUMBER OF STUDENT ENROLLMENTS BY STATE AND PERCENTAGE OF STATE'S K–12 POPULATION**



•number from SY 2017-18

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Compass Charter Schools - Board Meeting - Agenda - Sunday March 22, 2020 at 10:00 AM

PROFILE

Giving students fully online learning options across multiple counties

Compass Charter Schools

18 counties in California

Compass Charter Schools is made up of three virtual public charter schools that serve scholars from Transitional Kindergarten (TK) through 12th grade in 18 counties in California, with locations in San Diego (1,351 scholars), Yolo (668 scholars), and Los Angeles (948 scholars). Compass is one of a very few virtual schools to offer AVID, and they are also an Energy Bus Certified School and Kindness Certified School. Compass teachers are California-credentialed and split their FTEs across the three charters. A number of teachers have their Leading Edge Certification, and Compass educators are working toward their Google Certified Educator Certification in 2019–2020. A majority of their online high school courses are also NCAA approved. Compass has two virtual instructional programs — the Online program and the Options program.

The Online program uses prescribed curriculum offered by curriculum providers. In the Online program, certificated teachers provide instruction and support, including live weekly learning labs that feature lesson reviews, Q&A time, and Compass-wide announcements, to the scholars as they work through their learning. Compass employs core content teachers as well as tutors who help support scholars as needed by identification through Multi-Tiered System of Supports (MTSS) and Response to Intervention (RTI). Tutors assist scholars with academic skills gaps through weekly tutoring sessions. Additional vendors are provided for MTSS tier 3 scholars (those who need intensive, individualized help) for additional layers of support and growth.

In the Options program, scholars have a set amount of funds to partner with educational facilitators to determine best learning strategies and then identify appropriate curriculum. Scholars are supported with certificated teachers called educational facilitators. This approach entails a major instructional role for the scholar's parent/guardian/learning coach. While the educational facilitators still assign work, provide grades, and issue report cards, much of the learning is happening in the home via the learning coach. Tutors in the Options program assist scholars as well.

In addition to the teachers, Compass has an extensive support structure in place. For both programs, a scholar success coordinator and academic coordinators help guide the scholar through review of regular progress reports. Based on the reports, the coordinators meet with the necessary staff to help bridge the support gaps. The scholar support structure also includes four counselors along with a college and career readiness counselor, and a director of counseling services. This team delivers, promotes, and enhances the learning process for all scholars in grades 6–12 with the delivery of a comprehensive school counseling program, driven by scholar data, and based on standards in academic, personal/social development and college career readiness skills. A special education program includes a director of special education, coordinator, and special education instructors. An Engagement Department provides extracurricular offerings including scholar-led clubs, field trips, Learning Coach Academy for parents, and other special opportunities. The scholars and parents currently get an orientation to Compass when they enroll to provide an overview of the school and expectations, along with a handbook and packet with resources and information. All sessions are recorded and provided for families who can't join in real time. Additionally, Online scholars receive weekly report cards on Fridays through the student information system. A Monday morning update for all scholars and parents lets them know about events, deadlines, and important updates.

"The Compass Experience is designed with our scholars in mind," said J.J. Lewis, superintendent and CEO. "We pride ourselves on the number of supports that are made available for scholars and parents alike, knowing we are partners along their educational journey, which is why we consider ourselves to be the 'Gold Standard in Virtual Education.'"

PROFILE

Providing online learning options for a multi-district consortium

Rural Virtual Academy

Medford, Wisconsin

In 2004, Rural Virtual Academy (RVA) was authorized by the Medford Area Public School District as an online PreK-8 school designed to serve rural families across a consortium of five contiguous districts. Due to parent and student feedback, RVA expanded to high school in 2013. Fast forward to today, RVA serves over 1,100 students across a consortium of 32 school districts, providing not only a full-time online school but also individual supplemental online courses and a blended learning initiative. The focus for this profile is their full-time online school, which is available to all district students in grades PreK–12. As Charles Heckel, Administrator of RVA emphasized, "Our model keeps students in their respective districts and provides revenue sharing between RVA and the consortia districts." RVA's online course catalog offers students access to a variety of courses, many more than what most of the small districts in the consortium would otherwise be able to provide. RVA uses both its own staff and also district shared staff, which provides more opportunities for course offerings and lower class sizes. All full-time RVA staff are employees of the Medford Area Public School District, RVA's authorizer. RVA uses content and resources provided by the Wisconsin eSchool Network (WeN) to support their offerings. RVA has 37 live collaboration classrooms that students log into to join their teachers and classmates. The students move between their online classrooms like they would in a traditional school.

Instructional models and support structures vary based on student grade level. For PreK–5, the parent/guardian is the mentor, working along with their child or children at home with online teacher support. About 60% of their elementary families use off-line, book-driven curriculum options, 30% use combinations of online and offline curricula, and the remaining 10% utilize solely digital course content. Parent-teacher conferences are scheduled a minimum of three times per year, where teacher and parent look closely at the students' skill sets, assess where they are, and develop learning pathways. As students get older, they interact with teachers more often, and with parents/guardians less. In the upper grades, multiple teachers and school counselors enter the picture. Beginning in 6th grade, RVA offers synchronous online courses, such as math and reading, which parents/guardians have the option of enrolling their children in, or they can continue to work independently with their children at home.

In high school, the curriculum is completely online, and 95% of students participate in a variety of live, daily, direct online instruction classes. Three-week grade reports are sent to parents/guardians so that they have a clear view of where their child is in terms of pace, progress, and grades. All students are required to attend their live, synchronous classes for the first three weeks of each semester. Once the three-week grade report comes out, the parent/guardian and teachers can determine if the students have to be at the live lessons, especially if they are working ahead and exceling at the course. Other students who are falling behind are required to go to daily instruction.

RVA operates like a traditional school in that student supports include a special education department, school counseling services, administrative support, and educational teacher and aid support. The counselors deal with counseling issues, scheduling, and ensuring credits are being attained. Special education staff work with special education students, and pupil support staff and administrative staff work with student councils, clubs, and groups. For academic supports, RVA has intervention periods and response-to-intervention programs prior to special education referrals. RVA is able to provide virtually in some capacity any support service that would be found within a traditional school environment. The services are provided to students through live meetings via web conferencing.

HYBRID SCHOOLS

What they are

A school that enrolls students, receives FTE funding (ADA/ADM/PPOR etc.), and is listed as a school by the National Center for Education Statistics (NCES).

Most are operated by districts for their own students, but some are run by regional service agencies such as BOCES or County Offices of Education.

Most hybrid schools are high schools, although some cover all grade levels.

Level of engagement

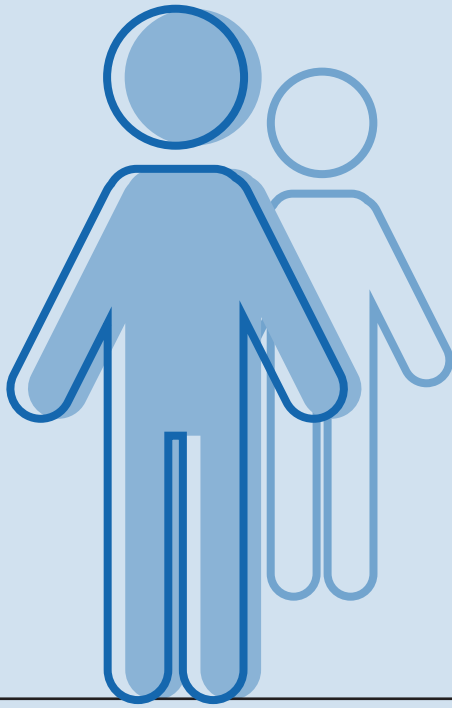
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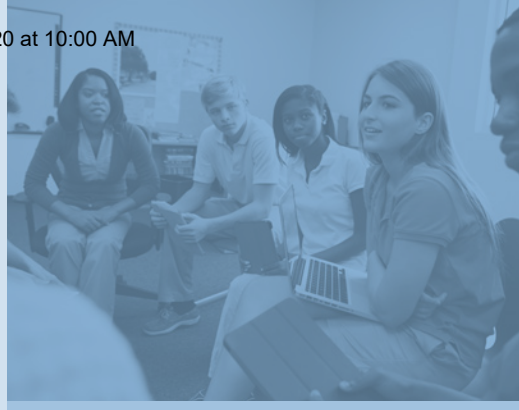
A hybrid school is the main source of education for its students; as such students are 100% engaged in the hybrid instructional model.

Time and space



- A hybrid school has a physical location at which students are regularly present for instructional purposes.
- The large majority of students take part in learning activities at the physical location regularly.
- Students are not required to attend the physical campus on a regular schedule similar to a traditional school (i.e. Monday through Friday from 8am to 3pm).
- Students take online courses or access online content in lieu of onsite instruction.





Hybrid schools are not a category listed by the National Center for Education Statistics, nor counted by any states of which we are aware. In addition, the hybrid school characterization makes it hard to know if some schools should be counted as hybrid. Our best guess is that there are several thousand school sites that fit the hybrid definition, many of which are run under alternative education programs, by BOCES or County Offices of Education, but no more than a few hundred stand-alone hybrid schools that enroll more than one hundred students.



Student demographics

Most hybrid school students have needs that are not well met by traditional schools, including students who are:

- Interested in arts, athletics, or other pursuits at a level that requires scheduling flexibility
- Pursuing jobs or internships
- Taking college courses and perhaps seeking an associate's degree while graduating from high school
- In need of scheduling flexibility due to mental or physical health issues
- Desiring a small school and social environment that is different than a usual school.
- Needing to catch up on credit accumulation after falling behind in a previous school

Did you know?

Some hybrid school leaders have a goal of modeling their schools after non-school environments. Village High School in Colorado, for example, says that it seeks to operate "like an adult work place." Springs Studio for Academic Excellence, also in Colorado, calls itself a "studio" because it seeks to be similar to a dance, art, or architecture studio, in which people create rather than passively take in information. Hybrid elementary schools in some ways look like Montessori Schools in the ways that students self-select into groups and activities, under a teacher's guidance but in a less formal setting than many classrooms.

Providing flexible learning for students following outside pursuits

Crossroads FLEX High School

Cary, NC

Crossroads FLEX High School, a hybrid school serving students in grades 9–12, in Cary, North Carolina, opened in August 2016 as part of the Wake County Public School System. Crossroads FLEX currently serves 150 students. Nartarshia Sharpe, the Dean of Students, expressed that their district staff and community members believed, "We have students in our buildings who have opportunities because of their talents and abilities, but those opportunities interrupt the traditional school day." WCPSS worked to figure out a solution to help the students take advantage of these opportunities while obtaining their high school education. The focus for Crossroads FLEX is on students whose outside interests and activities require a considerable amount of time during the regular school hours. These can include someone who is highly competitive and/or active in the arts, sports, or has other obligations such as extensive work schedules, all of which are known as "pursuits." Their student population is made up of athletes, such as soccer, baseball, and hockey players, and swimmers and gymnasts, as well as artists, such as singers, songwriters, filmmakers, dancers, actors, and models, just to name a few. Crossroads FLEX also has an entomologist who travels the world working with scientists as well as another student who is active in social justice advocacy, speaking at events around the country.

The Crossroads FLEX building is an open and flexible learning space. Students may attend school anytime between 7:30am and 5pm Monday through Friday. If students train in the morning, they can come to school mid-morning or mid-afternoon and vice versa if they train in the afternoon. Students are required to be on-site a certain number of hours a week; for freshmen, it's 15 hours per week, and for the other grades, it's 10 hours per week. Students are typically on campus twice as much as they're required to be because the students know that they can get support from teachers and their peers when they are in the building.

Instruction is provided by four content specialist teachers — English, Math, Social Studies, and Science — onsite as well as through the North Carolina Public Virtual School (NCVPS). If a student's schedule allows for it, the student can take their core courses face-to-face on designated days at the Crossroads FLEX building. Classes are 90 minutes long and are offered twice a day to accommodate different schedules. The content specialist teachers also provide online content, on the same platform used by NCVPS, to supplement the face-to-face instruction. As Debbie Ray, the Principal, emphasized, "Even when students are not on-site, we are clear about the expectation of students spending approximately 90 minutes a day on each of their courses." If the students have a scheduling conflict with those core course offerings because of their pursuit, then the student enrolls in an NCVPS course. In addition to having a teacher in their NCVPS course, they also receive support from the content specialist at Crossroads FLEX.

Crossroads FLEX is continuously in touch with traveling students through their teachers, counselor, and coaches. The Crossroads FLEX team meets every three weeks for a "Data Dive" to review each student's progress. During the Data Dive, the team puts in supports for struggling students, such as one-on-one sessions, small groups, or parent-student-teacher conferences. Sharpe said, "The staff helps students with organization and time management to help them get back on track. There is also an intervention matrix that we use if a student is not responding to core instruction. This provides students with that next level of support if they need it. We build relationships here, and our goal is for our students to feel connected even when they are away. For us, school goes along with you wherever you go."

PROFILE

Serving diverse student needs by breaking down time and space barriers

The Village High School, Academy District 20

Colorado Springs, CO

The Village High School is a hybrid school, combining online and face-to-face instruction, that is part of Academy District 20 in Colorado Springs. Most students take online courses and also visit the campus regularly, while a smaller percentage of students are full-time online via the Access program.

The Village started as a fully online program for all students. The district found, however, that although a small percentage of students needed the fully online model and did well, overall students were highly mobile, did not stay for long in the online school, and overall outcomes were not very strong.

When Nathan Gorsch, Village principal, joined the school, he started the process of rethinking all aspects of time and space. He explains that his team "started by asking, 'if we knew nothing about high school, how would we build it?' Our first answer was it would look nothing like a typical high school. The team wanted to build something new."

Key components of The Village's instructional model include:

- Students are expected to attend the physical school on Monday-Thursday, from 9:30am–1:30pm. "Office hours" are available for two hours before and after. Fridays are used for "expeditionary electives."
- The Village focuses on the question of "What skills do students need to set them up for post-secondary success?" The school's answer is "independence, literacy, wellness, communication, collaboration, passion, and creativity.
- All students have a mentor who helps them with everything from help in classes to navigating school and out-of-school issues. Students consistently report that their relationships with mentors and other teachers are a key to their success.
- Core classes combine online content with an onsite teacher. Students move through these courses at their own pace. Electives are entirely face-to-face; most are collaborative and experiential.

Principal Gorsch, teachers, and students all list the important and unusual role of teachers as a key to the school's success. As Gorsch explains, "the primary role of a teacher isn't to know and share content. Students need teachers to be a mentor, interpret information, and build critical thinking." Teaching positions at The Village receive many applications, because "teachers recognize that they will spend much less time planning lessons, they don't have to do much grading, and instead they have the opportunity to spend more high-quality time with students." He notes that the state system for evaluating teachers doesn't fit the school model very well, but insists that he knows Village teachers better than most principals, in part because of the extra time that he and teachers have, and in part because of what he calls "our data-rich environment."

The school has about 215 students enrolled, with another 100 on a waiting list—which is a sign that students, families, and the district recognize the value in this new instructional approach.

SUPPLEMENTAL ONLINE COURSES WITH ONLINE TEACHERS

What they are

Full courses that provide credit towards grade advancement or graduation.

They include content (text, graphics, videos, etc.) and assessments.

The course includes an online teacher, often employed by the course provider, who is in regular contact with students via online communications tools and telephone.

Much instruction is asynchronous, sometimes augmented by real-time lessons.

The course is housed within a technology platform, which is usually a learning management system.

Level of engagement

An online course provides the entire course content, interaction with the teacher, and curriculum progression via online content, sometimes with additional print materials. Student are engaged entirely online for that portion of their education, while typically taking courses at a brick-and-mortar school in their remaining time.

Time and space



Online courses have the potential to eliminate barriers of time and space. In theory, students can take online courses at any time, from any place, and at their own pace.

In reality, many students take online courses to coincide with a school semester. Some online courses are organized on semester schedules to allow students to work in cohorts. In addition, some students access their online courses primarily from their brick-and-mortar school, and some schools may require that students do so.



1,015,760

State virtual schools make up one category of online course provider, and collectively serve 1,015,760 course enrollments.

No other national data sources are available to determine how many online courses are completed nationwide. A reasonable guess is that the number is several million. Other providers of online courses include companies, non-profit organizations, intermediate units, and school districts.



Student demographics



Many different types of students take supplemental online courses. We are not aware of any data showing that certain types of students are more (or less) likely to take such courses. However, small, rural schools and districts are more likely to use a higher proportion of online courses than larger urban and suburban districts. Small and/or rural schools and districts often use online courses to augment their course offerings, which tend to be limited compared to their larger counterparts.

Did you know?

A commonly understood use case is of a school offering an elective such as an online world languages course because the school doesn't have a Mandarin teacher. Although this is a common use case, the numbers from state virtual schools suggest that core courses make up a higher percentage of online course enrollments than world languages and other electives. In some states where courses such as health or personal finance are required for high school graduation, students often take these courses online to free up time in their regular school schedule for courses that they perceive to be more important or more challenging.

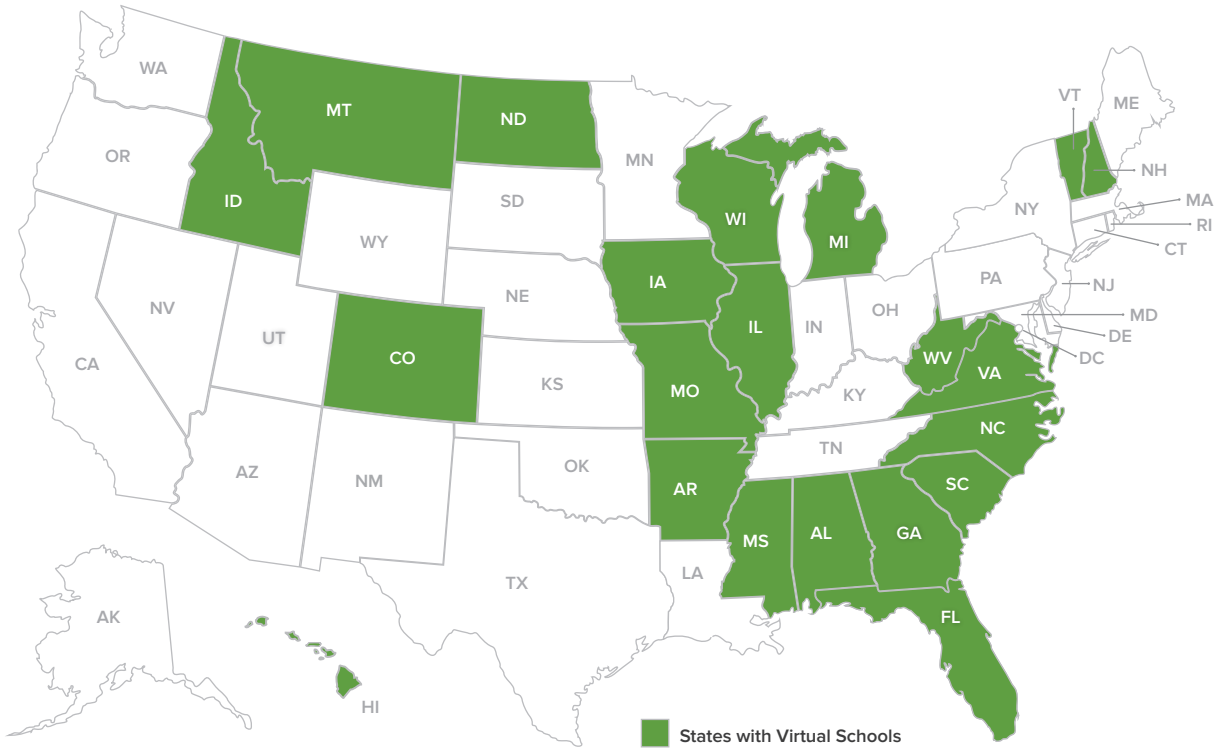
State virtual schools provide a data set to explore the use of online courses

VIRTUAL LEARNING LEADERSHIP ALLIANCE

The data for this section were provided by The Virtual Learning Leadership Alliance (VLLA), a 501c3 educational nonprofit organization consisting of leaders from innovative online learning programs in the US.[2]

Online courses that include online teachers are among the earliest use cases of digital learning. In the late 1990s and early 2000s, about half of all states created a state virtual school. Fast forward to 2020, state virtual schools remain an important part of the digital learning landscape. Among the reasons that they are significant is that they provide publicly available data about their course usage that private providers are (understandably) less willing to share. State virtual schools are entities created by legislation or by state–level agencies, usually funded partially or entirely by state appropriations, course fees, and/or grants. As of early 2020, state virtual schools operate in 21 states (see Figure 2), collectively serving 1,015,760 course enrollments. FIGURE 2: States with state virtual schools. Alaska, Texas, Utah, and South Dakota previously were states recognized as having state virtual schools in *Keeping Pace* reports. Snapshot 2019 also included New Mexico, but this year, it has been removed as it has closed.

FIGURE 2: **States with state virtual schools. Alaska, Texas, Utah, and South Dakota previously were states recognized as having state virtual schools in *Keeping Pace* reports.**



[2] The VLLA members include Colorado Digital Learning Solutions, Georgia Virtual School, Idaho Digital Learning, Illinois Virtual School, Indiana Online, Michigan Virtual, Montana Digital Academy, Nevada Learning Academy at CCSD, NC Virtual, Virtual Arkansas, VHS Learning, VirtualSC, Virtual Virginia, Wisconsin eSchool Network, and Wisconsin Virtual School.

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Most state virtual schools are not "schools" as defined by the National Center for Education Statistics, as they do not grant diplomas and are not responsible for many of the functions performed by schools (such as administration of state assessments, state and federal reporting, counseling, etc.). Instead, they supply online courses and related services to schools. Students are usually enrolled with district approval, with the exception of states with course access policies. Even then the school or district plays an integral role in counseling, mentoring, and enrolling students in the state virtual school. State virtual schools acquire their online courses from a wide range of sources. Some, like the Missouri Virtual Instructional Program and West Virginia Virtual, mostly or entirely rely on courses and teachers from private vendors, which they then provide to schools across their state. Others, such as Florida Virtual School, Alabama ACCESS, and Georgia Virtual School, largely develop their own course content. Illinois Virtual School, Montana Digital Academy, and others combine original development with vendor courses to provide a complete course catalog.

TABLE 1: **State virtual schools**

STATE	STATE VIRTUAL SCHOOL	YEAR OPENED	NON–INSTRUCTIONAL STAFF FTE	GRADES SERVED	2017–18 TOTAL COURSE EN–ROLLMENTS
Alabama	Alabama ACCESS	2004	NR*	7–12	81,297
Arkansas	Virtual Arkansas	2013	18	7–12	49,351
Colorado	Colorado Digital Learning Solution	2015	4	7–12	1,515
Florida	Florida Virtual School	1997	546	K–12	512,438
Georgia	Georgia Virtual School	2005	47	6–12	64,721
Hawaii	Hawaii Virtual Learning Network	2007	NR	7–12	NR
Idaho	Idaho Digital Learning Academy	2001	6	6–12	31,321
Illinois	Illinois Virtual School	2001	7	5–12	5,059
Iowa	Iowa Learning Online	2004	NR	7–12	NR
Michigan	Michigan Virtual	2001	8	6–12	28,402
Mississippi	Mississippi Virtual Public School	2006	2	11–12	1,755
Missouri	Missouri Virtual Instruction Program (MoVIP)	2007	2	K–12	1,689
Montana	Montana Digital Academy	2010	5.23	6–12	6,691
New Hampshire	VLACS Virtual Learning Academy	2007	7	6–12	25,667
North Carolina	NC Virtual	2007	27	6–12	112,626
North Dakota	North Dakota Center for Distance Learning	1996	14	PK–12	5,040
South Carolina	Virtual SC	2006	35	K–12	44,266
Vermont	Vermont Virtual Learning Cooperative	2010	4.8	6–12	2,104
Virginia	Virtual Virginia	2002	6	6–12	30,210
Wisconsin	Wisconsin Virtual School	2000	5.8	6–12	7,110
West Virginia	West Virginia Virtual School	2000	NR	6–12	4,498
			TOTAL course enrollments served by all state virtual schools (2017–18)		1,015,760

**NR = Not Reported*

Offering variety in supplemental online learning

Virtual Learning Academy Charter School (VLACS)

Exeter, NH

Founded in 2007, Virtual Learning Academy Charter School (VLACS) serves over 12,000 students grades 6th–12th, and is planning to expand into 4th and 5th grade in 2020. Approximately 400 students are full-time, and the rest are supplemental with 72% in traditional public schools, 15% homeschooled, and the remaining divided between drop outs, private schools, and charter schools. VLACS uses open enrollment; students start anytime, and they are on a flexible pace.

"We can look at the student success rate and see a direct correlation with the relationship building."

– Steve Kossakoski, Founder and CEO of VLACS

VLACS has over 300 offerings, divided into three different "Journeys." The first journey is the traditional course. Courses offer flexible, asynchronous learning, and the instructors work to build relationships with their students and their parents. VLACS will not start a student in a course until they meet with the parents virtually to establish the importance of parental involvement. As Steve Kossakoski, Founder and CEO of VLACS emphasized, "We can look at the student success rate and see a direct correlation with the relationship building." Parent log-ins, monthly progress reports, and required instructor-teacher-student meetings build a base for foundational student support. In the Course Journey, VLACS students can earn badges in different career areas. Through badging, VLACS wants students to see what learning looks like beyond the classroom; if students want to pursue industry certifications, VLACS builds that into the learner's experience. As an example, a student can be on a work site earning competencies while pursuing their industry certification.

Projects make up the second journey. The project curriculum was created by VLACS and is focused on putting the student into a fictional scenario where they create learning artifacts that are true to the industry that they're in. For instance, a student in English might assume the role of a copy editor who is working for a marketing department that has an account with a real estate developer, and the student has to create all of the marketing materials. Projects take three to four weeks, targeting a single competency. There are six to seven competencies per half credit that are the same competencies found in a course, but the students earn those competencies through the Project Journey.

The third journey is Experiences, which is wide open, allowing students to create their own learning adventure. To take advantage of this journey, students propose an experience to their teacher. For example, the student could say, "I'd like to earn a credit in coding, but I want to do it on my own." The student and teacher would work to establish what the experience would look like in terms of competencies. Work-based opportunities are included and feature live interviews, job shadows, and micro-internships with industry mentors. VLACS hopes to expand the Experiences opportunities into classrooms across the state to help teachers connect their students with ways of learning beyond the traditional coursework.

The journeys are available for 9th through 12 graders, while 6th through 8th graders have the options of courses, projects, and live interviews. Students are able to jump from one journey to another and combine journeys as they create their own path through their learning process. Kossakoski says that he sees students who have been in a traditional education system for 10 years who are overwhelmed when the door to learning is opened to the world. VLACS Advisors are helping students shift their traditional mindset to envision the learning opportunities that are available to them through the Projects and Experiences Journeys.

Implementing supplemental online learning at a district

Glynn County School District

Brunswick, Georgia

Glynn County School District (GCSD) is located in Brunswick, Georgia, and serves about 12,000 students in grades K–12. In order to meet the needs of their students, GCSD started incorporating supplemental online learning using Georgia Virtual School (GaVS), a division of the Georgia Department of Education, in 2004. Both the middle and high schools use GaVS courses for a variety of reasons — scheduling conflicts, overbooked classes, bringing students to a full schedule (required in Georgia), enabling students to take more classes at one time, CTE courses, anxiety, pregnancy, health issues, disciplinary issues, lack of qualified teachers, professional athletes, accelerated learning, remedial skill building, particular language offerings, and more. Recently, GCSD agreed to allow students who require disciplinary action to complete their suspension at home while continuing their learning through GaVS. Additionally, GCSD has used GaVS to help transfer students who come from a state where the curriculum is not completely aligned with GA curriculum.

In fall 2019, GCSD had 231 course enrollments in GaVS across all of its schools. The majority of the enrollments were from the high schools (196) with the remaining from the middle schools (35). These enrollments are representative of the ones recorded throughout the rest of the academic year. GaVS uses GA-certified teachers, and all GCSD schools have a designated space, usually the media center, for the students to do their supplemental online course work. The GaVS teachers communicate regularly in chat rooms, through announcements on the course page, and through emails. The media specialist typically monitors student attendance, and students taking supplemental online courses can use the computers that they're provided from GCSD to do their online coursework. Students who take all of their courses online typically are at home and use their personal computer.

Students are advised to meet with their counselors to discuss the possibility of taking an online course because, as Diann Meeks, GaVS Facilitator for GCSD, shared, "The counselors know the students' strengths, weaknesses, and can help them make informed decisions." If a student wants to take an online course, GCSD pays for their course. If the students' support staff believe the student should not be taking online courses, GCSD can encourage the student to take a different learning route. However, if the student and parent insist on the online course, GCSD will pay for the course. When students take more than a full load of courses, the county pays for the course. Once the students are enrolled with GaVS, they are required to take an orientation focused on the learning platform, how to submit assignments, what browser is best to use, and course deadlines.

If the students are having trouble within their courses, they contact their GaVS instructor, the GaVS Facilitator for GCSD, or, if they're having a technology-related problem, the student submits a tech ticket. When a student is not doing well, the GaVS teacher reaches out to Meeks who then reaches out to the parents, student, and counselor to help the student get back on track. Additionally, Meeks pulls a report on each school's students and sends those reports to the schools each week to let schools know how their students are performing. At the end of the course, students are given a numeric grade, and the course is included on the student's transcript. Meeks said that GCSD continues to think creatively about how they can expand their relationship with GaVS in order to offer more opportunities to students.

SUPPLEMENTAL ONLINE COURSES WITH ONSITE TEACHERS

What they are

Online curriculum that includes the full scope and sequence of a for-credit course.

Content may be delivered as text, graphics, videos, or in other formats. Most content is usually delivered as text.

The course includes interim and final assessments.

Content may be housed in its own platform or in a learning management system.

Unlike skills software (a separate category discussed below), the online does not focus primarily on drills and assessments but instead is delivering information and explaining concepts. Math and ELA courses may include drills and practice tests.

The onsite teacher mostly works with students one-on-one or in small groups.

Level of engagement

The extent to which the student is engaged with the digital content versus engaged with the onsite teacher varies. Many fully online courses with onsite teachers are used for credit recovery, which may be taken in conjunction with, or separately from, traditional classes. The discussion below focuses on credit recovery courses while acknowledging that some unknown percentage of such courses are used for original credit.

Time and space



- From a school district perspective, using online credit recovery courses with onsite teachers allows the district to offer a consolidated credit recovery program that covers many subjects outside of traditional school hours.
- These courses may be offered during the regular school day, after school, on Saturdays, or during the summer.
- Online courses that include a diagnostic assessment may allow students to gain credits while re-taking only the portion of the course in which they must demonstrate competency.



15% of high school students took credit recovery courses *(U.S. Department of Education[3])*

If we estimate that 65% of credit recovery courses are online, that would suggest about **1.5mil** students took online credit recovery courses.



Student and school demographics



- The same study reports that 89% of high schools offer credit recovery courses, and of these 71% offer online credit recovery and 46% offer "blended" credit recovery (part online and part onsite).
- Urban schools were more likely to offer credit recovery than suburban schools, high-poverty more likely than low-poverty, and large schools more likely than small schools.

Did you know?

The use of online courses for credit recovery has generated significant controversy among skeptics who question whether students are learning the course content. As graduation rates in the U.S. have climbed in recent years, other measures of educational attainment such as SAT and ACT scores have not followed suit. The debate entails more data and opinions than we can cover in this report, but we suggest starting with the 2018 report from the American Enterprise Institute, *Second Chance or Second Track? Credit Recovery Participation in US High Schools,*[4] for a good overview. We also suggest reviewing the American Institutes for Research report *The Effect of Online Versus Face-to-Face Credit Recovery in Algebra I on High School Credit Accumulation and Graduation*, which found "no significant differences between online and face-to-face students in pass rates in subsequent math classes or their likelihood of being on track for graduation at the end of the second year of high school."[5]

3 US Department of Education, "Issue Brief: Credit Recovery," March 2018, https://www2.ed.gov/rschstat/eval/high-school/credit-recovery.pdf

4 American Enterprise Institute, Second Chance or Second Track? Credit Recovery Participation in US High Schools, September 2018. https://www.aei.org/research-products/report/second-chance-or-second-track-credit-recovery-participation-in-us-high-schools/

5 American Institutes for Research, The Effect of Online Versus Face-to-Face Credit Recovery in Algebra I on High School Credit Accumulation and Graduation, June 2017, https://www.air.org/system/files/downloads/report/Effect-Online-Versus-Face-to-Face-Credit-Recovery-in-Algebra-High-School-Credit-Accumulation-and-Graduation-June-2017.pdf

Blending face-to-face instruction with online content for gifted middle schoolers

Kenosha eSchool

Kenosha, Wisconsin

In 2008, Kenosha eSchool opened as a charter school to serve 9th–12th grade students in Kenosha Unified School District (KUSD) who were not able to get the courses they needed at their high schools. Over time, elementary and middle school courses were added. Today, Kenosha eSchool serves students in grades K–12, including 900 part-time students and 100 full-time. The school offers different opportunities for students, one of which is the blended initiative, designed for gifted middle school students who are interested in advanced learning in math and English. In the 2019–2020 school year, there are approximately 35 students in the program. Students can qualify for math and/or English.

Upon students' enrollment in the program, KUSD provides both parent and student orientations. The blended initiative brings together onsite teachers with online curriculum and has two KUSD teachers, one for math and one for English, who serve as the teachers of record for the courses. The online curriculum is purchased from third party providers and delivered in a learning management system; the teachers change the curriculum and add pacing guides as needed to fit their instructional schedule, which includes face-to-face and online time with students in their traditional schools.

The teachers physically travel to each of KUSD's five middle school buildings once a week to meet with their students face-to-face in a designated classroom or space in the library. The teachers stay at each school for about 45–65 minutes. During this time, teachers and students concentrate on the non-computer-based work, such as collaborating on enrichment projects or problem-solving activities that enhance the curriculum.

"Some people think 'If you're going back into a building, into a physical classroom, you're defeating the purpose of online learning,' and I completely feel the opposite. To me, this is the perfect blend of online learning and face-to-face learning. I can see what we're doing makes a difference. I'm proud of what we've created for our students in Kenosha."

– Tracey Keckler, math teacher for Kenosha eSchool's blended initiative

As Tracey Keckler, the math teacher for Kenosha eSchool's blended initiative, emphasized, "When we're together face-to-face, it's really a time for them to interact with me, interact with each other, and get off the computer. Over the years of implementing this, I've continued to make micro-tweaks on how to approach the face-to-face sessions. I tend to do one or two session projects. Anything longer tends to get confusing or overwhelming for the students."

The rest of the week, the students work independently on their courses online in a school-based lab that is staffed with a facilitator who is there for supervision and technology support purposes. Meanwhile, teachers are providing support to students through grading, feedback, email, web-conferencing, and texting.

Keckler shared, "Some people think 'If you're going back into a building, into a physical classroom, you're defeating the purpose of online learning,' and I completely feel the opposite. To me, this is the perfect blend of online learning and face-to-face learning. I can see what we're doing makes a difference. I'm proud of what we've created for our students in Kenosha."

Building confidence, trust, and hope for adjudicated youth

Cascade Co. Juvenile Detention Center

Great Falls, Montana

The Cascade County Juvenile Detention Center (JDC) opened in 1994 in Great Falls, Montana. The JDC education program serves 500 to 600 students per year and up to 30 students at a time. About 25% of the JDC students are from within the county, and the rest are from elsewhere including Mexico. The youth often come from nontraditional homes, very few live with their custodial parents, and a significant portion are involved with Child Protective Services or treatment centers. The JDC students' legal charges range from repeated minor criminal offenses to assault, sexual offenses, homicide, weapons, drugs, and trafficking of persons.

JDC staff estimated that 95% of their students were victims before they committed crimes. Consequently, time spent at the JDC is less about punishment and more about building supportive relationships with students to work on skills they need to be responsible adults. The JDC established an education program in 1999/2000 in partnership with the Great Falls Public School District (GFPSD). The JDC operates and awards credit-based learning under the authority of the district's alternative high school. The education program was created to fill gaps in student learning, to challenge students who have exceptionally high ability levels, to provide high school credit opportunities for students who are eligible to do so but struggle with certain curricula, and to create opportunities for students who need to have an alternate route to graduation. Two teachers serve the JDC, one from GFPSD and one from the County. The teachers individualize instruction for each student. For math specifically, they use an online curriculum called EdReady, which is a personalized assessment and remediation tool provided by Montana Digital Academy (MTDA) that allows the teachers to address individual student learning challenges in mathematics. Thanks to the Dennis and Phyllis Washington Foundation, EdReady is free to anyone in the state of Montana.

April Senger, the GFPSD math and science teacher placed at the facility, who also serves as an online AP Statistics teacher for MTDA, said, "We serve students who range in age between 10 to 18 years old. We can't judge a student by their age or grade level. One day, we have a 7th grader excelling at trigonometry, and the next day another 7th grader struggles with 4th grade math." At any given time, the JDC may have 30 students on different learning paths. Senger continued, "We have to be prepared to teach anyone who walks in the door, no matter where they are academically, behaviorally, and emotionally. Every day is a surprise. It is extremely challenging because planning-wise you are working with abilities from first grade to college level. So when it comes to helping students with varying math needs, the extreme versatility of the EdReady program is a great fit."

Senger added, "The supplemental online curriculum gives our students purpose…they are learning to set realistic, achievable goals for themselves, which is something they have little experience in." One of Senger's students, for example, was in and out of the JDC for two years, and during that time, Senger worked with her to fill in gaps, beginning at the 1st grade level and she ended up graduating with her HiSet diploma. "Online support has played an essential role in student success and the growth of the education program. Adjudicated youth have limited experience with success, and this has not only fostered a belief in themselves but also has carried over into their families and the community."



DIGITAL CONTENT AND SKILLS SOFTWARE

What they are

Online curriculum, instructional materials, and online drills that do not include the full scope and sequence of a for-credit course.

Content may be delivered as text, graphics, videos, or in other formats. Most content is delivered as text. It may be housed in its own platform or in a learning management system.

Content explains academic concepts, theories, and information. Skills software delivers questions that students answer and helps gauge their knowledge of the topic, especially in math or to a lesser extent in English. Content and skills software may be housed in one platform, or separately.

Instructional materials may include teachers guides and similar information to assist teachers in the classroom.

Level of engagement

Digital content and skills software are most commonly used by classroom teachers to supplement their instruction either in class, or as homework. The content may be acquired from a provider, developed by teachers, or a mix of both. It may be housed in a learning management system, an application, or a website.

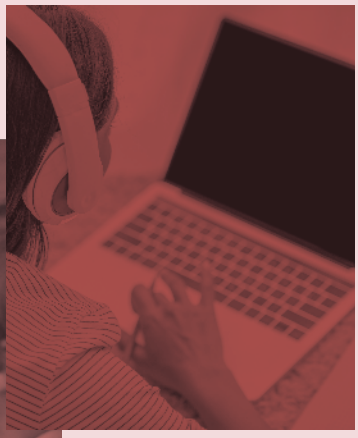


Time and space

Most digital content and skills software are used in traditional classrooms or as homework, typically following a school calendar and bell schedule.

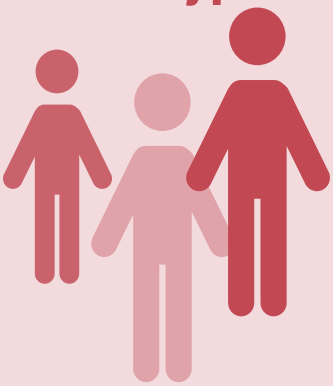


We are not aware of any reliable usage numbers. Our comments (below) that math is the most common digital content are based primarily on the size and number of companies producing digital content and skills software, but teachers also use extensive content that is freely available on the Internet (sometimes without appropriate attention to copyright issues.)





Students, schools, and course types



Skills software and digital content are widely used across many subjects, but math has easily the most products, highest usage, and best-developed products. This is in part because math lends itself to online drills, and also because concerns about students' difficulty with math has led to higher level of investment in math products by companies, foundations, and schools. English likely has the second most content and skills software. All other subjects combined make up only a very small part of total activity.

Did you know?

Calculating numbers related to the use of digital content and skills software is difficult in part because it is unclear where to draw boundaries. With the proliferation of Chromebooks and other devices, and the spread of Google Classroom and learning management systems into most school districts, by some measures almost all schools are using some digital content. Much depends, however, on whether one considers a teacher-created Google document, slides, or spreadsheet to be online content.

Ending math failure in high school

Mountain View High School

Bend, Oregon

The seventh largest city in Oregon, Bend has about 100,000 people. Mountain View High School (MVHS), in the Bend-La Pine school district, enrolls 1,400 students. MVHS educators were witnessing high failure rates in math for 9th and 10th graders and also found students entering 12th grade without credit in Algebra and Geometry.

Christie McCormick, a Blended Learning Solutions/District Support for Bend-La Pine Online Schools, explains, "Our theory was that we need to catch these students as early as possible in their math trajectory to bolster their skills and grades and confidence...It's a little ridiculous to let students sit in a class for an entire semester before we say, 'Ok, you've failed' when we can identify the kids who are likely to fail much earlier." The impetus for starting this program, which consists of a two-pronged approach, was to support students in their math learning with the goal of ending math failure. The two prongs include Math Triage and the Blended Classroom approach, both of which began September 2019 and use digital content.

"We're doing something right here ...changing students' minds about themselves as math students and about their abilities."

– Christie McCormick, Blended Learning Solutions/District Support

Math Triage targets 9th and 10th grade students who fail a chapter test in Algebra or Geometry. When they fail, the student's teacher refers the student to Math Triage during their advisory period. Math Triage is staffed by two teachers who are dedicated to the program. Upon entry, students go through an intake with the teachers to understand why they failed the chapter test and what skills they are deficient in. Based on that information, the teacher provides customized content to help the student gain the skills they need and improve their grade. In preparation for these programs, Laura Clark, a Blended Learning Solutions/District Support, aligned the online math curriculum to the MVHS curriculum and standards. The teachers' focus in Math Triage is to build relationships with their students to help them be successful and feel confident. As Clark emphasized, "Every student is connected to an adult to do targeted skill work and because of that one-on-one time...as of today, 80 of the 281 students who have engaged in Math Triage have increased their math scores. These data are preliminary. The end of our term is January 30th, and we expect this number to increase."

In addition to Math Triage, MVHS implemented the Blended Class approach for seniors who had not met their math requirement and consistently struggled with math. The blended class approach allows students to engage in the online curriculum with additional direct instruction, manipulatives, and hard copy assignments, allowing the teacher to manage both Geometry and Algebra in a single classroom. As an added benefit because of this class, the students are able to take the same assessment that the rest of the students take in their school. Instructor Amy Romero says she is now able to support students where they need it rather than lumping all of the students together. In Fall 2019, twenty students have benefited from the blended classroom approach.

One of the keys to making the programs work was MVHS incorporating them into the school's master schedule, which opened up the FTE, teachers, and time. Word of the two approaches has spread across the district, and McCormick and Clark will be sharing what they've learned with district administrators who have expressed interested in incorporating blended approaches at their schools. McCormick and Clark would like to keep their efforts focused and fine tune processes to ensure advantages before scaling and expanding across the district. "We're doing something right here," said McCormick, "...changing students' minds about themselves as math students and about their abilities."

Connecting technology and pedagogy for authentic learning

Joliet Public Schools

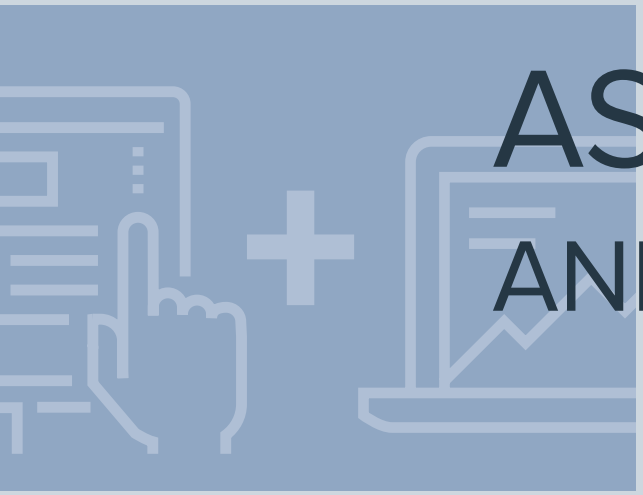
Joliet, IL

Located in Joliet, Illinois, Joliet Public Schools serves around 11,000 students in 21 schools in grades pre-K–8. About 15% of students are on IEPs, and 95% are considered low income. The district's deep dive into digital learning started in 2004. Today, Joliet has shifted from a device and program-focused approach to an authentic-learning-focused approach to technology integration. As Kim Knigge, Coordinator of Instructional Technology, said, "We are conscious of purposefully embedding technology within the curriculum." John Armstrong, the Director of Technology and Information Services, added, "We've been through a big shift in philosophy whereas before it was 'Hey, we were able to afford to buy this program, so just use it and the kids will get better!' and now it's 'what specific resources and tools do we need to select purposely to give our children to help them achieve?' Before it was more like throwing technology against the wall to see what sticks, and now it's more purposeful selection."

Their district has highly mobile students; thus, everything they do in one building they make sure to do in all of the buildings across the district to ensure there are no opportunity gaps. As Armstrong emphasized, "If we can't do it in all schools, we don't do it in any schools. We're pushing toward the place where 'all' truly means 'all' and incorporating digital content is helping us do that." Digital content is being implemented in all content areas, grade levels, and classrooms. When the district purchases programs and technologies, they make sure they're able to be used by everyone. They are getting away from content-based program, "this is a math program, this is a reading program," and, instead, they are focusing on tools and resources that can be used in many different contexts.

To help their 680–plus teachers navigate all of the tools and resources available to them, Joliet created a Tech Toolbox where tools and resources are organized by categories, such as assessment, blogging, and comics. The tools and resources are then linked to their curriculum map so teachers can understand how to meaningfully integrate digital content or tools into their lessons. "We only have one textbook that we use, and that's not only a textbook but also digital content via a software platform for our math series," said Armstrong. "For everything else, we don't have textbooks. All of our resources are hybrid that we've crafted together meaningfully." Joliet curricular resources are a combination of digital and physical content that has been developed over the last several years. Typically, the district finds that a single source of content, such as a textbook series, does not comprehensively meet the needs of their learners. Each of the district's curricular areas has sought and acquired core and supplemental resources that best address the academic needs of the students to achieve and succeed according to state standards. While many of these resources are purchased or subscribed to, the district has additionally developed its own materials to address these needs. Approved digital resources are frequently hosted by providers but also reside in Google Suite as well as district systems. As Armstrong stressed, "Everything is based on what's best for our student learners. We always begin there, and integrate the resources and materials we believe will make the most significant impact on instruction and achievement."

Teachers can also ask for implementation help from their technology coaches who provide a seamless connection between technology and pedagogy. There is one technology coach assigned to five schools, and each offers two learning sessions per trimester catered to teachers' needs.



ASSESSMENT AND DATA

What they are

Platforms and systems that assess students and display student-level academic data for instructional use at a school or district level. Examples include NWEA MAP and Scantron Performance Series.

Although essentially all online courses include assessments, and display student data, this category is made up of stand-alone tools that assess student understanding of subject-specific topics relative to grade level.

These tools are a key component of some blended and hybrid schools that are focused primarily on understanding the status of each student relative to course goals, content standards, and state assessments.

Assessment and data tools are often used in conjunction with digital content; relatively advanced systems will use student-specific assessment results to point students to digital content in areas in which they demonstrate a need for greater understanding.

Level of engagement

Assessment and data display software are most commonly implemented at a school or district level, to be used by district administrators, school leaders, and classroom teachers. Assessment and data display may be together in a single product, or may be provided by separate companies.

Time and space



- Assessment and data display software are used in all types of settings, from online and hybrid schools to traditional classrooms.
- Informal diagnostic assessments may also be used at the classroom level by teachers who seek to “take the pulse” of individual students or an entire class.



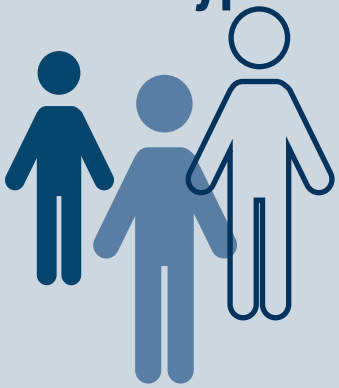
We are not aware of any reliable usage numbers, and this category as much or more than any other is hard to define. Many teachers use diagnostic assessments in their classrooms, and the level to which those data roll up to school-level data varies by school and over time.



Did you know?

Data display is a growing area of interest of many schools, and some are looking to companies and products that are not limited to education. Parallels exist with health care data, for example, and some companies are developing related systems that work with schools as well as medical facilities.

Students, schools, and course types



Assessment and data display software are most commonly used in math and English at the elementary and middle school levels because these subjects/grade levels have been the focus of high-stakes state assessments. They may be tied to systems that report on non-academic student data such as attendance, free and reduced lunch status, and other data that often correlate with student academic outcomes.

Using data and assessment to improve student outcomes

Beacon Network Schools, Denver Public Schools

Denver, CO

The Beacon Network is made up of two schools—Kepner Beacon Middle School (KBMS) and Grant Beacon Middle School (GBMS)—that are part of the Denver Public Schools district (DPS). Both schools operate as "Innovation Schools" under a Colorado law (the Innovation Schools Act) and recognized as such by DPS and the Colorado Department of Education. Innovation status grants the schools more flexibility than most schools in how they operate with respect to choosing instructional materials, working with teachers, and in other areas. Alex Magaña, Executive Director of the Beacon Network Schools, oversees both schools in the network. He explains the key elements of the schools' success as including:

- Blended learning with technology-based instruction, applications, and assessments.
- A system for frequent analysis of student data.
- Increased instructional time.
- Extensive professional development for teachers.
- An "enrichments" program that involves students in collaborative projects that are unusual in a public school.

The schools assign a laptop to every student, with a main focus on increasing each teacher's knowledge of every student's academic status, with the data rolling up to the school and network level.

Magaña further explains the main differences between Beacon schools and many other schools, such as:

- Grading is based on student mastery of a set of standards and assessments that are created at the network level. This approach creates the foundation for a common data set that the network leadership can use to evaluate performance by individual students, teachers, and schools.
- Much of the content and assessments are delivered online, facilitating the creation, usage, and sharing of student data. Beacon uses Tableau to present student and school outcomes and status. Student data are used to enhance instruction in particular in math and reading. Both subjects receive additional time and extra focus on interventions for students needing extra assistance.
- Online content and the availability of data allows teachers to more easily personalize learning for each student. Magaña stresses that without the content, assessments, and standards all being used across classrooms and schools, this approach would be very difficult.
- Beacon teachers spend more time on professional learning than is typical. Part of the time is on scheduled professional learning days. Students attend for longer days in part to free time for teacher professional learning. In addition, the schools pay stipends to teachers for extra professional learning time. Students overall also spend more time at Beacon schools than in typical DPS schools.

Magaña has not yet found a technology system that meets the school's needs. He and his staff "cobble together" content from a variety of sources, and a staff member uses a spreadsheet to track these systems. In addition, he admits that the goal of having a learning plan for each student is "not yet where we need to be."

Beacon schools use digital content, data, and assessments extensively, and these approaches complement critical non-digital elements of instruction and experiential learning. In particular, Magaña points to "enrichments" in which teachers, parents, staff, and community partners work together to provide new opportunities for students to explore their own areas of interest and curiosity. These enrichments enhance the blended learning approach to create positive student outcomes.

Using data to inform system-wide decisions

Bellevue School District

Bellevue, Washington

Bellevue, Washington, located 10 miles east of Seattle, is a tech hub city. The Bellevue School District (BSD) serves approximately 20,400 students, including Asian (41%), white (34%), Latino (13%), multi-ethnic (9%), and African-American (3%), across 29 brick-and-mortar schools.

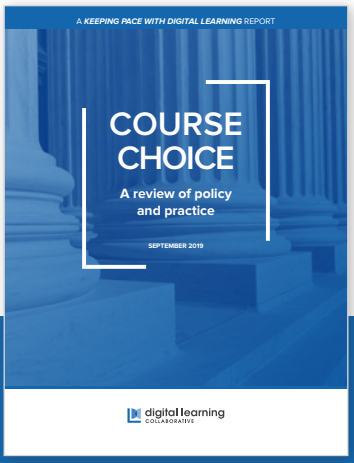
BSD uses data to help customize students' learning and experiences at the district level. As Shomari Jones, Director of Equity and Strategic Engagement, emphasized, "Data and assessment are critical for BSD, and we use it as an essential tool to understand where we are presently and also to identify where we'd like to go." BSD has a data team that includes a director, data reporter, and data project manager.

The data team helps to inform the BSD cabinet, which meets regularly to consider how data can inform district, building, and classroom landscapes. Data help the BSD cabinet keep tabs on the district's work toward the five-year strategic planning goals. Additionally, the school board has been on what Jones labeled a "devout data kick, which it hasn't been on before, to ensure we're measuring and capturing information to help inform our work and tell our story. There is nothing in our strategic plan that is not measurable and that doesn't have an expected end-of-year outcome."

District goals include social emotion learning, belonging, support strategies, hiring, family engagement, and cultural relevance in curriculum. While data and assessment have been used at the district level, Jones said "using data at the classroom level is a little newer for us. For the past several years, we've been working to build some intersectionality between the variety of data collection spaces." A staff survey as well as a family survey will be rolled out in 2020 to understand feelings of belonging and connectedness, and these will be cross-referenced with the student data.

Among the most challenging parts of working with data is interoperability. Jones explained, "It's almost traumatizing how many systems we use and how we have to go to each one to tell a different narrative. I've got student information systems that tell me one thing, and this other system tells me the story behind how the students are feeling, and then there are some systems that are collecting data that are not able to be disaggregated by race nor by school, so that's really challenging. Other systems give us data about how students are doing at a micro classroom level, but not one of these systems is talking to the other. And similarly, some of the systems that we're using at the district level are not talking to the ones at the state level, so I think we'll always have some kind of interoperability issue. But it's something that we're working on." BSD's data team offers monthly professional learning opportunities and guidance toward data goals to identify and eliminate gaps in each building, and provide strategies for working within the variety of systems and understanding how to decipher what the data mean. Jones also hopes that BSD will start paying more attention to incorporating student- and family-level data in decision making. "We haven't had a tremendous amount of student voice, which is sad because they are at the source of the experience that we're talking about, and their voices are vital to have in the conversations about how we do education. We will likely start a student advisory board next year to give us input and feedback on decisions we're making and to help us put a story behind the metrics we're seeing."

Course Choice



This course choice section is a summary of the full report from September 2019, which is available on the Digital Learning Collaborative website.

www.digitallearningcollab.com

Course choice (also commonly referred to as "course access") describes a set of state-level policies and programs that allow students to choose an online course from one or more providers, and have their public education funds flow to the online course provider to provide payment. The key element of the policy, as the term suggests, is that students and parents have the right to choose a course, with relatively few restrictions on their options imposed by the state or the student's district of enrollment.

Course choice is one policy strategy to fill a critical need for students who do not have access to a wide range of courses—or access to a specific course they are seeking—within their school. Another common policy strategy to meet shortcomings in available courses is supporting a state virtual school or other programs to provide online courses at below-market rates. In other states, no significant state-level policy exists to address a lack of course availability.

The key elements of course choice are:

- The student chooses one or more online courses from one or more providers.
- The student retains control over the choice with limited restrictions. In much the same way that open enrollment laws allow students to choose schools other than those in their districts of residence, course choice allows students to choose a single academically appropriate course from outside their district of enrollment.
- A significant portion of the student's public education funding (pro-rated to the per-course amount of funding) flows to the provider of the online course.

Key characteristics of specific course choice policies and programs that vary by state include:

- Whether students choose courses through a statewide source such as a common online course catalog, or alternatively find the course and enroll in it via the course provider or another source.
- The reasons that a district can deny a student's choice.
- The recourse that a student has if the district denies the online course.
- Whether students can choose from a single provider or from multiple providers.
- The ways in which course providers are vetted by the state prior to offering courses, if at all.
- How the cost of the course is determined, and in particular whether the state sets a cost per course, or the cost is set by the provider.
- The tracking and reporting that the state does of providers, online course enrollments, and outcomes.

As of school year 2019–2020, 15 states have or are developing some mechanism by which students can choose online courses, but the states vary in significant ways.

The wide variety of experiences in states that have some sort of course choice policy in place suggests that any findings across states must be generalized and will have exceptions. Still, a few observations appear to hold true:

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- Course choice policies supported by a state program attract higher levels of enrollments.
- Often a single entity, or a small number of organizations, has an outsize effect on supplemental course enrollments in a state.
- Course enrollment data availability varies widely between states but is mostly lacking.

Three categories of course choice states

We place states into three categories. As with most taxonomies within digital learning, the lines are not completely clear and the value to the taxonomy is in applying a useful framework more than determining with great precision where each state falls.

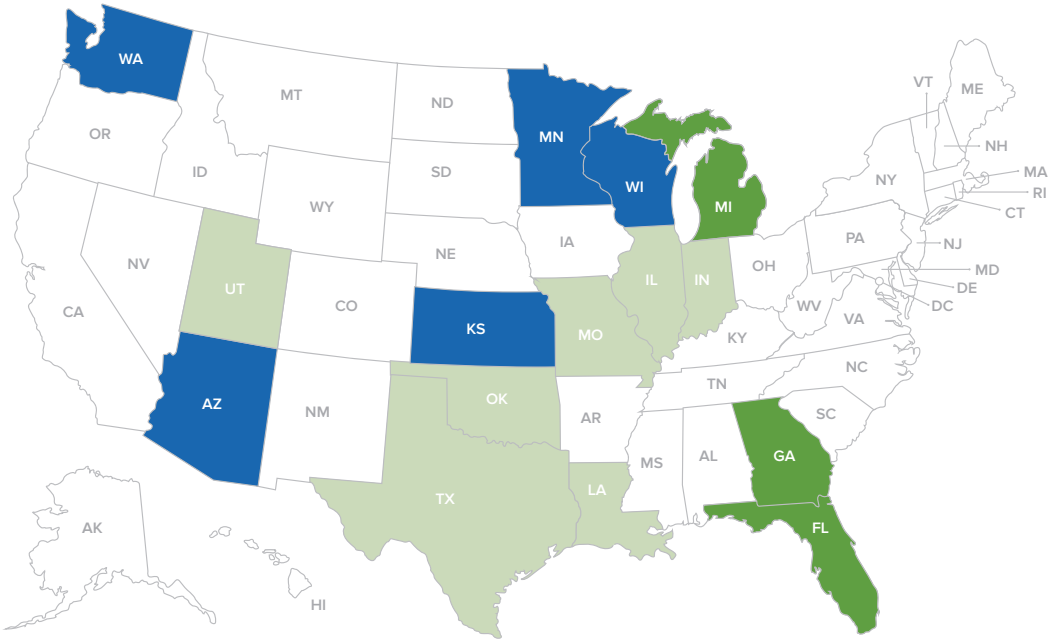


FIGURE 3: **Course choice states**

States that have course choice legislation and a prominent state virtual school that provides online courses

The first category is made up of states that have supported a state virtual school and allow students to choose an online course. These states are significant because they are among the states with the largest numbers of supplemental online course enrollments. Although there is some self-reporting in these data which calls the exact numbers into question, especially from Michigan, there is little doubt that these states are among those with the most supplemental online course enrollments.

States that have course choice legislation or rules and do not have a prominent state virtual school

The second category is made up of states that have passed legislation (or state board rule) that is clearly related to course choice, whether or not the law uses that exact term, and rely on a state-run course choice program and/or districts to provide courses. Utah and Louisiana, both of which have passed well-publicized course choice laws, are in this category. Indiana and Missouri have passed course choice laws more recently and are still developing their programs. The Illinois State Board of Education created a course choice program that will begin piloting in 2020. Although some of these states have a state virtual school, none of these schools are large enough to play a major role with regards to course choice implementation.

States that allow students to enroll part time, in effect allowing them to select a single online course

The third category is made up of states that do not have an explicit course choice policy, but allow students to enroll in a school as a part-time student and have schools that offer online courses. In some cases, these policies have been extended to allow students to choose from online course providers and not just schools. This combination of online course availability and part-time enrollment policy allows students to choose a single online course. Generally, these states allow students to be enrolled in two districts and apportion funding between the districts based on the student's time, courses, or attendance in each district.

eLearning Days

Among the growing uses of digital learning in mainstream districts is the incorporation of eLearning days, also known as cyber days, online learning days, or virtual days, among other terms. eLearning days are used to maintain instruction during unplanned school closures most commonly due to weather (snow, ice, and extreme temperatures), natural disasters, or for other reasons including widespread illness. Some districts are using eLearning days for parent conferences and educator professional development days as well. eLearning days provide districts and their stakeholders an opportunity to continue the learning process and eliminate the need for adding extra days during or at the end of the school year for instructional and/or funding purposes.

During eLearning days, students access online instructional opportunities from home or elsewhere, but not at school. Typically, teachers use a learning management system to post digital instructional materials and assignments, as well as to refer to print materials that students have available at home. Teachers are often required to be accessible in case students have questions, and sometimes teachers conduct an online synchronous class.



eLearning Day Policy

We define eLearning day policies as those that:

- explicitly allow districts to use online resources and instruction for students in traditional schools, to continue instruction during an interruption in physical attendance that affects most or all students,
- allow such instruction to count towards attendance and funding, and
- are based on the district meeting certain requirements that vary significantly by state.

Many states have laws allowing either full-time online schools, the use of supplemental online courses, or both. These policies could potentially be adopted to allow for eLearning days in some cases, but this study does not address these states and policies.

We identified 12 states that have explicit policy and/or guidance allowing districts to use eLearning days to count towards attendance, and an additional four states in which at least one district is using a state waiver or other policy means to implement such days (Figure 4). Some of these states use terms other than “eLearning.” For example, Pennsylvania uses the term “Flexible Instruction Days.” Although we believe that the states reviewed in this report include most with these policies in place, we did not conduct an exhaustive search and some others may exist. In addition, districts in some states are developing eLearning days, or something similar, in the absence of a formal policy.

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Key implementation issues

Policies may allow districts to implement eLearning days, but policies are rarely able to compel a person or entity to do anything well. Some state policies suggest a state oversight role by requiring that districts submit an eLearning day plan, while other policies have no formal review or oversight mechanism. As such, quality assurance and accountability rests largely, or entirely, with schools and districts.

In order to implement eLearning days that result in actual learning, districts must ensure the readiness of teachers to instruct online, students to learn online, and the many components that go into online teaching and learning. The full report includes a list of questions that builds on the state-specific guidelines and provides prompts for reflection for those considering eLearning days for their learning environment.

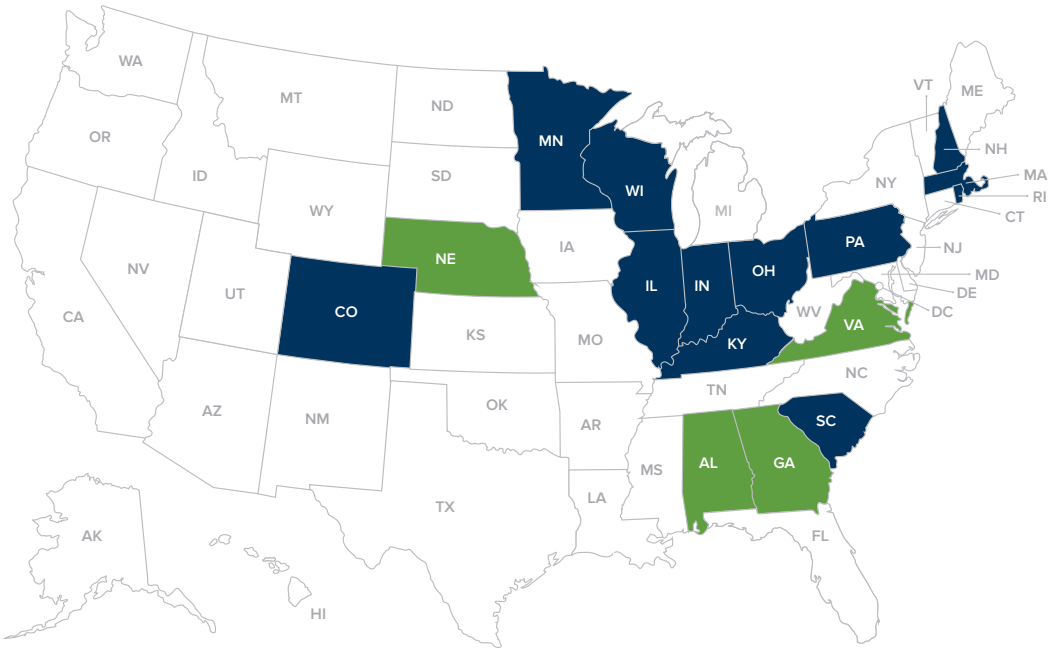


FIGURE 4: **States with eLearning day policy and states with districts using pilots, waivers, or other means to implement eLearning days**

States with eLearning Day policy

Colorado: E-Learning Days

Illinois: Public Act 101-0012

Indiana: IDOE eLearning Day Program

Kentucky: Non-Traditional Instruction (NTI) Program (KRS 158.070)

Massachusetts: Alternative Structured Learning Day Programs

Minnesota: e-Learning Days

New Hampshire: Blizzard bag day

Ohio: Blizzard bag day

Pennsylvania: Flexible Instructional Days

Rhode Island: Virtual Instructional Day Laws and Guidance

South Carolina: 2019 memo from Education Oversight Committee

Wisconsin: Virtual Learning Time for Public Schools

States without formal eLearning Day policy but some eLearning day activity

Alabama: We have not found policy explicitly allowing eLearning Days, but at least one district (Mountain Brook Schools in Birmingham) is implementing them.

Georgia: We have not found policy explicitly allowing eLearning Days but at least one district, Gwinnett County Public Schools, is implementing them, possibly under a law allowing for strategic waivers.

Nebraska: A few districts have received waivers from the state to implement eLearning days.

Virginia: We have not found policy explicitly allowing eLearning Days but at least one district, Virginia Beach, is implementing them.

COMPASS CHARTER SCHOOLS

THE GOLD STANDARD IN VIRTUAL EDUCATION

Superintendent's Town Hall for the Online Learning Program

February 24, 2020

(855) 937- 4227 **CompassCharters.org**

COMPASS CHARTER SCHOOLS

Agenda

- Mission and Vision
- Appreciation/Celebration
- Reminders & Updates
- 2020-21 Program / Key Dates
- Follow Us
- Q & A

COMPASS CHARTER SCHOOLS

Our Mission and Vision

MISSION STATEMENT

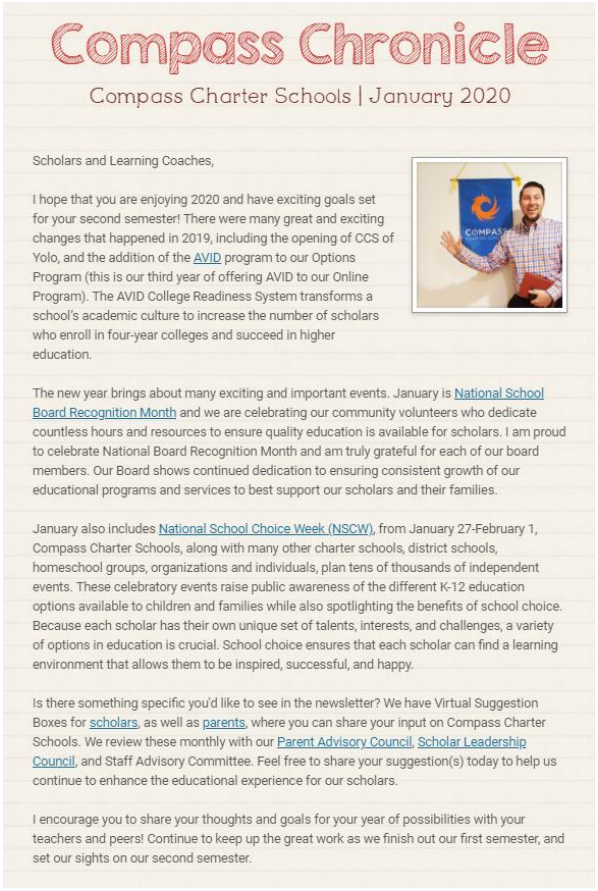
Our mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time.

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.

COMPASS CHARTER SCHOOLS

Appreciation / Celebration



Compass Chronicle

Compass Charter Schools | January 2020

Scholars and Learning Coaches,

I hope that you are enjoying 2020 and have exciting goals set for your second semester! There were many great and exciting changes that happened in 2019, including the opening of CCS of Yolo, and the addition of the AVID program to our Options Program (this is our third year of offering AVID to our Online Program). The AVID College Readiness System transforms a school's academic culture to increase the number of scholars who enroll in four-year colleges and succeed in higher education.

The new year brings about many exciting and important events. January is National School Board Recognition Month and we are celebrating our community volunteers who dedicate countless hours and resources to ensure quality education is available for scholars. I am proud to celebrate National Board Recognition Month and am truly grateful for each of our board members. Our Board shows continued dedication to ensuring consistent growth of our educational programs and services to best support our scholars and their families.

January also includes National School Choice Week (NSCW), from January 27-February 1, Compass Charter Schools, along with many other charter schools, district schools, homeschool groups, organizations and individuals, plan tens of thousands of independent events. These celebratory events raise public awareness of the different K-12 education options available to children and families while also spotlighting the benefits of school choice. Because each scholar has their own unique set of talents, interests, and challenges, a variety of options in education is crucial. School choice ensures that each scholar can find a learning environment that allows them to be inspired, successful, and happy.

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.

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

- Compass Chronicle
  https://www.smore.com/2xu8b
- Online Learning Team
  https://www.compasscharters.org/about-us/compass-charter-schools-team/online-learning/
- Compass Newsroom
  https://www.compasscharters.org/blog-and-news/news/

Reminders & Updates



- Affiliations
- Website Enhancements
- Coffee with Compass
- State Testing

Affiliations

California Charter Schools Association

CHARTER SCHOOLS DEVELOPMENT CENTER

GREATER CONEJO VALLEY CHAMBER OF COMMERCE

Aplus+ Personalized Learning For The 21st Century

Instruction | Systems | Leadership | Culture AVID SECONDARY

EL DORADO CHARTERSELPA

KINDNESS CERTIFIED SCHOOL

ENERGY BUS SCHOOL CERTIFIED

NATIONAL STANDARDS FOR QUALITY NSQ ONLINE LEARNING

CASL CADA

CalSPRA California School Public Relations Association

Website Enhancements

Learning Coach Resources – password is loveCCS!



Coffee with Compass

Thursday, March 19

- **Long Beach**

Thursday, March 26

- **Concord**

Friday, March 27

- **Santa Rosa**



State Testing



CAASPP

- Scholars in grades 3-8, 11
- ELA & Math for 3-8 & 11th graders
- Science for 11th graders
- Locations throughout northern & southern California
- Testing window is March 30 – April 10
- Results impact California Dashboard & Charter Renewal
    - AB 1505

Testing Resources: https://www.compasscharters.org/resources/assessments/

2020-21 Program & Key Dates



- 2020-21 Planning Survey
- Online Curriculum
- Accelerate Info Sessions
- Re-Enrollment

Planning Survey



http://bit.ly/2T6ZBgN

COMPASS CHARTER SCHOOLS

Online Curriculum

ACCELERATE EDUCATION

COMPASS CHARTER SCHOOLS

Online Curriculum – Grades K-5

Language Arts	Health & P.E.
Language Arts K A&B Language Arts 1 A&B Language Arts 2 A&B Language Arts 3 A&B Language Arts 4 A&B Language Arts 5 A&B	Health K-1 A&B Health 2-3 A&B Health 4-5 A&B Physical Education K-1 A&B Physical Education 2-3 A&B Physical Education 4-5 A&B
Mathematics	**Art**
Math K A&B Math 1 A&B Math 2 A&B Math 3 A&B Math 4 A&B Math 5 A&B	Art Level 1 Art Level 2 Art Level 3 Art Level 4 Arts & Crafts K Arts & Crafts 1 Arts & Crafts 2
Science	**Music**
Science K A&B Science 1 A&B Science 2 A&B Science 3 A&B Science 4 A&B Science 5 A&B	Recorders Level 1
Social Studies	**Technology**
Social Studies K A&B Social Studies 1 A&B Social Studies 2 A&B Social Studies 3 A&B Social Studies 4 A&B Social Studies 5 A&B	Keyboarding Scratch Coding

https://accelerate.education/k-5-courses/

COMPASS CHARTER SCHOOLS

Online Curriculum – Grades 6-8

Language Arts	World Languages
Language Arts 6 A&B Language Arts 7 A&B Language Arts 8 A&B	Spanish 1 A&B Spanish 2 A&B French 1 A&B French 2 A&B German 1 A&B German 2 A&B
Mathematics	**Electives**
Math 6 A&B Math 7 A&B Math 8 A&B Algebra 1 A&B	Art Appreciation Art Explorations Beginning Painting Character Education Computer Basics Drawing Keyboarding Javascript Game Design Music Appreciation Python Multi-Adventure Scratch Coding Study Skills
Science	
Science 6 A&B Science 7 A&B Science 8 A&B Life Science A&B Earth & Space Science A&B Physical Science A&B	
Social Studies	**Health & PE**
Social Studies 6 A&B Social Studies 7 A&B Social Studies 8 A&B	Physical Education Health

https://accelerate.education/6-8-courses/

COMPASS CHARTER SCHOOLS

Online Curriculum – Grades 9-12

Language Arts	Honors/ Advanced Placement	Electives
Language Arts 9 A&B Language Arts 10 A&B Language Arts 11 A&B Language Arts 12 A&B Creative Writing A&B Contemporary Novels	Language Arts 9 A&B Language Arts 10 A&B Language Arts 11 A&B Language Arts 12 A&B AP English Literature A&B AP English Language & Composition A&B	Art Appreciation Art History Beginning Painting Character Education Child Development Drawing Music Appreciation Psychology A&B Sociology Study Skills and Strategies Theater Studies
Mathematics	**Honors/ Advanced Placement**	
Algebra 1 A&B Algebra 2 A&B Geometry A&B Integrated Math 1 A&B Integrated Math 2 A&B Integrated Math 3 A&B Consumer Math A&B Pre-Algebra A&B Pre-Calculus A&B	Algebra 1 A&B Algebra 2 A&B Geometry A&B AP Calculus AB A&B AP Calculus BC A&B	
Science	**Honors/ Advanced Placement**	**Career Electives**
Biology A&B Chemistry A&B Physics A&B Earth Science A&B Anatomy & Physiology A&B Physical Science A&B Marine Science Paleontology Renewable Energy Space Exploration	Biology A&B Chemistry A&B Physics A&B AP Biology A&B AP Chemistry A&B AP Physics 1 A&B	Accounting Arts Careers Basic Web Design Business Law Career Planning Computer Basics Digital Media Digital Photography Film and Television Financial Literacy Graphic Design Health Careers Intro to Business Intro to Java Programming Intro to Nursing A&B JavaScript Journalism Media and Communication Medicine Photojournalism Python Multiplayer Adventure
Social Studies	**Honors/ Advanced Placement**	
American Government American History A&B World History A&B Economics Civics World Geography & Cultures A&B	American Government American History A&B Economics World History A&B AP European History A&B AP Government and Politics A&B AP US History A&B AP World History A&B	
World Languages	**Honors/ Advanced Placement**	**Health & P.E.**
Spanish 1 A&B Spanish 2 A&B Spanish 3 A&B French 1 A&B French 2 A&B French 3 A&B German 1 A&B German 2 A&B	AP French Language & Culture A&B AP Spanish Language A&B	Health A&B Physical Education A&B Individual & Team Sports First Aid Nutrition Personal Fitness

https://accelerate.education/9-12-courses/

COMPASS CHARTER SCHOOLS

Accelerate Info Sessions

What: A monthly series of live info sessions hosted by your Online team to help educate our Learning Coaches and families for what's in store for 2020-21!

"An Afternoon with Accelerate" for grades K-5 from 1-1:30 pm

"An Evening with Accelerate" for grades 6-12 from 7-7:30 pm

Beginning March 11; be on the lookout for more details!

COMPASS CHARTER SCHOOLS

2020-21 Enrollment

Intent to Re-Enroll Form – released on March 2

Special Opportunity – re-enroll by March 20 to receive limited-edition 'Proud Scholar' t-shirt!





COMPASS CHARTER SCHOOLS

2020-21 Key Dates

March 2 – Intent to Enroll opens

March 20 – Deadline for limited-edition 'Proud Scholar' t-shirt

September 1 – First Day of Classes

* Compass Charter Schools 2020-21 School Calendar has been approved and can be found on the Academic Services section of our website!

COMPASS CHARTER SCHOOLS

Virtual Suggestion Box



For Parents: http://bit.ly/2C4YPri
For Scholars: http://bit.ly/2jPLVWB

Follow CCS



Facebook: CompassCS
Flickr: CompassCS
Instagram: CompassCS
Twitter: @CompassCS
YouTube: CompassCS
Website: www.compasscharters.org

COMPASS
CHARTER SCHOOLS

Questions?



Contact:

J.J. Lewis | Superintendent & CEO
(818) 824-6233
jlewis@compasscharters.org
@lewis1jj

COMPASS CHARTER SCHOOLS

Coversheet

Counseling Services Department Presentation

Section: VII. Presentations
Item: A. Counseling Services Department Presentation
Purpose: FYI
Submitted by: Debra Stephan
Related Material: Counseling Services Department Board of Directors Presentation.pdf

RECOMMENDATION:
N/A - For Discussion Only

COMPASS CHARTER SCHOOLS

THE GOLD STANDARD IN VIRTUAL EDUCATION

Counseling Services Department 2019/2020

(855) 937- 4227 **CompassCharters.org**

COMPASS CHARTER SCHOOLS

Agenda

- **Meet the Team**
- Compass School Counseling Program
  - Define
  - Mange
  - Deliver
  - Assess

COMPASS CHARTER SCHOOLS



Mrs. Ayala Counselor
(A-F)



Ms. Olson
College Career Readiness Counselor



Mr. Samples
Counselor (G-L)



Mrs. Schwartzberg,
Counselor (M-R)



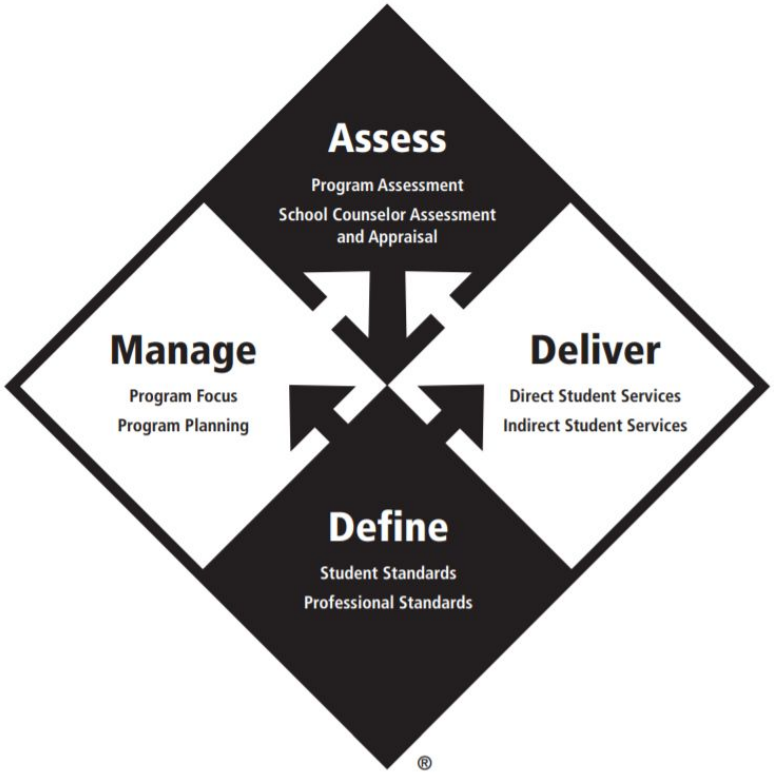
Mrs. Stephan Director
Counseling Services



Ms. Bateman
Counselor (S-Z)

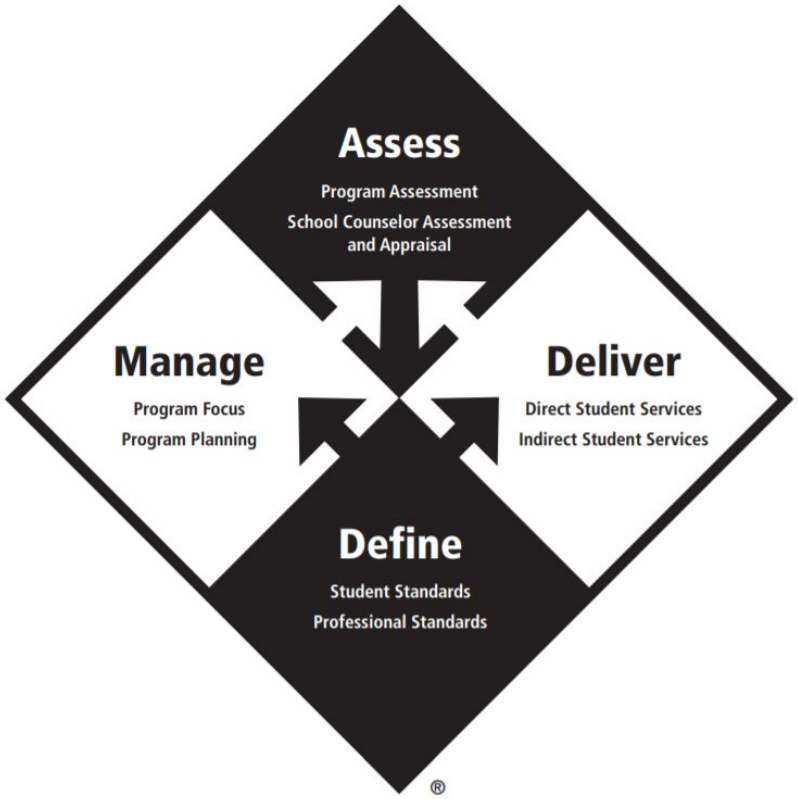
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The Compass School Counseling Program



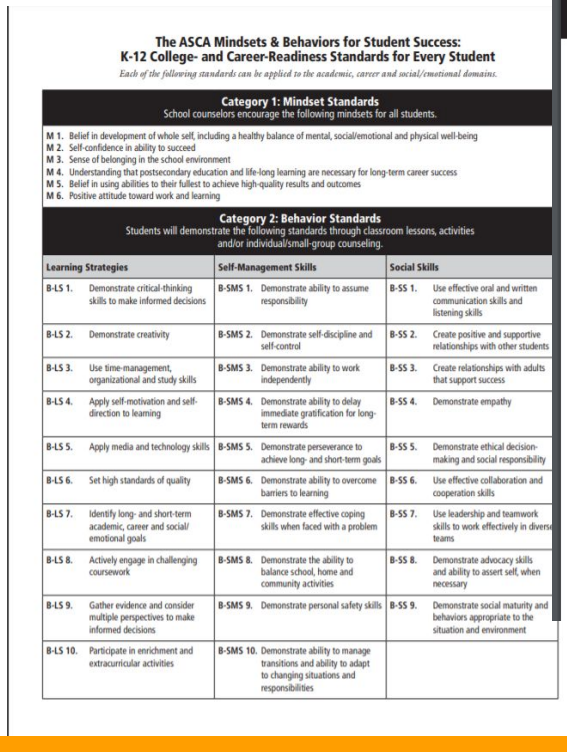
COMPASS CHARTER SCHOOLS

DEFINE



COMPASS CHARTER SCHOOLS

SCHOOL COUNSELING STANDARDS



The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student

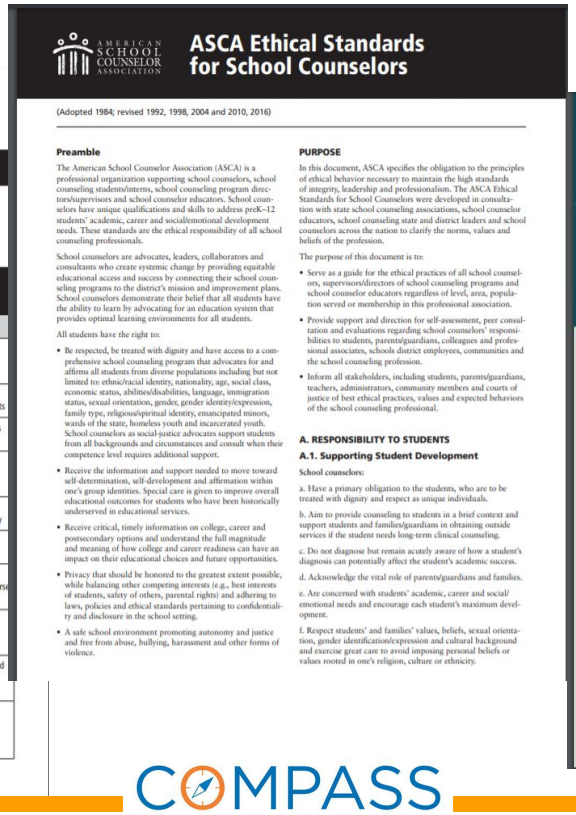
Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards
School counselors encourage the following mindsets for all students.

- **M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- **M 2.** Self-confidence in ability to succeed
- **M 3.** Sense of belonging in the school environment
- **M 4.** Understanding that postsecondary education and life-long learning are necessary for long-term career success
- **M 5.** Belief in using abilities to their fullest to achieve high-quality results and outcomes
- **M 6.** Positive attitude toward work and learning

Category 2: Behavior Standards
Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

Learning Strategies		Self-Management Skills		Social Skills	
B-LS 1.	Demonstrate critical-thinking skills to make informed decisions	B-SMS 1.	Demonstrate ability to assume responsibility	B-SS 1.	Use effective oral and written communication skills and listening skills
B-LS 2.	Demonstrate creativity	B-SMS 2.	Demonstrate self-discipline and self-control	B-SS 2.	Create positive and supportive relationships with other students
B-LS 3.	Use time-management, organizational and study skills	B-SMS 3.	Demonstrate ability to work independently	B-SS 3.	Create relationships with adults that support success
B-LS 4.	Apply self-motivation and self-direction to learning	B-SMS 4.	Demonstrate ability to delay immediate gratification for long-term rewards	B-SS 4.	Demonstrate empathy
B-LS 5.	Apply media and technology skills	B-SMS 5.	Demonstrate perseverance to achieve long- and short-term goals	B-SS 5.	Demonstrate ethical decision-making and social responsibility
B-LS 6.	Set high standards of quality	B-SMS 6.	Demonstrate ability to overcome barriers to learning	B-SS 6.	Use effective collaboration and cooperation skills
B-LS 7.	Identify long- and short-term academic, career and social/emotional goals	B-SMS 7.	Demonstrate effective coping skills when faced with a problem	B-SS 7.	Use leadership and teamwork skills to work effectively in diverse teams
B-LS 8.	Actively engage in challenging coursework	B-SMS 8.	Demonstrate the ability to balance school, home and community activities	B-SS 8.	Demonstrate advocacy skills and ability to assert self, when necessary
B-LS 9.	Gather evidence and consider multiple perspectives to make informed decisions	B-SMS 9.	Demonstrate personal safety skills	B-SS 9.	Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS 10.	Participate in enrichment and extracurricular activities	B-SMS 10.	Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities		



ASCA Ethical Standards for School Counselors

(Adopted 1984; revised 1992, 1998, 2004 and 2010, 2016)

Preamble

The American School Counselor Association (ASCA) is a professional organization supporting school counselors, school counseling students/interns, school counseling program directors/supervisors and school counselor educators. School counselors have unique qualifications and skills to address preK–12 students' academic, career and social/emotional development needs. These standards are the ethical responsibility of all school counseling professionals.

School counselors are advocates, leaders, collaborators and consultants who create systemic change by providing equitable educational access and success by connecting their school counseling programs to the district's mission and improvement plans. School counselors demonstrate their belief that all students have the ability to learn by advocating for an education system that provides optimal learning environments for all students.

All students have the right to:

- Be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including but not limited to: ethnic/racial identity, nationality, age, social class, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity, emancipated minors, wards of the state, homeless youth and incarcerated youth. School counselors as social-justice advocates support students from all backgrounds and circumstances and consult when their competence level requires additional support.
- Receive the information and support needed to move toward self-determination, self-development and affirmation within one's group identities. Special care is given to improve overall educational outcomes for students who have been historically underserved in educational services.
- Receive critical, timely information on college, career and postsecondary options and understand the full magnitude and meaning of how college and career readiness can have an impact on their educational choices and future opportunities.
- Privacy that should be honored to the greatest extent possible, while balancing other competing interests (e.g., best interests of students, safety of others, parental rights) and adhering to laws, policies and ethical standards pertaining to confidentiality and disclosure in the school setting.
- A safe school environment promoting autonomy and justice and free from abuse, bullying, harassment and other forms of violence.

PURPOSE

In this document, ASCA specifies the obligation to the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism. The ASCA Ethical Standards for School Counselors were developed in consultation with state school counseling associations, school counselor educators, school counseling state and district leaders and school counselors across the nation to clarify the norms, values and beliefs of the profession.

The purpose of this document is to:

- Serve as a guide for the ethical practices of all school counselors, supervisors/directors of school counseling programs and school counselor educators regardless of level, area, population served or membership in this professional association.
- Provide support and direction for self-assessment, peer consultation and evaluations regarding school counselors' responsibilities to students, parents/guardians, colleagues and professional associates, schools district employees, communities and the school counseling profession.
- Inform all stakeholders, including students, parents/guardians, teachers, administrators, community members and courts of justice of best ethical practices, values and expected behaviors of the school counseling professional.

A. RESPONSIBILITY TO STUDENTS

A.1. Supporting Student Development

School counselors:

a. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.

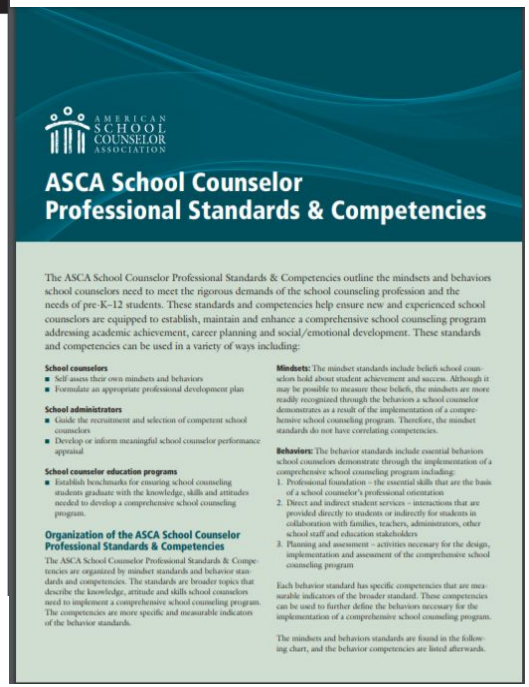
b. Aim to provide counseling to students in a brief context and support students and families/guardians in obtaining outside services if the student needs long-term clinical counseling.

c. Do not diagnose but remain acutely aware of how a student's diagnosis can potentially affect the student's academic success.

d. Acknowledge the vital role of parents/guardians and families.

e. Are concerned with students' academic, career and social/emotional needs and encourage each student's maximum development.

f. Respect students' and families' values, beliefs, sexual orientation, gender identification/expression and cultural background and exercise great care to avoid imposing personal beliefs or values rooted in one's religion, culture or ethnicity.



ASCA School Counselor Professional Standards & Competencies

The ASCA School Counselor Professional Standards & Competencies outline the mindsets and behaviors school counselors need to meet the rigorous demands of the school counseling profession and the needs of pre-K–12 students. These standards and competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a comprehensive school counseling program addressing academic achievement, career planning and social/emotional development. These standards and competencies can be used in a variety of ways including:

School counselors
- Self-assess their own mindsets and behaviors
- Formulate an appropriate professional development plan

School administrators
- Guide the recruitment and selection of competent school counselors
- Develop or inform meaningful school counselor performance appraisal

School counselor education programs
- Establish benchmarks for ensuring school counseling students graduate with the knowledge, skills and attitudes needed to develop a comprehensive school counseling program.

Organization of the ASCA School Counselor Professional Standards & Competencies

The ASCA School Counselor Professional Standards & Competencies are organized by mindset standards and behavior standards and competencies. The standards are broader topics that describe the knowledge, attitude and skills school counselors need to implement a comprehensive school counseling program. The competencies are more specific and measurable indicators of the behavior standards.

Mindsets: The mindset standards include beliefs school counselors hold about student achievement and success. Although it may be possible to measure these beliefs, the mindsets are more readily recognized through the behaviors a school counselor demonstrates as a result of the implementation of a comprehensive school counseling program. Therefore, the mindset standards do not have correlating competencies.

Behaviors: The behavior standards include essential behaviors school counselors demonstrate through the implementation of a comprehensive school counseling program including:

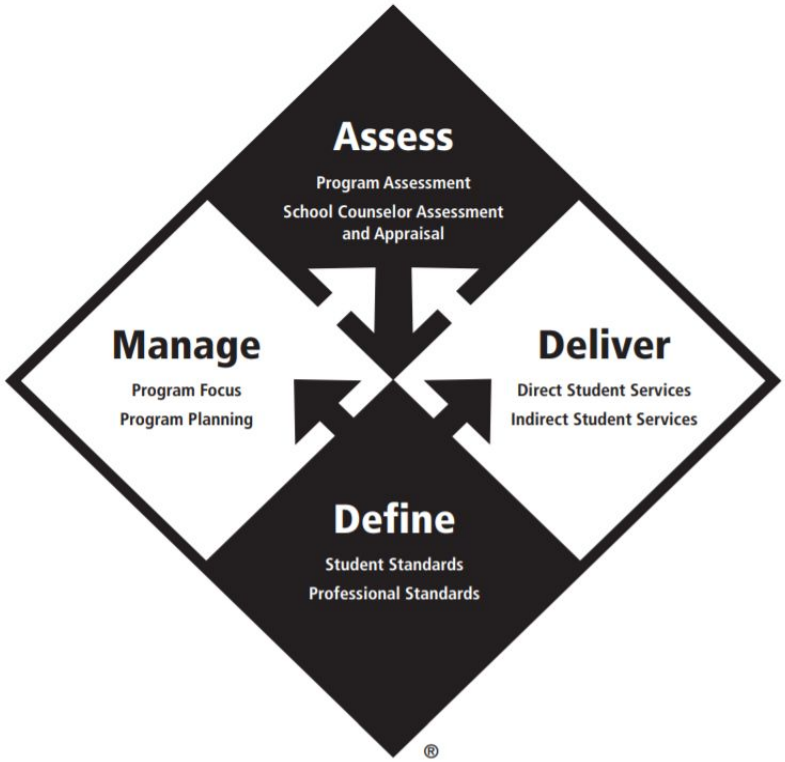
1. Professional foundation – the essential skills that are the basis of a school counselor's professional orientation
2. Direct and indirect student services – interactions that are provided directly to students or indirectly for students in collaboration with families, teachers, administrators, other school staff and education stakeholders
3. Planning and assessment – activities necessary for the design, implementation and assessment of the comprehensive school counseling program

Each behavior standard has specific competencies that are measurable indicators of the broader standard. These competencies can be used to further define the behaviors necessary for the implementation of a comprehensive school counseling program.

The mindsets and behaviors standards are found in the following chart, and the behavior competencies are listed afterwards.

COMPASS CHARTER SCHOOLS

MANAGE



COMPASS CHARTER SCHOOLS

PROGRAM FOCUS

Mission

The mission of the Compass Charter Schools Counseling Department is to provide a comprehensive school counseling program that will empower all scholars to reach their fullest potential through advocacy and to promote success through a focus on academic, social/emotional and career development, one scholar at a time.

Vision

We are committed to proactive collaboration with scholars to provide equitable school counseling services that promote academic success, personal growth and career exploration in a virtual learning environment.

Beliefs

We believe in Opportunity for Every Scholar.

We believe that scholars have a right to a credentialed school counselor who will participate in a comprehensive school counseling program designed to address academic, social/emotional and college/career needs.

We believe that learning requires the active participation, mutual respect, and individual accountability of scholars, learning coaches, faculty, administration and community stakeholders.

We believe that to be an effective school counseling program we must adhere to the American School Counselor Association (ASCA) ethical guidelines and standards.

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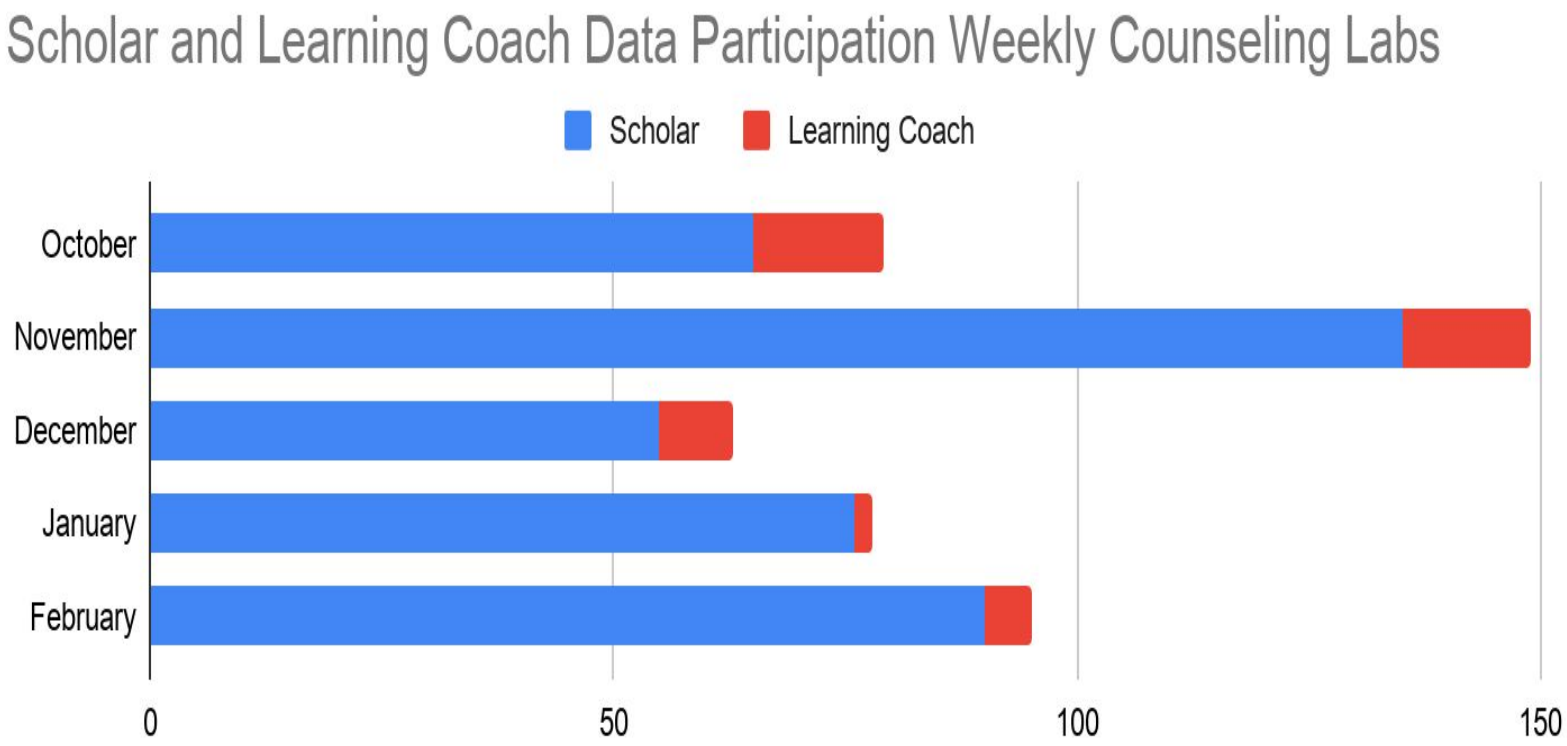


Program Planning

- Data
  - Participation Data
  - Outcome Data
- Counseling Core Curriculum
  - Lesson Plans

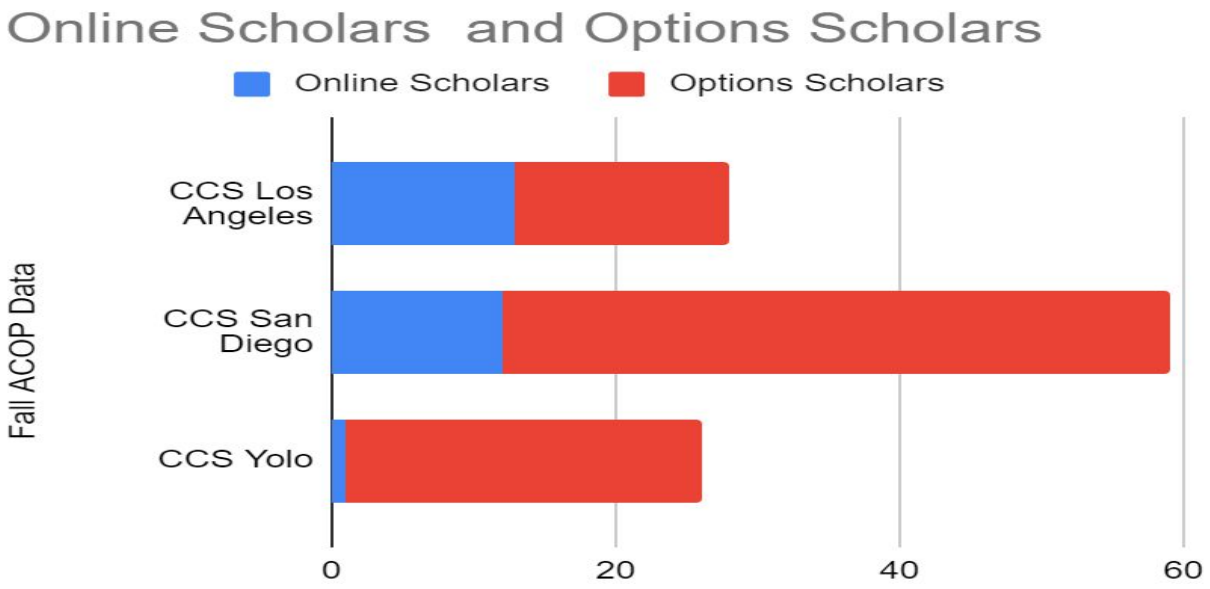
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Participation Data - Learning Lab



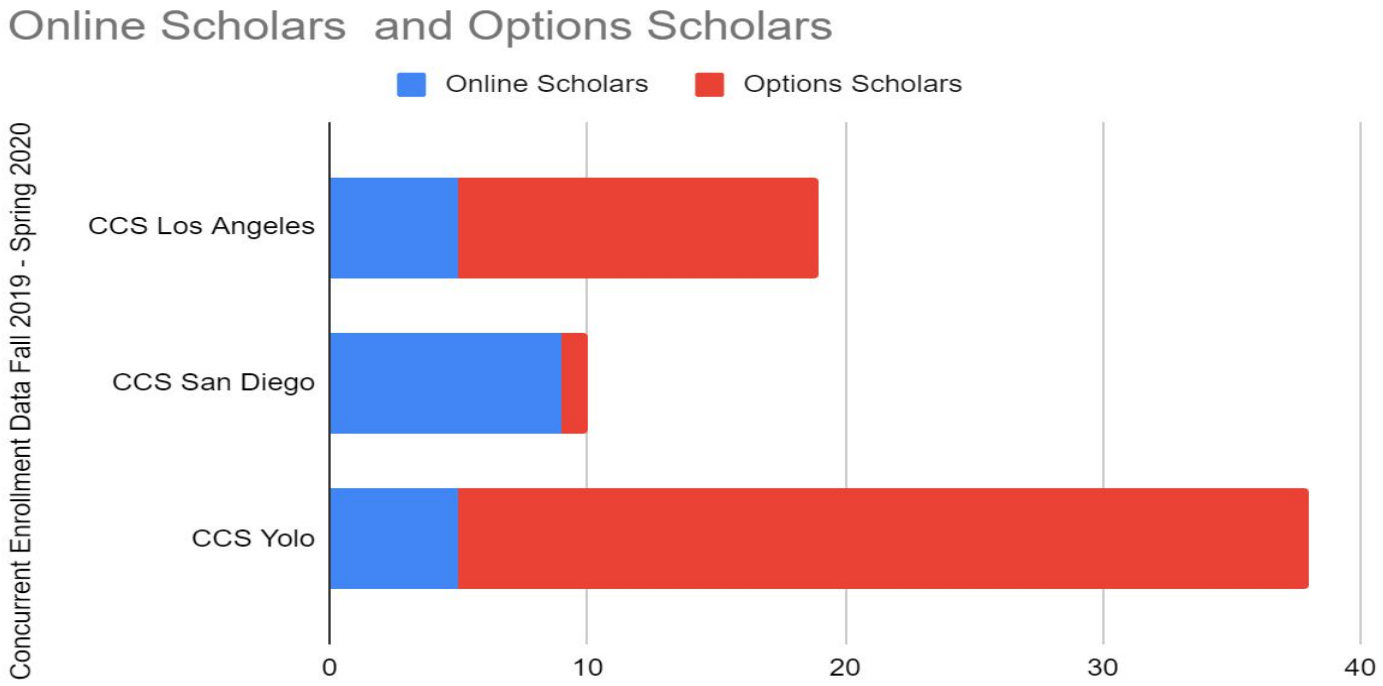
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Participation Data - Accelerated Course Options Program



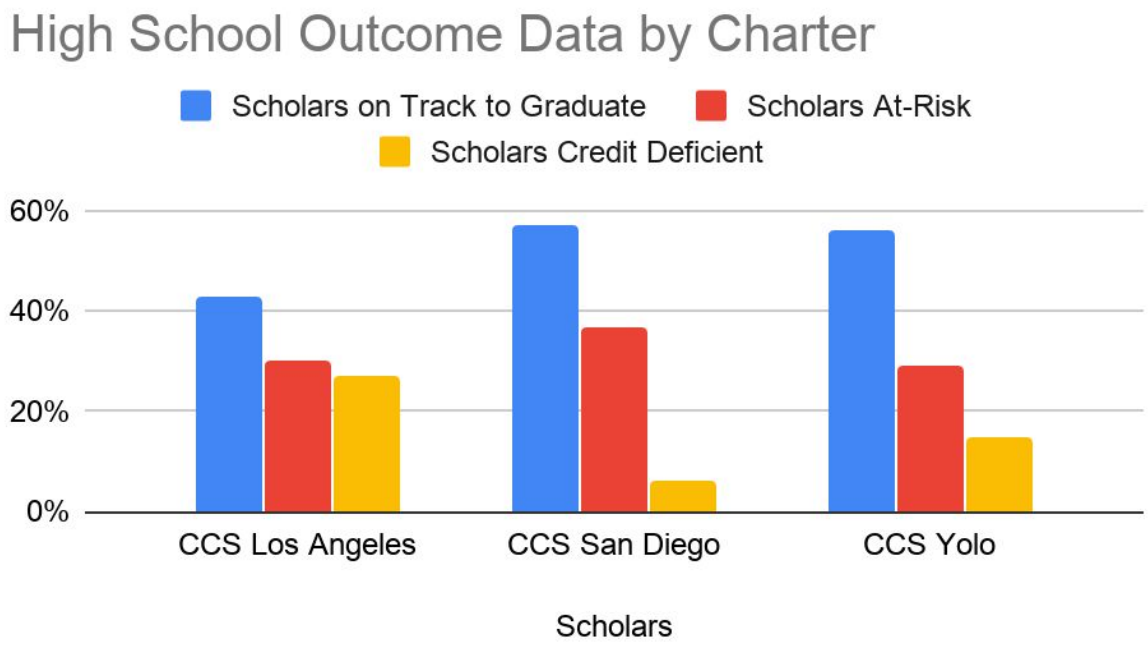
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Participation Data - Concurrent Enrollment Data by Charter



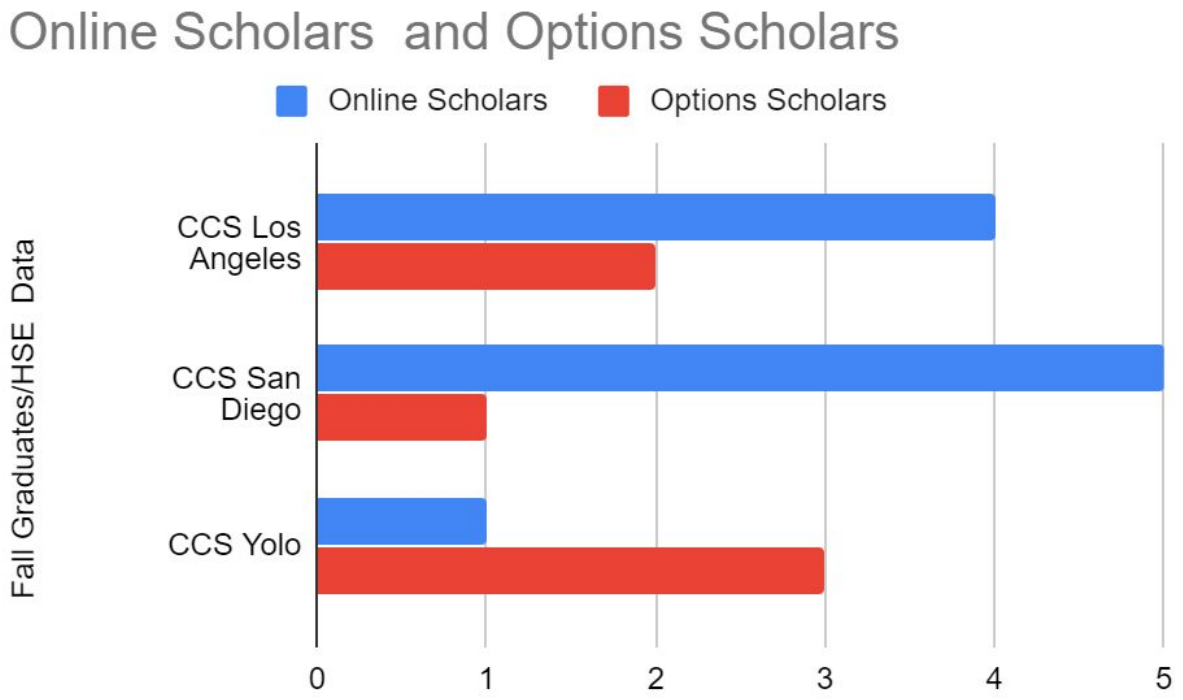
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Outcome Data - Scholars on Track to Graduate by Charter



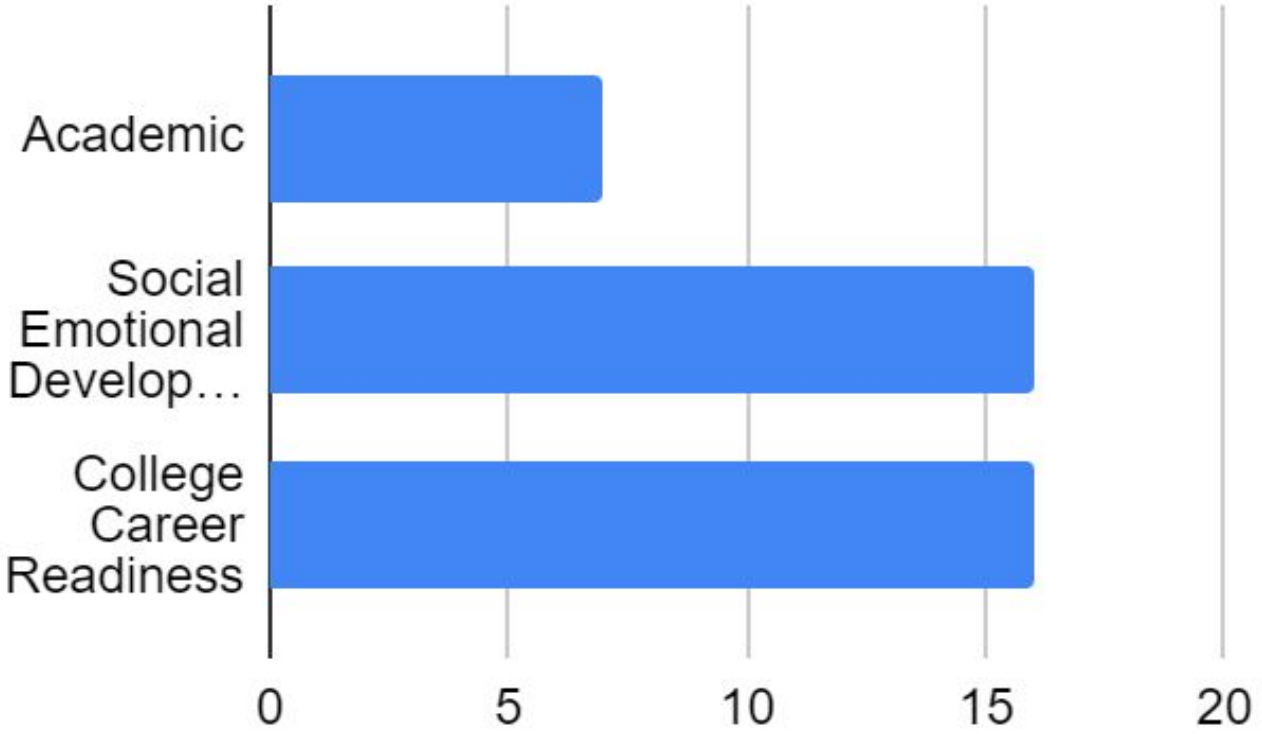
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Outcome Data - Fall Graduates By Charter



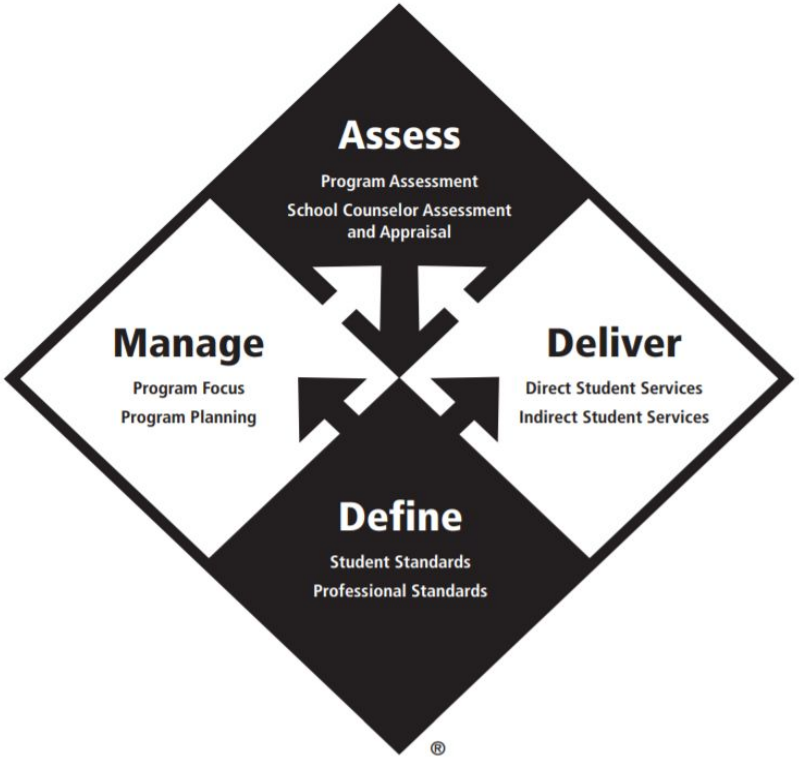
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Counseling Core Curriculum



COMPASS CHARTER SCHOOLS

DELIVER



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Direct Services

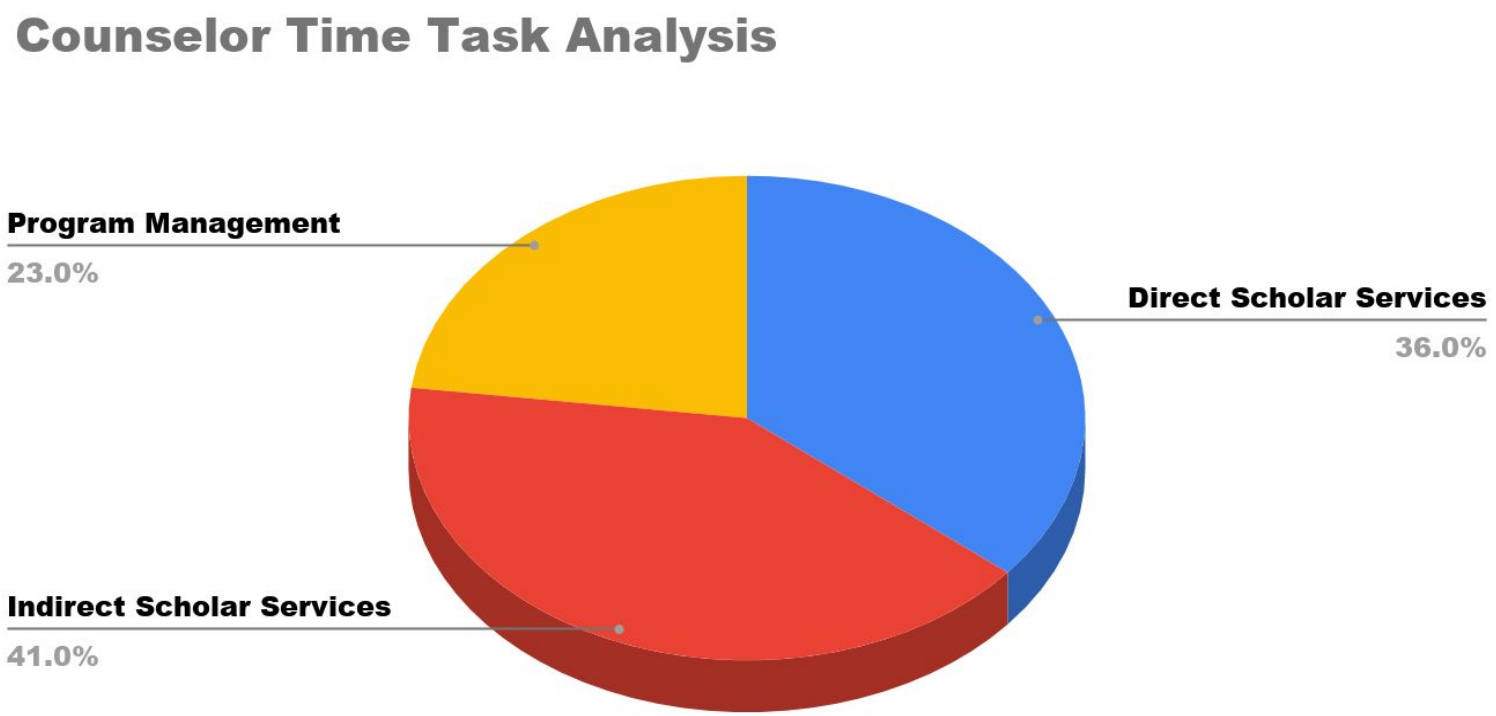
- Instruction
- Appraisal & Advisement
- Counseling

Indirect Services

- Referrals
- Consultation
- Collaboration

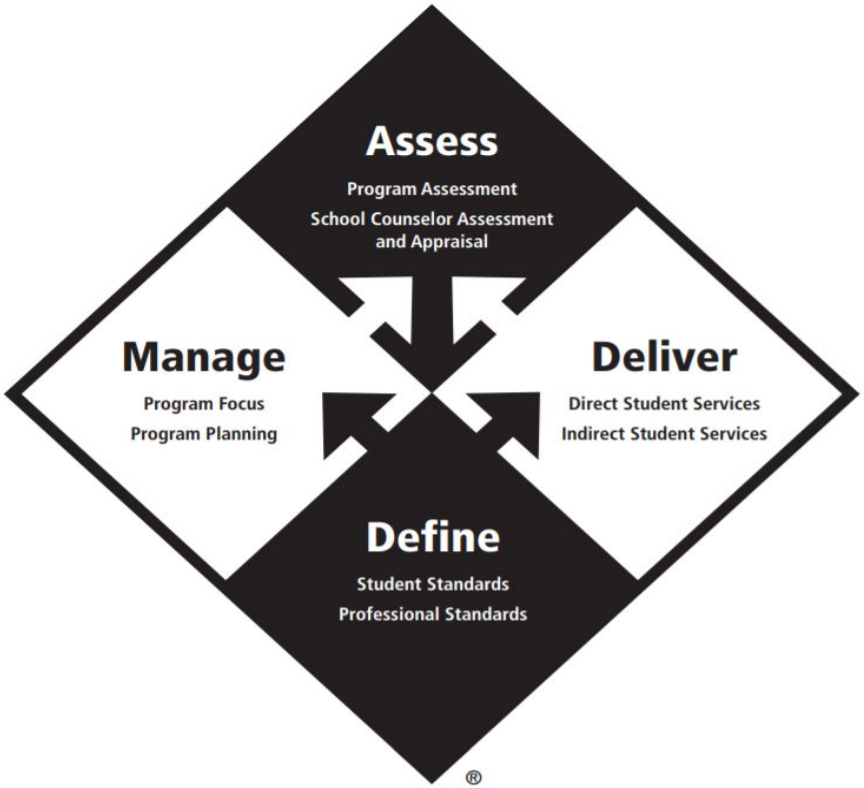
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Outcome Data - Counselor Use of Time



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ASSESS



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Coversheet

Special Education Department Presentation

Section: VII. Presentations
Item: B. Special Education Department Presentation
Purpose: FYI
Submitted by: Gabi Golan
Related Material: Special Education Department Board of Directors Presentation.pdf

RECOMMENDATION:
N/A - For Discussion Only

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THE GOLD STANDARD IN VIRTUAL EDUCATION

Special Education 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.

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Agenda

- Department
- Duties
- IEPs and 504s
- Services
- Eligibilities
- Least Restrictive Environment
- Providers and Breakdown of Services
- Online Programs
- Q & A



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Special Education Department



Back Row: Amber Tunget, Leslie Sharma, Jen Vega, Lynn Jabuka, Tracy Clifton & Barbara Johnston
Front Row Dawn Anglemyer, Gabi Golan & Cathy Kanode

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SPECIAL EDUCATION DEPARTMENT

SPED Director: Gabi Golan
SPED Coordinator: Leslie Sharma
504 Coordinator: Dawn Anglemyer
Case Managers:

- ★ *Amber Tunget*
- ★ *Barbara Johnston*
- ★ *Cathy Kanode*
- ★ *Dawn Anglemyer*
- ★ *Jennifer Vega*
- ★ *Kim Miles*
- ★ *Leslie Sharma*
- ★ *Lynn Jabuka*
- ★ *Tracy Clifton*
- ★ *Jennifer Smith*

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What is an IEP?

A blueprint or plan for a child's special education experience at school.
Provides individualized special education and related services to meet a child's unique needs.
These services are provided at no cost to families.
The Individuals with Disabilities Education Act (IDEA) dictates this plan.
This is a federal special education law for children with disabilities.

- A child has one or more of the 13 disabilities listed in IDEA. The law lists specific challenges, like learning disabilities, ADHD, autism, and others.
- The disability must affect the child's educational performance and/or ability to learn and benefit from the general education curriculum. The child must need specialized instruction to make progress in school.

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What is a 504?

- A blueprint or plan for how the school will provide support and remove barriers for a student with a disability.
- Provides services and changes to the learning environment to enable students to learn alongside their peers.
- As with an IEP, a 504 plan is provided at no cost to families.
- Section 504 of the Rehabilitation Act of 1973 dictates this plan
- This is a federal civil rights law to stop discrimination against people with disabilities.
- To get a 504 plan, there are two requirements:
  - A child has *any* disability. Section 504 covers a wide range of different struggles in school.
  - The disability must interfere with the child's ability to learn in a general education classroom.
  - Section 504 has a broader definition of a disability than IDEA. (It says a disability must substantially limit one or more basic life activities. This can include learning, reading, communicating, and thinking.) That's why a child who doesn't qualify for an IEP might still be able to get a 504 plan.

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IEPs and 504s

We have grown! The Special Education Department has grown from 127 scholars in the 2018-19 to 251 scholars with IEPs, and growing daily!

We also have 54 scholars with 504 plans this year.



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Case Manager Duties

WHAT WE DO as Case Managers:

- Schedule and Plan SAI sessions
- Teach SAI sessions
- Write IEPs
- Schedule and hold IEPs
- Manage providers
- Collect and gather data
- Update information in SEIS and SIS



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A Day In the Life of a SPED Teacher:



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SERVICES:

- Specialized Academic Instruction
- Speech
- Occupational Therapy
- Physical Therapy
- Adapted Physical Education



We try to provide virtually as we are a virtual school.

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The Breakdown of Eligibilities:

- Autism
- Deaf/Blindness
- Emotionally Disturbed
- Hearing Impairment
- Multiple Disabilities
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment
- Orthopedic Impairment



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Least Restrictive Environment:

- All Compass scholars are General Education scholars first!
- All scholars who need extra support must receive RTI and be supported by the Scholar Study Team prior to being recommended for more restrictive learning environments, such as a 504 Plan or an IEP.
- In order to change a scholar's learning environment, we must have data to support it.

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Our Providers

As our school has grown, our network of dedicated providers has grown along with it to support our scholars across the state:

AmplioSpeech

GLOBAL Teletherapy

ANCHOR

oxford OCS CONSULTING SERVICES, INC.

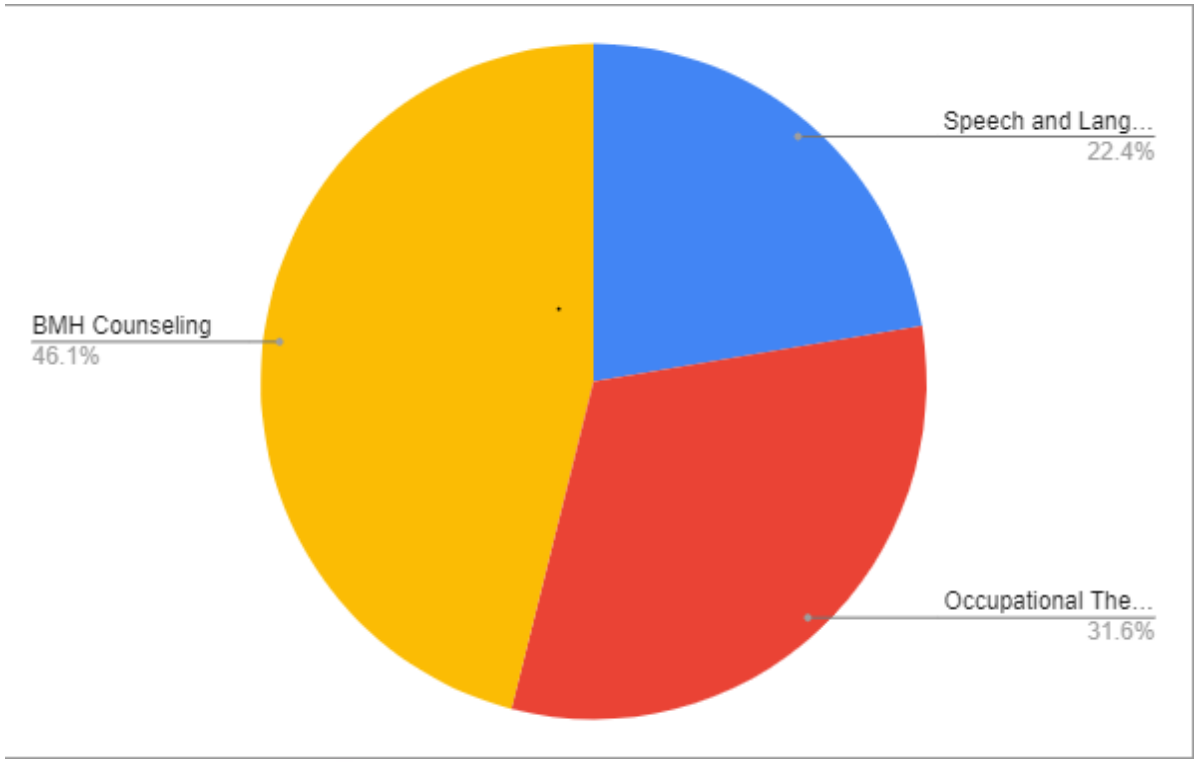
EPIC EL PASEO CHILDREN'S CENTER PSYCHOLOGICAL & EDUCATIONAL ASSESSMENT & STAFFING SOLUTIONS

PL PresenceLearning

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Global Teletherapy:

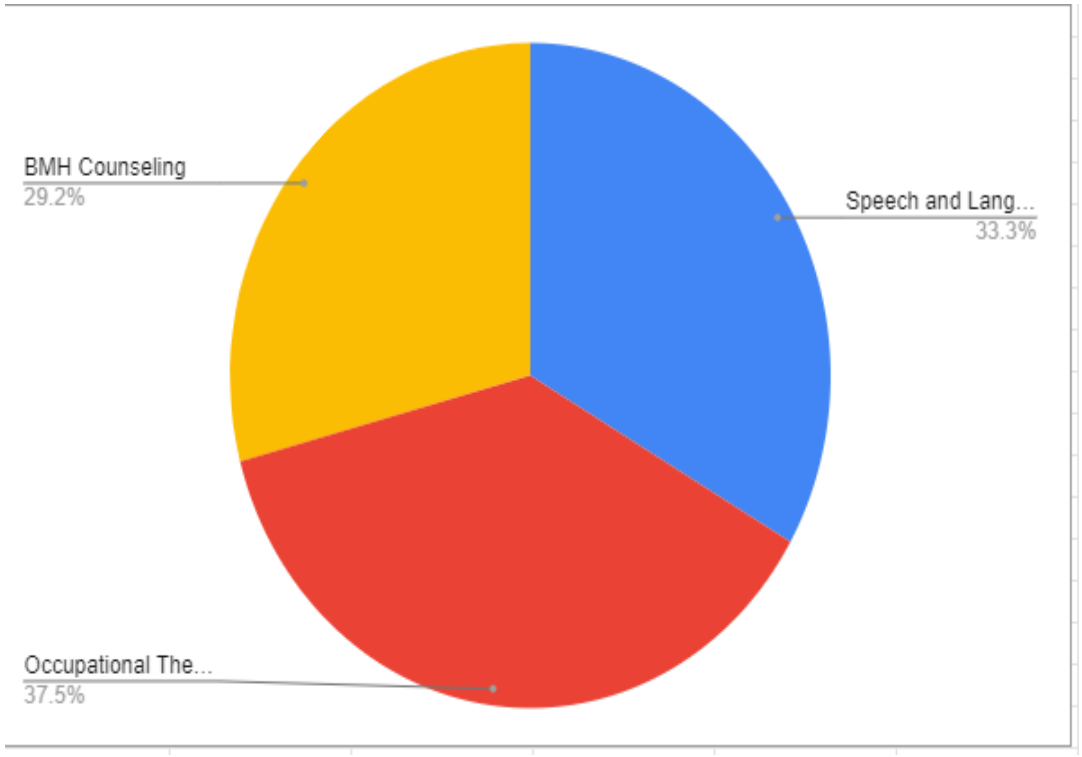
Speech & Language: 35
Occupational Therapy: 24
BMH : 20



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Oxford Consulting:

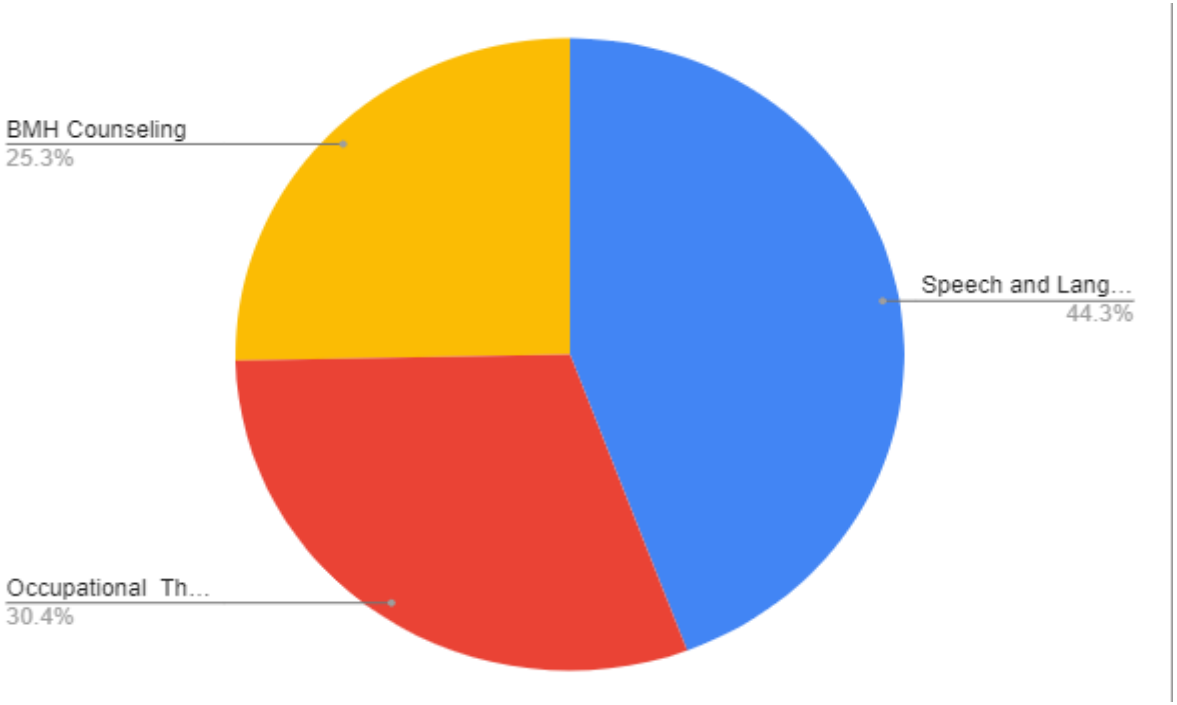
Speech & Language: 8
Occupational Therapy: 9
BMH: 8



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Presence Learning:

Speech & Language: 17
Occupation Therapy: 24
BMH: 35



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Our SPED Programs:

Ascend Math®

Scholars making progress towards their math goals!

Grade	Level	% Completed	Original Level	MLE**	Growth	THW***	L	Unit Progress in Current Level
8	3	0%	2	0	-	06:12:29	1	
7	2	44%	2	2.4	0.4	01:58:28	0	
3	2	44%	2	2.4	0.4	03:50:05	0	
4	3	18%	3	3.2	0.2	04:24:53	0	
7	7	12%	7	7.1	0.1	10:25:34	0	

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Our SPED Programs:

Freckle by Renaissance

Scholars making progress towards their reading goals!

Scores	Time practic...	Questi...	Last practiced
Okay	32.5 minutes	102	ELA Decodables
Okay	10.5 minutes	48	ELA Word Study
Good	28.5 minutes	11	ELA Word Study
Great	20 minutes	11	ELA Writing
Great	51 minutes	7	ELA Writing
Great	17 minutes	20	ELA Word Study
Great	40.5 minutes	6	ELA Word Study
Great	27.5 minutes	18	ELA Word Study
Great	62.5 minutes	20	ELA Reading - Non-Fiction

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Our SPED Programs:

Read Naturally

What must Tristan do to pass a story in Read Naturally Live?

To pass each story, Tristan must read the story at the goal rate, make three or fewer errors, read with expression, answer the quiz correctly, and either meet the teacher's expectation when retelling the story (Sequenced or Idioms series) or read lists of words easily and correctly (Phonics series).

Reporting Period: 2019/10/01 – 2020/03/11

Level	Series	# of stories completed	Beginning Goal	Ending Goal	Average % of Quiz Questions Correct	Retell/Word List: % Passed on First Try
5.0	Sequenced	6	120	120	55	83

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Questions?



Contact:

Gabi Golan l Director of Special Education
805-807-5058
ggolan@compasscharters.org

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Coversheet

2020-21 Local Control Accountability Plans (LCAPs)

Section:	IX. Public Hearing
Item:	A. 2020-21 Local Control Accountability Plans (LCAPs)
Purpose:	Discuss
Submitted by:	J.J. Lewis
Related Material:	D CCS of San Diego LCAP Annual Update Draft.pdf A CCS LCAP Presentation 2020.pdf F CCS of Yolo LCAP Annual Update Draft.pdf B CCS of Los Angeles LCAP Annual Update Draft.pdf C CCS of Los Angeles 2020-21 LCAP Draft.pdf E CCS of San Diego 2020-21 LCAP Draft.pdf G CCS of Yolo 2020-21 LCAP Draft.pdf

RECOMMENDATION:
N/A - For Discussion Only

CCS San Diego ANNUAL UPDATE DRAFT FOR PUBLIC HEARING – March 22, 2020



California Department of Education

COMPASS CHARTER SCHOOLS OF SAN DIEGO
(Authorizer: Mountain Empire Unified)
2019-20 Annual Update
for the 2017-20 Local Control Accountability Plan

J.J. Lewis, Superintendent & CEO
850 Hampshire Road, Suite P
Thousand Oaks, CA 91361

DRAFT #1

DRAFT FOR PUBLIC HEARING - March 22, 2020

CCS San Diego ANNUAL UPDATE DRAFT FOR PUBLIC HEARING – March 22, 2020

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Complete a copy of the following table for each of the local educational agency's (LEA's) goals from the prior year Local Control and Accountability Plan (LCAP).

Goal 1

Increase scholar academic achievement as measured by state and local indicators.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 7, 8

Local Priorities: 1, 2, 3, 4, 5

Annual Measurable Outcomes

Expected	Actual
SBAC ELA (Met/Exceeded Standard): Increase to 38% or better • Grades 3-5 (Online Program) • Grades 3-5 (Options Program) • Grades 6-8 (Online Program) • Grades 6-8 (Options Program) • Grade 11 (Online Program) • Grade 11 (Options Program)	2019 SBAC ELA (Met and Exceeded Standard) Schoolwide 28.5% • 42.9% Grades 3-5 (Online Program) • 22.9% Grades 3-5 (Options Program) • 40% Grades 6-8 (Online Program) • 25.4% Grades 6-8 (Options Program) • 50% Grade 11 (Online Program) • 30% Grade 11 (Options Program)
SBAC Math (Met or Exceeded Standard): Increase to 17% or better • Grades 3-5 (Online Program) • Grades 3-5 (Options Program) • Grades 6-8 (Online Program) • Grades 6-8 (Options Program) • Grade 11 (Online Program) • Grade 11 (Options Program)	2019 SBAC Math (Met and Exceeded Standard) Schoolwide 11.5% • 19% Grades 3-5 (Online Program) • 10% Grades 3-5 (Options Program) • 20.5% Grades 6-8 (Online Program) • 8.3% Grades 6-8 (Options Program) • 6.3% Grade 11 (Online Program) • 27.3% Grade 11 (Options Program)

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CAST (Met or Exceeded Standard) ● Grade 5 (Online Program) ● Grade 5 (Options Program) ● LEA eligible Grades 10, 11 0r 12 (Online Program) ● LEA eligible Grades 10, 11 0r 12 (Options Program)	2019 CAST (Met or Exceeded Standard) ● 14% Grade 5 (Online Program) ● 15% Grade 5 (Options Program) ● 35% LEA eligible Grades 10, 11 or 12 (Online Program) ● 31% LEA eligible Grades 10, 11 or 12 (Options Program
Percent of scholars at or above grade level on Internal ELA assessments ● Online Elementary School (grades K-5) ● Options Elementary School (grades TK-5) ● Online Middle School (grades 6-8) ● Options Middle School (grades 6- 8)	Percent of scholars at or above grade level on Internal ELA assessments - As of March 1, 2020 ● 94% Online Elementary School (grades K-5) ● 79% Options Elementary School (grades TK-5) ● 39% Online Middle School (grades 6-8) ● 26% Options Middle School (grades 6- 8)
Percent of scholars at or above grade level on Internal Math assessments ● Online Elementary School (grades K-5) ● Options Elementary School (grades TK-5) ● Online Middle School (grades 6-8) ● Options Middle School (grades 6- 8)	Percent of scholars at or above grade level on Internal Math assessments ● 97% Online Elementary School (grades K-5) ● 89% Options Elementary School (grades TK-5) ● 73% Online Middle School (grades 6-8) ● 37% Options Middle School (grades 6- 8)
Percent of scholars eligible for Honor Roll: Increase the percent of scholars who have a 3.5 Grade Point Average (GPA) to 48% ● Online Elementary School (grades K-5) ● Options Elementary School (grades TK-5) ● Online Middle School (grades 6-8) ● Options Middle School (grades 6- 8) ● Online High School (grades 9-12) ● Options High School (grades 9-12)	Percent of scholars eligible for Honor Roll - Semester 1 Results ● 50% Online Elementary School (grades K-5) ● XX% Options Elementary School (grades TK-5) ● 23% Online Middle School (grades 6-8) ● XX% Options Middle School (grades 6- 8) ● 16% Online High School (grades 9-12) ● XX% Options High School (grades 9-12)
Percent of scholars at or above grade level on Diagnostic ELA Assessments ● Online Middle School (grades 6-8) ● Options Middle School (grades 6- 8) ● Online High School (grades 9-12) ● Options High School (grades 9-12)	Percent of scholars at or above grade level on Diagnostic ELA Assessments ● 39% Online Middle School (grades 6-8) ● 26% Options Middle School (grades 6- 8) ● 15% Online High School (grades 9-12) ● 7% Options High School (grades 9-12)

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Percent of scholars at or above grade level on Diagnostic Math Assessments • Online Middle School (grades 6-8) • Options Middle School (grades 6- 8) • Online High School (grades 9-12) • Options High School (grades 9-12)	Percent of scholars at or above grade level on Diagnostic Math Assessments • 73% Online Middle School (grades 6-8) • 37% Options Middle School (grades 6- 8) • 10% Online High School (grades 9-12) • 1% Options High School (grades 9-12)
Constructed Response Writing Prompt: 50% of scholars will pass Constructed Response Writing Prompt	Constructed Response Writing Prompt – Data available April 2020
EL Reclassification Rate: Maintain or increase to 20% • Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6- 8) • Online High School (grades 9-12) • Options High School (grades 9-12)	EL Reclassification Rate (2019) 18.2% • 25% Online Elementary School (grades K-5) • 4% Options Elementary School (grades TK-5) • 0% Online Middle School (grades 6-8) • 3% Options Middle School (grades 6- 8) • 13% Online High School (grades 9-12) • 0% Options High School (grades 9-12)
Percent of High School Seniors eligible for Graduation: Increase the percent of Seniors eligible for graduation to 87% • Online High School Seniors • Options High School Seniors	Percent of High School Seniors eligible for Graduation - As of March 2020 • 80% Online High School Seniors • 62% Options High School Seniors
Attendance Rates: Maintain Attendance Rate over 97% (P2-97.18%) • Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6- 8) • Online High School (grades 9-12) • Options High School (grades 9-12)	Attendance Rates - Data available April 30, 2020 • Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6- 8) • Online High School (grades 9-12) • Options High School (grades 9-12)

Actions / Services

Action 1.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

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All scholars will have all basic services to include 100% of teachers appropriately credentialed and assigned maintaining the 25:1 required ratio, access to 100% of core curriculum including ELD State Standards-aligned, 100% of scholars having access to sufficient materials to include technology support, virtual lab materials, learning lab materials, science kits, visual and performing arts materials, and an online library in a safe, orderly environment.	Actions/Services were implemented as planned.	4,073,331 LCFF Base LCFF S&C Title I 1100, 4100, 4200, 4410	Actuals: $2,744,537* Estimate: $1,328,794 TOTAL: $4,073,331 *Actuals through 1/31/2020

Action 1.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Identify scholars through Multi-Tier System of Supports (MTSS) who need additional support and interventions based on results of internal assessments and work completion and provide support sessions with the teacher, access to online support resources (such as ThinkingStorm) and tutoring. All teachers will complete deficiency notices for any grade 6-12 scholars who are receiving a grade of C or lower every quarter. Deficiency notices will be sent to the parent at the semester mid-point.	Actions/Services were implemented as planned.	92,096 LCFF S&C Title I 1200, 2100	Actuals: $55,598* Estimate: $36,311 TOTAL: $92,096 *Actuals through 1/31/2020

Action 1.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All staff, teachers and administrators will receive Professional Development sessions. All staff will receive mandated training. New Teachers will be offered to clear their credential through an Induction Program, a veteran teacher who will serve as a mentor and support meetings once a week for the first month, then once a month for the first 5 months. All teachers will be provided	Actions/Services were implemented as planned.	98,440 LCFF Base Title II 5200, 5210	Actuals: $41,332* Estimate: $57,108 TOTAL: $98,440 *Actuals through 1/31/2020

professional development sessions on curriculum, MTSS, SEL, PBIS in virtual instruction, writing and scoring constructed responses, data analysis and informing instruction, pacing guides, grading and communication with parents and learning coaches, strategies for ELs, SWD, FY and Homeless Youth, SED and culturally relevant proficiency. Some teachers and administrators will attend conferences like the CCSA Conference, CUE Conference, Digital Learning Annual Conference, and Advanced Placement.			

Action 1.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Strategies to improve attendance and ensure that scholars receive the required instructional time and that scholars complete the required assignments by learning period will be implemented. The supervising teachers, educational facilitators, Scholar Services Technicians, counselors, educational facilitators and academic coordinators will hold scholars accountable by monitoring attendance, communicating with parents, sending warning letters, holding conferences, and having scholars and parents sign attendance contracts (as part of the Scholar's Master Agreement). Scholars will be incentivized for attendance and participation. In the Online Program, 10% of grade will be based on attendance at Learning Labs. Extra Credit points will be given to scholars' next quiz, test or project for attending a study or tutoring session. In an effort to continuously improve attendance and participation in the Compass Options program, each Educational Facilitator will decide on a way to recognize those in their class that complete their activity	Actions/Services were implemented as planned.	18,319 LCFF Base 2200, 2400	Actuals: $14,796* Estimate: $3,523 TOTAL: $18,319 *Actuals through 1/31/2020

logs and work samples by the date. Examples include a note of thanks, class message, recognition in the Compass Newsletter and/or class challenge.			

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions/services for Goal 1 were implemented as planned.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The available CA Dashboard data indicates that the actions/services for this goal should be reevaluated as to their scope and depth. While all actions were implemented, it will be necessary for CCS to extensively monitor data in realtime and provide more intensive interventions in the areas of ELA and math. Both internal and state data for the Options program demonstrate the need for the development of additional strategies to address the academic needs of scholars.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted and estimated actual expenditures based on current financial projections through June 30, 2020.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

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Based on the results of the California Dashboard for 2019 and our own internal data, this goal will require continued focus into the new plan. Specifically, the English Language Arts Indicator schoolwide performance remained “orange” (48.9 points below DF3 - decline of 26.4 points) with the following student groups being statistically significant SED (50.7 points below DF3 - decline of 12.2 points), White (29.6 points below DF3 - decline of 6.3 points) and Hispanic (70 points below DF3 - decline of 44.8 points).

In mathematics, the schoolwide performance declined from “orange” to “red” (98.8 points below DF3 - decline of 7.2 points) with two student groups in “red” Hispanic (116.7 points below DF3 - decline of 14.1 points) and SED (104.7 points below DF3 - 0.5 point change). The White student group was “orange” (77.9 points DF3 - increase of 2 points). These data points signal there is significant work to be done in these areas.

For the CCS English Learner population, the EL Progress Indicator (ELPI) is also an area of need with approximately 33% of the population having demonstrated annual progress based on the ELPAC.

While we will continue our efforts to meet this goal, the metrics will be refined to provide differentiated data according to the specific Compass program (ie. Online and Options).

Goal 2

Increase scholar retention and scholar and parent engagement and involvement as measured by local indicators

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 5, 6, 7, 8

Local Priorities: 3, 4, 5

Annual Measurable Outcomes

Expected	Actual
Attendance Rates: Maintain Attendance Rate over 97% (P2-97.18%)	Attendance Rates Data available April 23, 2020

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• Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6-8) • Online High School (grades 9-12) • Options High School (grades 9-12)	• XX% Online Elementary School (grades K-5) • XX% Options Elementary School (grades TK-5) • XX% Online Middle School (grades 6-8) • XX% Options Middle School (grades 6-8) • XX% Online High School (grades 9-12) • XX% Options High School (grades 9-12)
Number of scholar clubs: Maintain the number of scholar clubs at 17	16 Scholar clubs – as of March 2020.
Parent Advisory Council meeting minutes and Board Minutes: meet at least quarterly and share feedback with the Board of Directors	Parent Advisory Council meeting minutes and Board Minutes 2 out of 4 meetings have been held. https://app2.boardontrack.com/public/vlrxGa/home
Scholar Leadership Council meeting minutes and Board Minutes: meet at least quarterly and share feedback with the Board of Directors	Scholar Leadership Council meeting minutes and Board Minutes 3 out of 4 meetings have been held. https://app2.boardontrack.com/public/vlrxGa/home
Participation in Parent/Teacher Conferences: Increase participation in Parent/Teacher Conferences by 4%	83% Participation in Parent/Teacher Conferences
Participation in Satisfaction/LCAP Survey: At least XX% of our scholars and parents will participate in our satisfaction survey opportunities	Participation in Satisfaction/LCAP Survey: 36%
Percent of scholars who remain at CCS for the entire grade span (EL, MS, HS): Increase the percent of scholars who remain at CCS for the entire grade span (EL, MS, HS) by XXX% from XXX% • Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6-8) • Online High School (grades 9-12) • Options High School (grades 9-12)	Percent of scholars who remain at CCS for the entire grade span (EL, MS, HS) • XX% Online Elementary School (grades K-5) • XX% Options Elementary School (grades TK-5) • XX% Online Middle School (grades 6-8) • XX% Options Middle School (grades 6-8) • XX% Online High School (grades 9-12) • XX% Options High School (grades 9-12)
Suspension Rate: Maintain Suspension Rate at 0% • Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6-8)	Suspension Rate: **MET - 0%** • 0% Online Elementary School (grades K-5) • 0% Options Elementary School (grades TK-5) • 0% Online Middle School (grades 6-8) • 0% Options Middle School (grades 6-8)

Commented [1]: I just go clarification on what data we need for this metric and am waiting for Jessica to provide the data.

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• Online High School (grades 9-12) • Options High School (grades 9-12)	• 0% Online High School (grades 9-12) • 0% Options High School (grades 9-12)
Award Recognition Program: Increase awards and recognition to parents and scholars in six categories	Award Recognition Program • 35 Scholars of the Month • 754 Perfect Attendance

Actions / Services

Action 2.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CCS will provide a variety of opportunities for parent involvement which will include the completion of an annual satisfaction survey with LCAP input, serving on the Parent Advisory Council, attending Town Hall meetings, attending Board meetings, chaperoning field trips, attending Parent/Teacher Conference, serving as a Learning Coach Ambassador to new Learning Coaches, attending Options events and classes, facilitating community activities and initiatives, and participating in the Learning Coach Academy (topics may include attendance, onboarding, motivating your scholar, social emotional learning) which may be live or on demand. CCS will make accommodations for parents with disabilities, for parents who are linguistically diverse, parents of migrant scholars, parents who are socioeconomically disadvantaged, and parents of foster or homeless youth	Actions/Services were implemented as planned.	0	No costs incurred to provide these actions/services

Action 2.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

CCS will expand the Award Recognition Program to continue the awards of Scholar of the Month, Firebird of the Year, and Learning Coach of the Year, and to add the awards of Perfect Attendance by Learning Period, Most Improved Attendance by Learning Period, Perfect Attendance by the Year, Most Improved in Achievement, Excellent Participation in Learning Lab, and Core Values (ARTIC) Awards given each semester. Learning Coaches will also be recognized with awards to include Learning Coach Academy Certificates for Learning Coaches who have completed 10 Academy sessions and Excellent Parent Participation Awards for parents who participate in 20 hours per year of activities and events beyond instruction. Scholars will receive a prize like restaurant certificate, lottery for big prize, assignment pass. Parents will receive prizes like restaurant certificates or lottery for big prize. Prizes will be mailed or emailed. Finally, scholars will be recognized with Rites of Passage Ceremonies to include Kindergarten Celebration, 5th Grade Culmination, 8th Grade Promotion and HS Graduation.	Actions/Services were implemented as planned.	7,383 LCFF Base 5830	Actuals: $2,266* Estimate: $5,117 TOTAL: $7,383 *Actuals through 1/31/2020

Action 2.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CCS will provide a variety of extracurricular and enrichment activities to include community service opportunities, field trips, enrichment activities, scholar-led clubs and the National Honor Society (HS). Scholars will be invited to attend informational workshops, transition meetings, activities and online counseling sessions starting in grade 4 focusing on social emotional learning provided by counselors.	Actions/Services were implemented as planned.	22,149 LCFF Base 5830	Actuals: $6,797* Estimate: $15,352 TOTAL: $22,149 *Actuals through 1/31/2020

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Action 2.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CCS will reach out to parents and scholars by maintaining a website with Google Translator option, annual event calendar, applications, phone calls, emails and mail, scheduling activities, scheduling Options events and classes. The Engagement Committee will be responsible to outreach to families to increase engagement, organizing and posting events and handling field trip plans.	Actions/Services were implemented as planned.	0	No costs incurred to provide these actions/services

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions/services for Goal 2 were implemented as planned.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

In reflecting on the data/metrics for this LCAP goal, the CCS community believes that our actions and services have been effective in increasing stakeholder engagement and involvement to support the success of scholars. As a non-traditional public charter school with two different instructional delivery models, the data bears out that families are satisfied and maintain strong ties to CCS.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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There were no material differences between budgeted and estimated actual expenditures based on current financial projections through June 30, 2020.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

While the CA Dashboard data is positive as measured by the Suspension Indicator, the goal for the 2020-23 plan will be revised to focus solely on family engagement and involvement. Additionally, the metrics for this goal will be revised; we will remove the attendance as it is already captured in goal 1, and the Scholar Retention metric will be added to a new goal.

Goal 3

Increase academic achievement and engagement for scholars in special populations to include English Learners, Socioeconomically Disadvantaged students, Foster Youth, Homeless Youth, and Students with Disabilities as measured by state and local indicators.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 3, 4, 5, 6, 7, 8

Local Priorities: 1, 2, 3, 4

Annual Measurable Outcomes

Expected	Actual
SBAC ELA (Met or Exceeded Standard): Increase the percent of scholars by subgroup who score met or exceeds standard mastery by 2% • Grades 3-5 (Online Program) • Grades 3-5 (Options Program)	2019 SBAC ELA (Met and Exceeded Standard) • 42.9% Grades 3-5 (Online Program) • 22.9% Grades 3-5 (Options Program) • 40% Grades 6-8 (Online Program)

• Grades 6-8 (Online Program) • Grades 6-8 (Options Program) • Grade 11 (Online Program) • Grade 11 (Options Program)	• 25.4% Grades 6-8 (Options Program) • 50% Grade 11 (Online Program) • 30% Grade 11 (Options Program)
SBAC Math (Met or Exceeded Standard): Increase the percent of scholars by subgroup who score met or exceeds standard mastery by 2% • Grades 3-5 (Online Program) • Grades 3-5 (Options Program) • Grades 6-8 (Online Program) • Grades 6-8 (Options Program) • Grade 11 (Online Program) • Grade 11 (Options Program)	2019 SBAC Mathematics (Met and Exceeded Standard) • 19% Grades 3-5 (Online Program) • 10% Grades 3-5 (Options Program) • 20.5% Grades 6-8 (Online Program) • 8.3% Grades 6-8 (Options Program) • 6.3% Grade 11 (Online Program) • 27.3% Grade 11 (Options Program)
CAST (Met or Exceeded Standard) • Grade 5 (Online Program) • Grade 5 (Options Program) • LEA eligible Grades 10, 11 0r 12 (Online Program) • LEA eligible Grades 10, 11 0r 12 (Options Program)	CAST (Met or Exceeded Standard) • 14% Grade 5 (Online Program) • 15% Grade 5 (Options Program) • 35% LEA eligible Grades 10, 11 or 12 (Online Program) • 31% LEA eligible Grades 10, 11 or 12 (Options Program)
Percent of scholars at or above grade level on Internal ELA assessments • Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6-8)	Percent of scholars at or above grade level on Internal ELA assessments • 94% Online Elementary School (grades K-5) • 79% Options Elementary School (grades TK-5) • 39% Online Middle School (grades 6-8) • 26% Options Middle School (grades 6-8)
Percent of scholars at or above grade level on Internal Math assessments • Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6-8)	Percent of scholars at or above grade level on Internal Math assessments • 97% Online Elementary School (grades K-5) • 89% Options Elementary School (grades TK-5) • 73% Online Middle School (grades 6-8) • 37% Options Middle School (grades 6-8)
Percent of scholars eligible for Honor Roll: Increase the percent of scholars who have a 3.5 Grade Point Average (GPA) to 48%	Percent of scholars eligible for Honor Roll

Commented [2]: waiting for data from Options Team

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• Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6-8) • Online High School (grades 9-12) • Options High School (grades 9-12)	• 50% Online Elementary School (grades K-5) • XX% Options Elementary School (grades TK-5) • 23% Online Middle School (grades 6-8) • XX% Options Middle School (grades 6-8) • 16% Online High School (grades 9-12) • XX% Options High School (grades 9-12)
Percent of scholars at or above grade level on Diagnostic ELA Assessments • Online Middle School (grades 6-8) • Options Middle School (grades 6-8) • Online High School (grades 9-12) • Options High School (grades 9-12)	Percent of scholars at or above grade level on Diagnostic ELA Assessments • 39% Online Middle School (grades 6-8) • 26% Options Middle School (grades 6-8) • 15% Online High School (grades 9-12) • 7% Options High School (grades 9-12)
Percent of scholars at or above grade level on Diagnostic Math Assessments • Online Middle School (grades 6-8) • Options Middle School (grades 6-8) • Online High School (grades 9-12) • Options High School (grades 9-12)	Percent of scholars at or above grade level on Diagnostic Math Assessments • 73% Online Middle School (grades 6-8) • 37% Options Middle School (grades 6-8) • 10% Online High School (grades 9-12) • 1% Options High School (grades 9-12)
EL Reclassification Rate: Maintain or increase the EL Reclassification Rate to 20% • Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6-8) • Online High School (grades 9-12) • Options High School (grades 9-12)	EL Reclassification Rate (2019) • 25% Online Elementary School (grades K-5) • 4% Options Elementary School (grades TK-5) • 0% Online Middle School (grades 6-8) • 3% Options Middle School (grades 6-8) • 13% Online High School (grades 9-12) • 0% Options High School (grades 9-12)
Percent of High School Seniors eligible for Graduation to 87% • Online High School Seniors • Options High School Seniors	Percent of High School Seniors eligible for Graduation • 83% Online High School Seniors • 27% Options High School Seniors
Attendance Rates: Maintain Attendance Rate over 97% (P2-97.18%) • Online Elementary School (grades K-5)	Attendance Rates - Data available June 2020 • Online Elementary School (grades K-5)

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• Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6-8) • Online High School (grades 9-12) • Options High School (grades 9-12)	• Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6-8) • Online High School (grades 9-12) • Options High School (grades 9-12)
Constructed Response Writing Prompt: 50% of scholars will pass Constructed Response Writing Prompt	Constructed Response Writing Prompt – Data available April 2020
Policies, Procedures, and Training Log	Policies, Procedures, and Training Log – Data available June 2020
Resource Log	Resource Log – Data available June 2020

Commented [3]: +jlewis@compasscharters.org - This is marked as stuck in Monday.com. Mae was supposed to circle back with you on this metric. From what I was told, you had mentioned something abut this being for achievement and engagement in special populations and adding Gabi as the owner for this task. Can you clarify what this metric is supposed to be? and how is pulling the data for this? Thank you and have a great day!
Assigned to J.J. Lewis

Actions / Services

Action 3.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CCS will provide enhanced identification, support, training and resources to the staff and counselors who support scholars from special populations to include English Learners, Foster Youth, Homeless Youth, and Students with Disabilities to provide full services to the scholars. Homeless and Foster Youth will be supported through the enrollment process to include transferring credits, ensuring correct placement, and added supports in the PLP. All support positions for these special populations will be communicated and defined to families and included in the Scholar Handbook and website to include EL Coordinator, Homeless Youth Liaison, Foster Youth Liaison, SST Coordinator, and Scholar Success Coordinator to increase academic achievement, enhance educational experiences, and improve retention rates for these scholars.	Actions/Services were implemented as planned.	49,318 LCFF S&C 1200, 2200	Actuals: $45,259 Estimate: $4,059 TOTAL: $49,318 *Actuals through 1/31/2020

Action 3.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CCS will immediately provide additional interventions and supports for homeless and foster youth which may include access to MTSS curriculum, provide computers and internet access for scholars who do not have access and are socioeconomically disadvantaged. CCS will provide additional interventions and supports for ELs to include ELD curriculum and program especially monitoring the progress of RFEP and transitioning LTELs to RFEP. CCS will provide additional interventions and supports for SWDs by working collaboratively with the Specialized Academic Instructors in collaboration with support staff and general education teachers.	Actions/Services were implemented as planned.	28,898 LCFF S&C Title IV 4430	Actuals: $7,003* Estimate: $21,895 TOTAL: $28,898 *Actuals through 1/31/2020

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions/services for Goal 3 were implemented as planned.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

As stated previously, this goal will require continued focus into the new plan. Specifically, the English Language Arts Indicator schoolwide performance remained

"orange" (28.49% met/exceeded). The student groups identified for this goal were English Learner (5.6% met/exceeded standards), SED (25.37% met/exceeded), foster youth (suppressed), homeless youth (suppressed) and SWD (11.36% met/exceeded)

In mathematics, the schoolwide performance declined from "orange" to "red" (11.53% met/exceeded). The student groups identified for this goal were English Learners (2.64% met/exceeded), SED (7.2% met/exceeded), foster youth (suppressed), homeless youth (suppressed) and SWD (3% met/exceeded). These data points signal there is significant work to be done in these areas.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted and estimated actual expenditures based on current financial projections through June 30, 2020.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

We will be deleting this goal and place the actions /metrics targeted to these populations in Goal 1 for the 2020-23 plan.

Goal 4

Increase college and career readiness for scholars in high school as evidenced by state and local indicators

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 6, 7, 8

Local Priorities: 3, 4, 5

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Annual Measurable Outcomes

Expected	Actual
Graduation Rate: Increase to XX% • Online High School Seniors • Options High School Seniors	Graduation Rate – Data available June 2020 • Online High School Seniors • Options High School Seniors
4 Year Cohort Graduation Rate: Increase to XX% • Online High School Seniors enrolled in grades 9-12 • Options High School Seniors enrolled in grades 9-12	4 Year Cohort Graduation Rate - Data available June 2020 • Online High School Seniors enrolled in grades 9-12 • Options High School Seniors enrolled in grades 9-12
5 Year Cohort Graduation Rate: Increase to XX% • Online High School Seniors enrolled in grades 9-12 + 5th year • Options High School Seniors enrolled in grades 9-12 + 5th year	5 Year Cohort Graduation Rate – Data available July 2020 • Online High School Seniors enrolled in grades 9-12 + 5th year • Options High School Seniors enrolled in grades 9-12 + 5th year
A-G Course Completion at end of Grade 12: Increase to XX% • Online High School Seniors • Options High School Seniors	A-G Course Completion at end of Grade 12 – Data available June 2020 • Online High School Seniors • Options High School Seniors
AP Passage (3 or Higher) Rate: Increase to XX% • Online High School Seniors • Options High School Seniors	AP Passage (3 or Higher) Rate 2019 • Online High School Seniors • Options High School Seniors
CTE Course Enrollment and Passage Rate: Increase to XX% • Online High School Seniors • Options High School Seniors	CTE Course Enrollment and Passage Rate • 0% Online High School Seniors • 100% Options High School Seniors
EAP Ready or Conditionally Ready Rates: Increase to XX% • Online High School Juniors • Options High School Juniors	EAP Ready or Conditionally Ready Rates (2019) • Online High School Juniors – ELA 32% , Math 7% • Options High School Juniors – ELA 10%, Math 10%
College Acceptance Rate: Increase to XX% • Online High School Seniors • Options High School Seniors	College Acceptance Rate – Data available June 2020 • Online High School Seniors • Options High School Seniors
Drop Out Rate: Increase to XX% • Online High School	Drop Out Rate – Data available June 2020 • Online High School

Commented [4]: +odejesus@compasscharters.org
We need 2019 data
Assigned to Oscar De Jesus

Commented [5R4]: +dstephan@compasscharters.org
- Do you have this data?
Reassigned to Debra Stephan

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• Options High School	• Options High School

Actions / Services

Action 4.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CCS will provide access and connections to college preparation exams beginning with the PSAT in grade 8, continuing in Grade 10 and Grade 11 for National Merit Scholars, the EAP, the SAT and ACT. CCS will provide SAT and ACT preparation courses.	Actions/Services were implemented as planned.	38,768 LCFF Base 4200, 5602, 5605	Actuals: $0* Estimate: $38,768 TOTAL: $38,768 *Actuals through 1/31/2020

Action 4.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CCS will provide each high school scholar with a 4-year plan developed with the counselor to incorporate A-G requirements, CTE courses, and Visual and Performing Arts courses based on post high school plan. For scholars who are credit deficient, the counselor will incorporate credit recovery in the plan with the time remaining. The Counselor will ensure that scholars are provided supports and interventions for any scholars who have a C- or lower or who are credit deficient.	Actions/Services were implemented as planned.	38,768 LCFF Base 1200	Actuals: $8,961* Estimate: $0 TOTAL: $8,961 *Actuals through 1/31/2020

Action 4.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CCS will provide scholar and parent training on a-g requirements, going to college, completing a college and career application, completing a FAFSA, applying for scholarships, and taking college	Actions/Services were implemented as planned.	0 Included in 4.2 – No additional costs	No costs incurred to provide these actions/services

entrance exams. Encourage all Seniors to apply to a college, university, career-based training institution, or military.			

Action 4.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CCS will support the AVID program for scholars accepted into the AVID program through tutoring, field trips, and use of AVID instructional strategies. CCS will increase access and participation for college visit field trips for all high school scholars.	Actions/Services were implemented as planned.	26,422 LCFF Base 1200, 5300	Actuals: $13,778* Estimate: $12,644 TOTAL: $26,422 *Actuals through 1/31/2020

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions/services for Goal 4 were implemented as planned.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The effectiveness of this goal is best determined by the final data for the measures of college-/career-readiness. The metrics selected for this goal lag in reporting by the California Department of Education and external vendors such as the CollegeBoard. Additionally, since this was a new goal for the 2019-20 academic year, our reflection on its effectiveness will be completed when all data points are available.

CCS San Diego ANNUAL UPDATE DRAFT FOR PUBLIC HEARING – March 22, 2020

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted and estimated actual expenditures based on current financial projections through June 30, 2020.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

The goal will become “Goal 3” in the 2020-23 LCAP. To accurately reflect the performance of non-traditional students (ie. parenting, credit deficient, etc.) who require additional time and support to earn a CCS diploma, a new goal 4 will be added next year to focus on the progress of these scholars.

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CCS San Diego ANNUAL UPDATE DRAFT FOR PUBLIC HEARING – March 22, 2020

Instructions:

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of

this goal and related metrics and actions with the development of new goals
in the 2020–23 LCAP, as applicable.

DRAFT #1

COMPASS CHARTER SCHOOLS

THE GOLD STANDARD IN VIRTUAL EDUCATION

Public Hearing on the Local Control Accountability Plan

(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.

COMPASS CHARTER SCHOOLS

Agenda

- Stakeholder Engagement Process
  - Scholars, Parents & Staff
  - Annual Planning Survey Results
  - Annual Update 19/20 & LCAP 20/23
- Annual Update for 2019-20 & LCAP 2020-23
  - Goals
  - Data Review
  - Modifications for 2020-23
- Next Steps
  - Update with newly available data
  - Revisions based on additional feedback
  - Final draft for Board approval

COMPASS CHARTER SCHOOLS

CCS Stakeholder Engagement Process

Stakeholder Group	Opportunities
Scholars	2/5-3/6 Annual Planning Survey 3/17 Scholar Leadership Council
Parents	2/5-3/6 Annual Planning Survey 2/24-26 Parent Town Hall Meetings
Teachers	2/5-3/6 Annual Planning Survey 3/4 Staff Leadership Meeting
Leadership	2/5-3/6 Annual Planning Survey 2/12 Leadership Team 3/11 Leadership Team

COMPASS CHARTER SCHOOLS

Annual Update for 2019-20

Goal 1. Increase scholar academic achievement as measured by state and local indicators

Goal 2. Increase scholar retention and scholar and parent engagement and involvement as measured by state and local indicators.

Goal 3. Increase academic achievement and engagement for scholars in special populations to include English Learners, Socioeconomically Disadvantaged students, Foster Youth, and Students with Disabilities as measured by state and local indicators.

Goal 4. Increase college and career readiness for scholars in high school as evidenced by state and local indicators

COMPASS CHARTER SCHOOLS

Update for 2019-20: Goal 1 Metrics

Increase scholar academic achievement as measured by state and local indicators.

Metrics	
SBAC ELA	Diagnostic Assessment ELA
SBAC Math	Diagnostic Assessment Math
CA Science Test (CAST)	Constructed Response Writing Prompt
Internal ELA Assessment	EL Reclassification Rate
Internal Math Assessment	Senior Graduation Eligibility
Honor Roll	Attendance Rates

COMPASS CHARTER SCHOOLS

Moving forward with Goal 1

Goal Modification:

Increase scholar academic achievement differentiated by program.

Modifications to Metrics:

- Maintain metrics directly correlated to student performance
- Metric differentiation by program/student group when appropriate
- Modify internal assessment metrics to accurately measure and reflect growth

Modifications to Actions:

- Separate actions so each may be tracked individually
- Include actions targeted to specific LCFF student groups (Low-income, English Learners, Students with Disabilities)

COMPASS CHARTER SCHOOLS

Update for 2019-20: Goal 2 Metrics

Increase scholar retention and scholar and parent engagement and involvement as measured by state and local indicators.

Metrics	
Attendance Rates	Participation in Satisfaction/LCAP Survey
Scholar Clubs	Scholar Retention for entire grade span
Parent Advisory Council	Suspension Rate
Scholar Leadership Council	Award Recognition Program
Participation in Parent Teacher Conferences	

COMPASS CHARTER SCHOOLS

Moving forward with Goal 2

Goal Modification:

Increase scholar and parent engagement/involvement.

[NOTE: Revision removes scholar retention]

Modifications to Metrics:

- Maintain metrics directly correlated to family engagement
- Revise metric language for PAC/SLC meetings and “academic monitoring” activities

Modifications to Actions:

- Separate actions so each may be tracked independently
- Add explicit action for school-home communication

COMPASS CHARTER SCHOOLS

Update for 2019-20: Goal 3 Metrics

Increase academic achievement and engagement for scholars in special populations to include English Learners, Socioeconomically Disadvantaged students, Foster Youth, and Students with Disabilities as measured by state and local indicators.

Metrics	
SBAC ELA	Diagnostic Assessments Math
SBAC Math	EL Reclassification Rate
CA Science Test (CAST)	Senior Graduation Eligibility
Internal Assessments ELA	Attendance Rates
Internal Assessments Math	Constructed Response Writing Prompt
Honor Roll	Policies, Procedures, and Training Log
Diagnostic Assessments ELA	Resource Log

COMPASS CHARTER SCHOOLS

Moving forward with Goal 3

Goal Modification:

Increase college- and career-readiness for scholars in high school.

[NOTE: This was previously Goal 4 of the 2017-20 LCAP]

Modifications to Metrics:

- Metrics exclusively tied to college/career and graduation
- Expand college eligibility to include 2- and 4-year eligibility

Modifications to Actions:

- Separate actions so each may be tracked independently

COMPASS CHARTER SCHOOLS

Update for 2019-20: Goal 4 Metrics

Increase college and career readiness for scholars in high school as evidenced by state and local indicators

Metric/Target	
Graduation Rate	CTE Course Enrollment & Passage Rate
4-year Cohort Graduation Rate	EAP Ready or Conditionally Ready
5-year Cohort Graduation Rate	College Acceptance Rates
A-G Course Completion Grade 12	Dropout Rate
AP Passage Rate (3 or better)	

COMPASS CHARTER SCHOOLS

LCAP for 2020-23

- CCS identified for Comprehensive Support & Improvement for 2018 and 2019 Graduation Indicator

- Consider additional goal to capture the scholars excluded from the state accountability system, yet are well-served by CCS

- Proposed New Goal 4:

Ensure that late entrants to CCS who have faced challenges in completing a course of study leading to diploma (credit deficient scholars) are making progress toward earning a high school diploma.

- Proposed Metric:

Extended Graduation: Scholars successfully completing 5+ year of study to earn a high school diploma

COMPASS CHARTER SCHOOLS

Next Steps

- Revise drafts to incorporate feedback from today's public hearing
- Update drafts to include newly released data and expenditures
- Engage with stakeholder bodies to complete final draft aligned to 2020-21 budget
- Post final draft for Board approval in June 2020

COMPASS CHARTER SCHOOLS

Questions?



Contact:

J.J. Lewis | Superintendent & CEO
(818) 824-6233
jlewis@compasscharters.org
@lewis1jj

COMPASS CHARTER SCHOOLS

CCS Yolo ANNUAL UPDATE DRAFT FOR PUBLIC HEARING – March 22, 2020

California Department of Education

COMPASS CHARTER SCHOOL – YOLO
(Authorizer: Winters Joint Unified School District)
2019-20 Annual Update
for the 2017-20 Local Control Accountability Plan

J.J. Lewis, CEO
850 Hampshire Road, Suite P
Thousand Oaks, CA 91361

DRAFT #1

DRAFT FOR PUBLIC HEARING - March 22, 2020

CCS Yolo ANNUAL UPDATE DRAFT FOR PUBLIC HEARING – March 22, 2020

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Complete a copy of the following table for each of the local educational agency's (LEA's) goals from the prior year Local Control and Accountability Plan (LCAP).

Goal 1

Increase scholar academic achievement as measured by state and local indicators.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 7, 8

Local Priorities: 1, 2, 3, 4, 5

Annual Measurable Outcomes

Expected	Actual
SBAC ELA (Met or Exceeded Standard) • Grades 3-5 (Online Program) • Grades 3-5 (Options Program) • Grades 6-8 (Online Program) • Grades 6-8 (Options Program) • Grade 11 (Online Program) • Grade 11 (Options Program)	SBAC ELA (Baseline - Spring 2020 will be the first administration of SBAC)
SBAC Math (Met or Exceeded Standard) • Grades 3-5 (Online Program) • Grades 3-5 (Options Program) • Grades 6-8 (Online Program) • Grades 6-8 (Options Program) • Grade 11 (Online Program) • Grade 11 (Options Program)	SBAC Math (Baseline - Spring 2020 will be the first administration of SBAC)

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CAST (Met or Exceeded Standard) • Grade 5 (Online Program) • Grade 5 (Options Program) • LEA eligible Grades 10, 11 or 12 (Online Program) • LEA eligible Grades 10, 11 or 12 (Options Program)	CAST (Baseline - 2020 Administration) • 100% Grade 5 (Online Program) • 43% Grade 5 (Options Program) • 0% LEA eligible Grades 10, 11 or 12 (Online Program) • 100% LEA eligible Grades 10, 11 or 12 (Options Program)
Percent of scholars at or above grade level on Internal ELA assessments • Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6- 8)	Percent of scholars at or above grade level on Internal ELA assessments (September 2019) • 0% Online Elementary School (grades K-5) • 90% Options Elementary School (grades TK-5) • 38% Online Middle School (grades 6-8) • 65% Options Middle School (grades 6- 8)
Percent of scholars at or above grade level on Internal Math assessments • Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6- 8)	Percent of scholars at or above grade level on Internal Math assessments (September 2019) • 0% Online Elementary School (grades K-5) • 96% Options Elementary School (grades TK-5) • 53% Online Middle School (grades 6-8) • 59% Options Middle School (grades 6- 8)
Percent of scholars eligible for Honor Roll • Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6- 8) • Online High School (grades 9-12) • Options High School (grades 9-12)	Percent of scholars eligible for Honor Roll - Semester 1 Results • 0% Online Elementary School (grades K-5) • XX% Options Elementary School (grades TK-5) • <1% Online Middle School (grades 6-8) • XX% Options Middle School (grades 6- 8) • <1% Online High School (grades 9-12) • XX% Options High School (grades 9-12)
Percent of scholars at or above grade level on Diagnostic ELA Assessments • Online Middle School (grades 6-8) • Options Middle School (grades 6- 8) • Online High School (grades 9-12) • Options High School (grades 9-12)	Percent of scholars at or above grade level on Diagnostic ELA Assessments (Baseline) • 38% Online Middle School (grades 6-8) • 65% Options Middle School (grades 6- 8) • 25% Online High School (grades 9-12) • 29% Options High School (grades 9-12)

Commented [1]: +ksmith@compasscharters.org - DO you have the data for this? Thank you!
Assigned to Kristy Smith

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Percent of scholars at or above grade level on Diagnostic Math Assessments • Online Middle School (grades 6-8) • Options Middle School (grades 6- 8) • Online High School (grades 9-12) • Options High School (grades 9-12)	Percent of scholars at or above grade level on Diagnostic Math Assessments (Baseline) • 53% Online Middle School (grades 6-8) • 59% Options Middle School (grades 6- 8) • 11% Online High School (grades 9-12) • 21% Options High School (grades 9-12)
Constructed Response Writing Prompt	Constructed Response Writing Prompt - Baseline - Data available April 2020
EL Reclassification Rate • Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6- 8) • Online High School (grades 9-12) • Options High School (grades 9-12)	EL Reclassification Rate - Baseline - Spring 2020 will be the first administration of ELPAC
Percent of High School Seniors eligible for Graduation • Online High School Seniors • Options High School Seniors	Percent of High School Seniors eligible for Graduation (Baseline) • 38% Online High School Seniors • 90% Options High School Seniors
Attendance Rates • Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6- 8) • Online High School (grades 9-12) • Options High School (grades 9-12)	Attendance Rates - (Baseline - Data available April 2020) • Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6- 8) • Online High School (grades 9-12) • Options High School (grades 9-12)

Actions / Services

Action 1.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

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All scholars will have all basic services to include 100% of teachers appropriately credentialed and assigned maintaining the 25:1 required ratio, access to 100% of core curriculum including ELD State Standards-aligned, 100% of scholars having access to sufficient materials to include technology support, virtual lab materials, learning lab materials, science kits, visual and performing arts materials, and an online library in a safe, orderly environment.	Actions/Services were implemented as planned.	2,679,705 LCFF Base LCFF S&C Title I 1100, 4100, 4200, 4410	Actuals: $1,681,728* Estimate: $ 1,201,234 TOTAL: $ 2,882,963 *Actuals through 1/31/2020 (+7.6 %)

Action 1.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Identify scholars through Multi-Tier System of Supports (MTSS) who need additional support and interventions based on results of internal assessments and work completion and provide support sessions with the teacher, access to online support resources (such as ThinkingStorm) and tutoring. All teachers will complete deficiency notices for any grade 6-12 scholars who are receiving a grade of C or lower every quarter. Deficiency notices will be sent to the parent at the semester mid-point.	Actions/Services were implemented as planned.	60,587 LCFF S&C Title I 1200, 2100	Actuals: $ 45,331* Estimate: $ 32,380 TOTAL: $ 77,711 *Actuals through 1/31/2020 (+28.3%)

Action 1.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All staff, teachers and administrators will receive Professional Development sessions. All staff will receive mandated training. New Teachers will be offered to clear their credential through an Induction Program, a veteran teacher who will serve as a mentor and support meetings once a week for the first month, then once a month for the first 5 months. All teachers will be provided	Actions/Services were implemented as planned.	64,760 LCFF Base Title II 5200, 5210	Actuals: $ 51,011* Estimate: $ 13,749 TOTAL: $ 64,760 *Actuals through 1/31/2020

professional development sessions on curriculum, MTSS, SEL, PBIS in virtual instruction, writing and scoring constructed responses, data analysis and informing instruction, pacing guides, grading and communication with parents and learning coaches, strategies for ELs, SWD, FY and Homeless Youth, SED and culturally relevant proficiency. Some teachers and administrators will attend conferences like the CCSA Conference, CUE Conference, Digital Learning Annual Conference, and Advanced Placement.			

Action 1.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Strategies to improve attendance and ensure that scholars receive the required instructional time and that scholars complete the required assignments by learning period will be implemented. The supervising teachers, educational facilitators, Scholar Services Technicians, counselors, educational facilitators and academic coordinators will hold scholars accountable by monitoring attendance, communicating with parents, sending warning letters, holding conferences, and having scholars and parents sign attendance contracts (as part of the Scholar's Master Agreement). Scholars will be incentivized for attendance and participation. In the Online Program, 10% of grade will be based on attendance at Learning Labs. Extra Credit points will be given to scholars' next quiz, test or project for attending a study or tutoring session. In an effort to continuously improve attendance and participation in the Compass Options program, each Educational Facilitator will decide on a way to recognize those in their class that complete their activity	Actions/Services were implemented as planned.	12,051 LCFF Base 2200, 2400	Actuals: $ 9,297* Estimate: $ 6,641 TOTAL: $15,935 *Actuals through 1/31/2020 (+32.3%)

logs and work samples by the date. Examples include a note of thanks, class message, recognition in the Compass Newsletter and/or class challenge.			

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions/services were implemented as planned.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our baseline using state Smarter Balanced Assessment Consortium (SBAC) data will be established with the first administration in the Spring of 2020. Data which is currently available reflects the first year of the school's operation, and indicates there are several areas of need in order to increase scholar achievement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted and estimated actual expenditures based on current financial projections through June 30, 2020.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

Compass Charter Schools of Yolo began operation in the Fall of 2019. As such, there was no CA Dashboard data available for reflection from 2019. This goal will be included

in the 2020-23 LCAP, and the metrics will be refined to provide differentiated data according to the specific Compass program (ie. Online and Options).

Goal 2

Increase scholar retention and scholar and parent engagement and involvement as measured by local indicators.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 5, 6, 7, 8

Local Priorities: 3, 4, 5

Annual Measurable Outcomes

Expected	Actual
Attendance Rates • Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6-8) • Online High School (grades 9-12) • Options High School (grades 9-12)	Attendance Rates - Baseline - Data available April 23, 2020 • XX% Online Elementary School (grades K-5) • XX% Options Elementary School (grades TK-5) • XX% Online Middle School (grades 6-8) • XX% Options Middle School (grades 6-8) • XX% Online High School (grades 9-12) • XX% Options High School (grades 9-12)
Number of scholar clubs	16 Scholar clubs – as of March 2020
Parent Advisory Council meeting minutes and Board Minutes	Parent Advisory Council meeting minutes and Board Minutes – 2 out of 4 meetings have been held. https://app2.boardontrack.com/public/vlrxGa/home
Scholar Leadership Council meeting minutes and Board Minutes	Scholar Leadership Council meeting minutes and Board Minutes – 3 out of 4 meetings have been held. https://app2.boardontrack.com/public/vlrxGa/home

Commented [2]: +jfranco@compasscharters.org is this correct?
Assigned to Jessica Franco

Participation in Parent/Teacher Conferences	100% Participation in Parent/Teacher Conferences
Participation in Satisfaction/LCAP Survey	Participation in Satisfaction/LCAP Survey (Baseline 2020) 36%
Percent of scholars who remain at CCS for the entire grade span (EL, MS, HS) • Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6-8) • Online High School (grades 9-12) • Options High School (grades 9-12)	Percent of scholars who remain at CCS for the entire grade span (EL, MS, HS) • XX% Online Elementary School (grades K-5) • XX% Options Elementary School (grades TK-5) • XX% Online Middle School (grades 6-8) • XX% Options Middle School (grades 6-8) • XX% Online High School (grades 9-12) • XX% Options High School (grades 9-12)
Suspension Rate • Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6-8) • Online High School (grades 9-12) • Options High School (grades 9-12)	Suspension Rate (Baseline - Data available June 2020) • XX% Online Elementary School (grades K-5) • XX% Options Elementary School (grades TK-5) • XX% Online Middle School (grades 6-8) • XX% Options Middle School (grades 6-8) • XX% Online High School (grades 9-12) • XX% Options High School (grades 9-12)
Award Recognition Program	Award Recognition Program • 25 Scholars of the Month • 385 Perfect Attendance

Commented [3]: I just go clarification on what data we need for this metric and am waiting for Jessica to provide the data.

Actions / Services

Action 2.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CCS will provide a variety of opportunities for parent involvement which will include the completion of an annual satisfaction survey with LCAP input, serving on the Parent Advisory Council, attending Town Hall meetings, attending Board meetings, chaperoning field trips, attending	Actions/Services were implemented as planned.	0	No costs incurred to provide these actions/services

Parent/Teacher Conference, serving as a Learning Coach Ambassador to new Learning Coaches, attending Options events and classes, facilitating community activities and initiatives, and participating in the Learning Coach Academy (topics may include attendance, onboarding, motivating your scholar, social emotional learning) which may be live or on demand. CCS will make accommodations for parents with disabilities, for parents who are linguistically diverse, parents of migrant scholars, parents who are socioeconomically disadvantaged, and parents of foster or homeless youth			

Action 2.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CCS will expand the Award Recognition Program to continue the awards of Scholar of the Month, Firebird of the Year, and Learning Coach of the Year, and to add the awards of Perfect Attendance by Learning Period, Most Improved Attendance by Learning Period, Perfect Attendance by the Year, Most Improved in Achievement, Excellent Participation in Learning Lab, and Core Values (ARTIC) Awards given each semester. Learning Coaches will also be recognized with awards to include Learning Coach Academy Certificates for Learning Coaches who have completed 10 Academy sessions and Excellent Parent Participation Awards for parents who participate in 20 hours per year of activities and events beyond instruction. Scholars will receive a prize like restaurant certificate, lottery for big prize, assignment pass. Parents will receive prizes like restaurant certificates or lottery for big prize.	Actions/Services were implemented as planned.	4,857 LCFF Base 5830	Actuals: $ 1,409* Estimate: $ 3,448 TOTAL: $ 4,857 *Actuals through 1/31/2020

Prizes will be mailed or emailed. Finally, scholars will be recognized with Rites of Passage Ceremonies to include Kindergarten Celebration, 5th Grade Culmination, 8th Grade Promotion and HS Graduation.			

Action 2.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CCS will provide a variety of extracurricular and enrichment activities to include community service opportunities, field trips, enrichment activities, scholar-led clubs and the National Honor Society (HS). Scholars will be invited to attend informational workshops, transition meetings, activities and online counseling sessions starting in grade 4 focusing on social emotional learning provided by counselors.	Actions/Services were implemented as planned.	14,571 LCFF Base 5830	Actuals: $4,228* Estimate: $10,343 TOTAL: $14,571 *Actuals through 1/31/2020

Action 2.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CCS will reach out to parents and scholars by maintaining a website with Google Translator option, annual event calendar, applications, phone calls, emails and mail, scheduling activities, scheduling Options events and classes. The Engagement Committee will be responsible to outreach to families to increase engagement, organizing and posting events and handling field trip plans.	Actions/Services were implemented as planned.	0	No costs incurred to provide these actions/services

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

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Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions/services were implemented as planned.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Compass Charter Schools of Yolo started operation in Fall 2019. The metrics established to measure scholar and parent engagement indicate this is an area of growth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted and estimated actual expenditures based on current financial projections through June 30, 2020.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

Since Compass Charter Schools of Yolo opened in the Fall of 2019, there was no data on the 2019 CA Dashboard. The goal for the 2020-23 plan will be revised to focus solely on family engagement and involvement. Additionally, the metrics for this goal will be revised; we will remove the attendance as it is already captured in goal 1, and the Scholar Retention metric will be added to a new goal.

Goal 3

Increase academic achievement and engagement for scholars in special populations to include English Learners, Socioeconomically Disadvantaged students, Foster Youth, Homeless Youth, and Students with Disabilities as measured by state and local indicators.

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State and/or Local Priorities addressed by this goal:

State Priorities: 2, 3, 4, 5, 6, 7, 8

Local Priorities: 1, 2, 3, 4

#1

Annual Measurable Outcomes

Expected	Actual
SBAC ELA (Met or Exceeded Standard) • Grades 3-5 (Online Program) • Grades 3-5 (Options Program) • Grades 6-8 (Online Program) • Grades 6-8 (Options Program) • Grade 11 (Online Program) • Grade 11 (Options Program)	SBAC ELA (Baseline - Spring 2020 will be the first administration of SBAC)
SBAC Math (Met or Exceeded Standard) • Grades 3-5 (Online Program) • Grades 3-5 (Options Program) • Grades 6-8 (Online Program) • Grades 6-8 (Options Program) • Grade 11 (Online Program) • Grade 11 (Options Program)	SBAC Math -(Baseline - Spring 2020 will be the first administration of SBAC)
CAST (Met or Exceeded Standard) • Grade 5 (Online Program) • Grade 5 (Options Program) • LEA eligible Grades 10, 11 0r 12 (Online Program) • LEA eligible Grades 10, 11 0r 12 (Options Program)	CAST (Met or Exceeded Standard) Baseline 2020 Administration • 100% Grade 5 (Online Program) • 43% Grade 5 (Options Program) • 0% LEA eligible Grades 10, 11 or 12 (Online Program) • 100% LEA eligible Grades 10, 11 or 12 (Options Program)
Percent of scholars at or above grade level on Internal ELA assessments • Online Elementary School (grades K-5) • Options Elementary School (grades TK-5)	Percent of scholars at or above grade level on Internal ELA assessments (Baseline) • 0% Online Elementary School (grades K-5) • 90% Options Elementary School (grades TK-5)

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• Online Middle School (grades 6-8) • Options Middle School (grades 6-8)	• 38% Online Middle School (grades 6-8) • 65% Options Middle School (grades 6-8)
Percent of scholars at or above grade level on Internal Math assessments • Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6-8)	Percent of scholars at or above grade level on Internal Math assessments (Baseline) • 0% Online Elementary School (grades K-5) • 96% Options Elementary School (grades TK-5) • 53% Online Middle School (grades 6-8) • 59% Options Middle School (grades 6-8)
Percent of scholars eligible for Honor Roll • Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6-8) • Online High School (grades 9-12) • Options High School (grades 9-12)	Percent of scholars eligible for Honor Roll (Baseline) • 0% Online Elementary School (grades K-5) • XX% Options Elementary School (grades TK-5) • <1% Online Middle School (grades 6-8) • XX% Options Middle School (grades 6-8) • <1%Online High School (grades 9-12) • XX% Options High School (grades 9-12)
Percent of scholars at or above grade level on Diagnostic ELA Assessments • Online Middle School (grades 6-8) • Options Middle School (grades 6-8) • Online High School (grades 9-12) • Options High School (grades 9-12)	Percent of scholars at or above grade level on Diagnostic ELA Assessments (Baseline) • 38% Online Middle School (grades 6-8) • 65% Options Middle School (grades 6-8) • 25% Online High School (grades 9-12) • 29% Options High School (grades 9-12)
Percent of scholars at or above grade level on Diagnostic Math Assessments • Online Middle School (grades 6-8) • Options Middle School (grades 6-8) • Online High School (grades 9-12) • Options High School (grades 9-12)	Percent of scholars at or above grade level on Diagnostic Math Assessments (Baseline) • 53% Online Middle School (grades 6-8) • 59% Options Middle School (grades 6-8) • 11% Online High School (grades 9-12) • 21% Options High School (grades 9-12)
EL Reclassification Rate • Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8)	EL Reclassification Rate (Baseline - Spring 2020 will be the first administration of ELPAC)

Commented [4]: +ksmith@compasscharters.org - Do you have the data for this?
Assigned to Kristy Smith

• Options Middle School (grades 6-8) • Online High School (grades 9-12) • Options High School (grades 9-12)	
Percent of High School Seniors eligible for Graduation • Online High School Seniors • Options High School Seniors	Percent of High School Seniors eligible for Graduation (Baseline) • 100% Online High School Seniors • 75% Options High School Seniors
Attendance Rates • Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6-8) • Online High School (grades 9-12) • Options High School (grades 9-12)	Attendance Rates (Baseline - Data available June 2020) • XX% Online Elementary School (grades K-5) • XX% Options Elementary School (grades TK-5) • XX% Online Middle School (grades 6-8) • XX% Options Middle School (grades 6-8) • XX% Online High School (grades 9-12) • XX% Options High School (grades 9-12)
Constructed Response Writing Prompt	Constructed Response Writing Prompt (Baseline - Data available April 2020)
Policies, Procedures, and Training Log	Policies, Procedures, and Training Log – (Baseline - Data available June 2020)
Resource Log	Resource Log – (Baseline - Data available June 2020)

Commented [5]: +jlewis@compasscharters.org - This is marked as stuck in Monday.com. Mae was supposed to circle back with you on this metric. From what I was told, you had mentioned something abut this being for achievement and engagement in special populations and adding Gabi as the owner for this task. Can you clarify what this metric is supposed to be? and how is pulling the data for this? Thank you and have a great day!
Assigned to J.J. Lewis

Actions / Services

Action 3.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CCS will provide enhanced identification, support, training and resources to the staff and counselors who support scholars from special populations to include English Learners, Foster Youth, Homeless Youth, and Students with Disabilities to provide full services to the scholars. Homeless and Foster Youth will be supported through the enrollment process to include transferring credits, ensuring correct placement, and added supports in the PLP. All	Actions/Services were implemented as planned.	32,444 LCFF S&C 1200, 2200	Actuals: $* Estimate: $ TOTAL: $ *Actuals through 1/31/2020

support positions for these special populations will be communicated and defined to families and included in the Scholar Handbook and website to include EL Coordinator, Homeless Youth Liaison, Foster Youth Liaison, SST Coordinator, and Scholar Success Coordinator to increase academic achievement, enhance educational experiences, and improve retention rates for these scholars.			

Action 3.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CCS will immediately provide additional interventions and supports for homeless and foster youth which may include access to MTSS curriculum, provide computers and internet access for scholars who do not have access and are socioeconomically disadvantaged. CCS will provide additional interventions and supports for ELs to include ELD curriculum and program especially monitoring the progress of RFEP and transitioning LTELs to RFEP. CCS will provide additional interventions and supports for SWDs by working collaboratively with the Specialized Academic Instructors in collaboration with support staff and general education teachers.	Actions/Services were implemented as planned.	19,011 LCFF S&C Title IV 4430	Actuals: $ 4,606* Estimate: $14,405 TOTAL: $19,011 *Actuals through 1/31/2020

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

DRAFT

All actions/services were implemented as planned.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

CCS started operation in Fall 2019. The metrics were established to measure the engagement and achievement of unduplicated scholars and scholars with disabilities, but as a school in its first year of operation, the data indicates this is an area of growth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted and estimated actual expenditures based on current financial projections through June 30, 2020.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

Since CCS opened in the Fall of 2019, there was no data on the 2019 CA Dashboard. For the 2020-23 LCAP, we will be deleting this goal but will retain the actions and metrics through inclusion in the goals of the new 2020-23 plan. We will also be removing CAST, and moving actions for unduplicated pupil groups metrics to Goal 1.

Goal 4

Increase college and career readiness for scholars in high school as evidenced by state and local indicators

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 6, 7, 8

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Local Priorities: 3, 4, 5

Annual Measurable Outcomes

Expected	Actual
Graduation Rate ● Online High School Seniors ● Options High School Seniors	Graduation Rate (Baseline - Data available July 2020) ● Online High School Seniors ● Options High School Seniors
4 Year Cohort Graduation Rate ● Online High School Seniors enrolled in grades 9-12 ● Options High School Seniors enrolled in grades 9-12	4 Year Cohort Graduation Rate (Baseline - Data available July 2020) ● Online High School Seniors enrolled in grades 9-12 ● Options High School Seniors enrolled in grades 9-12
5 Year Cohort Graduation Rate ● Online High School Seniors enrolled in grades 9-12 + 5th year ● Options High School Seniors enrolled in grades 9-12 + 5th year	5 Year Cohort Graduation Rate (Baseline - Data available July 2020) ● Online High School Seniors enrolled in grades 9-12 + 5th year ● Options High School Seniors enrolled in grades 9-12 + 5th year
A-G Course Completion at end of Grade 12 ● Online High School Seniors ● Options High School Seniors	A-G Course Completion at end of Grade 12 (Baseline - Data available June 2020) ● Online High School Seniors ● Options High School Seniors
AP Passage (3 or Higher) Rate ● Online High School Seniors ● Options High School Seniors	AP Passage (3 or Higher) Rate (Baseline - Data available July 2020) ● Online High School Seniors ● Options High School Seniors
CTE Course Enrollment and Passage Rate ● Online High School Seniors ● Options High School Seniors	CTE Course Enrollment and Passage Rate ● 0% Online High School Seniors ● 0% Options High School Seniors
EAP Ready or Conditionally Ready Rates ● Online High School Juniors ● Options High School Juniors	EAP Ready or Conditionally Ready Rates (Baseline - Spring 2020 will be the first administration of SBAC) ● Online High School Juniors ● Options High School Juniors
College Acceptance Rate ● Online High School Seniors	College Acceptance Rate (Baseline - Data available June 2020) ● Online High School Seniors

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• Options High School Seniors	• Options High School Seniors
Drop Out Rate • Online High School • Options High School	Drop Out Rate (Baseline - Data available June 2020) • Online High School • Options High School

Actions / Services

Action 4.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CCS will provide access and connections to college preparation exams beginning with the PSAT in grade 8, continuing in Grade 10 and Grade 11 for National Merit Scholars, the EAP, the SAT and ACT. CCS will provide SAT and ACT preparation courses.	Actions/Services were implemented as planned.	25,504 LCFF Base 4200, 5602, 5605	Actuals: $0.00* Estimate: $25,504 TOTAL: $25,504 *Actuals through 1/31/2020

Action 4.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CCS will provide each high school scholar with a 4-year plan developed with the counselor to incorporate A-G requirements, CTE courses, and Visual and Performing Arts courses based on post high school plan. For scholars who are credit deficient, the counselor will incorporate credit recovery in the plan with the time remaining. The Counselor will ensure that scholars are provided supports and interventions for any scholars who have a C- or lower or who are credit deficient.	Actions/Services were implemented as planned.	27,750 LCFF Base 1200	Actuals: $* Estimate: $ TOTAL: $ *Actuals through 1/31/2020

Action 4.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

CCS will provide scholar and parent training on a-g requirements, going to college, completing a college and career application, completing a FAFSA, applying for scholarships, and taking college entrance exams. Encourage all Seniors to apply to a college, university, career-based training institution, or military.	Actions/Services were implemented as planned.	0 Included in 4.2 – No additional costs	Included in 4.2 – No additional costs

Action 4.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CCS will support the AVID program for scholars accepted into the AVID program through tutoring, field trips, and use of AVID instructional strategies. CCS will increase access and participation for college visit field trips for all high school scholars.	Actions/Services were implemented as planned.	17,902 LCFF Base 1200, 5300	Actuals: $8,487* Estimate: $9,415 TOTAL: $17,902 *Actuals through 1/31/2020

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions/services were implemented as planned.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

CCS started operation in Fall 2019. All of the metrics established to measure college/career-readiness will be available during the summer of 2020, and be used to reflect on the effectiveness of the actions/services provided to our scholars in next year's annual update. Combining the factors of first-year operation and establishing baseline data, we will maintain the actions listed here for an additional year under a new

goal 3. To accurately reflect the performance of non-traditional students (ie. parenting, credit deficient, etc.) who require additional time and support to earn a CCS diploma, a new goal 4 will be added next year to focus on the progress of these scholars.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted and estimated actual expenditures based on current financial projections through June 30, 2020.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

CCS started operation in Fall 2019. All of the metrics established to measure college/career-readiness will be available during the summer of 2020, and be used to reflect on the effectiveness of the actions/services provided to our scholars in next year's annual update. Combining the factors of first-year operation and establishing baseline data, we will maintain the actions listed here for an additional year under a new goal 3. To accurately reflect the performance of non-traditional students (ie. parenting, credit deficient, etc.) who require additional time and support to earn a CCS diploma, a new goal 4 will be added next year to focus on the progress of these scholars.

DRAFT #1

Instructions:

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

DRAFT #1

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DRAFT #1

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California Department of Education

COMPASS CHARTER SCHOOL OF LOS ANGELES
(Authorizer: Acton–Agua Dulce Unified)
2019-20 Annual Update
for the 2017-20 Local Control Accountability Plan

J.J. Lewis, CEO
850 Hampshire Road, Suite P
Thousand Oaks, CA 91361

DRAFT #1

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Annual Update for the 2019–20 Local Control and Accountability Plan Year

Complete a copy of the following table for each of the local educational agency's (LEA's) goals from the prior year Local Control and Accountability Plan (LCAP).

Goal 1

Increase scholar academic achievement as measured by state and local indicators.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 7, 8

Local Priorities: 1, 2, 3, 4, 5

Annual Measurable Outcomes

Expected	Actual
SBAC ELA (Met or Exceeded Standard): Increase the percent of scholars who score met or exceeded met or exceed standards by 5% over 44.83% • Grades 3-5 (Online Program) • Grades 3-5 (Options Program) • Grades 6-8 (Online Program) • Grades 6-8 (Options Program) • Grade 11 (Online Program) • Grade 11 (Options Program)	2019 SBAC ELA (Met and Exceeded Standard) Schoolwide 40.68% • 41.2% Grades 3-5 (Online Program) • 38.3% Grades 3-5 (Options Program) • 29.9% Grades 6-8 (Online Program) • 45.7% Grades 6-8 (Options Program) • 57.7% Grade 11 (Online Program) • 40.0% Grade 11 (Options Program)
SBAC Math (Met or Exceeded Standard): Increase the percent of scholars who score met or exceed standards by 5% over 17.36% • Grades 3-5 (Online Program) • Grades 3-5 (Options Program) • Grades 6-8 (Online Program)	2019 SBAC Math (Met and Exceeded Standard) Schoolwide 16.41% • 24.2% Grades 3-5 (Online Program) • 20.3% Grades 3-5 (Options Program) • 17.9% Grades 6-8 (Online Program) • 11.4% Grades 6-8 (Options Program)

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• Grades 6-8 (Options Program) • Grade 11 (Online Program) • Grade 11 (Options Program)	• 7.4% Grade 11 (Online Program) • 0% Grade 11 (Options Program)
CAST (Met or Exceeded Standard) • Grade 5 (Online Program) • Grade 5 (Options Program) • LEA eligible Grades 10, 11 0r 12 (Online Program) • LEA eligible Grades 10, 11 0r 12 (Options Program)	CAST (Met or Exceeded Standard) • 9% Grade 5 (Online Program) • 20% Grade 5 (Options Program) • 6% LEA eligible Grades 10, 11 or 12 (Online Program) • 10% LEA eligible Grades 10, 11 or 12 (Options Program)
Percent of scholars at or above grade level on Internal ELA assessments • Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6- 8)	Percent of scholars at or above grade level on Internal ELA assessments • 83% Online Elementary School (grades K-5) • 86% Options Elementary School (grades TK-5) • 33% Online Middle School (grades 6-8) • 42% Options Middle School (grades 6- 8)
Percent of scholars at or above grade level on Internal Math assessments • Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6- 8)	Percent of scholars at or above grade level on Internal Math assessments • 98% Online Elementary School (grades K-5) • 90% Options Elementary School (grades TK-5) • 47% Online Middle School (grades 6-8) • 46% Options Middle School (grades 6- 8)
Percent of scholars eligible for Honor Roll: Increase the percent of scholars who have a 3.5 Grade Point Average (GPA) by 2% to 48% • Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6- 8) • Online High School (grades 9-12) • Options High School (grades 9-12)	Percent of scholars eligible for Honor Roll - Semester 1 Results • 38% Online Elementary School (grades K-5) • XX% Options Elementary School (grades TK-5) • 23% Online Middle School (grades 6-8) • XX% Options Middle School (grades 6- 8) • 15% Online High School (grades 9-12) • XX% Options High School (grades 9-12)
Percent of scholars at or above grade level on Diagnostic ELA Assessments • Online Middle School (grades 6-8)	Percent of scholars at or above grade level on Diagnostic ELA Assessments • 33% Online Middle School (grades 6-8)

Commented [1]: +ksmith@compasscharters.org - Good Morning, please let me know when you have pulled this data, and I will update this section. Thank you and have a great day!
Assigned to Kristy Smith

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• Options Middle School (grades 6- 8) • Online High School (grades 9-12) • Options High School (grades 9-12)	• 42% Options Middle School (grades 6- 8) • 15% Online High School (grades 9-12) • 7% Options High School (grades 9-12)
Percent of scholars at or above grade level on Diagnostic Math Assessments • Online Middle School (grades 6-8) • Options Middle School (grades 6- 8) • Online High School (grades 9-12) • Options High School (grades 9-12)	Percent of scholars at or above grade level on Diagnostic Math Assessments • 47% Online Middle School (grades 6-8) • 46% Options Middle School (grades 6- 8) • 6% Online High School (grades 9-12) • 4% Options High School (grades 9-12)
Constructed Response Writing Prompt: 50% of scholars will pass Constructed Response Writing Prompt	Constructed Response Writing Prompt – Data available April 2020
EL Reclassification Rate: Increase to 4% • Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6- 8) • Online High School (grades 9-12) • Options High School (grades 9-12)	EL Reclassification Rate (2019) 22.2% • 0% Online Elementary School (grades K-5) • 10% Options Elementary School (grades TK-5) • 20% Online Middle School (grades 6-8) • 18% Options Middle School (grades 6- 8) • 33% Online High School (grades 9-12) • 8% Options High School (grades 9-12)
Percent of High School Seniors eligible for Graduation to 82% • Online High School Seniors • Options High School Seniors	Percent of High School Seniors eligible for Graduation • 43% Online High School Seniors • 68% Options High School Seniors
Attendance Rates: Increase Attendance Rate to 95.07% at P2 • Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6- 8) • Online High School (grades 9-12) • Options High School (grades 9-12)	Attendance Rates – Data available April 23, 2020 • XX% Online Elementary School (grades K-5) • XX% Options Elementary School (grades TK-5) • XX% Online Middle School (grades 6-8) • XX% Options Middle School (grades 6- 8) • XX% Online High School (grades 9-12) • XX% Options High School (grades 9-12)



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Actions / Services

Action 1.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All scholars will have all basic services to include 100% of teachers appropriately credentialed and assigned maintaining the 25:1 required ratio, access to 100% of core curriculum including ELD State Standards-aligned, 100% of scholars having access to sufficient materials to include technology support, virtual lab materials, learning lab materials, science kits, visual and performing arts materials, and an online library in a safe, orderly environment.	Actions/Services were implemented as planned.	3,591,663 LCFF Base LCFF S&C Title I 1100, 4100, 4200, 4410	Actuals: $2,374,039* Estimate: $1,695,742 TOTAL: $4,069,781 *Actuals through 1/31/2020 (+13.3%)

Action 1.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Identify scholars through Multi-Tier System of Supports (MTSS) who need additional support and interventions based on results of internal assessments and work completion and provide support sessions with the teacher, access to online support resources (such as ThinkingStorm) and tutoring. All teachers will complete deficiency notices for any grade 6-12 scholars who are receiving a grade of C or lower every quarter. Deficiency notices will be sent to the parent at the semester mid-point.	Actions/Services were implemented as planned.	81,206 LCFF S&C Title I 1200, 2100	Actuals: $47,803* Estimate: $33,403 TOTAL: $81,206 *Actuals through 1/31/2020 (+261.3%)

Action 1.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All staff, teachers and administrators will receive Professional Development sessions. All staff will receive mandated training. New	Actions/Services were implemented as planned.	86,800 LCFF Base	Actuals: $115,685* Estimate: $82,632

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Teachers will be offered to clear their credential through an Induction Program, a veteran teacher who will serve as a mentor and support meetings once a week for the first month, then once a month for the first 5 months. All teachers will be provided professional development sessions on curriculum, MTSS, SEL, PBIS in virtual instruction, writing and scoring constructed responses, data analysis and informing instruction, pacing guides, grading and communication with parents and learning coaches, strategies for ELs, SWD, FY and Homeless Youth, SED and culturally relevant proficiency. Some teachers and administrators will attend conferences like the CCSA Conference, CUE Conference, Digital Learning Annual Conference, and Advanced Placement.		Title II 5200, 5210	TOTAL: $198,317 *Actuals through 1/31/2020 (+129.0%)

Action 1.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Strategies to improve attendance and ensure that scholars receive the required instructional time and that scholars complete the required assignments by learning period will be implemented. The supervising teachers, educational facilitators, Scholar Services Technicians, counselors, educational facilitators and academic coordinators will hold scholars accountable by monitoring attendance, communicating with parents, sending warning letters, holding conferences, and having scholars and parents sign attendance contracts (as part of the Scholar's Master Agreement). Scholars will be incentivized for attendance and participation. In the Online Program, 10% of grade will be based on attendance at Learning Labs. Extra Credit points will be given to scholars' next	Actions/Services were implemented as planned.	16,153 LCFF Base 2200, 2400	Actuals: $17,301* Estimate: $0 TOTAL: $17,301

quiz, test or project for attending a study or tutoring session. In an effort to continuously improve attendance and participation in the Compass Options program, each Educational Facilitator will decide on a way to recognize those in their class that complete their activity logs and work samples by the date. Examples include a note of thanks, class message, recognition in the Compass Newsletter and/or class challenge.			

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions/services for Goal 1 were implemented as planned.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall, the data indicates that CCS is having a positive impact on student achievement when the data is examined by student cohorts. In the area of ELA when the data is examined by cohort from 2018 to 2019, we see that scholars increased as much as 13% in grades 3 through 8. The year-over-year data comparison shows gains in grades 5, 6 and 8 in English.

In the area of mathematics, the strongest cohort growth was seen in grades 4 and 8. Gains for year-over-year mathematics performance were demonstrated in grades 3, 4, and 7.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

DRAFT

There were no material differences between budgeted and estimated actual expenditures based on current financial projections through June 30, 2020.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

Based on the results of the California Dashboard for 2019 and our own internal data, this goal will require continued focus into the new plan. Specifically, the English Language Arts Indicator schoolwide performance improved from Orange to Yellow as a result of a 10.2 increase in DF3. The Mathematics Indicator shifted from Yellow to Orange, signaling there remains significant work to be done in this area. While we will continue our efforts to meet this goal, the metrics will be refined to provide differentiated data according to the specific Compass program (ie. Online and Options). Additionally, we will implement additional scholar touchpoints to increase their personal monitoring and ownership of their Personalized Learning Plans (PLP).

Goal 2

Increase scholar retention and scholar and parent engagement and involvement as measured by local indicators

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 5, 6, 7, 8

Local Priorities: 3, 4, 5

Annual Measurable Outcomes

Expected	Actual
Attendance Rates increase to 95.07% at P2 • Online Elementary School (grades K-5)	Attendance Rates – Data available April 23, 2020 • XX% Online Elementary School (grades K-5)

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• Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6-8) • Online High School (grades 9-12) • Options High School (grades 9-12)	• XX% Options Elementary School (grades TK-5) • XX% Online Middle School (grades 6-8) • XX% Options Middle School (grades 6-8) • XX% Online High School (grades 9-12) • XX% Options High School (grades 9-12)
Number of scholar clubs: Maintain the number of scholar clubs at 17	16 Scholar clubs (as of March 2020)
Parent Advisory Council meeting minutes and Board Minutes: meet at least quarterly and share feedback with the Board of Directors	Parent Advisory Council meeting minutes and Board Minutes 2 out of 4 meetings have been held. https://app2.boardontrack.com/public/vlrxGa/home
Scholar Leadership Council meeting minutes and Board Minutes: meet at least quarterly and share feedback with the Board of Directors	Scholar Leadership Council meeting minutes and Board Minutes 3 out of 4 meetings have been held. https://app2.boardontrack.com/public/vlrxGa/home
Participation in Parent/Teacher Conferences: Increase participation by 4%	69% Participation in Parent/Teacher Conferences
Participation in Satisfaction/LCAP Survey	Participation in Satisfaction/LCAP Survey: 36%
Percent of scholars who remain at CCS for the entire grade span (EL, MS, HS): Increase the percent of scholars who remain at CCS for the entire grade span (EL, MS, HS) • Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6-8) • Online High School (grades 9-12) • Options High School (grades 9-12)	Percent of scholars who remain at CCS for the entire grade span (EL, MS, HS) • XX% Online Elementary School (grades K-5) • XX% Options Elementary School (grades TK-5) • XX% Online Middle School (grades 6-8) • XX% Options Middle School (grades 6-8) • XX% Online High School (grades 9-12) • XX% Options High School (grades 9-12)
Suspension Rate: Maintain 0% • Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6-8) • Online High School (grades 9-12) • Options High School (grades 9-12)	Suspension Rate: **MET - 0%** • 0% Online Elementary School (grades K-5) • 0% Options Elementary School (grades TK-5) • 0% Online Middle School (grades 6-8) • 0% Options Middle School (grades 6-8) • 0% Online High School (grades 9-12) • 0% Options High School (grades 9-12)

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Commented [2]: I just got clarification on what data we need for this metric and am waiting for Jessica to provide the data.

Award Recognition Program: Increase awards and recognition to parents and scholars in six categories	Award Recognition Program • 35 Scholars of the Month • 543 Perfect Attendance

Actions / Services

Action 2.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CCS will provide a variety of opportunities for parent involvement which will include the completion of an annual satisfaction survey with LCAP input, serving on the Parent Advisory Council, attending Town Hall meetings, attending Board meetings, chaperoning field trips, attending Parent/Teacher Conference, serving as a Learning Coach Ambassador to new Learning Coaches, attending Options events and classes, facilitating community activities and initiatives, and participating in the Learning Coach Academy (topics may include attendance, onboarding, motivating your scholar, social emotional learning) which may be live or on demand. CCS will make accommodations for parents with disabilities, for parents who are linguistically diverse, parents of migrant scholars, parents who are socioeconomically disadvantaged, and parents of foster or homeless youth	Actions/Services were implemented as planned.	0	No costs incurred to provide these actions/services

Action 2.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CCS will expand the Award Recognition Program to continue the awards of Scholar of the Month, Firebird of the Year, and Learning	Actions/Services were implemented as planned.	6,510 LCFF Base	Actuals: $1,932* Estimate: $4,578

Coach of the Year, and to add the awards of Perfect Attendance by Learning Period, Most Improved Attendance by Learning Period, Perfect Attendance by the Year, Most Improved in Achievement, Excellent Participation in Learning Lab, and Core Values (ARTIC) Awards given each semester. Learning Coaches will also be recognized with awards to include Learning Coach Academy Certificates for Learning Coaches who have completed 10 Academy sessions and Excellent Parent Participation Awards for parents who participate in 20 hours per year of activities and events beyond instruction. Scholars will receive a prize like restaurant certificate, lottery for big prize, assignment pass. Parents will receive prizes like restaurant certificates or lottery for big prize. Prizes will be mailed or emailed. Finally, scholars will be recognized with Rites of Passage Ceremonies to include Kindergarten Celebration, 5th Grade Culmination, 8th Grade Promotion and HS Graduation.		5830	TOTAL: $6,510 *Actuals through 1/31/2020

Action 2.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CCS will provide a variety of extracurricular and enrichment activities to include community service opportunities, field trips, enrichment activities, scholar-led clubs and the National Honor Society (HS). Scholars will be invited to attend informational workshops, transition meetings, activities and online counseling sessions starting in grade 4 focusing on social emotional learning provided by counselors.	Actions/Services were implemented as planned.	19,530 LCFF Base 5830	Actuals: $5,795* Estimate: $13,735 TOTAL: $19,530 *Actuals through 1/31/2020

Action 2.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CCS will reach out to parents and scholars by maintaining a website with Google Translator option, annual event calendar, applications, phone calls, emails and mail, scheduling activities, scheduling Options events and classes. The Engagement Committee will be responsible for outreach to families to increase engagement, organizing and posting events and handling field trip plans.	Actions/Services were implemented as planned.	0	No costs incurred to provide these actions/services

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions/services for Goal 2 were implemented as planned.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

In reflecting on the data/metrics for this LCAP goal, the CCS community believes that our actions and services have been effective in increasing stakeholder engagement and involvement to support the success of scholars. As a non-traditional public charter school with two different instructional delivery models, the data bears out that families are satisfied and maintain strong ties to CCS.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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There were no material differences between budgeted and estimated actual expenditures based on current financial projections through June 30, 2020.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

While the CA Dashboard data is positive as measured by the Suspension Indicator, the goal for the 2020-23 plan will be revised to focus solely on family engagement and involvement. Additionally, the metrics for this goal will be revised; we will remove the attendance as it is already captured in goal 1, and the Scholar Retention metric will be added to a new goal.

Goal 3

Increase academic achievement and engagement for scholars in special populations to include English Learners, Socioeconomically Disadvantaged students, Foster Youth, Homeless Youth, and Students with Disabilities as measured by state and local indicators.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 3, 4, 5, 6, 7, 8

Local Priorities: 1, 2, 3, 4

Annual Measurable Outcomes

Expected	Actual
SBAC ELA (Met or Exceeded Standard): Increase the percent of scholars by subgroup who score met or exceeds standard mastery by 2% • Grades 3-5 (Online Program) • Grades 3-5 (Options Program)	2019 SBAC ELA (Met and Exceeded Standard) • 41.2% Grades 3-5 (Online Program) • 38.3% Grades 3-5 (Options Program) • 29.2% Grades 6-8 (Online Program)

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• Grades 6-8 (Online Program) • Grades 6-8 (Options Program) • Grade 11 (Online Program) • Grade 11 (Options Program)	• 45.7% Grades 6-8 (Options Program) • 57.7% Grade 11 (Online Program) • 40.0% Grade 11 (Options Program)
SBAC Math (Met or Exceeded Standard): Increase the percent of scholars by subgroup who score met or exceeds standard mastery by 2% • Grades 3-5 (Online Program) • Grades 3-5 (Options Program) • Grades 6-8 (Online Program) • Grades 6-8 (Options Program) • Grade 11 (Online Program) • Grade 11 (Options Program)	2019 SBAC Mathematics (Met and Exceeded Standard) • 24.2% Grades 3-5 (Online Program) • 20.3% Grades 3-5 (Options Program) • 17.9% Grades 6-8 (Online Program) • 11.4% Grades 6-8 (Options Program) • 7.4% Grade 11 (Online Program) • 0.0% Grade 11 (Options Program)
CAST (Met or Exceeded Standard) • Grade 5 (Online Program) • Grade 5 (Options Program) • LEA eligible Grades 10, 11 0r 12 (Online Program) • LEA eligible Grades 10, 11 0r 12 (Options Program)	CAST (Met or Exceeded Standard) • 9% Grade 5 (Online Program) • 20% Grade 5 (Options Program) • 6% LEA eligible Grades 10, 11 0r 12 (Online Program) • 10% LEA eligible Grades 10, 11 0r 12 (Options Program
Percent of scholars at or above grade level on Internal ELA assessments • Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6-8)	Percent of scholars at or above grade level on Internal ELA assessments • 83% Online Elementary School (grades K-5) • 86% Options Elementary School (grades TK-5) • 33% Online Middle School (grades 6-8) • 42% Options Middle School (grades 6-8)
Percent of scholars at or above grade level on Internal Math assessments • Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6-8)	Percent of scholars at or above grade level on Internal Math assessments • 98% Online Elementary School (grades K-5) • 90% Options Elementary School (grades TK-5) • 47% Online Middle School (grades 6-8) • 46% Options Middle School (grades 6-8)
Percent of scholars eligible for Honor Roll: Increase the percent of scholars who have a 3.5 Grade Point Average (GPA) to 48%	Percent of scholars eligible for Honor Roll

Commented [3]: +ksmith@compasscharters.org - Do you have the data for this?
Assigned to Kristy Smith

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• Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6-8) • Online High School (grades 9-12) • Options High School (grades 9-12)	• 38% Online Elementary School (grades K-5) • XX% Options Elementary School (grades TK-5) • 23% Online Middle School (grades 6-8) • XX% Options Middle School (grades 6-8) • 15% Online High School (grades 9-12) • XX% Options High School (grades 9-12)
Percent of scholars at or above grade level on Diagnostic ELA Assessments • Online Middle School (grades 6-8) • Options Middle School (grades 6-8) • Online High School (grades 9-12) • Options High School (grades 9-12)	Percent of scholars at or above grade level on Diagnostic ELA Assessments • 33% Online Middle School (grades 6-8) • 42% Options Middle School (grades 6-8) • 15% Online High School (grades 9-12) • 7% Options High School (grades 9-12)
Percent of scholars at or above grade level on Diagnostic Math Assessments • Online Middle School (grades 6-8) • Options Middle School (grades 6-8) • Online High School (grades 9-12) • Options High School (grades 9-12)	Percent of scholars at or above grade level on Diagnostic Math Assessments • 47% Online Middle School (grades 6-8) • 46% Options Middle School (grades 6-8) • 6% Online High School (grades 9-12) • 4% Options High School (grades 9-12)
EL Reclassification Rate: Increase to 4% • Online Elementary School (grades K-5) • Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6-8) • Online High School (grades 9-12) • Options High School (grades 9-12)	EL Reclassification Rate (2019) • 0% Online Elementary School (grades K-5) • 10% Options Elementary School (grades TK-5) • 20% Online Middle School (grades 6-8) • 18% Options Middle School (grades 6-8) • 33% Online High School (grades 9-12) • 8% Options High School (grades 9-12)
Percent of High School Seniors eligible for Graduation: Increase the percent of Seniors eligible for graduation to 82% • Online High School Seniors • Options High School Seniors	Percent of High School Seniors eligible for Graduation • 42% Online High School Seniors • 80% Options High School Seniors
Attendance Rates: Increase Attendance Rate to 95.07% at P2 • Online Elementary School (grades K-5)	Attendance Rates – Data available June 2020 • Online Elementary School (grades K-5)

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• Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6-8) • Online High School (grades 9-12) • Options High School (grades 9-12)	• Options Elementary School (grades TK-5) • Online Middle School (grades 6-8) • Options Middle School (grades 6-8) • Online High School (grades 9-12) • Options High School (grades 9-12)
Constructed Response Writing Prompt: 50% of scholars will pass Constructed Response Writing Prompt	Constructed Response Writing Prompt – Data available April 2020
Policies, Procedures, and Training Log	Policies, Procedures, and Training Log – Data available June 2020
Resource Log	Resource Log – Data available June 2020

Commented [4]: +jlewis@compasscharters.org - This is marked as stuck in Monday.com. Mae was supposed to circle back with you on this metric. From what I was told, you had mentioned something abut this being for achievement and engagement in special populations and adding Gabi as the owner for this task. Can you clarify what this metric is supposed to be? and how is pulling the data for this? Thank you and have a great day!
Assigned to J.J. Lewis

Actions / Services

Action 3.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CCS will provide enhanced identification, support, training and resources to the staff and counselors who support scholars from special populations to include English Learners, Foster Youth, Homeless Youth, and Students with Disabilities to provide full services to the scholars. Homeless and Foster Youth will be supported through the enrollment process to include transferring credits, ensuring correct placement, and added supports in the PLP. All support positions for these special populations will be communicated and defined to families and included in the Scholar Handbook and website to include EL Coordinator, Homeless Youth Liaison, Foster Youth Liaison, SST Coordinator, and Scholar Success Coordinator to increase academic achievement, enhance educational experiences, and improve retention rates for these scholars.	Actions/Services were implemented as planned.	43,486 LCFF S&C 1200, 2200	Actuals: $38,914* Estimate: $4,572 TOTAL: $43,486 *Actuals through 1/31/2020

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Action 3.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CCS will immediately provide additional interventions and supports for homeless and foster youth which may include access to MTSS curriculum, provide computers and internet access for scholars who do not have access and are socioeconomically disadvantaged. CCS will provide additional interventions and supports for ELs to include ELD curriculum and program especially monitoring the progress of RFEP and transitioning LTELs to RFEP. CCS will provide additional interventions and supports for SWDs by working collaboratively with the Specialized Academic Instructors in collaboration with support staff and general education teachers.	Actions/Services were implemented as planned.	25,481 LCFF S&C Title IV 4430	Actuals: $6,175* Estimate: $19,306 TOTAL: $25,481 *Actuals through 1/31/2020

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions/services for Goal 3 were implemented as planned.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

*To be completed by June 2020 Board meeting.

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Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted and estimated actual expenditures based on current financial projections through June 30, 2020.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

We will be deleting this goal but will retain the actions and metrics through inclusion in the goals of the new 2020-23 plan. We will also be removing CAST, and moving actions for unduplicated pupil groups metrics to Goal 1.

Goal 4

Increase college and career readiness for scholars in high school as evidenced by state and local indicators

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 6, 7, 8

Local Priorities: 3, 4, 5

Annual Measurable Outcomes

Expected	Actual
Graduation Rate • Online High School Seniors • Options High School Seniors	Graduation Rate – Data available July 2020 • Online High School Seniors • Options High School Seniors
4 Year Cohort Graduation Rate • Online High School Seniors enrolled in grades 9-12 • Options High School Seniors enrolled in grades 9-12	4 Year Cohort Graduation Rate – Data available July 2020 • Online High School Seniors enrolled in grades 9-12 • Options High School Seniors enrolled in grades 9-12

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5 Year Cohort Graduation Rate • Online High School Seniors enrolled in grades 9-12 + 5th year • Options High School Seniors enrolled in grades 9-12 + 5th year	5 Year Cohort Graduation Rate – Data available July 2020 • Online High School Seniors enrolled in grades 9-12 + 5th year • Options High School Seniors enrolled in grades 9-12 + 5th year
A-G Course Completion at end of Grade 12 • Online High School Seniors • Options High School Seniors	A-G Course Completion at end of Grade 12 – Data available June 2020 • Online High School Seniors • Options High School Seniors
AP Passage (3 or Higher) Rate • Online High School Seniors • Options High School Seniors	AP Passage (3 or Higher) Rate 2019 • Online High School Seniors • Options High School Seniors
CTE Course Enrollment and Passage Rate • Online High School Seniors • Options High School Seniors	CTE Course Enrollment and Passage Rate • 0% Online High School Seniors • 0% Options High School Seniors
EAP Ready or Conditionally Ready Rates • Online High School Juniors • Options High School Juniors	EAP Ready or Conditionally Ready Rates 2019 • Online High School Juniors • Options High School Juniors
College Acceptance Rate • Online High School Seniors • Options High School Seniors	College Acceptance Rate – Data available June 2020 • Online High School Seniors • Options High School Seniors
Drop Out Rate • Online High School • Options High School	Drop Out Rate – Data available June 2020 • Online High School • Options High School

Commented [5]: +odejesus@compasscharters.org
We need 2019 data
Assigned to Oscar De Jesus

Commented [6R5]: +dstephan@compasscharters.org
- Do you have the 2019 data?
Reassigned to Debra Stephan

Commented [7]: +odejesus@compasscharters.org
We need 2019 data
Assigned to Oscar De Jesus

Commented [8R7]: +dstephan@compasscharters.org
- do you have this data?
Reassigned to Debra Stephan

Actions / Services

Action 4.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CCS will provide access and connections to college preparation exams beginning with the PSAT in grade 8, continuing in Grade 10 and Grade 11 for National Merit Scholars, the EAP,	Actions/Services were implemented as planned.	34,184 LCFF Base 4200, 5602, 5605	Actuals: $0* Estimate: $34,184 TOTAL: $34,184

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the SAT and ACT. CCS will provide SAT and ACT preparation courses.			*Actuals through 1/31/2020

Action 4.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CCS will provide each high school scholar with a 4-year plan developed with the counselor to incorporate A-G requirements, CTE courses, and Visual and Performing Arts courses based on post high school plan. For scholars who are credit deficient, the counselor will incorporate credit recovery in the plan with the time remaining. The Counselor will ensure that scholars are provided supports and interventions for any scholars who have a C- or lower or who are credit deficient.	Actions/Services were implemented as planned.	37,193 LCFF Base 1200	Actuals: $46.251* Estimate: $0 TOTAL: $45,251 *Actuals through 1/31/2020

Action 4.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CCS will provide scholar and parent training on a-g requirements, going to college, completing a college and career application, completing a FAFSA, applying for scholarships, and taking college entrance exams. Encourage all Seniors to apply to a college, university, career-based training institution, or military.	Actions/Services were implemented as planned.	0 Included in 4.2 – No additional costs	Included in 4.2 – No additional costs

Action 4.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CCS will support the AVID program for scholars accepted into the AVID program through tutoring, field trips, and use of AVID instructional strategies. CCS will	Actions/Services were implemented as planned.	23,478 LCFF Base 1200, 5300	Actuals: $11,072* Estimate: $12,406 TOTAL: $23,478

increase access and participation for college visit field trips for all high school scholars.			*Actuals through 1/31/2020

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Use actual annual measurable outcome data, including performance data from the Local Control Funding Formula (LCFF) Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions/services were implemented as planned for Goal 4.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

*To be completed by June 2020 Board meeting.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted and estimated actual expenditures based on current financial projections through June 30, 2020.

Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

The goal will become "Goal 3" in the 2020-23 LCAP. To accurately reflect the performance of non-traditional students (ie. parenting, credit deficient, etc.) who require additional time and support to earn a CCS diploma, a new goal 4 will be added next year to focus on the progress of these scholars.

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Instructions:

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Reflecting upon the progress of this goal and an analysis of the data provided in the California School Dashboard, describe the relationship of

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this goal and related metrics and actions with the development of new goals in the 2020–23 LCAP, as applicable.

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California Department of Education
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COMPASS CHARTER SCHOOLS OF LOS ANGELES
(Authorizer: Acton-Agua Dulce)
2020-21
Local Control Accountability Plan

J.J. Lewis, CEO
850 Hampshire Road, Suite P
Thousand Oaks, CA 91361

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Compass Charter Schools of Los Angeles 850 Hampshire Road, Suite P Thousand Oaks, CA 91361 Website: https://www.compasscharters.org/	J.J. Lewis, CEO/Superintendent	jlewis@compasscharters.org (855) 937-4227

Plan Summary 2020-21

General Information

A description of the LEA, its schools, and its students.

Compass Charter Schools of Los Angeles (CCS) is a free, public charter which is directly funded by the State of California and the federal government. CCS Los Angeles began its service to scholars in DATE under the authorization of Winters Joint Unified School District in Yolo County. The academic program provides choices for families who enroll. Options is a virtual independent study program serving scholars of Aqua-Dulce and adjacent counties. The second program is called the Options program which is a virtual, home-school public charter school that facilitates increased parental involvement as the family provides instructional support, guidance and oversight. The enrollment is currently 579 scholars across grades K through 12. Similar to the authorizing district, we serve 54% Socioeconomically Disadvantaged, XX% homeless, 0.2% foster youth, 5% English Learners, XX% Students with Disabilities.

The mission of CCS is to inspire and develop innovative, creative, self-directed learners, one scholar at a time. Our vision is to create a collaborative virtual learning community, which inspires scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success. We support our scholars, learning coaches (parents), teachers, staff and community through our core values of Achievement, Respect, Teamwork, Integrity, and Communication (ARTIC).

Commented [1]: Unduplicated Pupil Count: 56.2% (from Ed-data)
Free/Reduced 52.8%

2018-19 Dashboard
Enrollment: 579
Socioeconomically Disadvantaged: 53.9%
English Learners: 5%
Foster Youth: 0.2%
ELA Questions/Thoughts from Ed-Data: More students entering grade 3 testing "not met" on SBAC (48%). Looks as if by Grade 5 Compass program actually takes effect to shrink the "not met".
Do you have sts entering program for first time in grade 6?
In comparing the Grade 8 2019 scores to Grade 6 2017, tremendous impact decreasing not met to 15.8%
Do you have many students in grade 11 or do they leave? Percentages seem to indicate the number of students is quite small with ~25% at each performance band.

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Scholars will attend school primarily from home, supervised by a learning coach (generally a parent), following a Personalized Learning Plan that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated teachers.

According to the California Department of Education, Independent Study is a different way of learning. In independent study, a scholar is guided by a teacher but usually does not take classes with other scholars every day. The scholar works independently. Scholars who participate in independent study take the same courses as scholars in traditional public schools. Some reasons why scholars choose Independent study programs are because:

- benefits scholars who have health issues
- scholars who are parenting,
- scholars qualified as gifted and/or talented,
- scholars may require more time in certain subjects,
- scholar activities such as acting, dancing, and athletics require time during the normal school day,
- scholars who are working,
- scholars in need of an educational program with flexibility,
- scholars who find regular classroom settings do not meet their needs, or
- scholars seeking to learn in a secure and safe environment.

Independent study is a viable option for many because it offers scholars the freedom to explore various subjects, free from the confines of a classroom. Additionally, the self-paced learning environment allows scholars to go as quickly or slowly as they need to for standard mastery. In the Online Learning Program, the state-standard aligned curriculum is provided through texts and online platform, and progress is supervised by both the credentialed course instructor and the Director of Online Learning. In the Options Learning Program, families use instructional funds and choose their curriculum(s) from our approved vendor list, with support and progress supervised by both the credentialed educational facilitator and the Director of Options Learning.

It is important to note that many high school scholars whose families choose an independent study charter school is because the scholar was not successful in comprehensive high schools. This is important because many of the scholars in the high school program will come to us deficient of credits required to graduate, so we

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will make high school course and credit recovery an option for all scholars who are deficient of credits. To support our scholars facing this issue, we make high school course and credit recovery an option for all scholars who are deficient of credits. This continues to be an area of focus for CCS of Los Angeles as we transition to the 2020-23 Local Control Accountability Plan.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) **and local data**.

Based on the 2019 California School Dashboard, CCS has demonstrated success in the following areas:

(1) Chronic Absenteeism Indicator - CCS has decreased the schoolwide chronic absenteeism rate by 4.5% which resulted in the rating of "green" with only 5.2% of scholars in a pattern of irregular attendance. We attribute this positive trend to our focus on increasing the number of touchpoints with families to ensure our scholars are maintaining regular engagement with our online learning platforms;

(2) Suspension Rate - We have maintained a 0% suspension rate for all years of reporting on the CA Dashboard as our program of distance learning allows scholars to be self-directed learners who value education;

(3) English/Language Arts - CCS improved its color gauge rating from "orange" in 2018 [schoolwide 35.5 points below DF3, Hispanic 50.9 points DF3, SED 49.1 DF3] to "yellow" in 2019 [schoolwide 25.3 points DF3, Hispanic 43.3 points DF3, SED 41.7 points DF3]. All of our significant student groups demonstrated increases on the SBAC ELA as a result of increased support in this area and professional development of staff to meet the varied needs of our scholars/alignment with the assessment demands of the SBAC.

(4) College/Career Readiness - For the two years for which CA School Dashboard data is available, CCS has shown growth from "orange" in 2018 [8.3% schoolwide, 9.3% SED] to "yellow" in 2019 [15.7% schoolwide, SED 13.5%].

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Reflections: Identified Need

A description of any areas that need significant improvement **based on a review of Dashboard and local data**, including any **areas of low performance and significant**

Commented [2]: 2018-19 CA Dashboard
Chronic Absenteeism – GREEN 5.2% (decline of 4.5%) All student groups in green or blue.
Suspension Rate – BLUE 0% (maintained 0)
English/Language Arts – YELLOW 25.3 below (increased 10.2 points): White 2.7 below (increased 14.7 points), Hispanic YELLOW 43.3 below (increased 7.5 points), SED YELLOW 41.7 below (increased 7.4 points)

Commented [3]: 2018-19 CA Dashboard
(NOTE: Data suppression of African-American, Asian, English Learners, Foster Youth, Homeless, 2+ Races, Pacific Islander, Students with Disabilities)
Graduation – RED 52.5% graduated (decline of 6.6%): SED 44.2% graduated (declined 6.8%), Hispanic 55.6% graduated (increased 2%), White 47.1% graduated (declined 14.5%)
English/Language Arts – African-American 31.7 below (increased 4.4 points), English Learners 72.4 below, 2+ Races 47.7 below, Students with Disabilities 86.7 below (increased 17.4), RFEP 39.1 below, English Only 23.4 below (increased 11.2 points)
Mathematics – ORANGE 92.5 below (declined 2.6 points): White 56.4 below (increased 8.5 points), Hispanic RED 119.1 below (declined 5.4 points), Socioeconomically Disadvantaged 112 below (declined 6.9 points), African-American 112.9 below (declined 23.2), English Learners 127.8 below, 2+ Races 98.8 below, Students with Disabilities 156.3 below (increased 12.2 points), RFEP 113.6 below, English Only 90 below (increased 0.4 points)
College/Career – YELLOW 15.7% prepared (increased 4.4%): Socioeconomically Disadvantaged 13.5% prepared (increased 2.1%), Hispanic 9.1% prepared (declined 2.4%), White 20% prepared (increased 15.8%)

performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to the CA School Dashboard enrollment demographics for 2019, CCS has a statistically significant number of scholars in the Socioeconomically Disadvantaged student group. As such, there are two indicators on the Dashboard which are in need of increased attention.

(1) Mathematics - The schoolwide performance in mathematics continues to be an area of need with a slight decline of 2.6 points (92.5 below DF3). As such, CCS will continue to progress monitor data more frequently and implement timely responses such as interventions to address scholar performance;

(2) Graduation - CCS graduation declined slightly with the schoolwide color-gauge rating of "red" remaining unchanged. That said, it is important to note that the 2018 School Dashboard graduation rate was originally captured/reported as 31.7%, but was adjusted in retrospect by the State to be 59.2% to capture 5-year cohort graduates who awarded diplomas within the 2018 cut-off period. CCS will review/revise the academic planning process to support all scholars with programming leading to graduation with a CA diploma including establishing a dual enrollment program, increase family engagement around post-secondary educational and career options, and research/develop/implement career technical education (CTE) pathways for all scholars. The 2020-23 plan will include, where appropriate, metrics which will analyze the SED student group in comparison to the schoolwide performance.

LCAP Highlights

A brief **overview of the LCAP**, including any **key features that should be emphasized**.

***To be finalized prior to the June Board Meeting.**

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts:

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Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

CCS was identified for CSI Graduation on January 31, 2020. The graduation rate for 2019 was 52.5% which was a decline of 6.6% (as a result of the CDE adjustment of the 2018 Cohort Graduation Rate from 51.7% to 59.2%).

Support for Identified Schools

A **description of how the LEA has or will support** its eligible schools in **developing comprehensive support and improvement plans**.

CCS completed an in-depth needs assessment and analyzed the data to gauge the effectiveness of our evidence-based interventions. The needs assessment was conducted by engaging all stakeholder groups (i.e. scholars, parents, teachers) to better understand the performance data, assess the effectiveness of the interventions in place, and determine additional needs to be addressed along with how resources may be reallocated to improve student performance.

Through the use of the Annual Planning Survey, Parent/Town Hall Meetings, and the Parent Advisory Council, input was provided on both statewide and internal assessment data. The feedback from these meetings and the survey included the following: (1) increased course offerings, (2) engagement opportunities through community service and scholar-led clubs, (3) college preparedness testing. Feedback from the staff included (1) regular data review at monthly staff meetings, (2) regular roundtable discussions on school/scholar needs, and (3) regular involvement in discussions with the Parent Advisory Council to review the CSI Plan.

Based on the results of the needs assessment, CCS will implement a consistent system of internal assessment for benchmarking, provide additional professional development to increase the capacity of staff to respond to scholar academic and social-emotional needs, expansion of the MTSS, and data-aligned review of instructional resources in both the core and supplemental instruction.

The Charter School will modify the previous LCAP goals, actions, and metrics slightly while maintaining a rigorous academic program, high-quality professional development, and increasing scholar achievement of targeted populations, especially the socio-economically disadvantaged student group. Additionally, CCS will add a new goal for the 2020-23 Local Control Accountability Plan to focus on the unique

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needs of scholars who need additional year(s) of study to successfully complete the academic program and earn a diploma.

Monitoring and Evaluating Effectiveness

A **description of how** the LEA will **monitor and evaluate the plan to support student and school improvement**.

*This will be finalized prior to the June 2020 Board Meeting.

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Stakeholder Engagement

Commented [4]: +jlewis@compasscharters.org _Assigned to J.J. Lewis_

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Leadership Team Meeting (February 12, 2020) Reviewed 2019-20 data and goals for initial planning

Parent Town Halls (February 2020) Introduction to the LCAP Planning Survey process for input on the plan.

Staff Leadership Meeting (March 2020) Engaged with representatives from all departments

Planning Survey of Scholars, Parents and Staff (February - March 2020)

Leadership Team Meeting (March 11, 2020) Team began discussion of 2020-2 LCAP goals based on the results of the LCAP Planning Survey

Scholar Leadership Council (March 17, 2020) Reviewed scholar survey data and feedback for development of the 2020-21 plan

Parent Advisory Council (March 20, 2020) Review of parent survey data and feedback for development of the 2020-21 plan

The following meetings are planned to be held for additional stakeholder feedback:

March 22 Public Hearing

May 6 Staff Leadership Meeting

May 8 Parent Advisory Council

May 10 through 30 - Scholar Leadership Council, Staff Townhall

June 21 Board of Directors Meeting - Final Local Control Accountability Plan approval

A summary of the feedback provided by specific stakeholder groups.

*To be completed prior to the June 2020 board meeting.

Scholar Feedback:

Parent Feedback:

Staff Feedback:

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Board of Directors Feedback:

A description of the aspects of the LCAP that were influenced by stakeholder input.

*To be finalized prior to the June 2020 meeting of the Board.

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Goals and Actions

Goal 1

Goal #	Description
1	Increase scholar academic achievement differentiated by program (Options and Online)

An explanation of why the LEA has developed this goal.

As an innovativative system of instruction, Compass holds itself accountable to ensure all scholars have access to rigorous curricula to prepare them for the demands of state standards, as well as a system of assessment to progress monitor and inform instruction and the implementation of responsive interventions to meet each scholar's needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
Compass Grades 3-8 (School-wide, SED) • SBAC ELA (Meet/Exceed) • SBAC Math (Meet/Exceed) • CAST (Meet/Exceed)	Compass Grades 3-8 Scholars (2019) (School-wide, SED) • SBAC ELA • SBAC Math • CAST				Compass Grades 3-8 Scholars (2022 School-wide, SED) • SBAC ELA • SBAC Math • CAST
Compass Grades 10-12 Scholars (School-wide, SED) • SBAC ELA (Meet/Exceed) • SBAC Math (Meet/Exceed) • CAST (Meet/Exceed)	Compass Grades 10-12 Scholars (School-wide, SED) • SBAC ELA • SBAC Math • CAST				Compass Grades 10-12 Scholars (School-wide, SED) • SBAC ELA • SBAC Math • CAST
Standards-aligned curricula and resources	Standards-aligned: 5 of 5 subjects				Standards-aligned: 5 of 5 subjects
Percent of scholars at/ above grade level and demonstrating growth on Spring Internal ELA assessments	Spring Internal ELA Assessment • "At/Above Grade-level" • Demonstrated growth over previous year				Spring Internal ELA Assessment • "At/Above Grade-level" • Demonstrated growth over previous year

Percent of scholars at/ above grade level and demonstrating growth on Spring Internal Math assessments	Spring Internal Math Assessment • "At/Above Grade-level" • Demonstrated growth over previous year				Spring Internal Math Assessment • "At/Above Grade-level" • Demonstrated growth over previous year
Percent of scholars eligible for Honor Roll • Options Scholars • Online Scholars	Scholars eligible for Honor Roll • Options Scholars • Online Scholars				Scholars eligible for Honor Roll • Options Scholars • Online Scholars
EL Reclassification Rate	EL Reclassification Rate 22.2%				EL Reclassification Rate >25%
ELs demonstrating progress as measured by ELPAC	ELs demonstrating progress as measured by ELPAC				ELs demonstrating progress as measured by ELPAC

Actions

Action #	Title	Description	Total Funds	Contributing
1.1a	Basic Services - Teachers	All scholars will have all access to supervising teachers who are appropriately credentialed, properly assigned to courses, and maintain the required 25:1 ADA to FTE ratio.	$ 0.00	No
1.1b	Basic Services - Common Core Curriculum	All scholars will have access to core curriculum including which is Common Core-aligned.	$ 0.00	No
1.1c	Basic Services - AVID	All curriculum will be embedded with AVID instructional strategies.	$ 0.00	No
1.1d	Basic Services - Summer Academic Access	All students have access to *istation* for TK thru 5, and *Edgenuity* for 6-12 over the summer.	$ 0.00	No
1.2a	Multi-tiered System of Supports (MTSS) and Positive Behavior Interventions & Supports (PBIS)	All scholars will be supported through Multi-Tier System of Supports (MTSS) with a focus on Positive Behavior Interventions and Supports (PBIS)	$ 0.00	No
1.2b	Multi-tiered System of Supports (MTSS) and Response to Intervention (RtI)	All scholars will be supported through the Multi-Tier System of Supports (MTSS), with a focus on Response to Intervention (RtI). Scholars who are identified as needing Tier 2 and Tier 3 Levels of support will have access to tutoring services.	$ 0.00	No

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1.3a	Staff Development - Onboarding	All new staff will participate in a 90-day on-boarding program facilitated by the Human Resources Department.	$ 0.00	No
1.3b	Staff -Development - Professional Development	All staff will have access to professional development through conferences and workshops, supported by the Instructional Leadership and Staff Advisory Committees.	$ 0.00	No
1.3c	Staff Development - Leadership Development	All staff in a leadership pipeline will be supported with a leadership development program.	$ 0.00	No
1.3d	Staff Development - AVID Training	All staff will receive training on the AVID program through a combination of in-house and external AVID-specific opportunities.	$ 0.00	No
1.4a	Scholar Engagement	All scholars and learning coaches will receive an orientation at the start of the academic year, which will include strategies to be successful in our program as well as resources to support their educational journey.	$ 0.00	No
1.4b	Scholar Demonstration of Learning	All scholars will be invited to showcase their learning, once per semester, as part of their attendance.	$ 0.00	No
1.5a	Supports for Unduplicated Scholars - Learning Coach	All scholars who are identified as part of a special population will receive an additional orientation with their learning coach to showcase additional areas of support from Compass to aid in their learning.	$ 0.00	Yes
1.5b	Supports for Unduplicated Scholars - Progress Monitoring and Program Improvement	Leadership will continuously monitor and evaluate our scholar populations and research and pilot additional ways to support scholar learning.	$ 0.00	Yes
1.6a	Targeted Intervention - English Learners	Pilot for future full adoption, a supplemental ELD curriculum for English Learners with on-going support for EFs and teachers who are serving EL scholars.	$ 0.00	Yes
1.6b	Targeted Intervention - Students with Disabilities	Special Education Department will make accessible for scholars supplemental resources and programs to target increased achievement in both English/Language Arts and mathematics.	$ 0.00	Yes

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Goal Analysis 2020-21

An analysis of how this goal was carried out in the previous year.

A **description of any substantive differences in** planned **actions and actual implementation** of these actions.

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Commented [5]: Original 1.4 Text: Attendance & Engagement Monitoring of Scholars - Strategies to improve attendance and ensure that scholars receive the required instructional time and that scholars complete the required assignments by learning period will be implemented. The supervising teachers, educational facilitators, Scholar Services Technicians, counselors, educational facilitators and academic coordinators will hold scholars accountable by monitoring attendance, communicating with parents, sending warning letters, holding conferences, and having scholars and parents sign attendance contracts (as part of the Scholar's Master Agreement). Scholars will be incentivized for attendance and participation. I ...

Commented [6]: Shouldn't this be in Goal 2?

Commented [7]: Original 1.4 Text: Attendance & Engagement Monitoring of Scholars - Strategies to improve attendance and ensure that scholars receive the required instructional time and that scholars complete the required assignments by learning perio ...

Commented [8]: Shouldn't this be in Goal 2?

Commented [9]: +jlewis@compasscharters.org Should we consider this to be a metric for engagement and attendance? Seems odd to just have it as attendance. Please advise. _Assigned to J.J. Lewis_

Commented [10]: Original 1.5 Text: SUPPORTS FOR UNDUPLICATED PUPILS- CCS will provide enhanced identification, support, training and resources to the staff and counselors who support scholars from special populations to include English Learners, Foster Youth ...

Commented [11]: Original 1.5 Text: SUPPORTS FOR UNDUPLICATED PUPILS- CCS will provide enhanced identification, support, training and resources to the staff and counselors who support scholars from special populations to include English Learners, Foster Youth ...

Commented [12]: Original 1.6 text INTERVENTIONS FOR UNDUPLICATED PUPILS - CCS will immediately provide additional interventions and supports for homeless and foster youth which may include access to MTSS curriculum, provide computers and internet ...

Commented [13]: Original 1.6 text INTERVENTIONS FOR UNDUPLICATED PUPILS - CCS will immediately provide additional interventions and supports for homeless and foster youth which may include access to MTSS curriculum, provide computers and internet ...

An explanation of **material differences between Budgeted Expenditures and Estimated Actual** Expenditures.

An explanation of **how effective the specific actions** were in making progress toward the goal.

A description of **any changes made to the planned goal, metrics, desired outcomes, or actions** for the coming year that resulted from reflections on prior practice.

Goal 2

Goal #	Description
2	Increase scholar and parent engagement/involvement.

An explanation of why the LEA has developed this goal.

The engagement of both scholars and parents is essential to the success of our community. As an online program, Compass Charter Schools seeks to provide opportunities for parents to be meaningfully engaged in their scholar's educational journey and provide input on areas to improve the experience of students in alignment with the goals of the approved charter petition. Equally important is to maintain the engagement of our scholars to promote their academic growth, social-emotional wellness, and dedication to becoming self-motivated, life-long learners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
Chronic Absenteeism	Chronic Absenteeism (2019 CA Dashboard)				Chronic Absenteeism (2022 CA Dashboard)

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	5.2%				<4%
Attendance Rates (P2 Reporting)	Attendance Rates (P2 Reporting)				Attendance Rates (P2 Reporting)
Suspension Rate	Suspension Rate 0%				Suspension Rate 0%
Dropout Rate • Middle school • High school	Dropout Rate • Middle school • High school				Dropout Rate • Middle school • High school
Award Recognition Program • Attendance • {Type} • {Type} • {Type}	Award Recognition Program • Attendance • {Type} • {Type} • {Type}				Award Recognition Program • Attendance • {Type} • {Type} • {Type}
Number of scholar clubs	Scholar clubs Maintain 16 clubs				Scholar clubs Maintain 16 clubs
Parent Advisory Council Meetings	Parent Advisory Council Meetings: 4 per year				Parent Advisory Council Meetings: 4 per year
Scholar Leadership Council Meetings	Scholar Leadership Council Meetings: 7 per year				Scholar Leadership Council Meetings: 7 per year
Parent Participation in Academic Monitoring Activities (i.e. Parent-Teacher Conferences, Connection meetings, etc.)	Percentage of Parents participating in academic monitoring activities: 69%				Percentage of Parents participating in academic monitoring activities: Between 90 - 100%
Participation in Annual Satisfaction/LCAP Survey • Scholars • Parents • Staff	Participation in Annual Satisfaction/LCAP Survey • Scholars • Parents • Staff				Participation in Annual Satisfaction/LCAP Survey • Scholars • Parents • Staff

Actions

Action #	Title	Description	Total Funds	Contributing
2.1a	Learning Coach Academy	Revise and refine the Learning Coach Academy Pilot program	$ 0.00	No
2.1b	Learning Coach Ambassador	Pilot Learning Coach Ambassador Program with Learning Coach Academy graduates.	$ 0.00	No
2.2a	Scholar Celebrations	Compass will provide end-of-year celebrations	$ 0.00	No
2.2b	Scholar Recognition	Compass will provide scholar awards in four categories: Scholar of the Month, Firebird of the Year, Core Values (ARTIC) Awards, and Perfect Attendance.	$ 0.00	No
2.2c	Parent Recognition	Compass will provide parent awards in two categories: Learning Coach Academy Certificates and Learning Coach of the Year	$ 0.00	No
2.3	Extracurricular/Enrichment	Compass will provide a variety of extracurricular and enrichment activities to include community service opportunities, field trips, virtual scholar workshops and scholar-led clubs which will include the National Honor Society (NHS).	$ 0.00	No
2.4	School Communication	CCS will reach out to parents and scholars by maintaining a website with Google Translator option, annual event calendar, phone calls, emails and scheduling activities.	$ 0.00	No

Goal Analysis 2020-21

An analysis of how this goal was carried out in the previous year.

A **description of any substantive differences in** planned **actions and actual implementation** of these actions.

An explanation of **material differences between Budgeted Expenditures and Estimated Actual** Expenditures.

An explanation of **how effective the specific actions** were in making progress toward the goal.

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Commented [14]: Original text of 2.1 PARENT INVOLVEMENT - CCS will provide a variety of opportunities for parent involvement which will include the completion of an annual satisfaction survey with LCAP input, serving on the Parent Advisory Council, attending Town Hall meetings, attending Board meetings, chaperoning field trips, attending Parent/Teacher Conference, serving as a Learning Coach Ambassador to new Learning Coaches, attending Options events and classes, facilitating community activities and initiatives, and participating in the Learning Coach Academy (topics may include ...

Commented [15]: Original text of 2.1 PARENT INVOLVEMENT - CCS will provide a variety of opportunities for parent involvement which will include the completion of an annual satisfaction survey with LCAP input, serving on the Parent Advisory Council, attending Town Hall meetings, attending Board ...

Commented [16]: Original 2.2 text SCHOLAR RECOGNITION - CCS will expand the Award Recognition Program to continue the awards of Scholar of the Month, Firebird of the Year, and Learning Coach of the Year, and to add the awards of Perfect Attendance by Learning Period, Most Improved ...

Commented [17]: Original 2.2 text SCHOLAR RECOGNITION - CCS will expand the Award Recognition Program to continue the awards of Scholar of the Month, Firebird of the Year, and Learning Coach of the Year, and to add the awards of Perfect Attendance by Learning Period, Most Improved ...

Commented [18]: Original 2.2 text SCHOLAR RECOGNITION - CCS will expand the Award Recognition Program to continue the awards of Scholar of the Month, Firebird of the Year, and Learning Coach of the Year, and to add the awards of Perfect Attendance by Learning Period, Most Improved ...

Commented [19]: Original text 2.3 CCS will provide a variety of extracurricular and enrichment activities to include community service opportunities, field trips, enrichment activities, scholar-led clubs and the National Honor Society (HS). Scholars will be invited to attend informational workshops, transition meetings, ...

Commented [20]: Original text for 2.4 PARENT ENGAGEMENT - CCS will reach out to parents and scholars by maintaining a website with Google Translator option, annual event calendar, applications, phone calls, emails and mail, scheduling activities, scheduling Options events and classes. The ...

A description of **any changes made to the planned goal, metrics, desired outcomes, or actions** for the coming year that resulted from reflections on prior practice.

Goal 3 (NOTE: This was previously Goal 4. The original Goal 3 for Unduplicated was removed)

Goal #	Description
3	Increase college- and career-readiness for scholars in high school.

An explanation of why the LEA has developed this goal.

Compass scholars, as described in Goal 1, must have access to an instructional program which meets the requirements for post-secondary success, be that at an institute of higher learning or in a career of their choice. As such, ALL scholars must receive a high quality program which provides them with the requisite skills for success after graduation.

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Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
Graduation Rate	Graduation Rate (2019 CA Dashboard): 52.5%				Graduation Rate (2022 CA Dashboard): 65%
A-G Course Completion at end of Grade 12	NEED DATA				95% A-G Course Completion at end of Grade 12
AP Passage (3 or Higher) Rate	NEED DATA				TARGET
EAP Ready or Conditionally Ready Rates	NEED DATA				TARGET
College Acceptance Rate	NEED DATA				TARGET

College Eligibility • 2-year • 4-year	NEED DATA				TARGET

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Summer School	Compass will offer Summer School for scholars wishing to earn extra credits in online classrooms.	$ 0.00	No
3.2	Scholar 4-year Post-Secondary Planning	Compass will review and revise the scholar 4-year academic planning process.	$ 0.00	No
3.2a	A-G Coursework	Compass will ensure all scholars have access to a-g approved courses, either through a preferred curriculum provider or through internally developed courses.	$ 0.00	No
3.2b	Career Technical Education (CTE)	Compass will research and develop CTE course pathways, to be part of the 2021-22 course catalog.	$ 0.00	No
3.2c	Dual Enrollment	CCS will pilot a program to partner with a University to incorporate concurrent/dual enrollment in the 4-year plan for all high school scholars.	$ 0.00	No
3.2d	Community Service	Compass will research and develop community service opportunities, to be part of the 2021-22 course catalog.	$ 0.00	No
3.3a	Recognized ASCA Model Program (RAMP)	Compass will engage in research and development of RAMP in 2020-21, and implement the ASCA model program and apply to become a RAMP School in the 2021-22 school year.	$ 0.00	No
3.3b	Family College Awareness/Preparation	CCS will provide scholar and parent training on a-g requirements, going to college, completing a college and career application, completing a FAFSA, applying for scholarships, and taking college entrance exams. Encourage all Seniors to apply to a college, university, career-based training institution, or military.	$ 0.00	No

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Commented [21]: Original text of actions-
3.1 College Preparedness Examinations - CCS will provide access and connections to college preparation exams beginning with the PSAT in grade 8, continuing in Grade 10 and Grade 11 for National Merit Scholars, the EAP, the SAT and ACT. CCS will provide SAT and ACT preparation courses.

3.2
Scholar Post-Secondary Planning
CCS will provide each high school scholar with a 4-year plan developed with the counselor to incorporate A-G requirements, concurrent enrollment courses, and Visual and Performing Arts courses based on post high school plan. For scholars who are credit deficient, the counselor will incorporate credit recovery in the plan with the time remaining. The Counselor will ensure that scholars are provided supports and interventions for any scholars who have a C- or lower or who are credit deficient.

3.3
Family College Awareness/Preparation
CCS will provide scholar and parent training on a-g requirements, going to college, completing a college and career application, completing a FAFSA, applying for scholarships, and taking college entrance exams. Encourage all Seniors to apply to a college, university, career-based training institution, or military.
3.4
Advancement Via Individual Determination (AVID)
CCS will support the AVID program for scholars accepted into the AVID program through tutoring, field trips, and use of AVID instructional strategies. CCS will increase access and participation for college visit field trips for all high school scholars.

Goal Analysis 2020-21

An analysis of how this goal was carried out in the previous year.

A **description of any substantive differences in** planned **actions and actual implementation** of these actions.

An explanation of **material differences between Budgeted Expenditures and Estimated Actual** Expenditures.

An explanation of **how effective the specific actions** were in making progress toward the goal.

A description of **any changes made to the planned goal, metrics, desired outcomes, or actions** for the coming year that resulted from reflections on prior practice.

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Goal 4

Goal #	Description
4	Ensure that late entrants to Compass Charter Schools who have faced challenges in completing a course of study leading to diploma (credit deficient scholars) are making progress toward earning high school diploma.

An explanation of why the LEA has developed this goal.

Compass Charter Schools offers a unique model for addressing the current needs of scholars/families through homeschool (Options Program) and virtual learning (Online Program). This goal has been added to allow for continuous monitoring of our scholars who entered the Compass programs at various levels of high school with credit deficits and will enable our staff to develop strategic support systems to ensure these scholars persist to graduation albeit on an extended timeline.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
Accelerated Course Options Program (COP)	NEED DATA				TARGET
Extended Graduation (5+ years to earn diploma)	NEED DATA				TARGET

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Summer School	CCS will offer Summer School for scholars who are credit deficient, parenting or may face other significant obstacles to earning a high school diploma.	$ 0.00	Yes
4.2	Extended Graduation Plan	Compass will develop an extended graduation plan and program to ensure scholars with barriers to graduation (ie. credit deficient, parenting) have a realistic pathway and expectations for earning a high school diploma.	$ 0.00	Yes

Goal Analysis 2020-21

An analysis of how this goal was carried out in the previous year.

A **description of any substantive differences in** planned **actions and actual implementation** of these actions.

An explanation of **material differences between Budgeted Expenditures and Estimated Actual** Expenditures.

An explanation of **how effective the specific actions** were in making progress toward the goal.

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A description of **any changes made to the planned goal, metrics, desired outcomes, or actions** for the coming year that resulted from reflections on prior practice.

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2020-21

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
[Insert percentage here] %	$ [Insert dollar amount here]

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For **each action being provided to an entire school**, or across the entire school district or county office of education (COE), an **explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

*To be completed prior to the June 2020 Board meeting.

A description of **how services** for foster youth, English learners, and low-income students **are being increased or improved by the percentage** required.

*To be completed prior to the June 2020 Board meeting.

1.5a Supports for Unduplicated Scholars - Learning Coach

1.5b Supports for Unduplicated Scholars - Progress Monitoring and Program Improvement

1.6a Targeted Intervention - English Learners

1.6b Targeted Intervention - Students with Disabilities

4.1 Summer School

4.2 Extended Graduation Plan

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Instructions

[Linked Outline]

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective

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strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).
    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are

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leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

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Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the

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number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

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Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and the English Learner Parent Advisory Committee, and consult with the special education local plan area administrator(s), as applicable. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

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Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

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Prompt 2: “A summary of the feedback provided by stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

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Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes.

LEAs are strongly encouraged to assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

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- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are

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those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

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- **Year 1 Outcome**: When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2022-23**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

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Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2022-23)
n in LCAP	Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2021–22**. Leave blank until then.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2020–21**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to

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include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***Percentage to Increase or Improve Services*:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs

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of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7%

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lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and Charter Schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities.

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Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

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- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".
- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel**: This amount will be automatically calculated.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

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- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

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Data Entry Table

Goal #	Action #	Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
[Insert Goal #]	[Insert Action #]	[Insert Action Title]	[Insert Student Group(s)]	[Insert Yes/No]	[Insert Scope]	[Insert Unduplicated Student Group(s)]	[Insert Location]	[Insert Time Span]
[Insert Goal #]	[Insert Action #]	[Insert Action Title]	[Insert Student Group(s)]	[Insert Yes/No]	[Insert Scope]	[Insert Unduplicated Student Group(s)]	[Insert Location]	[Insert Time Span]

Data Entry Table

Personnel Expense	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
[Personnel Expense]%	[Insert Total Personnel]	[Insert Total Non-personnel]	$[Insert LCFF Funds]	$[Insert Other State Funds]	$[Insert Local Funds]	$[Insert Federal Funds]	$[Insert Total Funds]
[Personnel Expense]%	[Insert Total Personnel]	[Insert Total Non-personnel]	$[Insert LCFF Funds]	$[Insert Other State Funds]	$[Insert Local Funds]	$[Insert Federal Funds]	$[Insert Total Funds]

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Total Expenditures Table

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
[Goal #]	[Action #]	[Student Group(s)]	[Action Title]	$[LCFF Funds]	$[Other State Funds]	$[Local Funds]	$[Federal Funds]	$[Total Funds]
[Goal #]	[Action #]	[Student Group(s)]	[Action Title]	$[LCFF Funds]	$[Other State Funds]	$[Local Funds]	$[Federal Funds]	$[Total Funds]

Other State Funds	Local Funds	Federal Funds	Total Funds
$[Total Other State Funds]	$[Total Local Funds]	$[Total Federal Funds]	$Total Funds]

Totals:	Total Personnel	Total Non-personnel
Totals:	$[Total Personnel]	$[Total Non-personnel]

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Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
[Goal #]	[Action #]	[Action Title]	[Scope]	[Unduplicated Student Group(s)]	[Location]	$[LCFF Funds]	$[Total Funds]
[Goal #]	[Action #]	[Action Title]	[Scope]	[Unduplicated Student Group(s)]	[Location]	$[LCFF Funds]	$[Total Funds]

Totals by Type	Total LCFF Funds	Total Funds
Total:	$[Total LCFF Funds]	$[Total Funds]
LEA-wide Total:	$[Total LCFF Funds]	$[Total Funds]
Targeted Total:	$[Total LCFF Funds]	$[Total Funds]
Schoolwide Total:	$[Total LCFF Funds]	$[Total Funds]

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Annual Update Table Year 1

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
[Goal #]	[Action #]	[Prior Action/Service Title]	[Yes/No]	$[Total Planned Expenditures]	$[Total Estimated Actual Expenditures]
[Goal #]	[Action #]	[Prior Action/Service Title]	[Yes/No]	$[Total Planned Expenditures]	$[Total Estimated Actual Expenditures]

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:	$[Planned Expenditure Total]	$[Estimated Actual Total]

Annual Update Table Year 2

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
[Goal #]	[Action #]	[Prior Action/Service Title]	[Yes/No]	$[Total Planned Expenditures]	$[Total Estimated Actual Expenditures]
[Goal #]	[Action #]	[Prior Action/Service Title]	[Yes/No]	$[Total Planned Expenditures]	$[Total Estimated Actual Expenditures]

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:	$[Planned Expenditure Total]	$[Estimated Actual Total]

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Annual Update Table Year 3

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
[Goal #]	[Action #]	[Prior Action/Service Title]	[Yes/No]	$[Total Planned Expenditures]	$[Total Estimated Actual Expenditures]
[Goal #]	[Action #]	[Prior Action/Service Title]	[Yes/No]	$[Total Planned Expenditures]	$[Total Estimated Actual Expenditures]

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:	$[Planned Expenditure Total]	$[Estimated Actual Total]

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CCS San Diego 20/23 PLAN DRAFT FOR PUBLIC HEARING - March 22, 2020

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COMPASS CHARTER SCHOOLS OF SAN DIEGO
(Authorizer: Mountain Empire Unified)
2020-21
Local Control Accountability Plan

J.J. Lewis, Superintendent & CEO
850 Hampshire Road, Suite P
Thousand Oaks, CA 91361

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Compass Charter Schools of San Diego 850 Hampshire Road, Suite P Thousand Oaks, CA 91361 Website: https://www.compasscharters.org/	J.J. Lewis, Superintendent & Superintendent	jlewis@compasscharters.org (855) 937-4227

Plan Summary 2020-21

General Information

A description of the LEA, its schools, and its students.

Compass Charter Schools of San Diego (CCS) is a free, public charter which is directly funded by the State of California and the federal government. CCS Yolo began its service to scholars in DATE under the authorization of Winters Joint Unified School District in Yolo County. The academic program provides to choices for families who enroll. Options is a virtual independent study program serving scholars of Aqua-Dulce and adjacent counties. The second program is called the Options program which is a virtual, home-school public charter school that facilitates increased parental involvement as the family provides instructional support, guidance and oversight. The enrollment is currently 598 scholars across grades K through 12. Similar to the authorizing district, we serve 36% Socioeconomically Disadvantaged, XX% homeless, XX% foster youth, 7% English Learners, XX% Students with Disabilities.

The mission of CCS is to inspire and develop innovative, creative, self-directed learners, one scholar at a time. Our vision is to create a collaborative virtual learning community, which inspires scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success. We support our scholars, learning coaches

Commented [1]: Unduplicated Pupil Count: 35.8% (from Ed-data)
Free/Reduced 40.4%

2018-19 Dashboard
Enrollment: 598
Socioeconomically Disadvantaged: 36%
English Learners: 6.7% (increasing in options program)
Foster Youth: 0%
ELA Questions/Thoughts from Ed-Data:

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(parents), teachers, staff and community through our core values of Achievement, Respect, Teamwork, Integrity, and Communication (ARTIC).
Scholars will attend school primarily from home, supervised by a learning coach (generally a parent), following a Personalized Learning Plan that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated teachers.

According to the California Department of Education, Independent Study is a different way of learning. In independent study, a scholar is guided by a teacher but usually does not take classes with other scholars every day. The scholar works independently. Scholars who participate in independent study take the same courses as scholars in traditional public schools. Some reasons why scholars choose Independent study programs are because:

- benefits scholars who have health issues
- scholars who are parenting,
- scholars qualified as gifted and/or talented,
- scholars may require more time in certain subjects,
- scholar activities such as acting, dancing, and athletics require time during the normal school day,
- scholars who are working,
- scholars in need of an educational program with flexibility,
- scholars who find regular classroom settings do not meet their needs, or
- scholars seeking to learn in a secure and safe environment.

Independent study is a viable option for many because it offers scholars the freedom to explore various subjects, free from the confines of a classroom. Additionally, the self-paced learning environment allows scholars to go as quickly or slowly as they need to for standard mastery. In the Online Learning Program, the state-standard aligned curriculum is provided through texts and online platform, and progress is supervised by both the credentialed course instructor and the Director of Online Learning. In the Options Learning Program, families use instructional funds and choose their curriculum(s) from our approved vendor list, with support and progress supervised by both the credentialed educational facilitator and the Director of Options Learning.

It is important to note that many high school scholars whose families choose an independent study charter school is because the scholar was not successful in

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comprehensive high schools. This is important because many of the scholars in the high school program will come to us deficient of credits required to graduate, so we will make high school course and credit recovery an option for all scholars who are deficient of credits. To support our scholars facing this issue, we make high school course and credit recovery an option for all scholars who are deficient of credits. This continues to be an area of focus for CCS of San Diego as we transition to the 2020-23 Local Control Accountability Plan.

Reflections: Successes

A description of successes and/or progress based on a review of the **California School Dashboard (Dashboard) and local data**.

2018-19 CA Dashboard

Chronic Absenteeism – GREEN 4% (declined 0.9%): Socioeconomically Disadvantaged YELLOW 6.5% (maintained), Hispanic GREEN 5.2% (declined 2.7%), White GREEN 2.8% (maintained 0.2%), Students with Disabilities BLUE 2% (declined 0.7%) , 2+ Races BLUE 2.3% (increased 0.4%), Data suppression for following groups Asian 0% (declined 9.1%), African-American 5.3% (declined 1%), English Learners 7.5% (increased 7.5%), Homeless 0% (declined 22.2%)

Suspension Rate – BLUE 0% (maintained 0) Hispanic, 2+ Races, Socioeconomically Disadvantaged, Students with Disabilities, White, gauges suppressed for following groups but were still 0% African-American, Asian, English Learner, Homeless

Commented [2]: Which program

Reflections: Identified Need

A description of any areas that need significant improvement **based on a review of Dashboard and local data**, including any **areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address** those areas.

2018-19 CA Dashboard

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(NOTE: Data suppression of African-American, Asian, English Learners, Foster Youth, Homeless, 2+ Races, Pacific Islander, Students with Disabilities)

Graduation – RED 46.7% graduated (increased 3.8%): All data suppressed for color gauges for these groups – Hispanic 41.7% (increased 8.3%), SED 40% graduated (declined 2.9%), White 50% graduated (declined 3.9%)

College/Career – RED 7% prepared (declined 4.1%). All student group gauges suppressed: Hispanic 8.7% prepared (maintained -0.4%), Socioeconomically Disadvantaged 6.9% prepared (declined 5.1%) White 8.3% prepared

English/Language Arts – ORANGE 48.9 below (declined 26.4 points): Socioeconomically Disadvantaged ORANGE 50.7 below (declined 12.2 points), White ORANGE 29.6 below (declined 6.3 points), Hispanic 70 below (declined 44.8 points); Gauges suppressed for following groups 2+ Races 53.8 below (declined 50.9 points), Students with Disabilities 94.9 below (declined 17.1 points), English Learners 136.7 below, English Only 39.3 below (declined 19.3 points)

Mathematics – RED 98.8 below (declined 27.2 points): Hispanic RED 116.7 (declined 14.1 points), Socioeconomically Disadvantaged RED 104.7 below (declined 0.5 points), White ORANGE 77.9 below (maintained 2 points). Gauges suppressed for following groups: English Learners 156.6 below, 2+ Races 111.1 below (declined 28.9 points), Students with Disabilities 155.9 below (maintained 2.7 points), English Only 91.9 below (declined 3.1 points)

English Learner Progress Indicator – 33.3% making progress towards English language proficiency

LCAP Highlights

A brief **overview of the LCAP**, including any **key features that should be emphasized**.

***To be finalized prior to the June Board Meeting.**

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Commented [3]: Jj thinks this is options program – need to consider for support of concurrent enrollment

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

CCS was identified for CSI Graduation on January 31, 2020. The graduation rate for 2019 was 46.7% which was a decline of 3.8%.

Support for Identified Schools

A **description of how the LEA has or will support** its eligible schools in **developing comprehensive support and improvement plans**.

CCS completed an in-depth needs assessment and analyzed the data to gauge the effectiveness of our evidence-based interventions. The needs assessment was conducted by engaging all stakeholder groups (i.e. scholars, parents, teachers) to better understand the performance data, assess the effectiveness of the interventions in place, and determine additional needs to be addressed along with how resources may be reallocated to improve student performance.

Through the use of the Annual Planning Survey, Parent/Town Hall Meetings, and the Parent Advisory Council, input was provided on both statewide and internal assessment data. The feedback from these meetings and the survey included the following: (1) increased course offerings, (2) engagement opportunities through community service and scholar-led clubs, (3) college preparedness testing. Feedback from the staff included (1) regular data review at monthly staff meetings, (2) regular roundtable discussions on school/scholar needs, and (3) regular involvement in discussions with the Parent Advisory Council to review the CSI Plan.

Based on the results of the needs assessment, CCS will implement a consistent system of internal assessment for benchmarking, provide additional professional development to increase the capacity of staff to respond to scholar academic and social-emotional needs, expansion of the MTSS, and data-aligned review of instructional resources in both the core and supplemental instruction.

The Charter School will modify the previous LCAP goals, actions, and metrics slightly while maintaining a rigorous academic program, high-quality professional

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development, and increasing scholar achievement of targeted populations, especially the socio-economically disadvantaged student group. Additionally, CCS will add a new goal for the 2020-23 Local Control Accountability Plan to focus on the unique needs of scholars who need additional year(s) of study to successfully complete the academic program and earn a diploma.

Monitoring and Evaluating Effectiveness

A **description of how** the LEA will **monitor and evaluate the plan to support student and school improvement**.

*This will be finalized prior to the June 2020 Board Meeting.

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Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Leadership Team Meeting (February 12, 2020) Reviewed 2019-20 data and goals for initial planning

Parent Town Halls (February 2020) Introduction to the LCAP Planning Survey process for input on the plan.

Staff Leadership Meeting (March 2020) Engaged with representatives from all departments

Planning Survey of Scholars, Parents and Staff (February - March 2020)

Leadership Team Meeting (March 11, 2020) Team began discussion of 2020-2 LCAP goals based on the results of the LCAP Planning Survey

Scholar Leadership Council (March 17, 2020) Reviewed schola rvey ta and feedback for development of the 2020-21 plan

Parent Advisory Council (March 20, 2020) Review of parent survey a and feedback for development of the 2020-21 plan

The following meetings are planned to be held for add nal older feedback:

March 22 Public Hearing

May 6 Staff Leadership Meeting

May 8 Parent Advisory Council

May 10 through 30 - Scholar Le hip C il, Staff Townhall

June 21 Board of Directors M ting - Local ontrol Accountability Plan approval

A summary of the feedback provided by specific stakeholder groups.

*To be completed prior to the Ju 0 Board meeting.

Scholar Feedback:

Parent Feedback:

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Staff Feedback:

Board of Directors Feedback:

A description of the aspects of the LCAP that were influenced by stakeholder input.

*To be finalized prior to the June 2020 meeting of the Board.

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Goals and Actions

Goal 1

Goal #	Description
1	Increase scholar academic achievement differentiated by program (Options and Online).

An explanation of why the LEA has developed this goal.

As an innovativative system of instruction, Compass holds itself accountable to ensure all scholars have access to rigorous curricula to prepare them for the demands of state standards, as well as a system of assessment to progress monitor and inform instruction and the implementation of responsive interventions to meet each scholar's needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
Compass Grades 3-8 (School-wide, SED, White, Hispanic) • SBAC ELA (Meet/Exceed) • SBAC Math (Meet/Exceed) • CAST (Meet/Exceed)	Compass Grades 3-8 Scholars (2019 School-wide, SED, White, Hispanic) • SBAC ELA • SBAC Math • CAST				Compass Grades 3-8 Scholars (2022 School-wide, SED, White, Hispanic) • SBAC ELA • SBAC Math • CAST
Compass Grades 10-12 Scholars (School-wide, SED, White, Hispanic) • SBAC ELA (Meet/Exceed) • SBAC Math (Meet/Exceed) • CAST (Meet/Exceed)	Compass Grades 10-12 Scholars (School-wide, SED, White, Hispanic) • SBAC ELA • SBAC Math • CAST				Compass Grades 10-12 Scholars (School-wide, SED, White, Hipanic) • SBAC ELA 54.5% • SBAC Math • CAST
Standards-aligned curricula and resources	Standards-aligned: 5 of 5 subjects				Standards-aligned: 5 of 5 subjects
Percent of scholars at/ above grade level and demonstrating growth on	Spring Internal ELA Assessment • "At/Above Grade-level"				Spring Internal ELA Assessment • "At/Above Grade-level"

Spring Internal ELA assessments	• Demonstrated growth over previous year				• Demonstrated growth over previous year
Percent of scholars at/ above grade level and demonstrating growth on Spring Internal Math assessments	Spring Internal Math Assessment • "At/Above Grade-level" • Demonstrated growth over previous year				Spring Internal Math Assessment • "At/Above Grade-level" • Demonstrated growth over previous year
Percent of scholars eligible for Honor Roll • Options Scholars • Online Scholars	Scholars eligible for Honor Roll • Options Scholars • Online Scholars				Scholars eligible for Honor Roll • Options Scholars • Online Scholars
EL Reclassification Rate	EL Reclassification Rate 18.2%				EL Reclassification Rate >25%
ELs demonstrating progress as measured by ELPAC	ELs demonstrating progress as measured by ELPAC				ELs demonstrating progress as measured by ELPAC

Actions

Action #	Title	Description	Total Funds	Contributing
1.1a	Basic Services - Teachers	All scholars will have all access to supervising teachers who are appropriately credentialed, properly assigned to courses, and maintain the required 25:1 ADA to FTE ratio.	$ 0.00	No
1.1b	Basic Services - Common Core Curriculum	All scholars will have access to core curriculum including which is Common Core aligned	$ 0.00	No
1.1c	Basic Services - AVID	All curriculum will be embedded with AVID instructional strategies.	$ 0.00	No
1.1d	Basic Services - Summer Academic Access	All students have access to *istation* for TK thru 5, and *Edgenuity* for 6-12 over the summer	$ 0.00	No
1.2a	Multi-tiered System of Supports (MTSS) and Positive Behavior Interventions & Supports (PBIS)	All scholars will be supported through Multi-Tier System of Supports (MTSS) with a focus on Positive Behavior Interventions and Supports (PBIS)	$ 0.00	No

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1.2b	Multi-tiered System of Supports (MTSS) and Response to Intervention (RtI)	All scholars will be supported through the Multi-Tier System of Supports (MTSS), with a focus on Response to Intervention (RtI). Scholars who are identified as needing Tier 2 and Tier 3 Levels of support will have access to tutoring services.	$ 0.00	No
1.3a	Staff Development - Onboarding	All new staff will participate in a 90-day on-boarding program facilitated by the Human Resources Department.	$ 0.00	No
1.3b	Staff -Development - Professional Development	All staff will have access to professional development through conferences and workshops, supported by the Instructional Leadership and Staff Advisory Committees.	$ 0.00	No
1.3c	Staff Development - Leadership Development	All staff in a leadership pipeline will be supported with a leadership development program.	$ 0.00	No
1.3d	Staff Development - AVID Training	All staff will receive training on the AVID program through a combination of in-house and external AVID-specific opportunities.	$ 0.00	No
1.4a	Scholar Engagement	All scholars and learning coaches will receive an orientation at the start of the academic year, which will include strategies to be successful in our program as well as resources to support their educational journey.	$ 0.00	No
1.4b	Scholar Demonstration of Learning	All scholars will be invited to showcase their learning, once per semester, as part of their attendance.	$ 0.00	No
1.5a	Supports for Unduplicated Scholars - Learning Coach	All scholars who are identified as part of a special population will receive an additional orientation with their learning coach to showcase additional areas of support from Compass to aid in their learning.	$ 0.00	Yes
1.5b	Supports for Unduplicated Scholars - Progress Monitoring and Program Improvement	Leadership will continuously monitor and evaluate our scholar populations and research and pilot additional ways to support scholar learning.	$ 0.00	Yes
1.6a	Targeted Intervention - English Learners	Pilot for future full adoption, a supplemental ELD curriculum for English Learners with on-going support for EFs and teachers who are serving EL scholars.	$ 0.00	Yes
1.6b	Targeted Intervention - Students with Disabilities	Special Education Department will make accessible for scholars supplemental resources and programs to target increased achievement in both English/Language Arts and mathematics.	$ 0.00	Yes

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Goal Analysis 2020-21

An analysis of how this goal was carried out in the previous year.

A **description of any substantive differences in** planned **actions and actual implementation** of these actions.

An explanation of **material differences between Budgeted Expenditures and Estimated Actual** Expenditures.

An explanation of **how effective the specific actions** were in making progress toward the goal.

A description of **any changes made to the planned goal, metrics, desired outcomes, or actions** for the coming year that resulted from reflections on prior practice.

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Goal 2

Goal #	Description
2	Increase scholar and parent engagement/involvement.

An explanation of why the LEA has developed this goal.

The engagement of both scholars and parents is essential to the success of our community. As an online program, Compass Charter Schools seeks to provide opportunities for parents to be meaningfully engaged in their scholar's educational journey and provide input on areas to improve the experience of students in alignment with the goals of the approved charter petition. Equally important is to

maintain the engagement of our scholars to promote their academic growth, social-emotional wellness, and dedication to becoming self-motivated, life-long learners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
Chronic Absenteeism	Chronic Absenteeism (2019 CA Dashboard) 4%				Chronic Absenteeism (2022 CA Dashboard) <2%
Attendance Rates (P2 Reporting)	Attendance Rates (P2 Reporting)				Attendance Rates (P2 Reporting)
Suspension Rate	Suspension Rate 0%				Suspension Rate 0%
Dropout Rate • Middle school • High school	Dropout Rate • Middle school • High school				Dropout Rate • Middle school • High school
Award Recognition Program • Attendance • {Type} • {Type} • {Type}	Award Recognition Program • Attendance • {Type} • {Type} • {Type}				Award Recognition Program • Attendance • {Type} • {Type} • {Type}
Number of scholar clubs	Scholar clubs Maintain 16 clubs				Scholar clubs Maintain 16 clubs
Parent Advisory Council Meetings	Parent Advisory Council Meetings: 4 per year				Parent Advisory Council Meetings: 4 per year
Scholar Leadership Council Meetings	Scholar Leadership Council Meetings: 7 per year				Scholar Leadership Council Meetings: 7 per year
Parent Participation in Academic Monitoring Activities (i.e. Parent-	Percentage of Parents participating in				Percentage of Parents participating in

Teacher Conferences, Connection meetings, etc.)	academic monitoring activities: 83%				academic monitoring activities: Between 90 - 100%
Participation in Annual Satisfaction/LCAP Survey • Scholars • Parents • Staff	Participation in Annual Satisfaction/LCAP Survey • Scholars • Parents • Staff				Participation in Annual Satisfaction/LCAP Survey • Scholars • Parents • Staff

Actions

Action #	Title	Description	Total Funds	Contributing
2.1a	Learning Coach Academy	Revise and refine the Learning Coach Academy Pilot program	$ 0.00	No
2.1b	Learning Coach Ambassador	Pilot Learning Coach Ambassador Program with Learning Coach Academy graduates.	$ 0.00	No
2.2a	Scholar Celebrations	Compass will provide end-of-year celebrations	$ 0.00	No
2.2b	Scholar Recognition	Compass will provide scholar awards in four categories: Scholar of the Month, Firebird of the Year, Core Values (ARTIC) Awards, and Perfect Attendance.	$ 0.00	No
2.2c	Parent Recognition	Compass will provide parent awards in two categories: Learning Coach Academy Certificates and Learning Coach of the Year	$ 0.00	No
2.3	Extracurricular/Enrichment	Compass will provide a variety of extracurricular and enrichment activities to include community service opportunities, field trips, virtual scholar workshops and scholar-led clubs which will include the National Honor Society (NHS).	$ 0.00	No
2.4	School Communication	CCS will reach out to parents and scholars by maintaining a website with Google Translator option, annual event calendar, phone calls, emails and scheduling activities.	$ 0.00	No

Goal Analysis 2020-21

An analysis of how this goal was carried out in the previous year.

A **description of any substantive differences in** planned **actions and actual implementation** of these actions.

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An explanation of **material differences between Budgeted Expenditures and Estimated Actual** Expenditures.

An explanation of **how effective the specific actions** were in making progress toward the goal.

A description of **any changes made to the planned goal, metrics, desired outcomes, or actions** for the coming year that resulted from reflections on prior practice.

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Goal 3 (NOTE: This was previously Goal 4. The original Goal 3 for Unduplicated was removed)

Goal #	Description
3	Increase college and career readiness for scholars in high school.

An explanation of why the LEA has developed this goal.

Compass scholars, as described in Goal 1, must have access to an instructional program which meets the requirements for post-secondary success, be that at an institute of higher learning or in a career of their choice. As such, ALL scholars must

receive a high quality program which provides them with the requisite skills for success after graduation.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
Graduation Rate	Graduation Rate (2019 CA Dashboard): 46.7%				Graduation Rate (2022 CS Dashboard): 60%
A-G Course Completion at end of Grade 12	NEED DATA				95% A-G Course Completion at end of Grade 12
AP Passage (3 or Higher) Rate	NEED DATA				TARGET
EAP Ready or Conditionally Ready Rates	NEED DATA				TARGET
College Acceptance Rate	NEED DATA				TARGET
College Eligibility • 2-year • 4-year	NEED DATA				TARGET

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Summer School	Compass will offer Summer School for scholars wishing to earn extra credits in online classrooms.	$ 0.00	No
3.2	Scholar 4-year Post-Secondary Planning	Compass will review and revise the scholar 4-year academic planning process.	$ 0.00	No

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3.2a	A-G Coursework	Compass will ensure all scholars have access to a-g approved courses, either through a preferred curriculum provider or through internally developed courses.	$ 0.00	No
3.2b	Career Technical Education (CTE)	Compass will research and develop CTE course pathways, to be part of the 2021-22 course catalog.	$ 0.00	No
3.2c	Dual Enrollment	CCS will pilot a program to partner with a University to incorporate concurrent/dual enrollment in the 4-year plan for all high school scholars.	$ 0.00	No
3.2d	Community Service	Compass will research and develop community service opportunities, to be part of the 2021-22 course catalog.	$ 0.00	No
3.3a	Recognized ASCA Model Program (RAMP)	Compass will engage in research and development of RAMP in 2020-21, and implement the ASCA model program and apply to become a RAMP School in the 2021-22 school year.	$ 0.00	No
3.3b	Family College Awareness/Preparation	CCS will provide scholar and parent training on a-g requirements, going to college, completing a college and career application, completing a FAFSA, applying for scholarships, and taking college entrance exams. Encourage all Seniors to apply to a college, university, career-based training institution, or military.	$ 0.00	No

Goal Analysis 2020-21

An analysis of how this goal was carried out in the previous year.

A **description of any substantive differences in** planned **actions and actual implementation** of these actions.

An explanation of **material differences between Budgeted Expenditures and Estimated Actual** Expenditures.

An explanation of **how effective the specific actions** were in making progress toward the goal.

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A description of **any changes made to the planned goal, metrics, desired outcomes, or actions** for the coming year that resulted from reflections on prior practice.

Goal 4

Goal #	Description
4	Ensure that late entrants to Compass Charter Schools who have faced challenges in completing a course of study leading to diploma (credit deficient scholars) are making progress toward earning high school diploma.

An explanation of why the LEA has developed this goal.

Compass Charter Schools offers a unique model for addressing the current needs of scholars/families through homeschool (Options Program) and virtual learning (Online Program). This goal has been added to allow for continuous monitoring of our scholars who entered the Compass programs at various levels of high school with credit deficits and will enable our staff to develop strategic support systems to ensure these scholars persist to graduation albeit on an extended timeline.

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Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
Accelerated Course Options Program (COP)	NEED DATA				TARGET
Extended Graduation (5+ years to earn diploma)	NEED DATA				TARGET

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Summer School	CCS will offer Summer School for scholars who are credit deficient, parenting or may face other significant obstacles to earning a high school diploma.	$ 0.00	Yes
4.2	Extended Graduation Plan	Compass will develop an extended graduation plan and program to ensure scholars with barriers to graduation (ie. credit deficient, parenting) have a realistic pathway and expectations for earning a high school diploma.	$ 0.00	Yes

Goal Analysis 2020-21

An analysis of how this goal was carried out in the previous year.

A **description of any substantive differences in** planned **actions and actual implementation** of these actions.

An explanation of **material differences between Budgeted Expenditures and Estimated Actual** Expenditures.

An explanation of **how effective the specific actions** were in making progress toward the goal.

A description of **any changes made to the planned goal, metrics, desired outcomes, or actions** for the coming year that resulted from reflections on prior practice.

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CCS San Diego 20/23 PLAN DRAFT FOR PUBLIC HEARING - March 22, 2020

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2020-21

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
[Insert percentage here] %	$ [Insert dollar amount here]

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For **each action being provided to an entire school**, or across the entire school district or county office of education (COE), an **explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

*To be completed prior to the June 2020 Board meeting.

A description of **how services** for foster youth, English learners, and low-income students **are being increased or improved by the percentage** required.

*To be completed prior to the June 2020 Board meeting.

1.5a Supports for Unduplicated Scholars - Learning Coach

1.5b Supports for Unduplicated Scholars - Progress Monitoring and Program Improvement

1.6a Targeted Intervention - English Learners

1.6b Targeted Intervention - Students with Disabilities

4.1 Summer School

4.2 Extended Graduation Plan

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Instructions

[Linked Outline]

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective

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strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).
    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are

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leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

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Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the

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number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

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Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and the English Learner Parent Advisory Committee, and consult with the special education local plan area administrator(s), as applicable. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

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Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

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Prompt 2: “A summary of the feedback provided by stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

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Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes.

LEAs are strongly encouraged to assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

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- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are

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those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

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- **Year 1 Outcome**: When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2022-23**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

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Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2022-23)
n in LCAP	Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2021–22**. Leave blank until then.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2020–21**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to

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include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***Percentage to Increase or Improve Services*:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs

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of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7%

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lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and Charter Schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities.

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Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

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- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".
- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel**: This amount will be automatically calculated.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

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- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

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Data Entry Table

Goal #	Action #	Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
[Insert Goal #]	[Insert Action #]	[Insert Action Title]	[Insert Student Group(s)]	[Insert Yes/No]	[Insert Scope]	[Insert Unduplicated Student Group(s)]	[Insert Location]	[Insert Time Span]
[Insert Goal #]	[Insert Action #]	[Insert Action Title]	[Insert Student Group(s)]	[Insert Yes/No]	[Insert Scope]	[Insert Unduplicated Student Group(s)]	[Insert Location]	[Insert Time Span]

Data Entry Table

Personnel Expense	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
[Personnel Expense]%	[Insert Total Personnel]	[Insert Total Non-personnel]	$[Insert LCFF Funds]	$[Insert Other State Funds]	$[Insert Local Funds]	$[Insert Federal Funds]	$[Insert Total Funds]
[Personnel Expense]%	[Insert Total Personnel]	[Insert Total Non-personnel]	$[Insert LCFF Funds]	$[Insert Other State Funds]	$[Insert Local Funds]	$[Insert Federal Funds]	$[Insert Total Funds]

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Total Expenditures Table

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
[Goal #]	[Action #]	[Student Group(s)]	[Action Title]	$[LCFF Funds]	$[Other State Funds]	$[Local Funds]	$[Federal Funds]	$[Total Funds]
[Goal #]	[Action #]	[Student Group(s)]	[Action Title]	$[LCFF Funds]	$[Other State Funds]	$[Local Funds]	$[Federal Funds]	$[Total Funds]

Other State Funds	Local Funds	Federal Funds	Total Funds
$[Total Other State Funds]	$[Total Local Funds]	$[Total Federal Funds]	$Total Funds]

Totals:	Total Personnel	Total Non-personnel
Totals:	$[Total Personnel]	$[Total Non-personnel]

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Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
[Goal #]	[Action #]	[Action Title]	[Scope]	[Unduplicated Student Group(s)]	[Location]	$[LCFF Funds]	$[Total Funds]
[Goal #]	[Action #]	[Action Title]	[Scope]	[Unduplicated Student Group(s)]	[Location]	$[LCFF Funds]	$[Total Funds]

Totals by Type	Total LCFF Funds	Total Funds
Total:	$[Total LCFF Funds]	$[Total Funds]
LEA-wide Total:	$[Total LCFF Funds]	$[Total Funds]
Targeted Total:	$[Total LCFF Funds]	$[Total Funds]
Schoolwide Total:	$[Total LCFF Funds]	$[Total Funds]

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Annual Update Table Year 1

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
[Goal #]	[Action #]	[Prior Action/Service Title]	[Yes/No]	$[Total Planned Expenditures]	$[Total Estimated Actual Expenditures]
[Goal #]	[Action #]	[Prior Action/Service Title]	[Yes/No]	$[Total Planned Expenditures]	$[Total Estimated Actual Expenditures]

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:	$[Planned Expenditure Total]	$[Estimated Actual Total]

Annual Update Table Year 2

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
[Goal #]	[Action #]	[Prior Action/Service Title]	[Yes/No]	$[Total Planned Expenditures]	$[Total Estimated Actual Expenditures]
[Goal #]	[Action #]	[Prior Action/Service Title]	[Yes/No]	$[Total Planned Expenditures]	$[Total Estimated Actual Expenditures]

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:	$[Planned Expenditure Total]	$[Estimated Actual Total]

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Annual Update Table Year 3

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
[Goal #]	[Action #]	[Prior Action/Service Title]	[Yes/No]	$[Total Planned Expenditures]	$[Total Estimated Actual Expenditures]
[Goal #]	[Action #]	[Prior Action/Service Title]	[Yes/No]	$[Total Planned Expenditures]	$[Total Estimated Actual Expenditures]

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:	$[Planned Expenditure Total]	$[Estimated Actual Total]

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COMPASS CHARTER SCHOOL OF YOLO
(Authorizer: Winters Joint Unified School District)
2020-21
Local Control Accountability Plan

J.J. Lewis, CEO
850 Hampshire Road, Suite P
Thousand Oaks, CA 91361

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Compass Charter Schools of Yolo 850 Hampshire Road, Suite P Thousand Oaks, CA 91361 Website: https://www.compasscharters.org/	J.J. Lewis, CEO/Superintendent	jlewis@compasscharters.org (855) 937-4227

Plan Summary 2020-21

General Information

A description of the LEA, its schools, and its students.

Compass Charter Schools of Yolo (CCS) is a free, public charter which is directly funded by the State of California and the federal government. CCS Yolo began its service to scholars in Fall 2019 under the authorization of Winters Joint Unified School District in Yolo County. The academic program provides to choices for families who enroll. Options is a virtual independent study program serving scholars of Yolo and adjacent counties. The second program is called the Options program which is a virtual, home-school public charter school that facilitates increased parental involvement as the family provides instructional support, guidance and oversight. The enrollment is currently XXX scholars across grades K through 12. Similar to the authorizing district, we serve XX% Socioeconomically Disadvantaged, XX% homeless, XX% foster youth, XX% English Learners, XX% Students with Disabilities.

The mission of CCS is to inspire and develop innovative, creative, self-directed learners, one scholar at a time. Our vision is to create a collaborative virtual learning community, which inspires scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success. We support our scholars, learning coaches (parents), teachers, staff and community through our core values of Achievement, Respect, Teamwork, Integrity, and Communication (ARTIC).

Commented [1]: 2/12/20 MEETING FEEDBACK
Use Census Data Demographics

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Scholars will attend school primarily from home, supervised by a learning coach (generally a parent), following a Personalized Learning Plan that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated teachers.

According to the California Department of Education, Independent Study is a different way of learning. In independent study, a scholar is guided by a teacher but usually does not take classes with other scholars every day. The scholar works independently. Scholars who participate in independent study take the same courses as scholars in traditional public schools. Some reasons why scholars choose Independent study programs are because:

- benefits scholars who have health issues
- scholars who are parenting,
- scholars qualified as gifted and/or talented,
- scholars may require more time in certain subjects,
- scholar activities such as acting, dancing, and athletics require time during the normal school day,
- scholars who are working,
- scholars in need of an educational program with flexibility,
- scholars who find regular classroom settings do not meet their needs, or
- scholars seeking to learn in a secure and safe environment.

Independent study is a viable option for many because it offers scholars the freedom to explore various subjects, free from the confines of a classroom. Additionally, the self-paced learning environment allows scholars to go as quickly or slowly as they need to for standard mastery. In the Online Learning Program, the state-standard aligned curriculum is provided through texts and online platform, and progress is supervised by both the credentialed course instructor and the Director of Online Learning. In the Options Learning Program, families use instructional funds and choose their curriculum(s) from our approved vendor list, with support and progress supervised by both the credentialed educational facilitator and the Director of Options Learning.

It is important to note that many high school scholars whose families choose an independent study charter school is because the scholar was not successful in comprehensive high schools. This is important because many of the scholars in the

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high school program will come to us deficient of credits required to graduate, so we will make high school course and credit recovery an option for all scholars who are deficient of credits.

Reflections: Successes

A description of successes and/or progress based on a review of the **California School Dashboard (Dashboard) and local data**.

Compass Charter Schools of Yolo opened in Fall 2019. The first year of California Dashboard reporting will be in December 2020.

***Need to include information for "successes" based on internal data.**

Reflections: Identified Need

A description of any areas that need significant improvement **based on a review of Dashboard and local data**, including any **areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address** those areas.

Compass Charter Schools of Yolo opened in Fall 2019. The first year of California Dashboard reporting will be in December 2020.

***Need to include information for needs based on internal data.**

LCAP Highlights

A brief **overview of the LCAP**, including any **key features that should be emphasized**.

***To be finalized prior to the June Board Meeting.**

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Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts:

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Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

CCS was not identified for CSI.

Support for Identified Schools

A **description of how the LEA has or will support** its eligible schools in **developing comprehensive support and improvement plans**.

Not applicable

Monitoring and Evaluating Effectiveness

A **description of how** the LEA will **monitor and evaluate the plan to support student and school improvement**.

Not applicable

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Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Leadership Team Meeting (February 12, 2020) Reviewed 2019-20 data and goals for initial planning

Parent Town Halls (February 2020) Introduction to the LCAP Planning Survey process for input on the plan.

Staff Leadership Meeting (March 2020) Engaged with representatives from all departments

Planning Survey of Scholars, Parents and Staff (February - March 2020)

Leadership Team Meeting (March 11, 2020) Team began discussion of 2020-21 LCAP goals based on the results of the LCAP Planning Survey

Scholar Leadership Council (March 17, 2020) Reviewed scholar survey data and feedback for development of the 2020-21 plan

Parent Advisory Council (March 20, 2020) Review of parent survey data and feedback for development of the 2020-21 plan

The following meetings are planned to be held for additional stakeholder feedback:

March 22 Public Hearing

May 6 Staff Leadership Meeting

May 8 Parent Advisory Council

May 10 through 30 - Scholar Leadership Council, Staff Townhall

June 21 Board of Directors Meeting - Final Local Control Accountability Plan approval

A summary of the feedback provided by specific stakeholder groups.

*To be completed prior to the June 2020 Board meeting.

Scholar Feedback:

Parent Feedback:

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Staff Feedback:

Board of Directors Feedback:

A description of the aspects of the LCAP that were influenced by stakeholder input.

*To be finalized prior to the June 2020 meeting of the Board.

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Goals and Actions

Goal 1

Goal #	Description
1	Increase scholar academic achievement differentiated by program (Options and Online).

An explanation of why the LEA has developed this goal.

As an innovativative system of instruction, Compass holds itself accountable to ensure all scholars have access to rigorous curricula to prepare them for the demands of state standards, as well as a system of assessment to progress monitor and inform instruction and the implementation of responsive interventions to meet each scholar's needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
Compass Grades 3-8 (School-wide) • SBAC ELA (Meet/Exceed) • SBAC Math (Meet/Exceed) • CAST (Meet/Exceed)	Compass Grades 3-8 Scholars (2019) (School-wide) • SBAC ELA • SBAC Math • CAST				Compass Grades 3-8 Scholars (2022 School-wide) • SBAC ELA • SBAC Math • CAST
Compass Grades 10-12 Scholars (School-wide, SED) • SBAC ELA (Meet/Exceed) • SBAC Math (Meet/Exceed) • CAST (Meet/Exceed)	Compass Grades 10-12 Scholars (School-wide, SED) • SBAC ELA • SBAC Math • CAST				Compass Grades 10-12 Scholars (School-wide, SED) • SBAC ELA 54.5% • SBAC Math • CAST
Standards-aligned curricula and resources	Standards-aligned: 5 of 5 subjects				Standards-aligned: 5 of 5 subjects
Percent of scholars at/ above grade level and demonstrating growth on Spring Internal ELA assessments	Spring Internal ELA Assessment • "At/Above Grade-level"				Spring Internal ELA Assessment • "At/Above Grade-level"

	• Demonstrated growth over previous year				• Demonstrated growth over previous year
Percent of scholars at/ above grade level and demonstrating growth on Spring Internal Math assessments	Spring Internal Math Assessment • "At/Above Grade-level" • Demonstrated growth over previous year				Spring Internal Math Assessment • "At/Above Grade-level" • Demonstrated growth over previous year
Percent of scholars eligible for Honor Roll • Options Scholars • Online Scholars	Scholars eligible for Honor Roll • Options Scholars • Online Scholars				Scholars eligible for Honor Roll • Options Scholars • Online Scholars
EL Reclassification Rate	EL Reclassification Rate Baseline established 2020				EL Reclassification Rate +15% from baseline
ELs demonstrating progress as measured by ELPAC	ELs demonstrating progress as measured by ELPAC				ELs demonstrating progress as measured by ELPAC

Actions

Action #	Title	Description	Total Funds	Contributing
1.1a	Basic Services - Teachers	All scholars will have all access to supervising teachers who are appropriately credentialed, properly assigned to courses, and maintain the required 25:1 ADA to FTE ratio.	$ 0.00	No
1.1b	Basic Services - Common Core Curriculum	All scholars will have access to core curriculum including which is Common Core-aligned	$ 0.00	No
1.1c	Basic Services - AVID	All curriculum will be embedded with AVID instructional strategies.	$ 0.00	No
1.1d	Basic Services - Summer Academic Access	All students have access to *istation* for TK thru 5, and *Edgenuity* for 6-12 over the summer	$ 0.00	No

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1.2a	Multi-tiered System of Supports (MTSS) and Positive Behavior Interventions & Supports (PBIS)	All scholars will be supported through Multi-Tier System of Supports (MTSS) with a focus on Positive Behavior Interventions and Supports (PBIS)	$ 0.00	No
1.2b	Multi-tiered System of Supports (MTSS) and Response to Intervention (RtI)	All scholars will be supported through the Multi-Tier System of Supports (MTSS), with a focus on Response to Intervention (RtI). Scholars who are identified as needing Tier 2 and Tier 3 Levels of support will have access to tutoring services.	$ 0.00	No
1.3a	Staff Development - Onboarding	All new staff will participate in a 90-day on-boarding program facilitated by the Human Resources Department.	$ 0.00	No
1.3b	Staff -Development - Professional Development	All staff will have access to professional development through conferences and workshops, supported by the Instructional Leadership and Staff Advisory Committees.	$ 0.00	No
1.3c	Staff Development - Leadership Development	All staff in a leadership pipeline will be supported with a leadership development program.	$ 0.00	No
1.3d	Staff Development - AVID Training	All staff will receive training on the AVID program through a combination of in-house and external AVID specific opportunities.	$ 0.00	No
1.4a	Scholar Engagement	All scholars and learning coaches will receive an orientation at the start of the academic year, which will include strategies to be successful in our program as well as resources to support their educational journey.	$ 0.00	No
1.4b	Scholar Demonstration of Learning	All scholars will be invited to showcase their learning, once per semester, as part of their attendance.	$ 0.00	No
1.5a	Supports for Unduplicated Scholars - Learning Coach	All scholars who are identified as part of a special population will receive an additional orientation with their learning coach to showcase additional areas of support from Compass to aid in their learning.	$ 0.00	Yes
1.5b	Supports for Unduplicated Scholars - Progress Monitoring and Program Improvement	Leadership will continuously monitor and evaluate our scholar populations and research and pilot additional ways to support scholar learning.	$ 0.00	Yes
1.6a	Targeted Intervention - English Learners	Pilot for future full adoption, a supplemental ELD curriculum for English Learners with on-going support for EFs and teachers who are serving EL scholars.	$ 0.00	Yes

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1.6b	Targeted Intervention - Students with Disabilities	Special Education Department will make accessible for scholars supplemental resources and programs to target increased achievement in both English/Language Arts and mathematics.	$ 0.00	Yes

Goal Analysis 2020-21

An analysis of how this goal was carried out in the previous year.

A **description of any substantive differences in** planned **actions and actual implementation** of these actions.

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An explanation of **material differences between Budgeted Expenditures and Estimated Actual** Expenditures.

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An explanation of **how effective the specific actions** were in making progress toward the goal.

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A description of **any changes made to the planned goal, metrics, desired outcomes, or actions** for the coming year that resulted from reflections on prior practice.

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Goal 2

Goal #	Description
2	Increase scholar and parent engagement/involvement.

An explanation of why the LEA has developed this goal.

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The engagement of both scholars and parents is essential to the success of our community. As an online program, Compass Charter Schools seeks to provide opportunities for parents to be meaningfully engaged in their scholar's educational journey and provide input on areas to improve the experience of students in alignment with the goals of the approved charter petition. Equally important is to maintain the engagement of our scholars to promote their academic growth, social-emotional wellness, and dedication to becoming self-motivated, life-long learners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
Chronic Absenteeism	Chronic Absenteeism (2020 CA Dashboard) Baseline				Chronic Absenteeism (2022 CA Dashboard) <5%
Attendance Rates (P2 Reporting)	Attendance Rates (P2 Reporting)				Attendance Rates (P2 Reporting)
Suspension Rate	Suspension Rate 0%				Suspension Rate 0%
Dropout Rate • Middle school • High school	Dropout Rate • Middle school • High school				Dropout Rate • Middle school • High school
Award Recognition Program • Attendance • {Type} • {Type} • {Type}	Award Recognition Program • Attendance • {Type} • {Type} • {Type}				Award Recognition Program • Attendance • {Type} • {Type} • {Type}
Number of scholar clubs	Scholar clubs Maintain 16 clubs				Scholar clubs Maintain 16 clubs
Parent Advisory Council Meetings	Parent Advisory Council Meetings: 4 per year				Parent Advisory Council Meetings: 4 per year

Scholar Leadership Council Meetings	Scholar Leadership Council Meetings: 7 per year				Scholar Leadership Council Meetings: 7 per year
Parent Participation in Academic Monitoring Activities (i.e. Parent-Teacher Conferences, Connection meetings, etc.)	Percentage of Parents participating in academic monitoring activities: 100%				Percentage of Parents participating in academic monitoring activities: Maintain between 90 - 100%
Participation in Annual Satisfaction/LCAP Survey • Scholars • Parents • Staff	Participation in Annual Satisfaction/LCAP Survey • Scholars • Parents • Staff				Participation in Annual Satisfaction/LCAP Survey • Scholars • Parents • Staff

Actions

Action #	Title	Description	Total Funds	Contributing
2.1a	Learning Coach Academy	Revise and refine the Learning Coach Academy Pilot program	$ 0.00	No
2.1b	Learning Coach Ambassador	Pilot Learning Coach Ambassador Program with Learning Coach Academy graduates.	$ 0.00	No
2.2a	Scholar Celebrations	Compass will provide end-of-year celebrations	$ 0.00	No
2.2b	Scholar Recognition	Compass will provide scholar awards in four categories: Scholar of the Month, Firebird of the Year, Core Values (ARTIC) Awards, and Perfect Attendance.	$ 0.00	No
2.2c	Parent Recognition	Compass will provide parent awards in two categories: Learning Coach Academy Certificates and Learning Coach of the Year	$ 0.00	No
2.3	Extracurricular/Enrichment	Compass will provide a variety of extracurricular and enrichment activities to include community service opportunities, field trips, virtual scholar workshops and scholar-led clubs which will include the National Honor Society (NHS).	$ 0.00	No
2.4	School Communication	CCS will reach out to parents and scholars by maintaining a website with Google Translator option, annual event calendar, phone calls, emails and scheduling activities.	$ 0.00	No

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Goal Analysis 2020-21

An analysis of how this goal was carried out in the previous year.

A **description of any substantive differences in** planned **actions and actual implementation** of these actions.

An explanation of **material differences between Budgeted Expenditures and Estimated Actual** Expenditures.

An explanation of **how effective the specific actions** were in making progress toward the goal.

A description of **any changes made to the planned goal, metrics, desired outcomes, or actions** for the coming year that resulted from reflections on prior practice.

Goal 3 (NOTE: This was previously Goal 4. The original Goal 3 for Unduplicated was removed)

Goal #	Description
3	Increase college and career readiness for scholars in high school.

An explanation of why the LEA has developed this goal.

Compass scholars, as described in Goal 1, must have access to an instructional program which meets the requirements for post-secondary success, be that at an institute of higher learning or in a career of their choice. As such, ALL scholars must receive a high quality program which provides them with the requisite skills for success after graduation.

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Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
Graduation Rate	Graduation Rate (2020 CA Dashboard): Baseline				Graduation Rate (2022 CS Dashboard): 65%
A-G Course Completion at end of Grade 12	NEED DATA				95% A-G Course Completion at end of Grade 12
AP Passage (3 or Higher) Rate	NEED DATA				TARGET
EAP Ready or Conditionally Ready Rates	NEED DATA				TARGET
College Acceptance Rate	NEED DATA				TARGET
College Eligibility • 2-year • 4-year	NEED DATA				TARGET

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Summer School	Compass will offer Summer School for scholars wishing to earn extra credits in online classrooms.	$ 0.00	No
3.2	Scholar 4-year Post-Secondary Planning	Compass will review and revise the scholar 4-year academic planning process.	$ 0.00	No
3.2a	A-G Coursework	Compass will ensure all scholars have access to a-g approved courses, either through a preferred curriculum provider or through internally developed courses.	$ 0.00	No

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3.2b	Career Technical Education (CTE)	Compass will research and develop CTE course pathways, to be part of the 2021-22 course catalog.	$ 0.00	No
3.2c	Dual Enrollment	CCS will pilot a program to partner with a University to incorporate concurrent/dual enrollment in the 4-year plan for all high school scholars.	$ 0.00	No
3.2d	Community Service	Compass will research and develop community service opportunities, to be part of the 2021-22 course catalog.	$ 0.00	No
3.3a	Recognized ASCA Model Program (RAMP)	Compass will engage in research and development of RAMP in 2020-21, and implement the ASCA model program and apply to become a RAMP School in the 2021-22 school year.	$ 0.00	No
3.3b	Family College Awareness/Preparation	CCS will provide scholar and parent training on a-g requirements, going to college, completing a college and career application, completing a FAFSA, applying for scholarships, and taking college entrance exams. Encourage all Seniors to apply to a college, university, career-based training institution, or military.	$ 0.00	No

Goal Analysis 2020-21

An analysis of how this goal was carried out in the previous year.

A **description of any substantive differences in** planned **actions and actual implementation** of these actions.

An explanation of **material differences between Budgeted Expenditures and Estimated Actual** Expenditures.

An explanation of **how effective the specific actions** were in making progress toward the goal.

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A description of **any changes made to the planned goal, metrics, desired outcomes, or actions** for the coming year that resulted from reflections on prior practice.

Goal 4

Goal #	Description
4	Ensure that late entrants to Compass Charter Schools who have faced challenges in completing a course of study leading to diploma (credit deficient scholars) are making progress toward earning high school diploma.

An explanation of why the LEA has developed this goal.

Compass Charter Schools offers a unique model for addressing the current needs of scholars/families through homeschool (Options Program) and virtual learning (Online Program). This goal has been added to allow for continuous monitoring of our scholars who entered the Compass programs at various levels of high school with credit deficits and will enable our staff to develop strategic support systems to ensure these scholars persist to graduation albeit on an extended timeline.

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Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
Accelerated Course Options Program (COP)	NEED DATA				TARGET
Extended Graduation (5+ years to earn diploma)	NEED DATA				TARGET

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Summer School	CCS will offer Summer School for scholars who are credit deficient, parenting or may face other significant obstacles to earning a high school diploma.	$ 0.00	Yes
4.2	Extended Graduation Plan	Compass will develop an extended graduation plan and program to ensure scholars with barriers to graduation (ie. credit deficient, parenting) have a realistic pathway and expectations for earning a high school diploma.	$ 0.00	Yes

Goal Analysis 2020-21

An analysis of how this goal was carried out in the previous year.

A **description of any substantive differences in** planned **actions and actual implementation** of these actions.

An explanation of **material differences between Budgeted Expenditures and Estimated Actual** Expenditures.

An explanation of **how effective the specific actions** were in making progress toward the goal.

A description of **any changes made to the planned goal, metrics, desired outcomes, or actions** for the coming year that resulted from reflections on prior practice.

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2020-21

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
[Insert percentage here] %	$ [Insert dollar amount here]

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For **each action being provided to an entire school**, or across the entire school district or county office of education (COE), an **explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

*To be completed prior to the June 2020 Board meeting.

A description of **how services** for foster youth, English learners, and low-income students **are being increased or improved by the percentage** required.

*To be completed prior to the June 2020 Board meeting.

1.5a Supports for Unduplicated Scholars - Learning Coach

1.5b Supports for Unduplicated Scholars - Progress Monitoring and Program Improvement

1.6a Targeted Intervention - English Learners

1.6b Targeted Intervention - Students with Disabilities

4.1 Summer School

4.2 Extended Graduation Plan

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Instructions

[Linked Outline]

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective

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strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).
    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are

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leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

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Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the

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number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

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Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and the English Learner Parent Advisory Committee, and consult with the special education local plan area administrator(s), as applicable. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

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Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

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Prompt 2: “A summary of the feedback provided by stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

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Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes.

LEAs are strongly encouraged to assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

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- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are

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those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

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- **Year 1 Outcome**: When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2022-23**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

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Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2022-23)
n in LCAP	Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2021–22**. Leave blank until then.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2020–21**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to

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include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***Percentage to Increase or Improve Services*:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs

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of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7%

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lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and Charter Schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities.

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Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

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- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".
- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel**: This amount will be automatically calculated.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

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- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

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Data Entry Table

Goal #	Action #	Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
[Insert Goal #]	[Insert Action #]	[Insert Action Title]	[Insert Student Group(s)]	[Insert Yes/No]	[Insert Scope]	[Insert Unduplicated Student Group(s)]	[Insert Location]	[Insert Time Span]
[Insert Goal #]	[Insert Action #]	[Insert Action Title]	[Insert Student Group(s)]	[Insert Yes/No]	[Insert Scope]	[Insert Unduplicated Student Group(s)]	[Insert Location]	[Insert Time Span]

Data Entry Table

Personnel Expense	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
[Personnel Expense]%	[Insert Total Personnel]	[Insert Total Non-personnel]	$[Insert LCFF Funds]	$[Insert Other State Funds]	$[Insert Local Funds]	$[Insert Federal Funds]	$[Insert Total Funds]
[Personnel Expense]%	[Insert Total Personnel]	[Insert Total Non-personnel]	$[Insert LCFF Funds]	$[Insert Other State Funds]	$[Insert Local Funds]	$[Insert Federal Funds]	$[Insert Total Funds]

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Total Expenditures Table

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
[Goal #]	[Action #]	[Student Group(s)]	[Action Title]	$[LCFF Funds]	$[Other State Funds]	$[Local Funds]	$[Federal Funds]	$[Total Funds]
[Goal #]	[Action #]	[Student Group(s)]	[Action Title]	$[LCFF Funds]	$[Other State Funds]	$[Local Funds]	$[Federal Funds]	$[Total Funds]

Other State Funds	Local Funds	Federal Funds	Total Funds
$[Total Other State Funds]	$[Total Local Funds]	$[Total Federal Funds]	$Total Funds]

Totals:	Total Personnel	Total Non-personnel
Totals:	$[Total Personnel]	$[Total Non-personnel]

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Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
[Goal #]	[Action #]	[Action Title]	[Scope]	[Unduplicated Student Group(s)]	[Location]	$[LCFF Funds]	$[Total Funds]
[Goal #]	[Action #]	[Action Title]	[Scope]	[Unduplicated Student Group(s)]	[Location]	$[LCFF Funds]	$[Total Funds]

Totals by Type	Total LCFF Funds	Total Funds
Total:	$[Total LCFF Funds]	$[Total Funds]
LEA-wide Total:	$[Total LCFF Funds]	$[Total Funds]
Targeted Total:	$[Total LCFF Funds]	$[Total Funds]
Schoolwide Total:	$[Total LCFF Funds]	$[Total Funds]

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Annual Update Table Year 1

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
[Goal #]	[Action #]	[Prior Action/Service Title]	[Yes/No]	$[Total Planned Expenditures]	$[Total Estimated Actual Expenditures]
[Goal #]	[Action #]	[Prior Action/Service Title]	[Yes/No]	$[Total Planned Expenditures]	$[Total Estimated Actual Expenditures]

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:	$[Planned Expenditure Total]	$[Estimated Actual Total]

Annual Update Table Year 2

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
[Goal #]	[Action #]	[Prior Action/Service Title]	[Yes/No]	$[Total Planned Expenditures]	$[Total Estimated Actual Expenditures]
[Goal #]	[Action #]	[Prior Action/Service Title]	[Yes/No]	$[Total Planned Expenditures]	$[Total Estimated Actual Expenditures]

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:	$[Planned Expenditure Total]	$[Estimated Actual Total]

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Annual Update Table Year 3

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
[Goal #]	[Action #]	[Prior Action/Service Title]	[Yes/No]	$[Total Planned Expenditures]	$[Total Estimated Actual Expenditures]
[Goal #]	[Action #]	[Prior Action/Service Title]	[Yes/No]	$[Total Planned Expenditures]	$[Total Estimated Actual Expenditures]

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:	$[Planned Expenditure Total]	$[Estimated Actual Total]

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Coversheet

Academic Services Update

Section: XI. Academic Services
Item: A. Academic Services Update
Purpose: FYI
Submitted by: Aviva Ebner
Related Material: Academic Services Division Report - March 2020.pdf

RECOMMENDATION:
N/A - For Discussion Only

COMPASS CHARTER SCHOOLS

THE GOLD STANDARD IN VIRTUAL EDUCATION

Academic Services Division
March 2020 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.

COMPASS CHARTER SCHOOLS

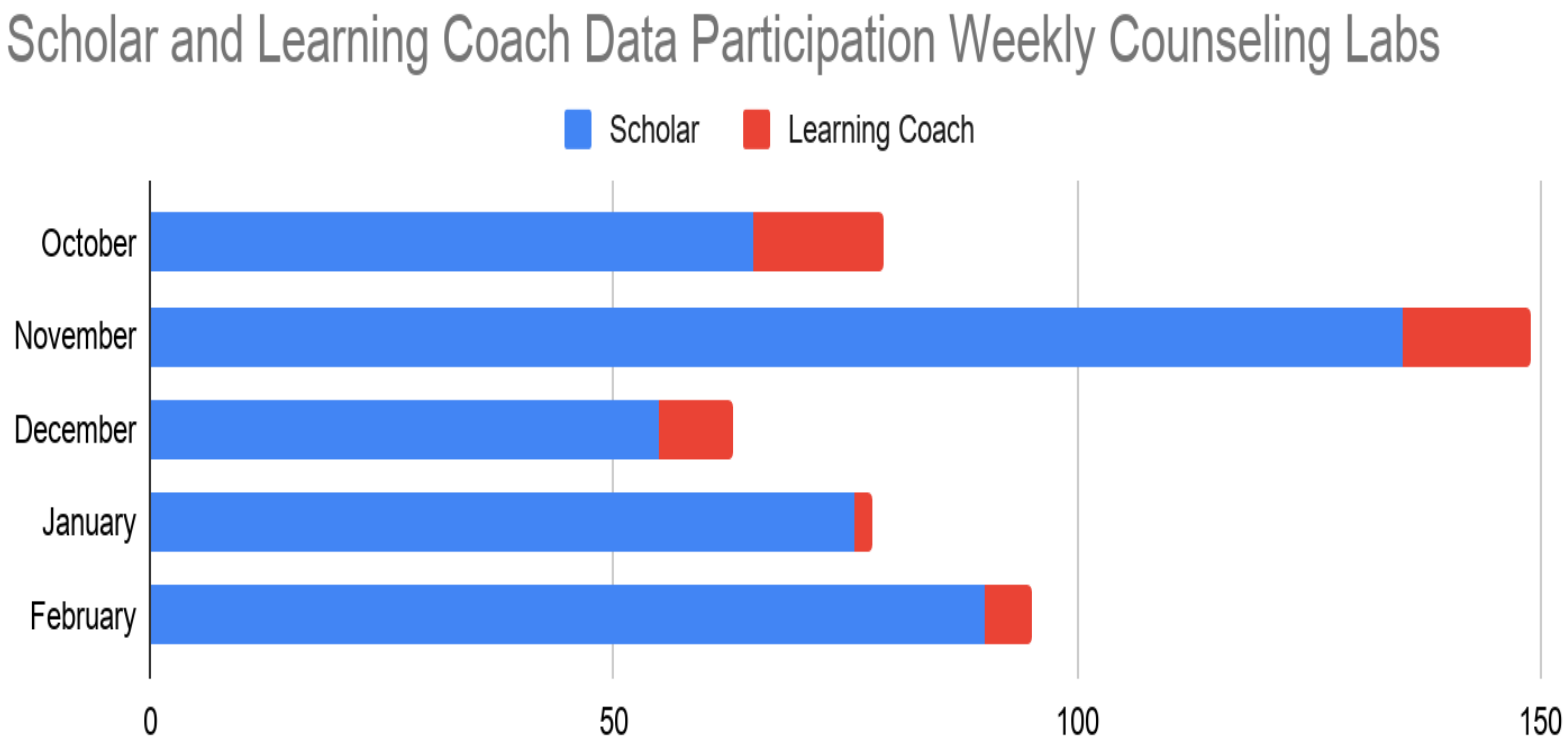


Agenda

- Counseling Services Department
- Online Learning Department
- Options Learning Department
- Special Education Department
- English Learners

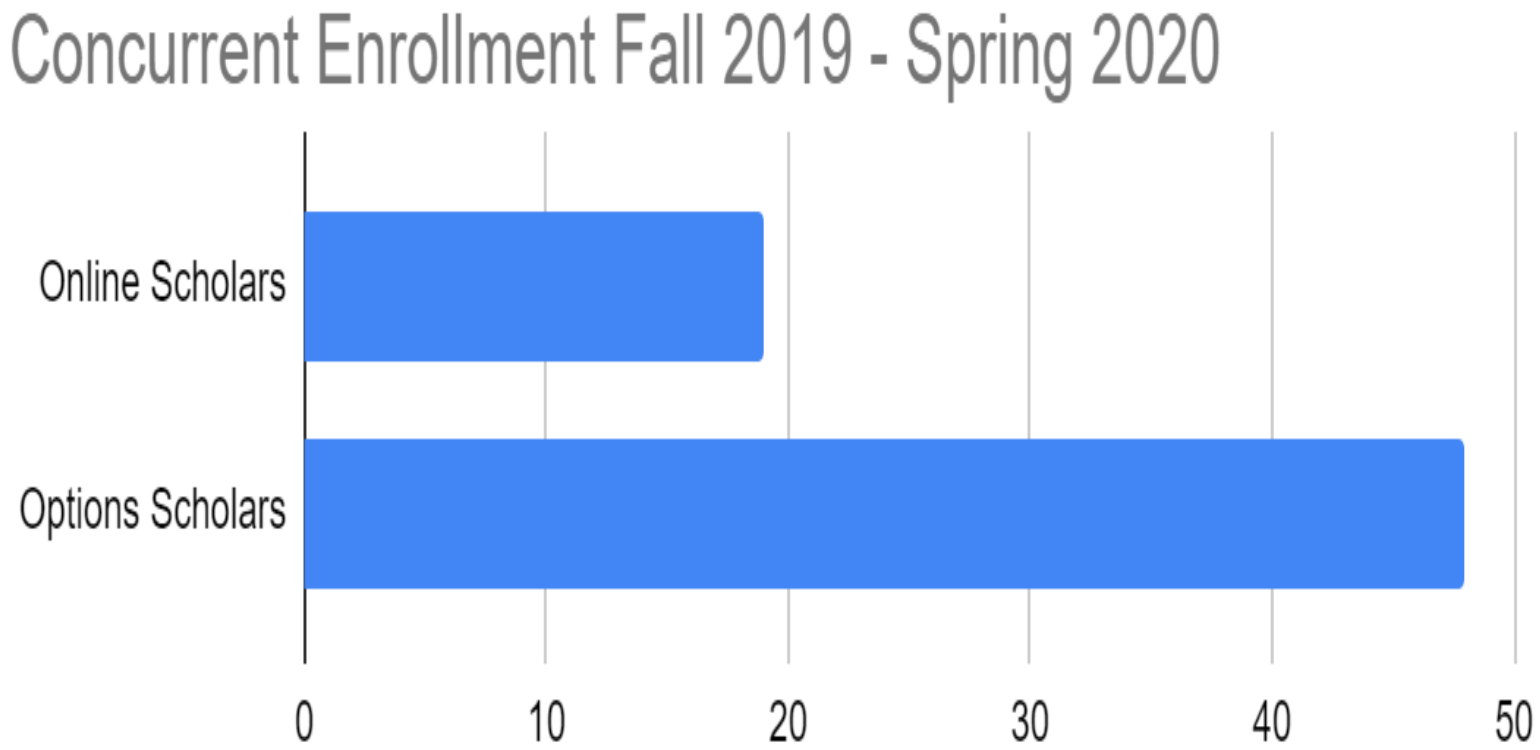
COMPASS CHARTER SCHOOLS

Counseling Services Department



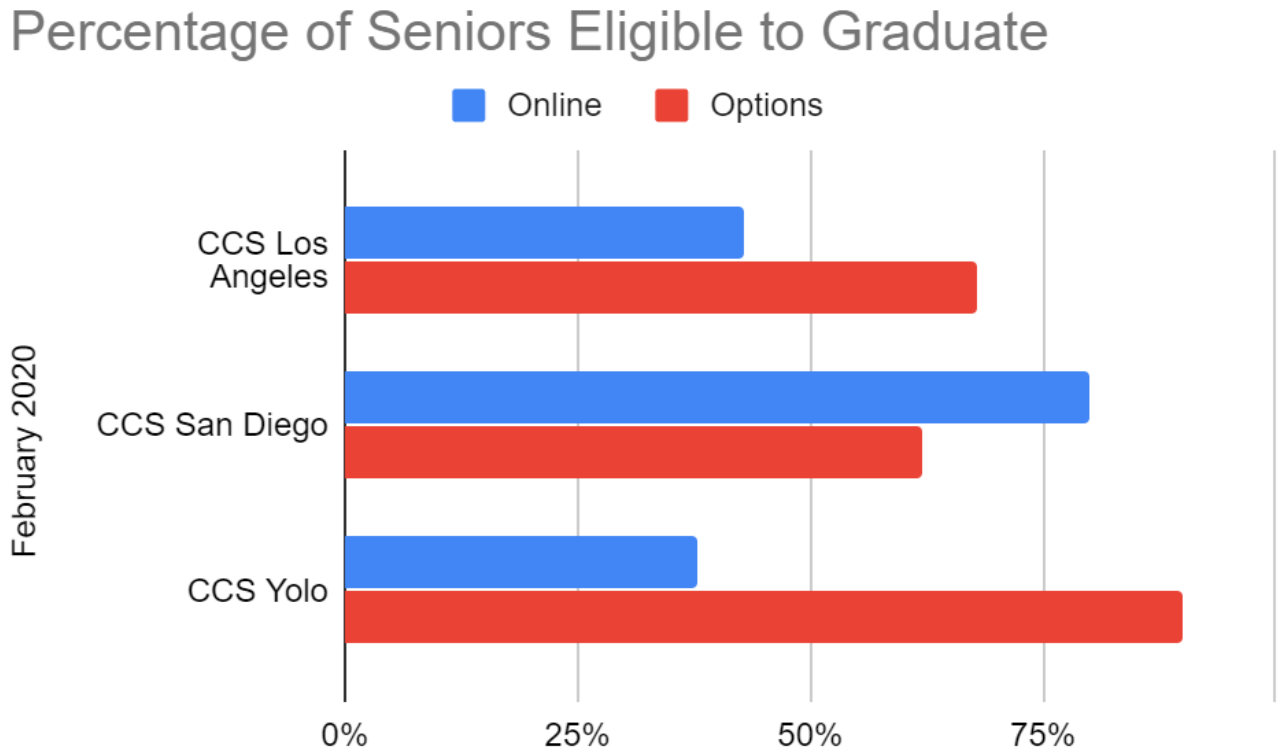
COMPASS CHARTER SCHOOLS

Counseling Services Department



COMPASS CHARTER SCHOOLS

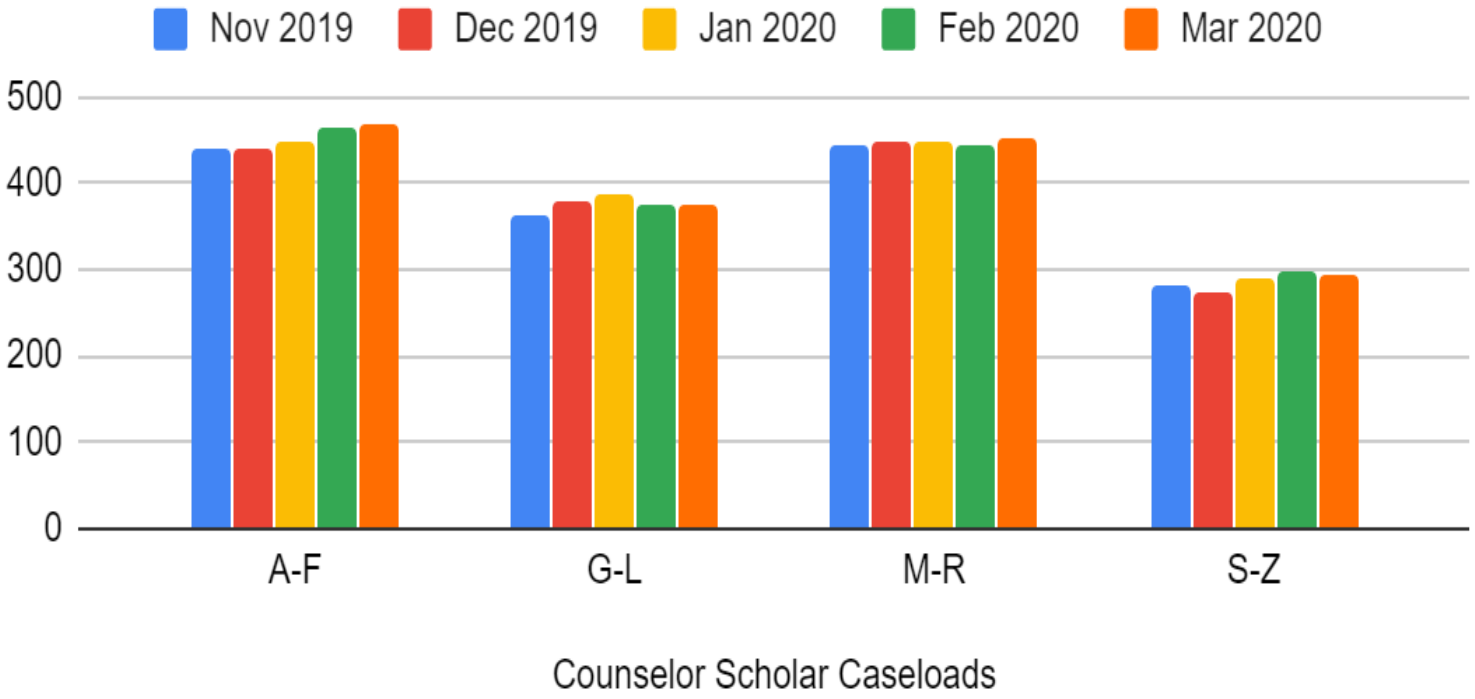
Counseling Services Department



COMPASS CHARTER SCHOOLS

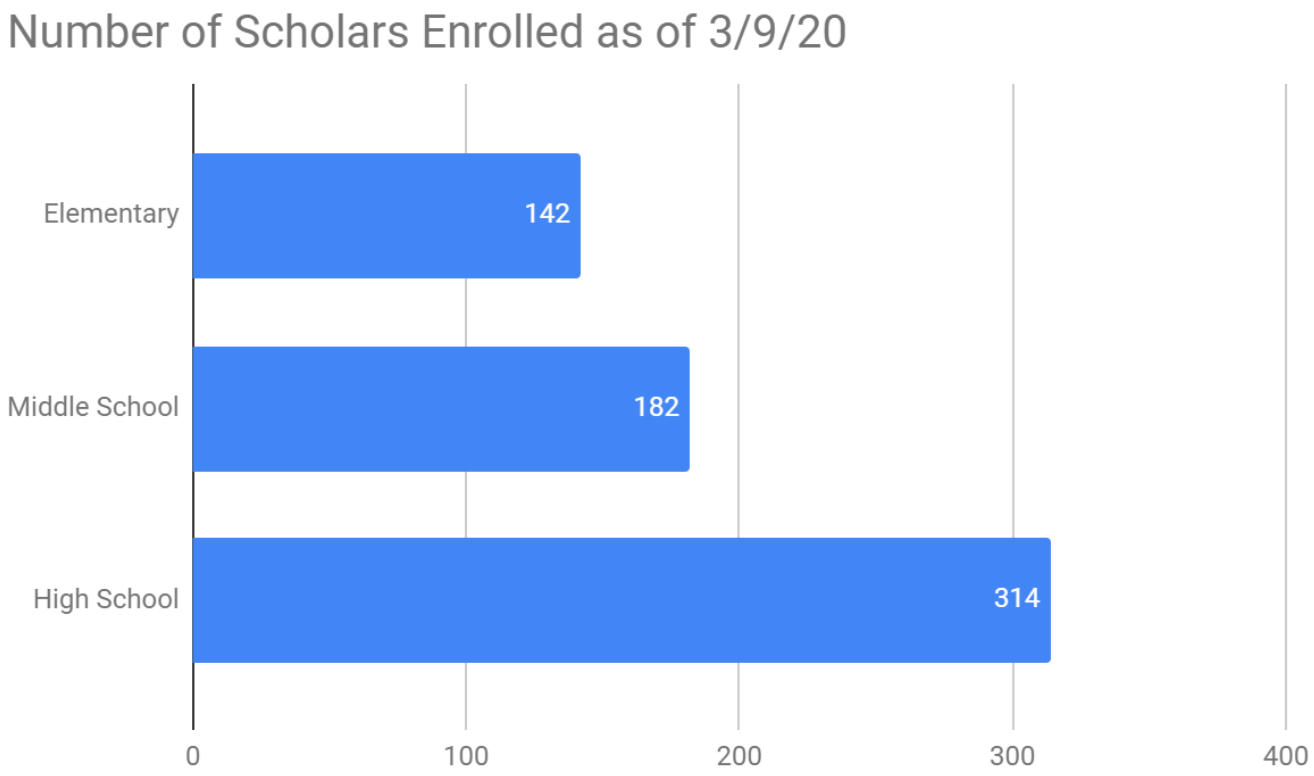
Counseling Services Department

Counselor Caseloads by Alpha Grades 6-12



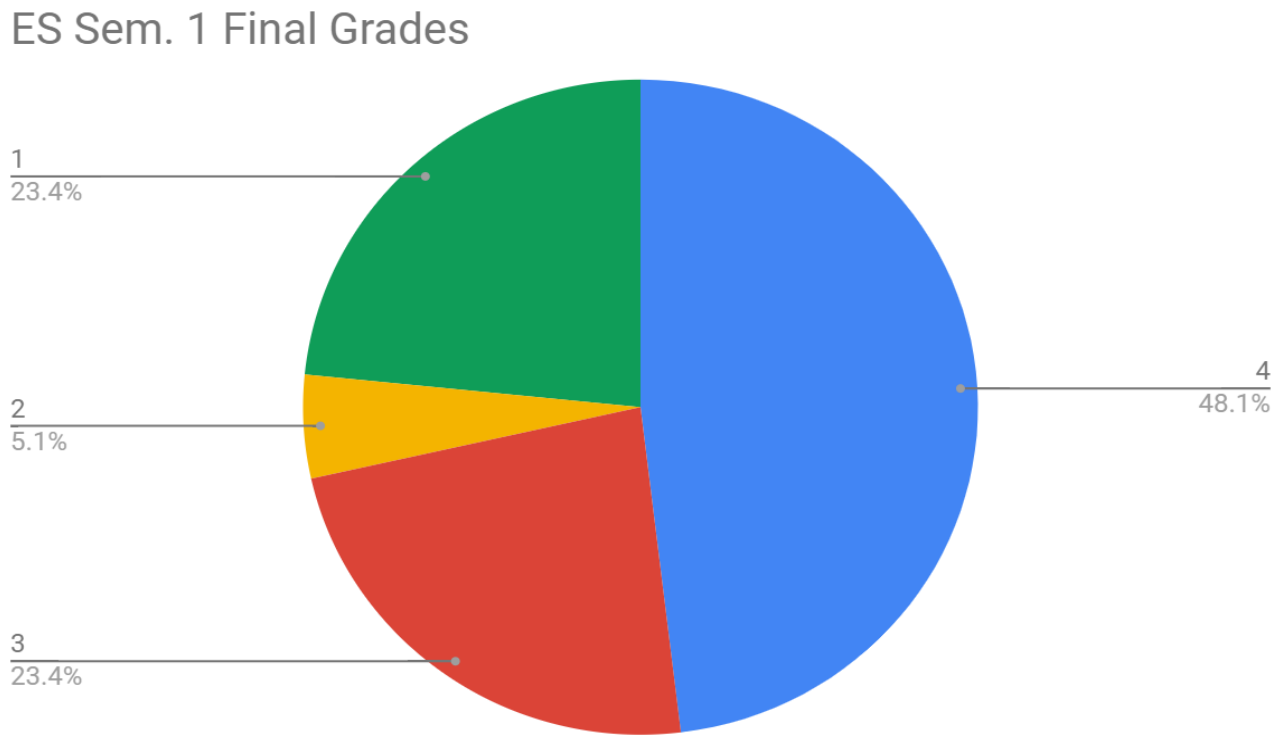
COMPASS CHARTER SCHOOLS

Online Learning Department Enrollment



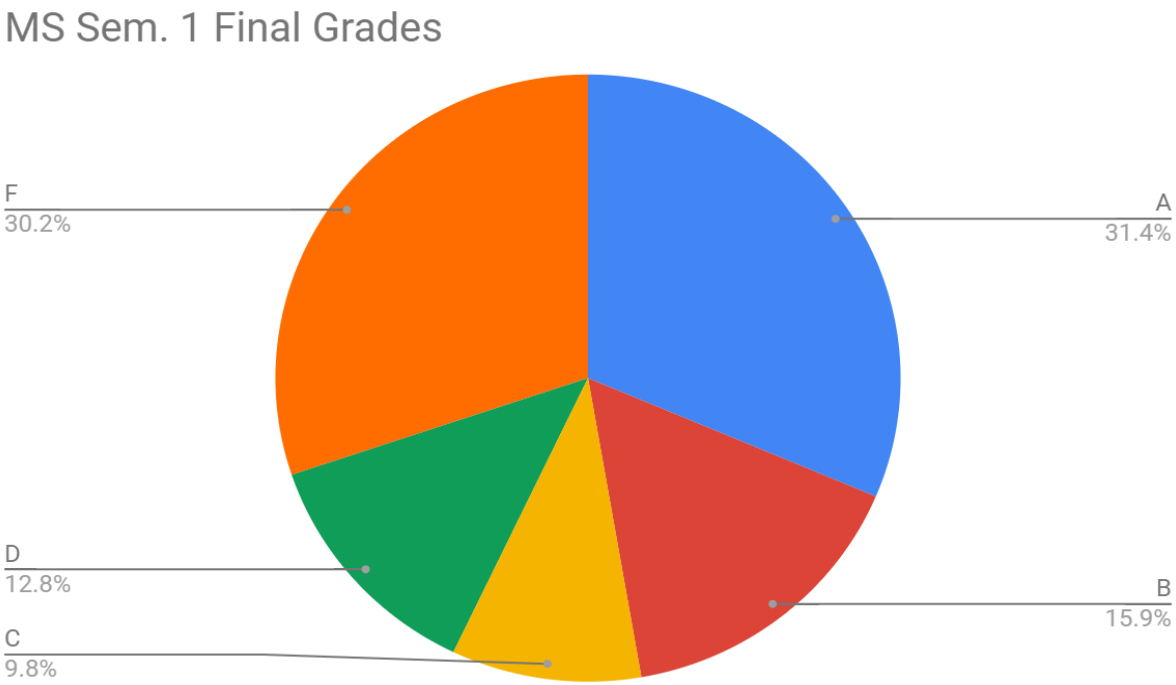
COMPASS CHARTER SCHOOLS

Online Learning Department
Elementary Semester 1 Final Grades



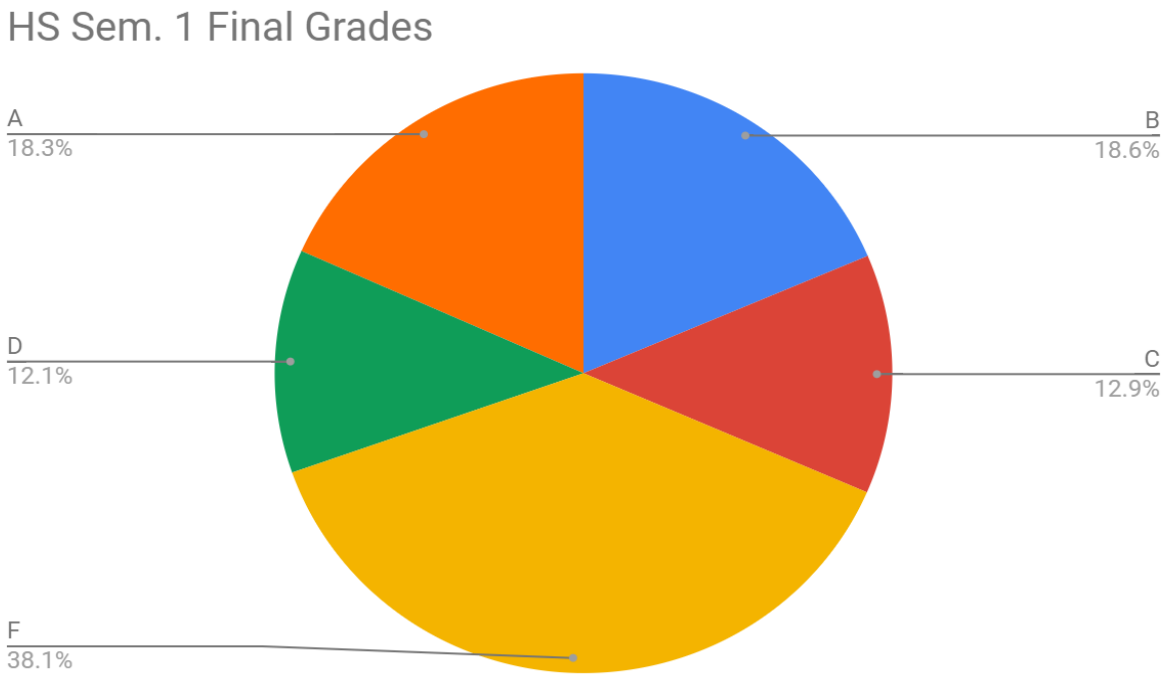
COMPASS CHARTER SCHOOLS

Online Learning Department
MS Semester 1 Final Grades



COMPASS CHARTER SCHOOLS

Online Learning Department
HS Semester 1 Final Grades



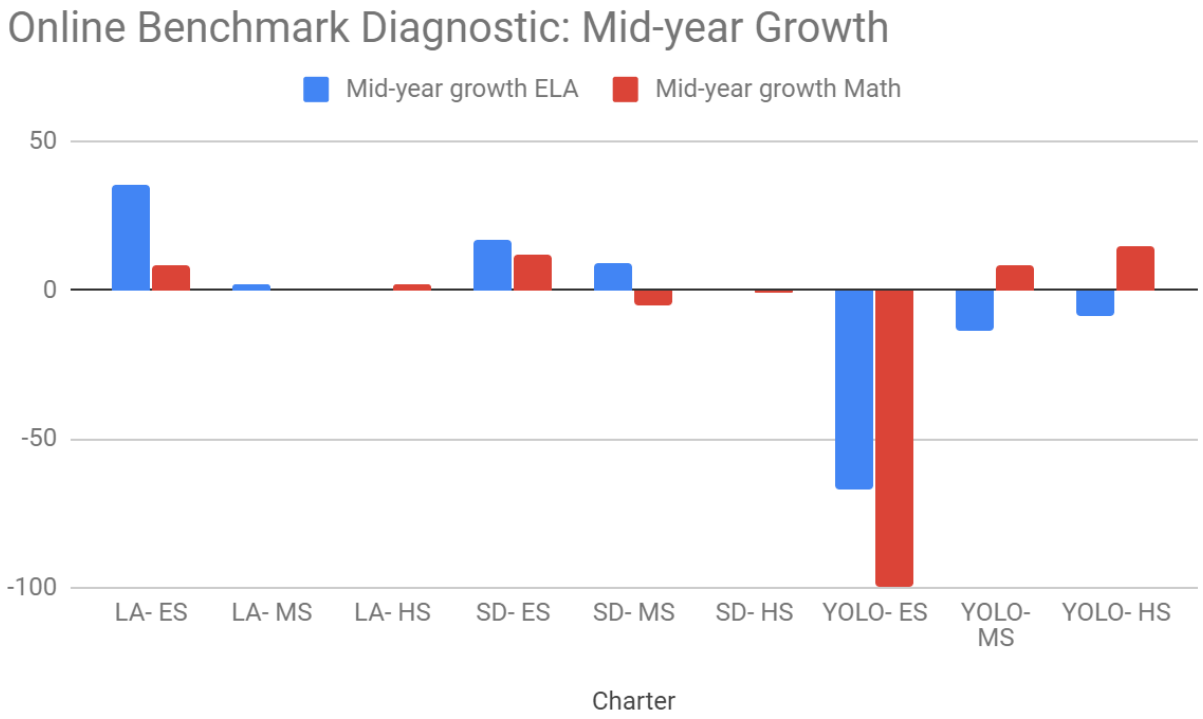
COMPASS CHARTER SCHOOLS

Online Learning Department
Semester 1 Honor Roll

Grade	Semester 1
ES	43%
MS	20%
HS	15%

COMPASS CHARTER SCHOOLS

Online Learning Department
Mid-year Benchmark Growth



COMPASS CHARTER SCHOOLS

Online Learning Department - January 2020

Number of scholars identified and attending online tutoring

Grade	Number of scholars identified as Tier 2	Number of scholars attending tutoring
K/1	4	0
2/3	7	0
4/5	15	19
MS	78	3
HS	169	68

COMPASS CHARTER SCHOOLS

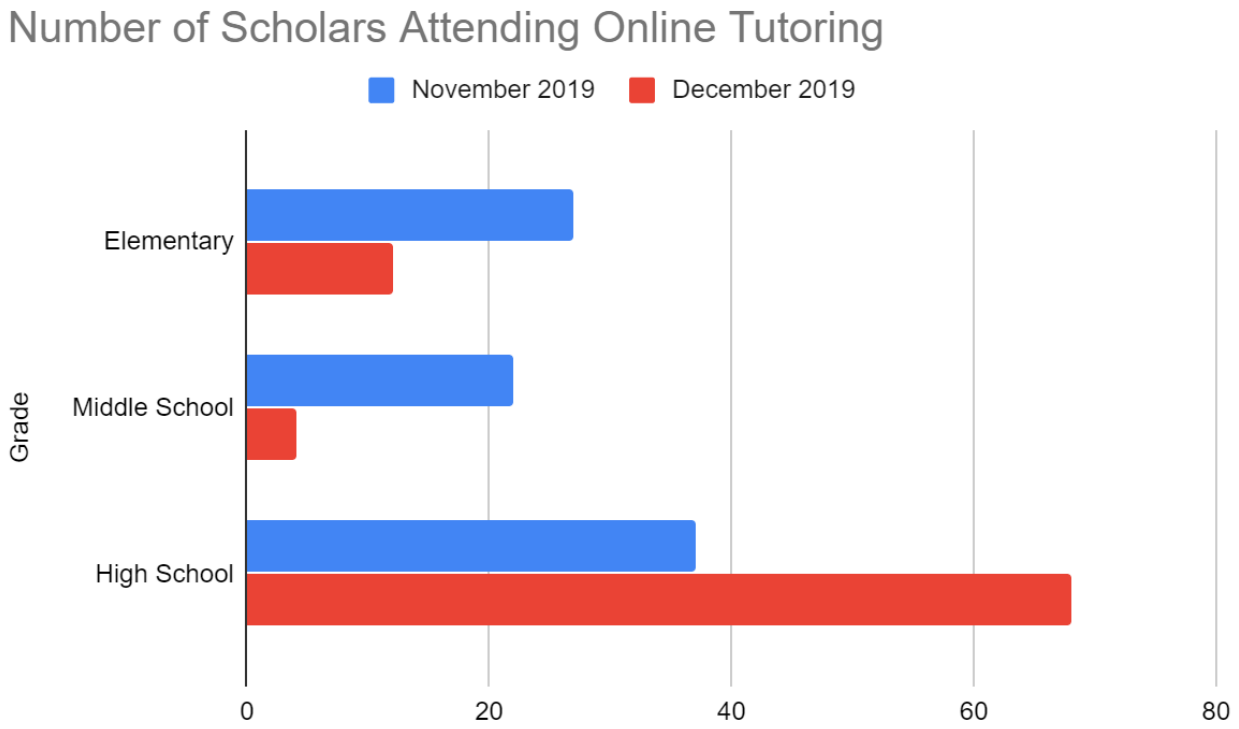
Online Learning Department - February 2020

Number of scholars identified and attending online tutoring

Grade	Number of scholars identified as Tier 2	Number of scholars attending tutoring
K/1	8	0
2/3	10	4
4/5	21	13
MS	101	32
HS	95	33

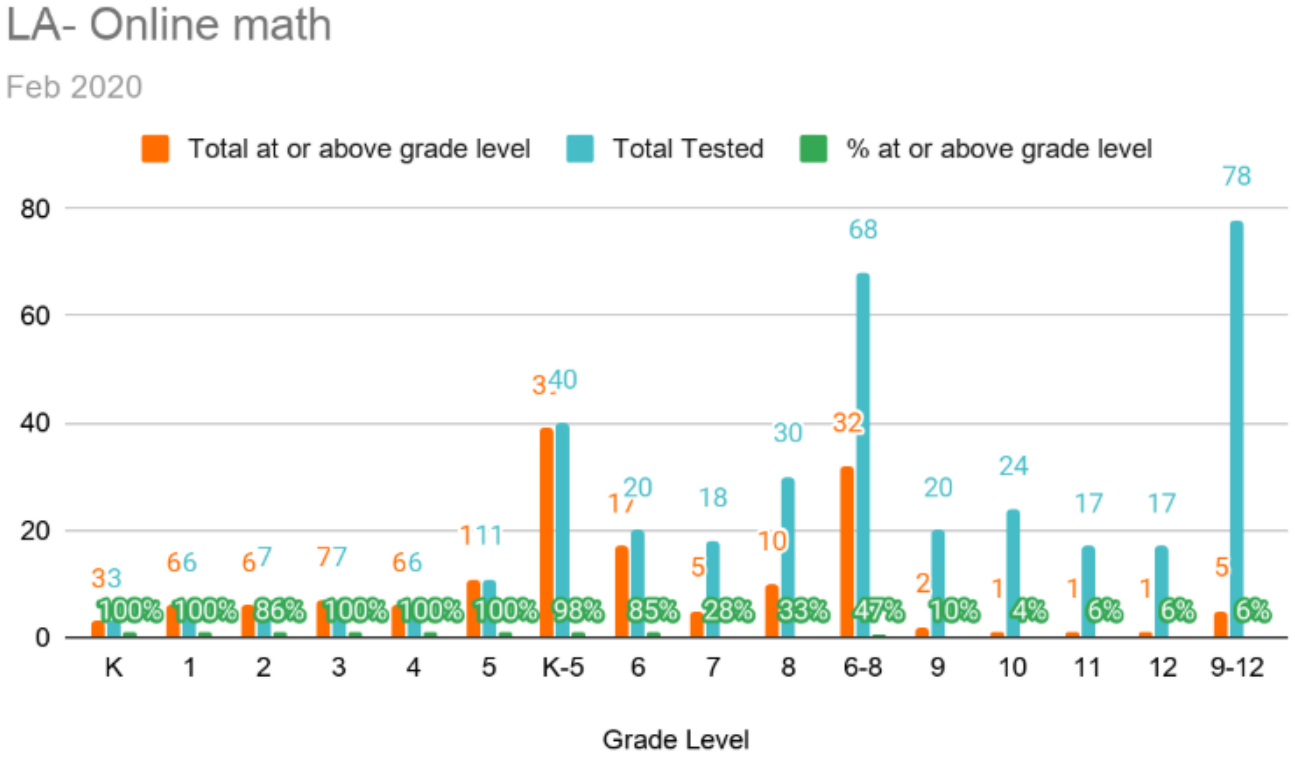
COMPASS CHARTER SCHOOLS

Online Learning Department



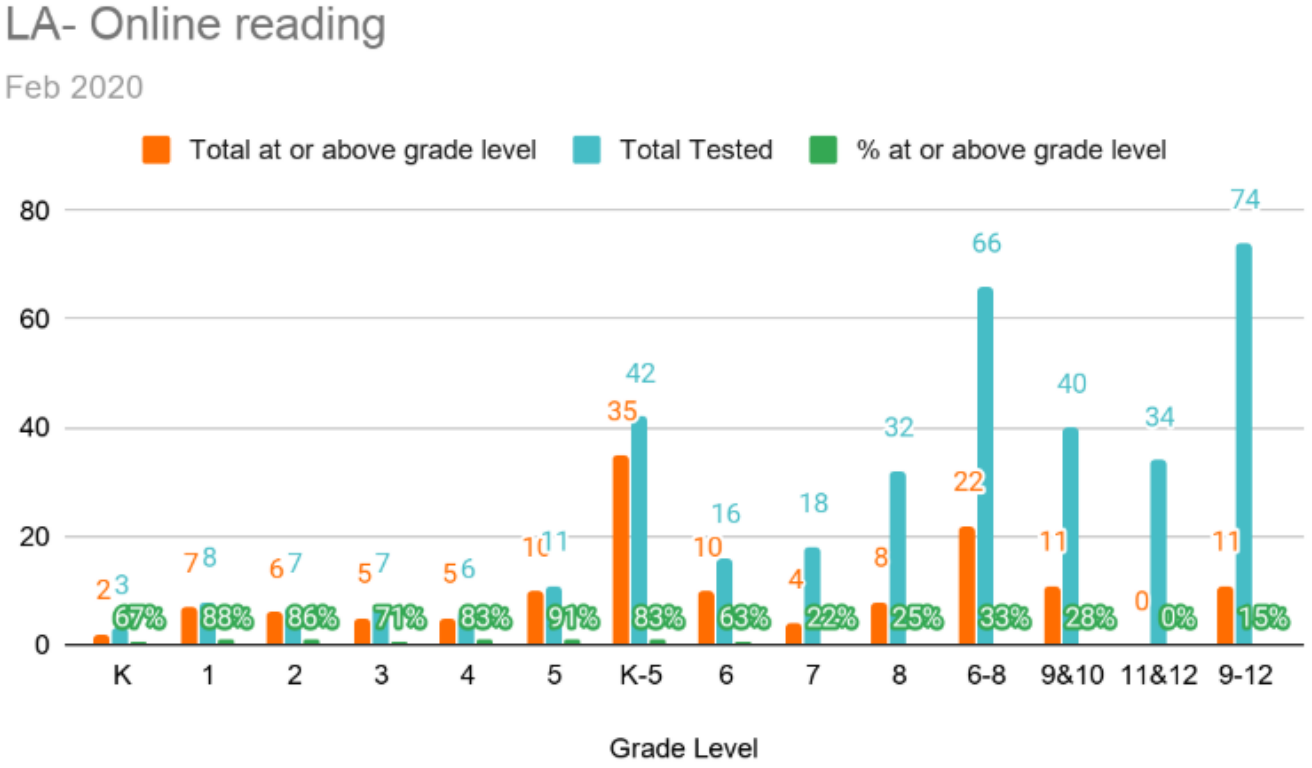
COMPASS CHARTER SCHOOLS

Online Learning Department
Mid-Year Diagnostic Results



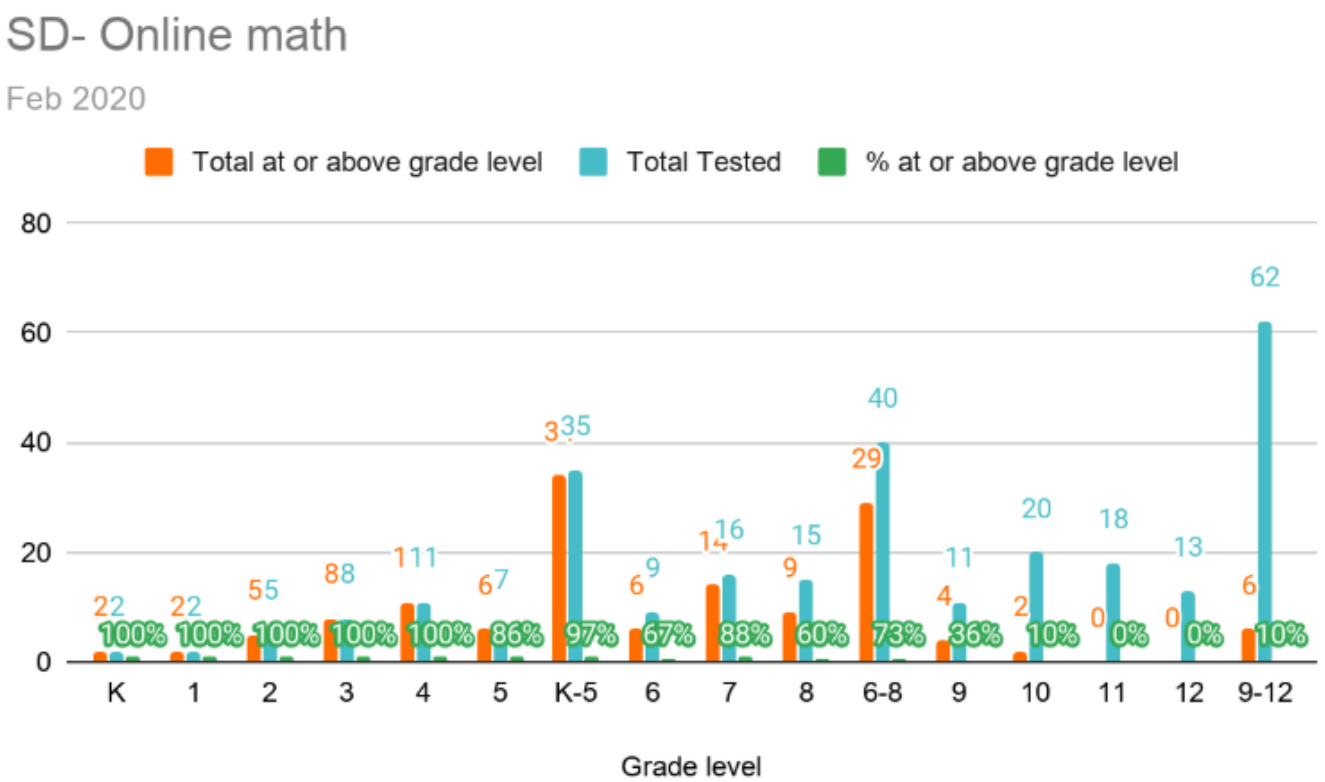
COMPASS CHARTER SCHOOLS

Online Learning Department
Mid-Year Diagnostic Results



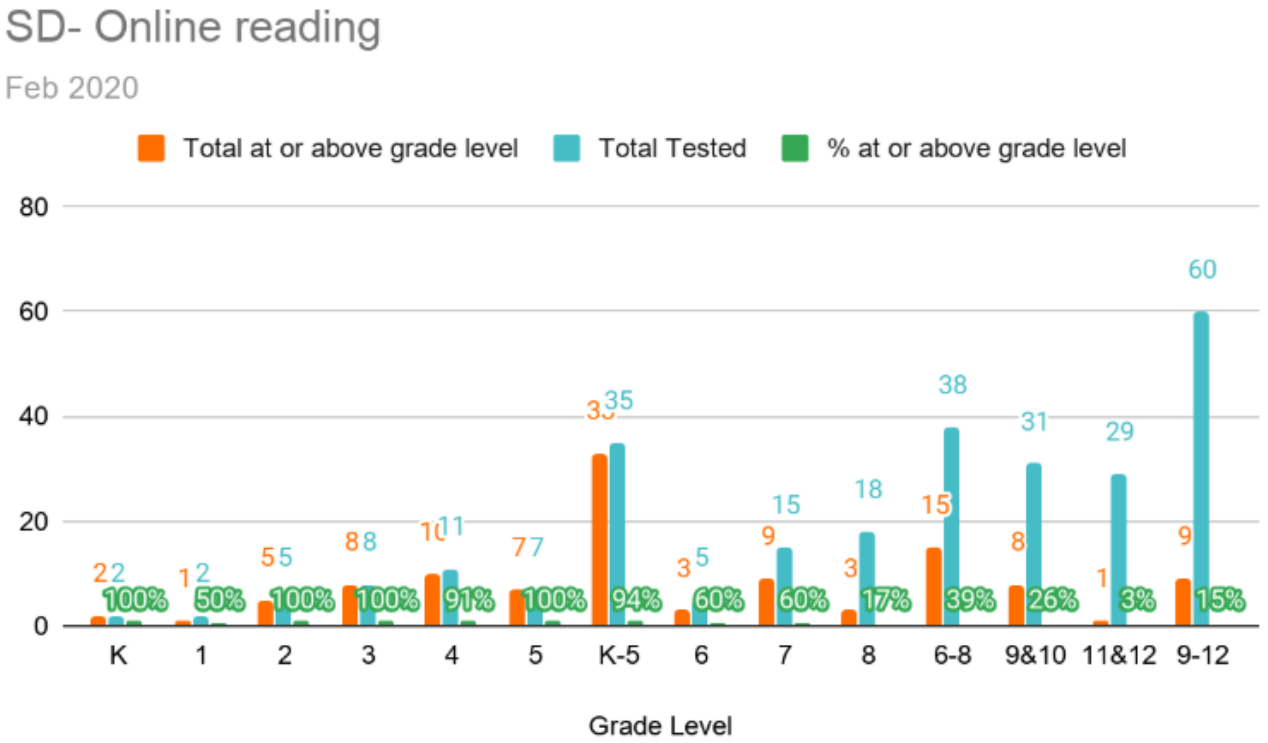
COMPASS CHARTER SCHOOLS

Online Learning Department
Mid-Year Diagnostic Results



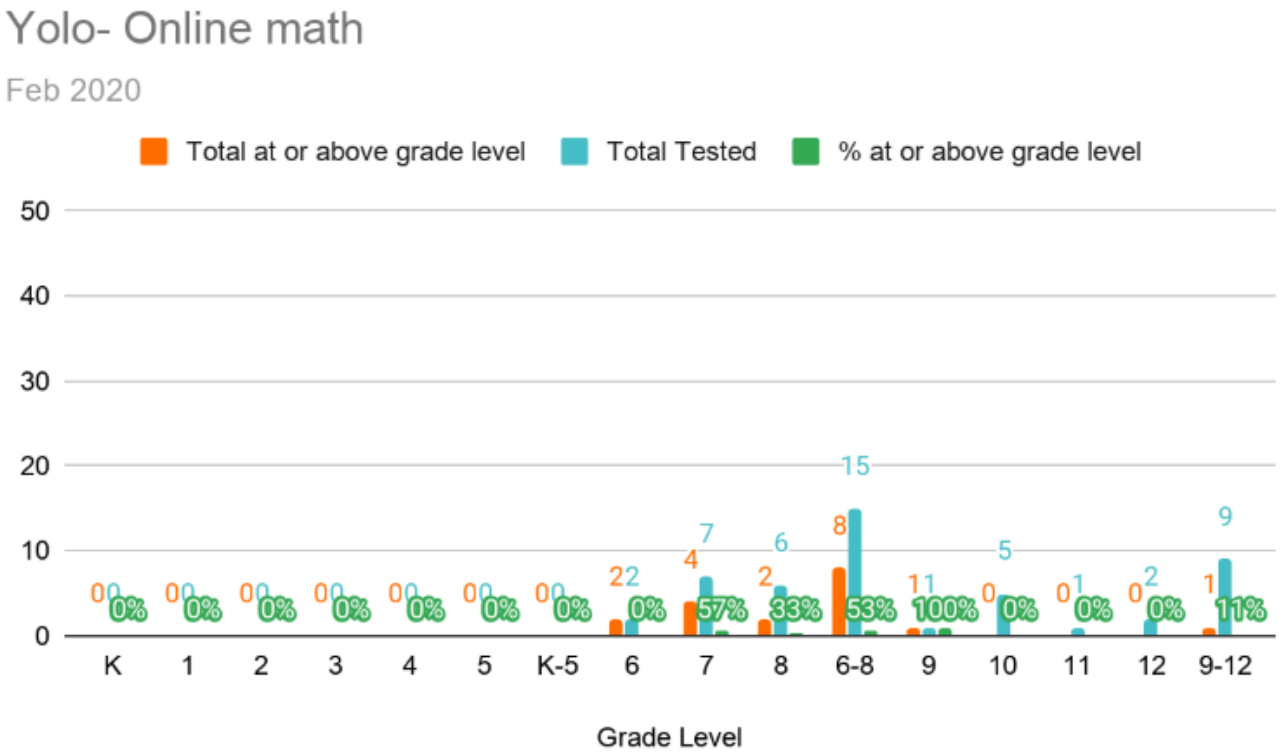
COMPASS CHARTER SCHOOLS

Online Learning Department
Mid-Year Diagnostic Results



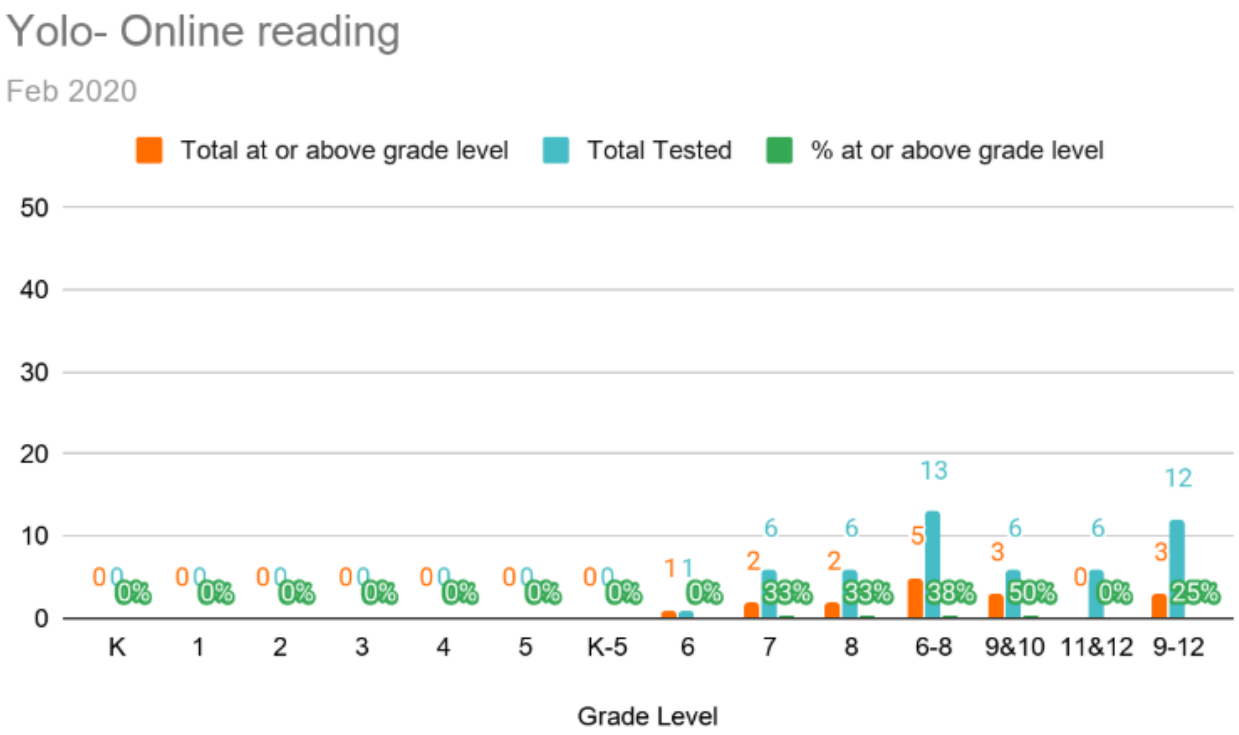
COMPASS CHARTER SCHOOLS

Online Learning Department
Mid-Year Diagnostic Results



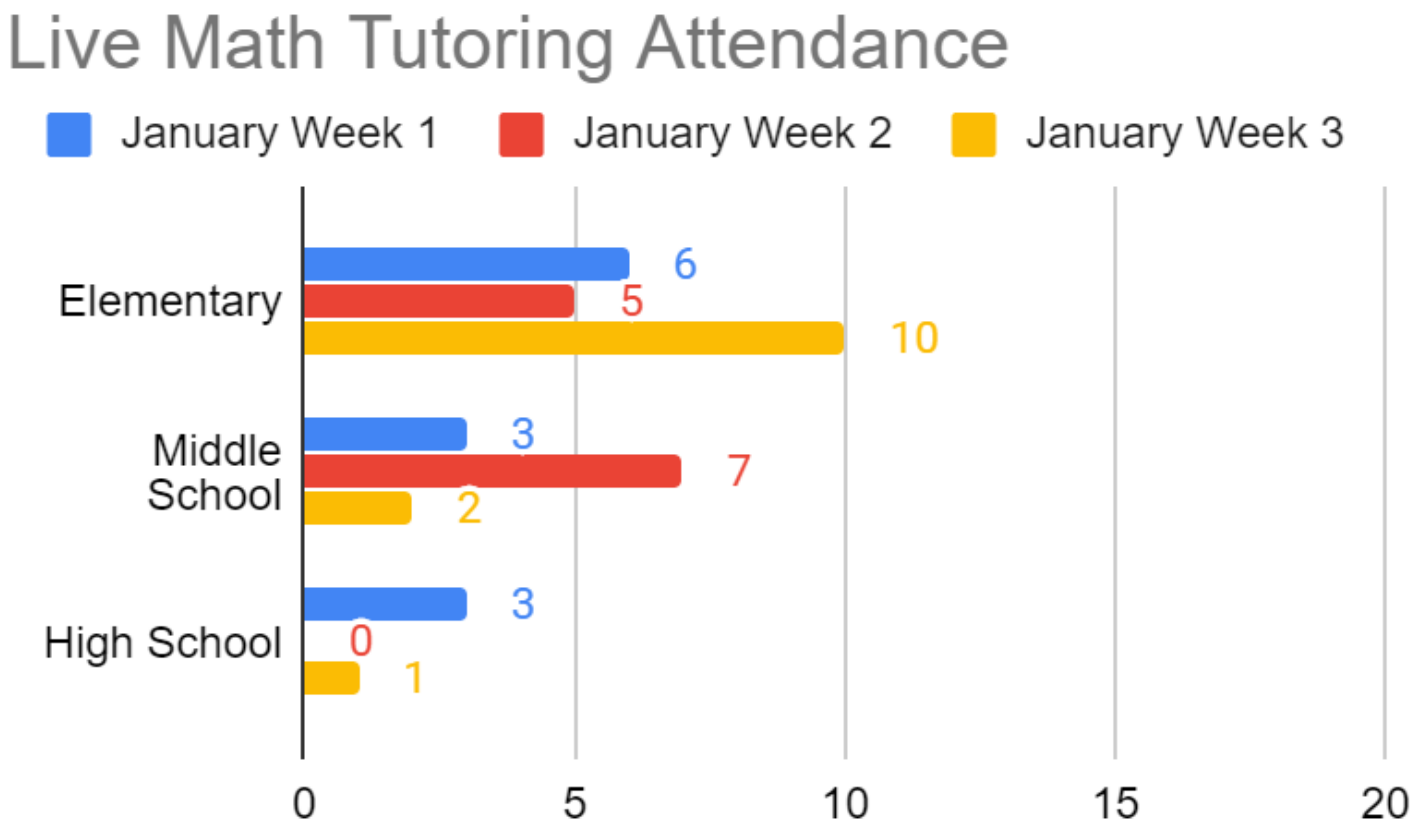
COMPASS CHARTER SCHOOLS

Online Learning Department
Mid-Year Diagnostic Results

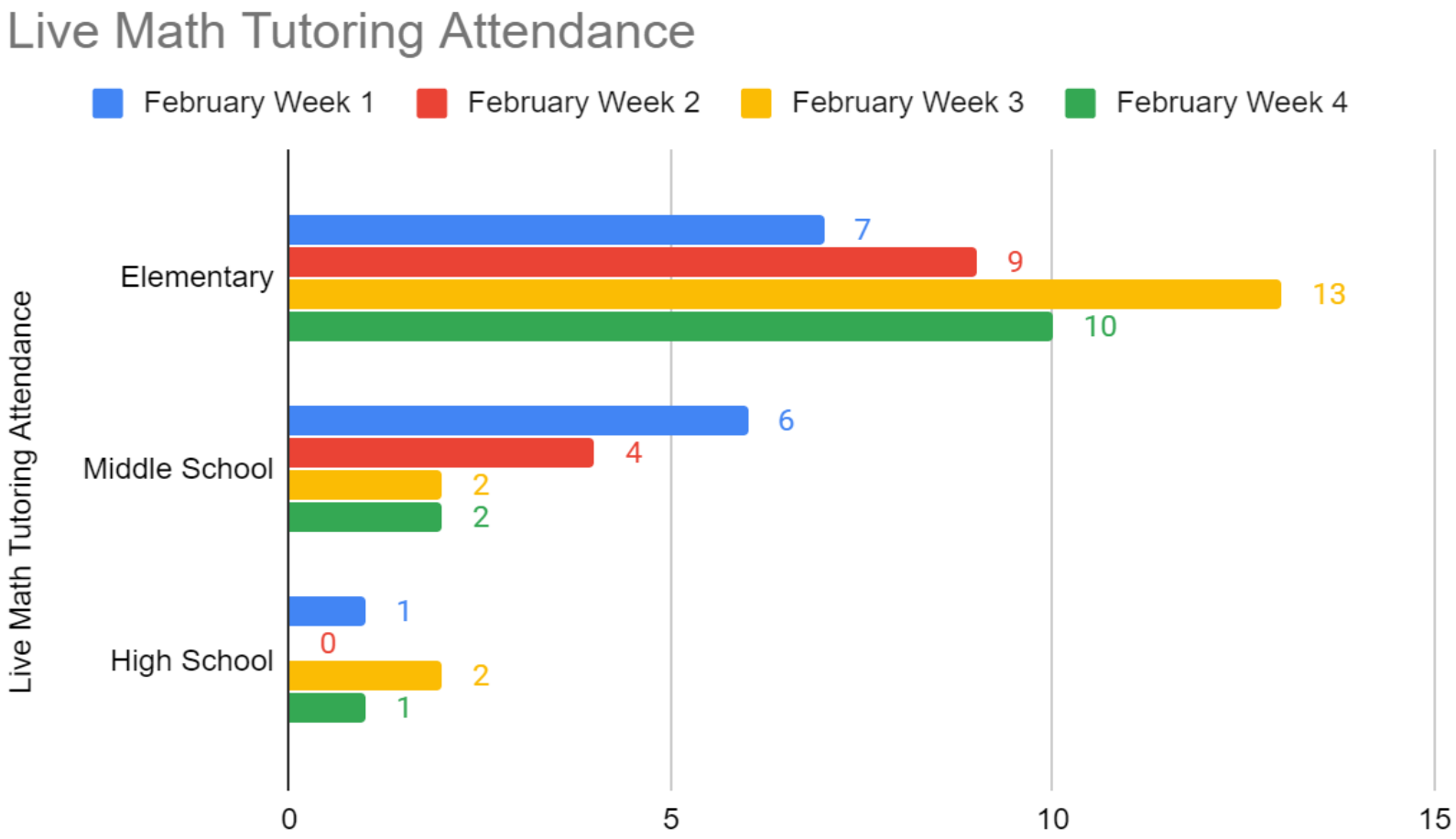


COMPASS CHARTER SCHOOLS

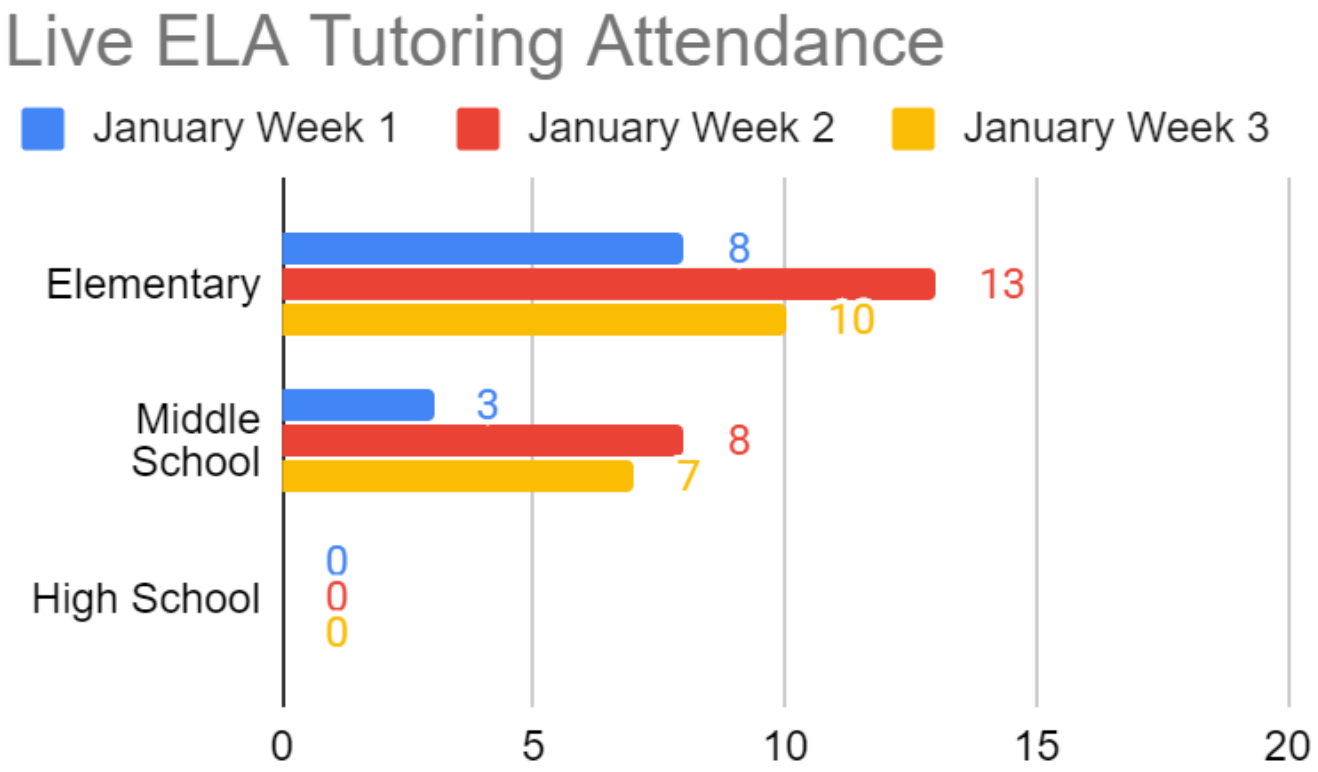
Options Learning Department



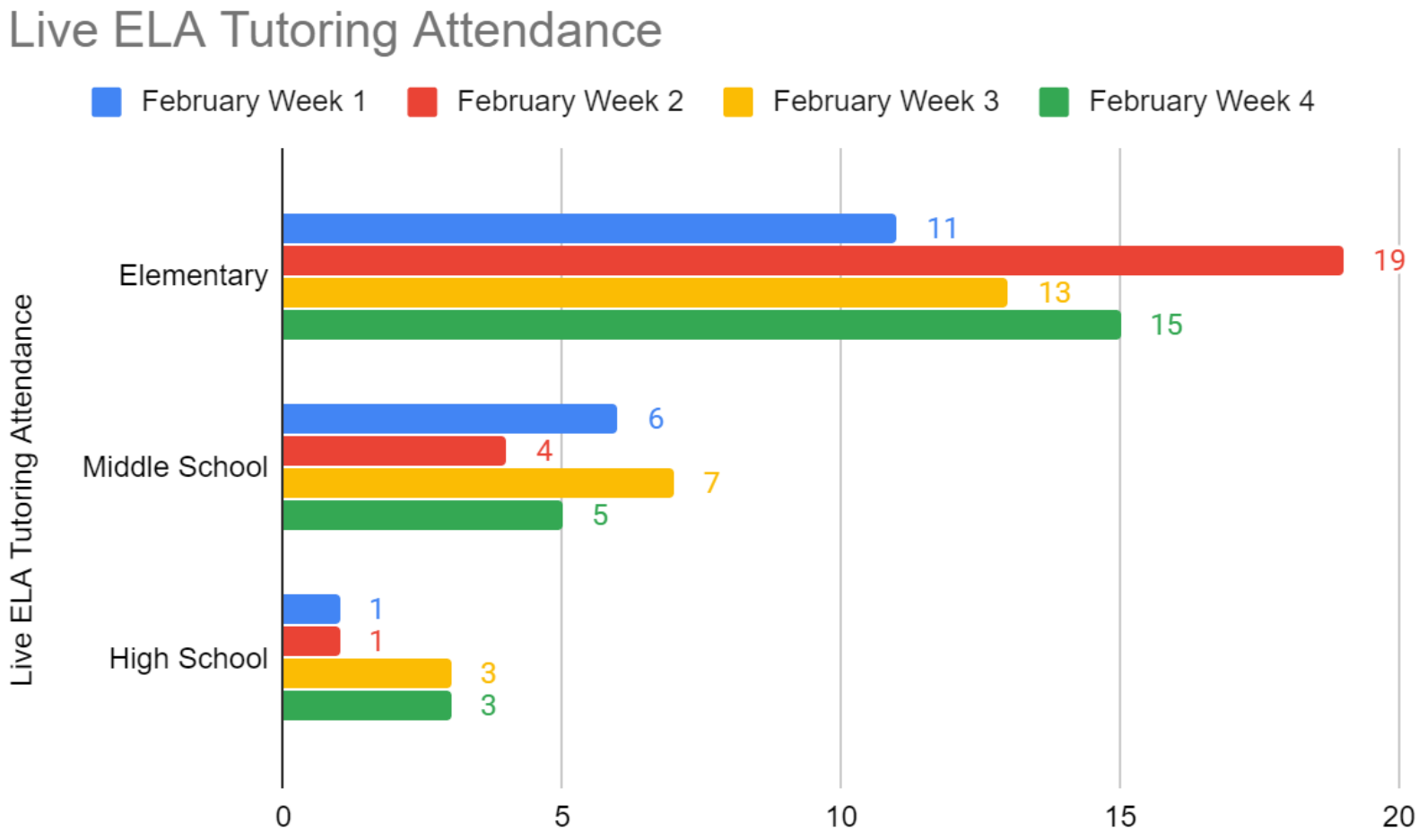
Options Learning Department



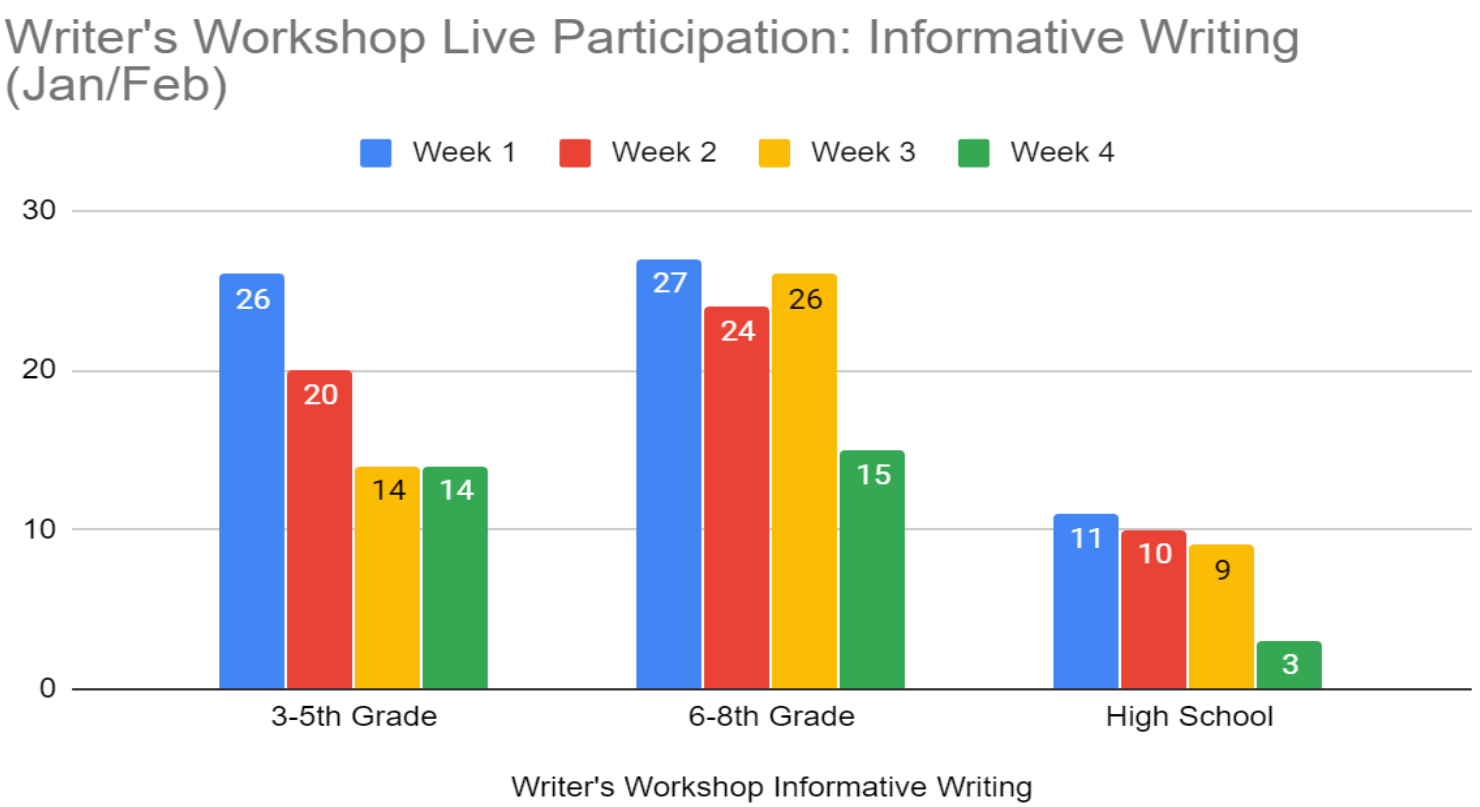
Options Learning Department



Options Learning Department

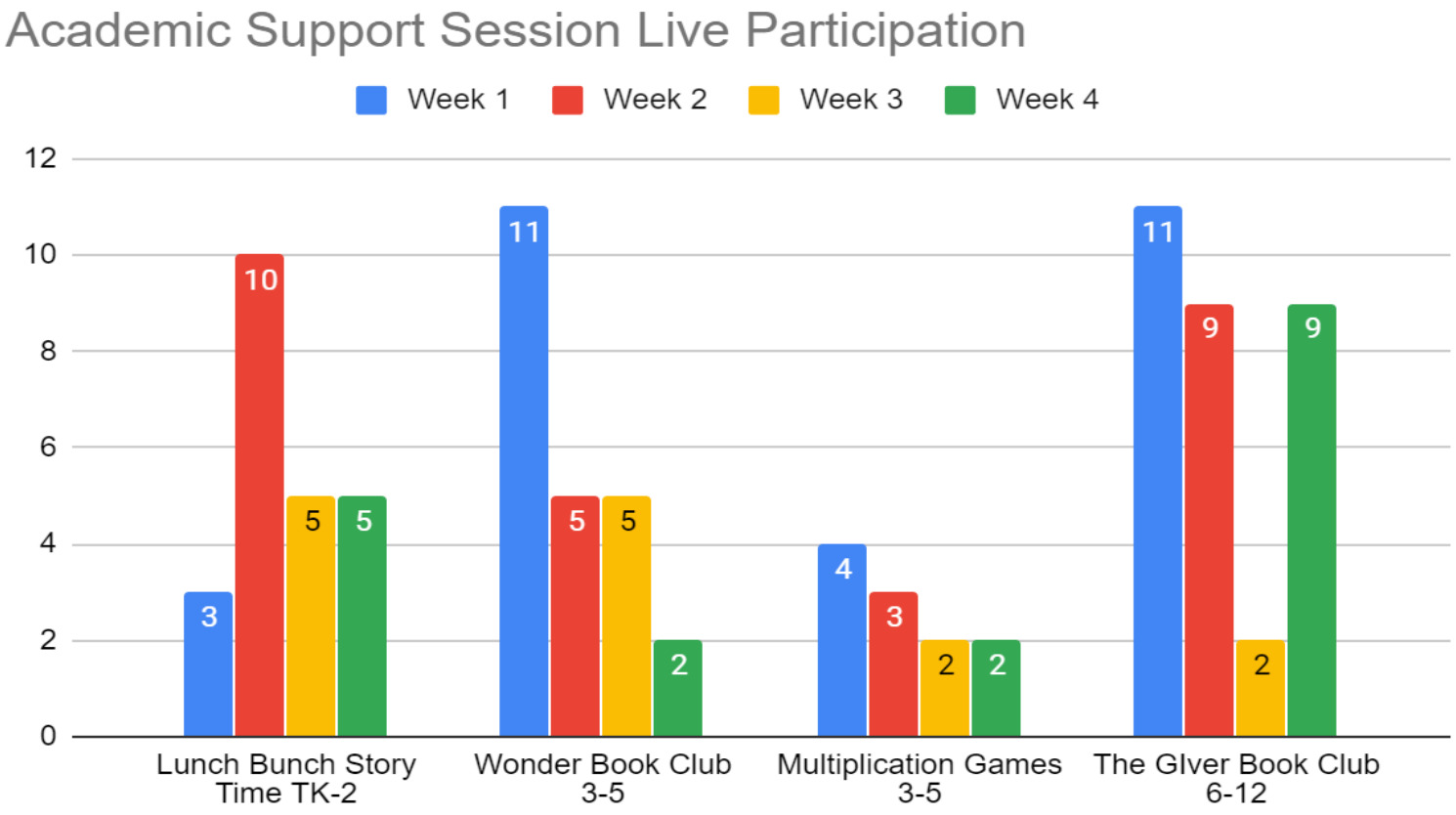


Options Learning Department



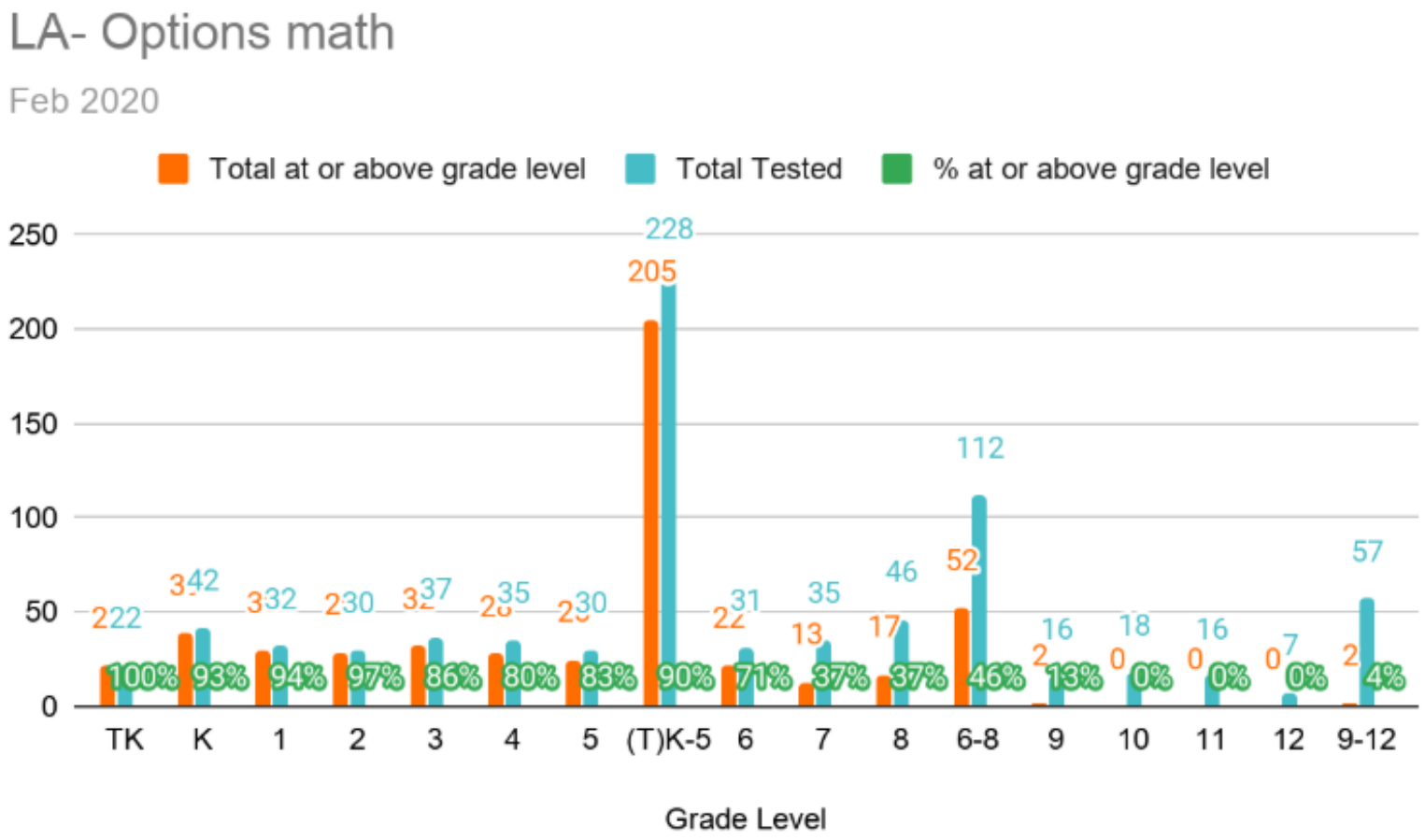
Graph reflects live attendance only. Recordings are provided to allow for asynchronous participation.

Options Learning Department



Graph reflects live attendance only. Recordings are provided to allow for asynchronous participation.

Options Learning Department



Options Learning Department Benchmark Results Summary

- Math
  - LA
    - TK-5: Overall improvements, significant in grades 4, 5
    - 6-8: Some improvement, but decrease in grade 7
    - 9-12: Significant decrease in participation; Very few at or above grade level
  - SD
    - TK-5: Overall increase, significant in grades 4, 5
    - 6-8: Notable improvement in grade 6
    - 9-12: Increase in participation; Decrease in number at or above grade level
  - Yolo
    - TK-5: High percentage at/above grade level; Significant improvement in grades 2-5
    - 6-8: Improvement in all 6-8
    - 9-12: Improvements in grades 9, 12

Options Learning Department Benchmark Results Summary

Math -- all charters

- TK-5:
  - High percentage at/above grade level
  - Notable increases in grades 4, 5
- 6-8:
  - Some improvement, specifically in grade 6
- 9-12:
  - Low participation
  - Very few at or above grade level

Options Learning Department Benchmark Results Summary

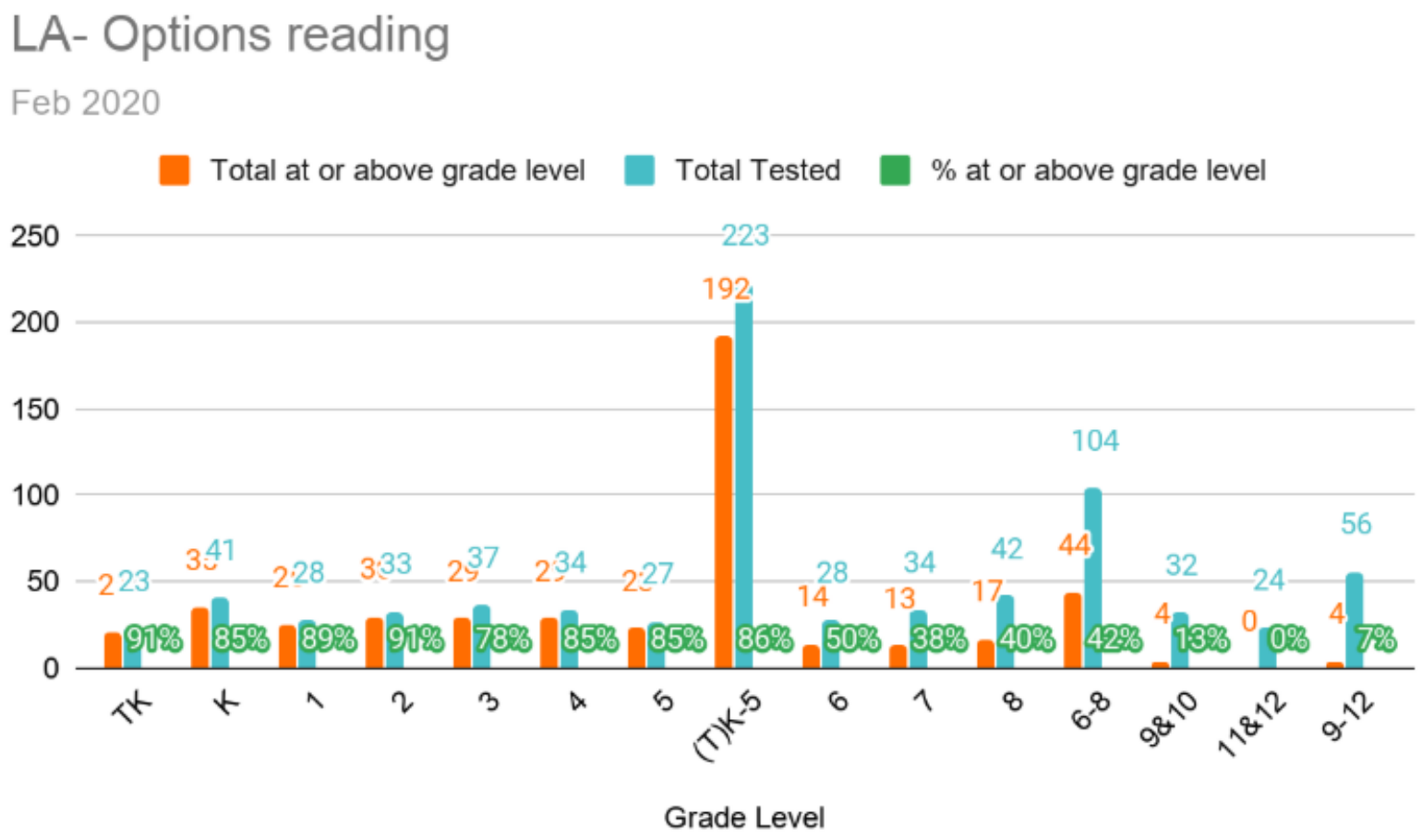
- Reading
  - LA
    - TK-5: Improvements in all grades, except 3rd
    - 6-8: Some improvement, but decrease in grade 6
    - 9-12:Slight increases, but significantly decrease in participation
  - SD
    - TK-5: Decreases TK,K; Increases 2-5
    - 6-8: Some improvement in 6, 7
    - 9-12: Significant increase in participation; Overall decrease in performance
  - Yolo
    - TK-5: High percentage at/above grade level; Significant improvement in grades 2-5
    - 6-8: Improvements in grades 6, 8
    - 9-12: Small improvement in grades 9, 10

Options Learning Department Benchmark Results Summary

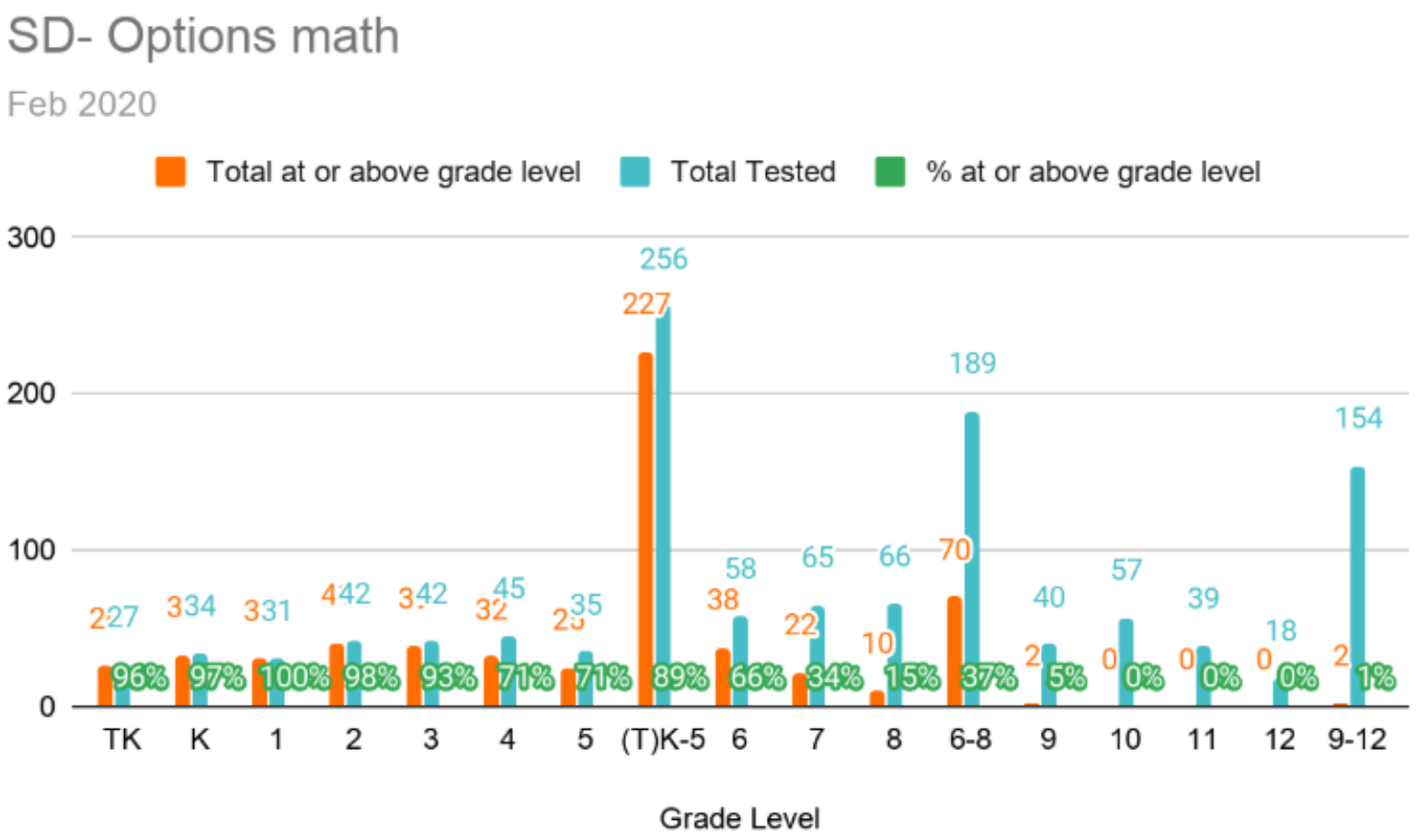
Reading -- all charters

- TK-5:
  - TK-5: High percentage at/above grade level
  - Notable improvement in grades 2-5 specifically
- 6-8:
  - Some improvement overall
- 9-12:
  - Low participation, but increase in participation
  - Very few at or above grade level

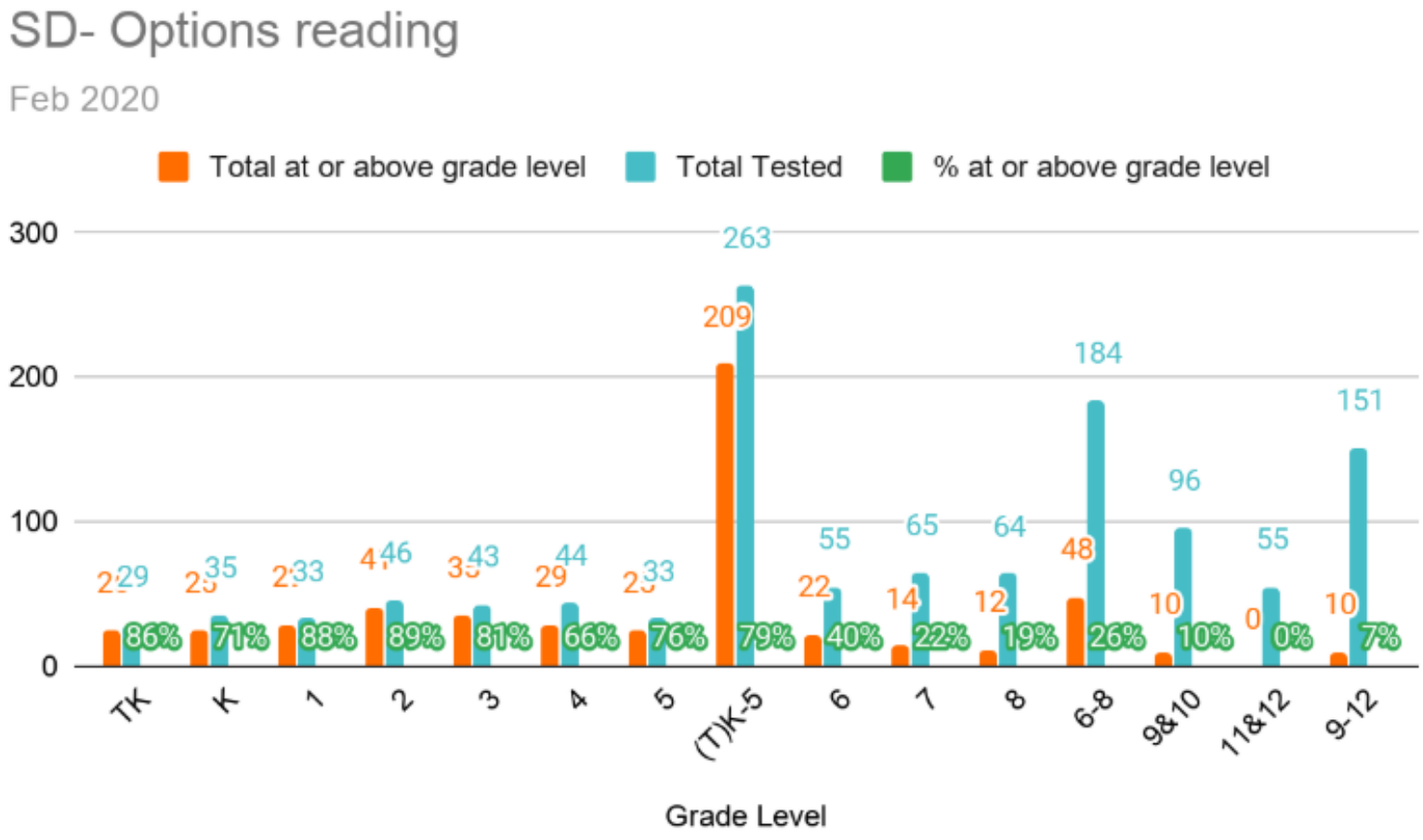
Options Learning Department



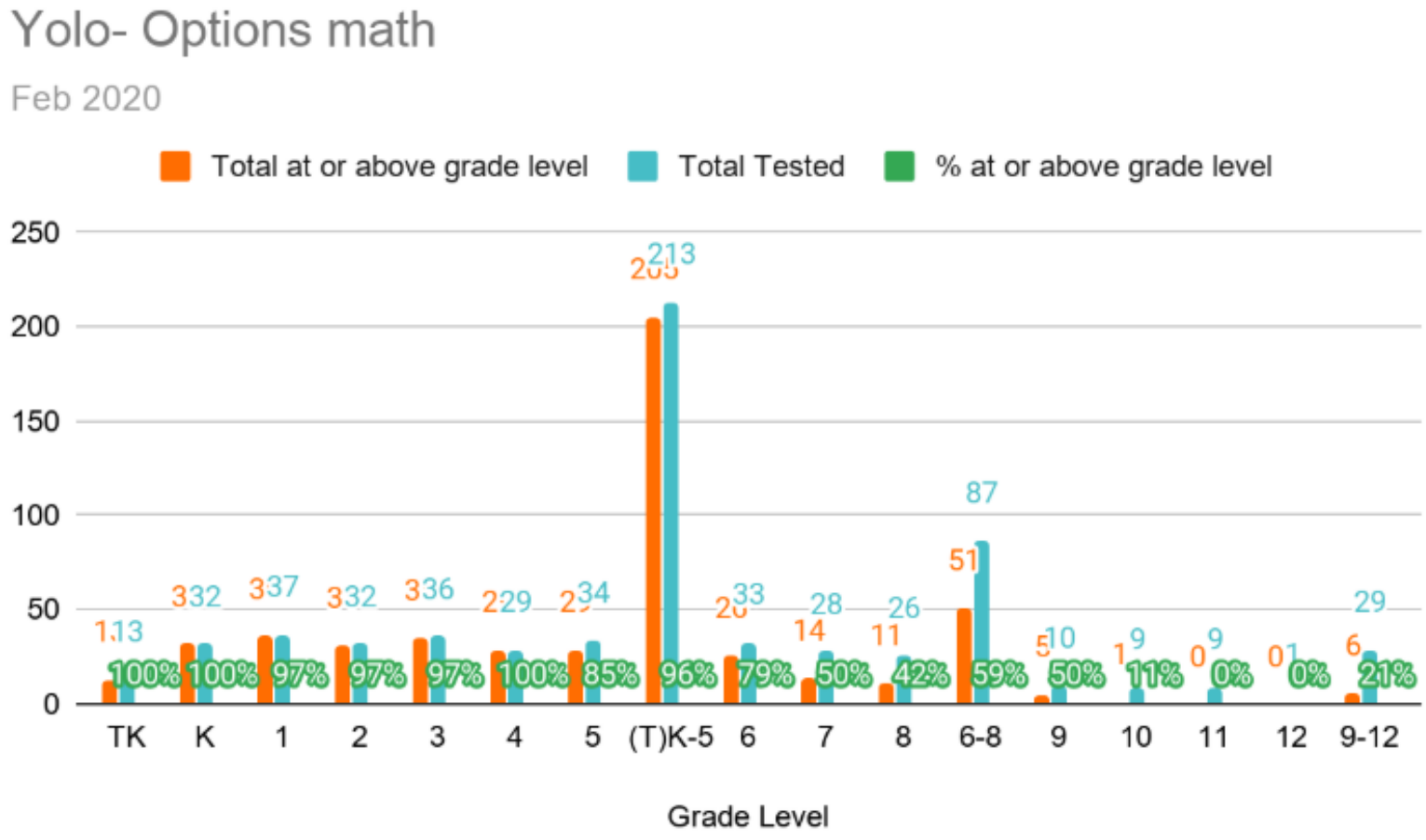
Options Learning Department



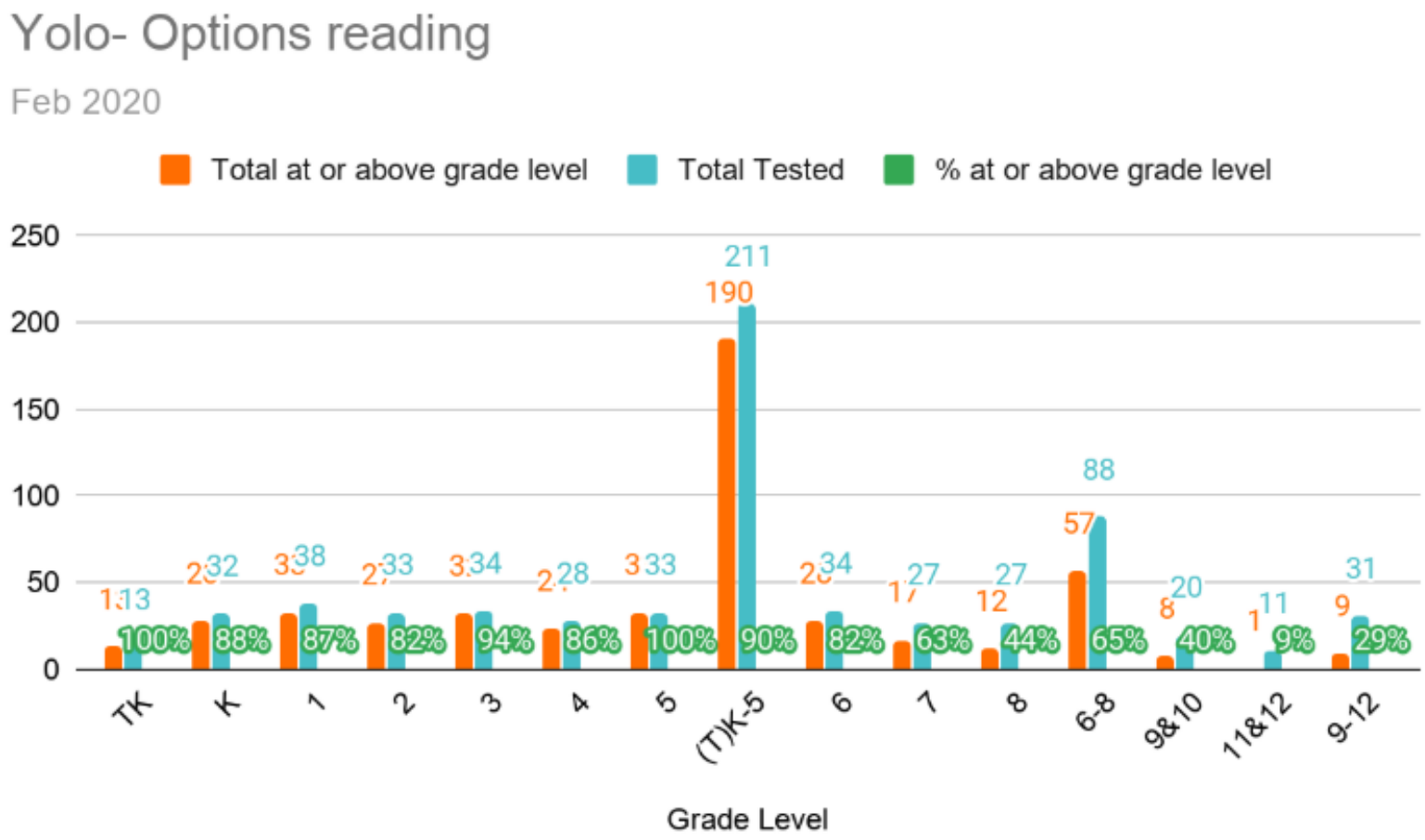
Options Learning Department



Options Learning Department

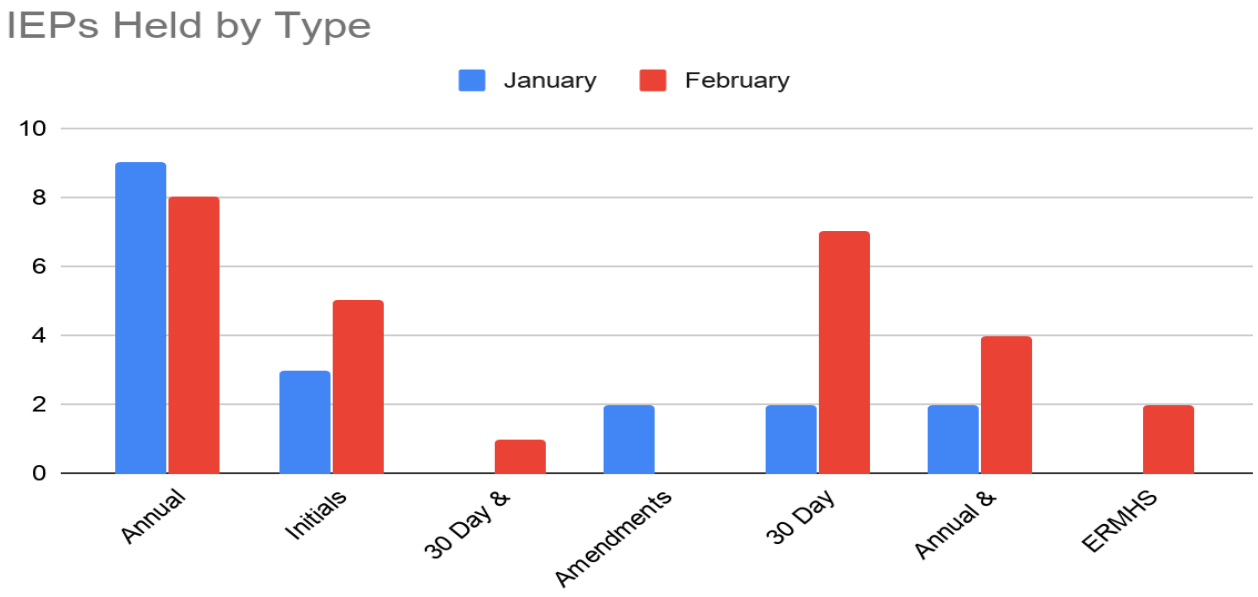


Options Learning Department



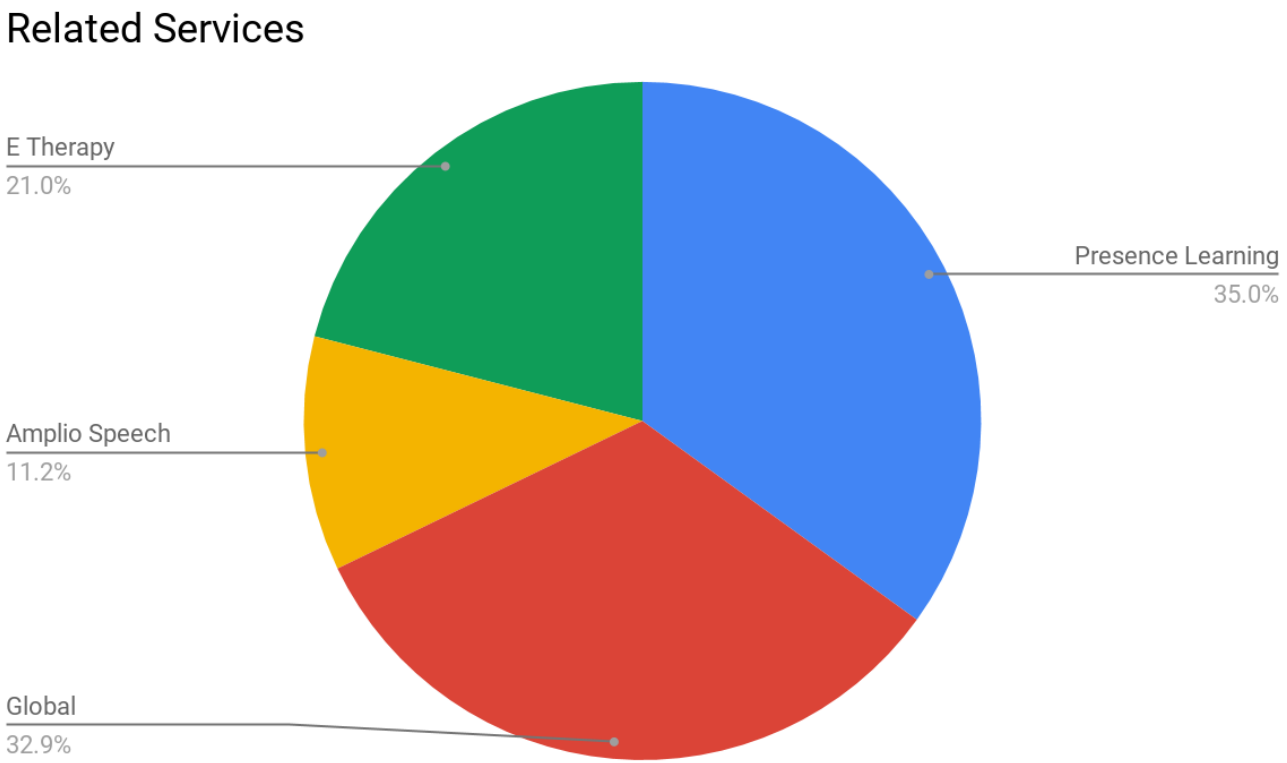
Special Education Department

249 and growing,18 new & trying to track down IEPs from previous schools.



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Special Education Department



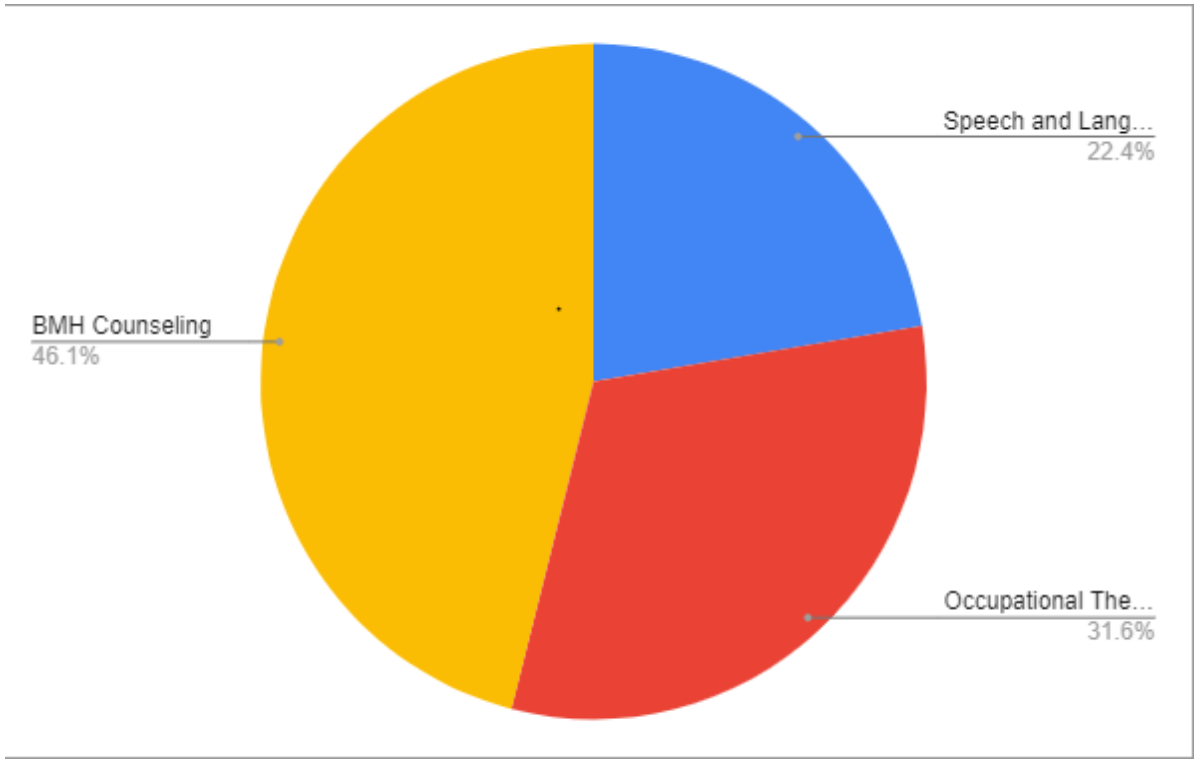
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Global Teletherapy:

Speech & Language: 35

Occupational Therapy: 24

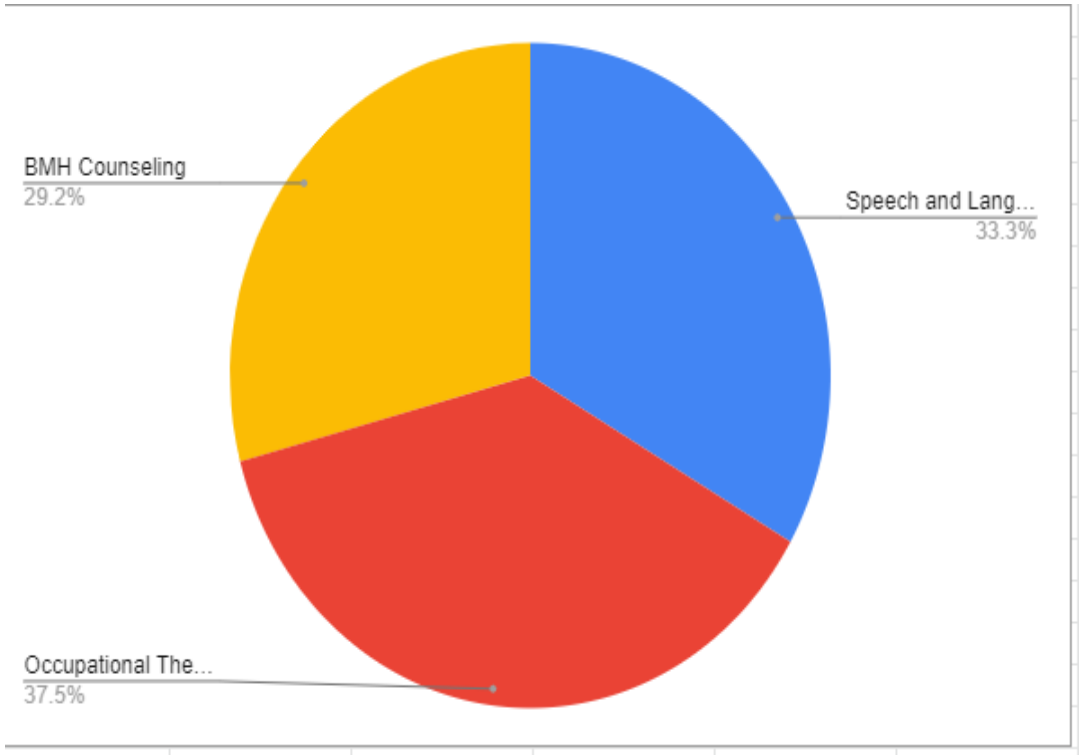
BMH : 20



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Oxford Consulting:

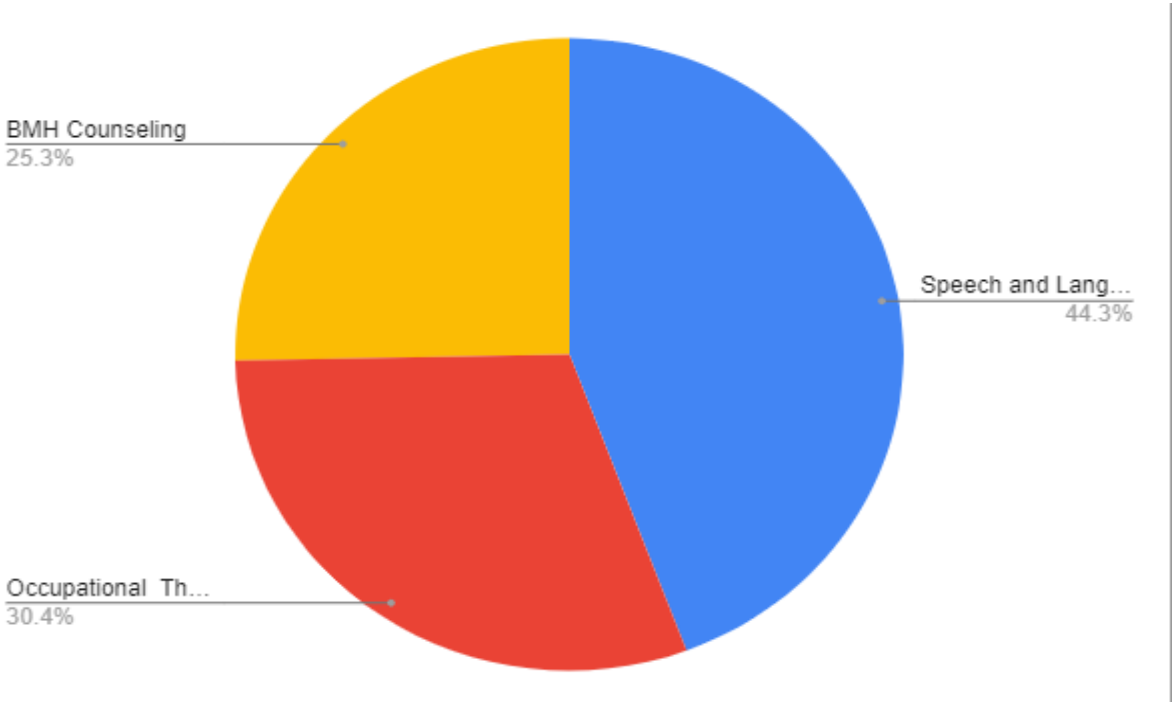
Speech & Language: 8
Occupational Therapy: 9
BMH: 8



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Presence Learning:

Speech & Language: 17
Occupation Therapy: 24
BMH: 35



COMPASS CHARTER SCHOOLS

Our SPED Programs:

Ascend Math®

Scholars making progress towards their math goals!

Grade	Level	% Completed	Original Level	MLE**	Growth	THW***	L	Unit Progress in Current Level
8	3	0%	2	0	-	06:12:29	1	
7	2	44%	2	2.4	0.4	01:58:28	0	
3	2	44%	2	2.4	0.4	03:50:05	0	
4	3	18%	3	3.2	0.2	04:24:53	0	
7	7	12%	7	7.1	0.1	10:25:34	0	

COMPASS CHARTER SCHOOLS

Our SPED Programs:

Freckle by Renaissance

Scholars making progress towards their reading goals!

Scores	Time practic...	Questi...	Last practiced
Okay	32.5 minutes	102	ELA Decodables
Okay	10.5 minutes	48	ELA Word Study
Good	28.5 minutes	11	ELA Word Study
Great	20 minutes	11	ELA Writing
Great	51 minutes	7	ELA Writing
Great	17 minutes	20	ELA Word Study
Great	40.5 minutes	6	ELA Word Study
Great	27.5 minutes	18	ELA Word Study
Great	62.5 minutes	20	ELA Reading - Non-Fiction

COMPASS CHARTER SCHOOLS

Our SPED Programs:

Read Naturally

What must Tristan do to pass a story in Read Naturally Live?

To pass each story, Tristan must read the story at the goal rate, make three or fewer errors, read with expression, answer the quiz correctly, and either meet the teacher's expectation when retelling the story (Sequenced or Idioms series) or read lists of words easily and correctly (Phonics series).

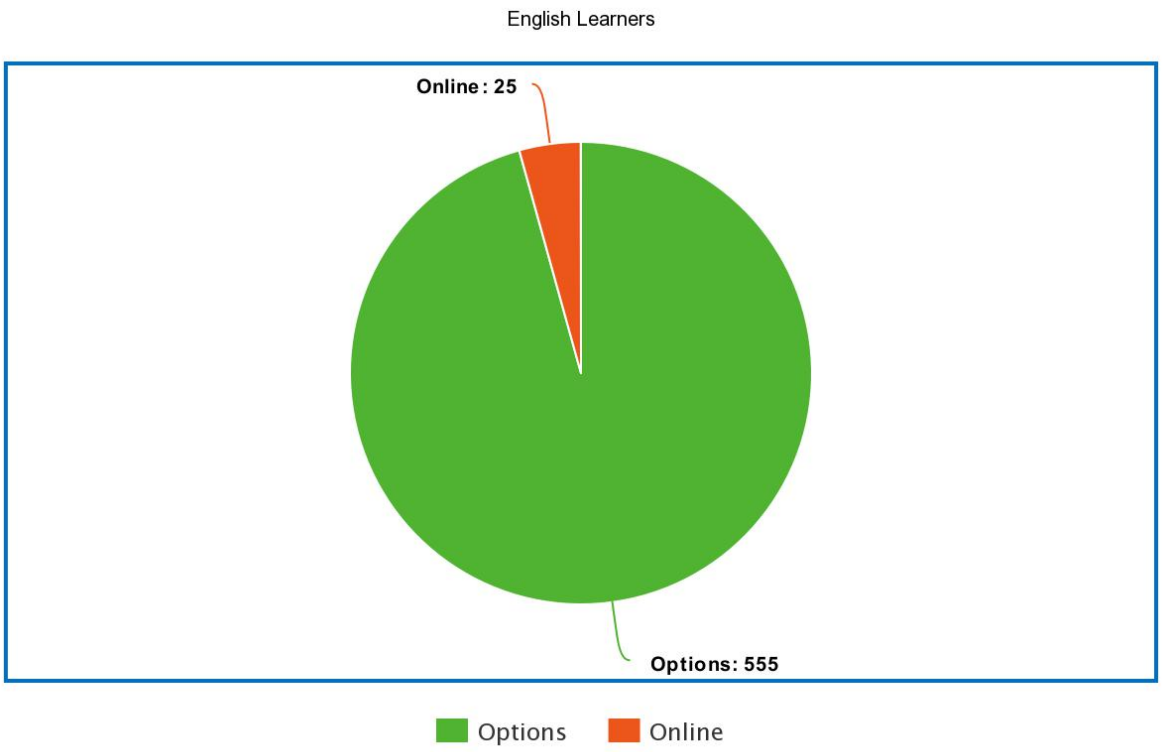
Reporting Period: 2019/10/01 – 2020/03/11

Level	Series	# of stories completed	Beginning Goal	Ending Goal	Average % of Quiz Questions Correct	Retell/Word List: % Passed on First Try
5.0	Sequenced	6	120	120	55	83

COMPASS CHARTER SCHOOLS

English Learners

As of 3/13/2020



COMPASS CHARTER SCHOOLS

Questions?



Contact:

Dr. Aviva Ebner| Assistant Superintendent & Chief Academic Officer
805-358-4381
aebner@compasscharters.org
@aviva_ebner

COMPASS CHARTER SCHOOLS

Coversheet

Financial Services Update

Section: XII. Financial Services
Item: A. Financial Services Update
Purpose: FYI
Submitted by: Lisa Fishman
Related Material: Financial Services Division Report - March 2020.pdf

RECOMMENDATION:
N/A - For Discussion Only

COMPASS CHARTER SCHOOLS

THE GOLD STANDARD IN VIRTUAL EDUCATION

Financial Services Division
March 2020 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.

COMPASS CHARTER SCHOOLS

Agenda

- Financial Services Division
- Operations
- Community Providers

COMPASS CHARTER SCHOOLS

Finance Division



Melissa Alcaraz
Finance Coordinator



Nicole Sendejaz
Office Manager



Jessica Franco
Director of Operations



Nora Barnhart
Attendance Coordinator



Vanessa Plascencia
Compliance Coordinator



Karla Gonzalez
Registrar



Arianne Machgan
Records Specialist



Silvia Neri
Records Specialist



Jeanne Hlebo
Director of Community Providers



Donnell Tyler
Community Provider Liaison



Linh Le Hass
Community Provider Liaison

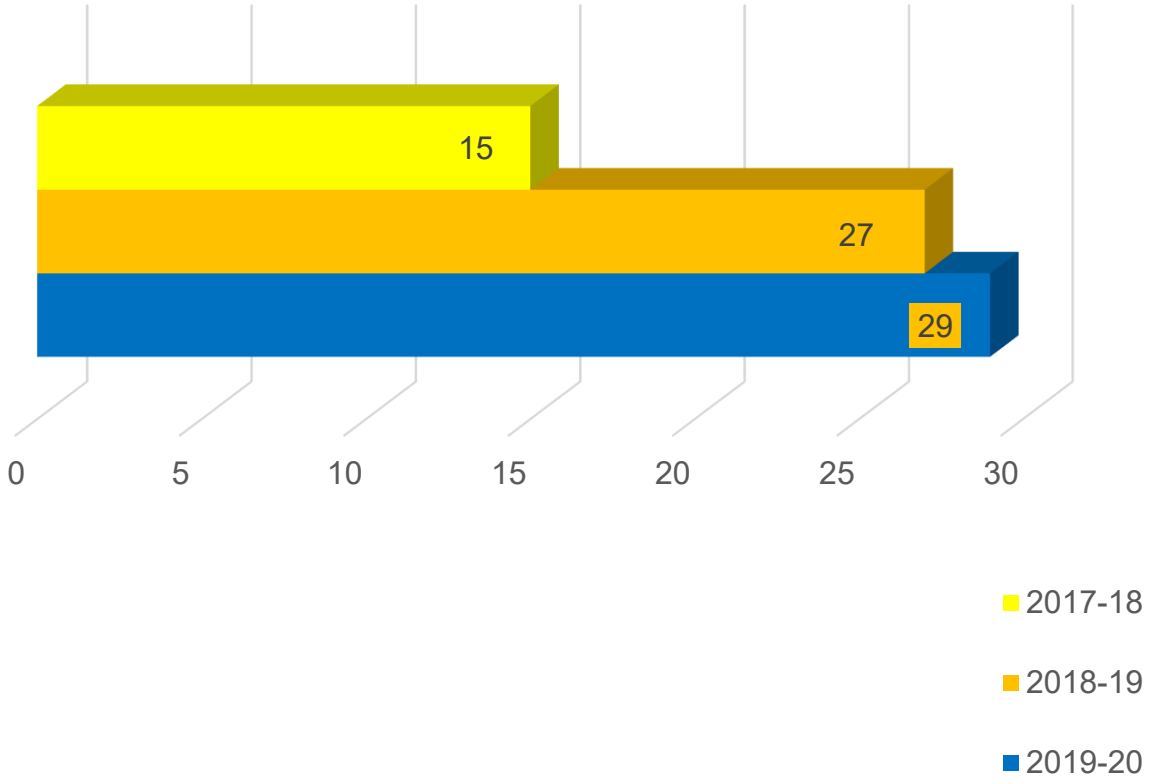


Shirley Trivino
Community Provider Liaison



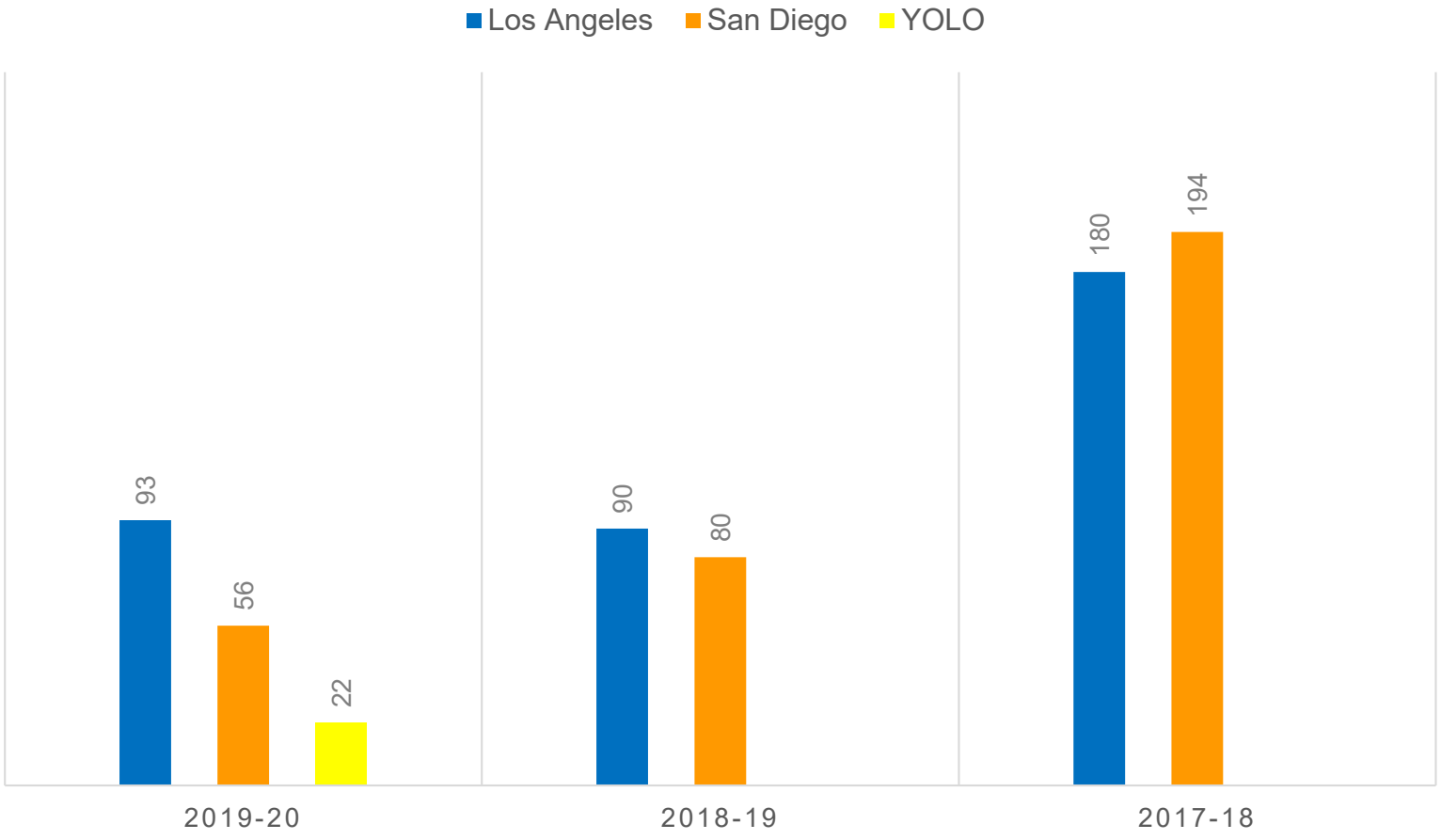
Brittany Simi
Community Provider Liaison

COMPASS CHARTER SCHOOLS



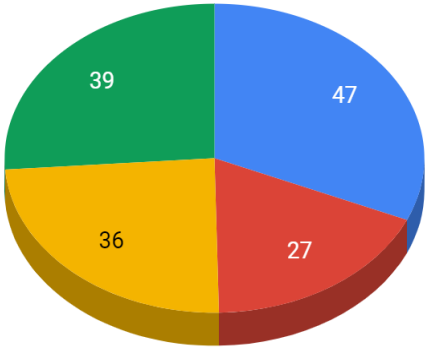
Note: As of February 28th annually

WITHDRAWAL BY CHARTER



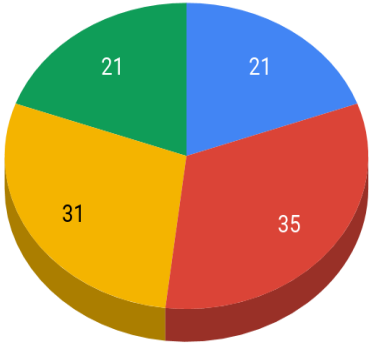
Scholar Withdrawal Trends

2019-20



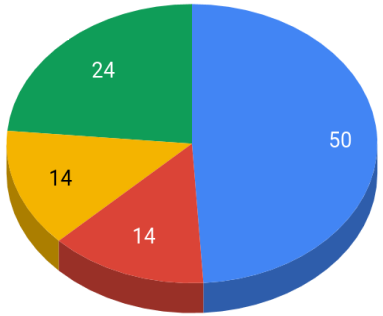
truancy | online schooling not a fit | moved out of state | family/personal circumstances

2018-19

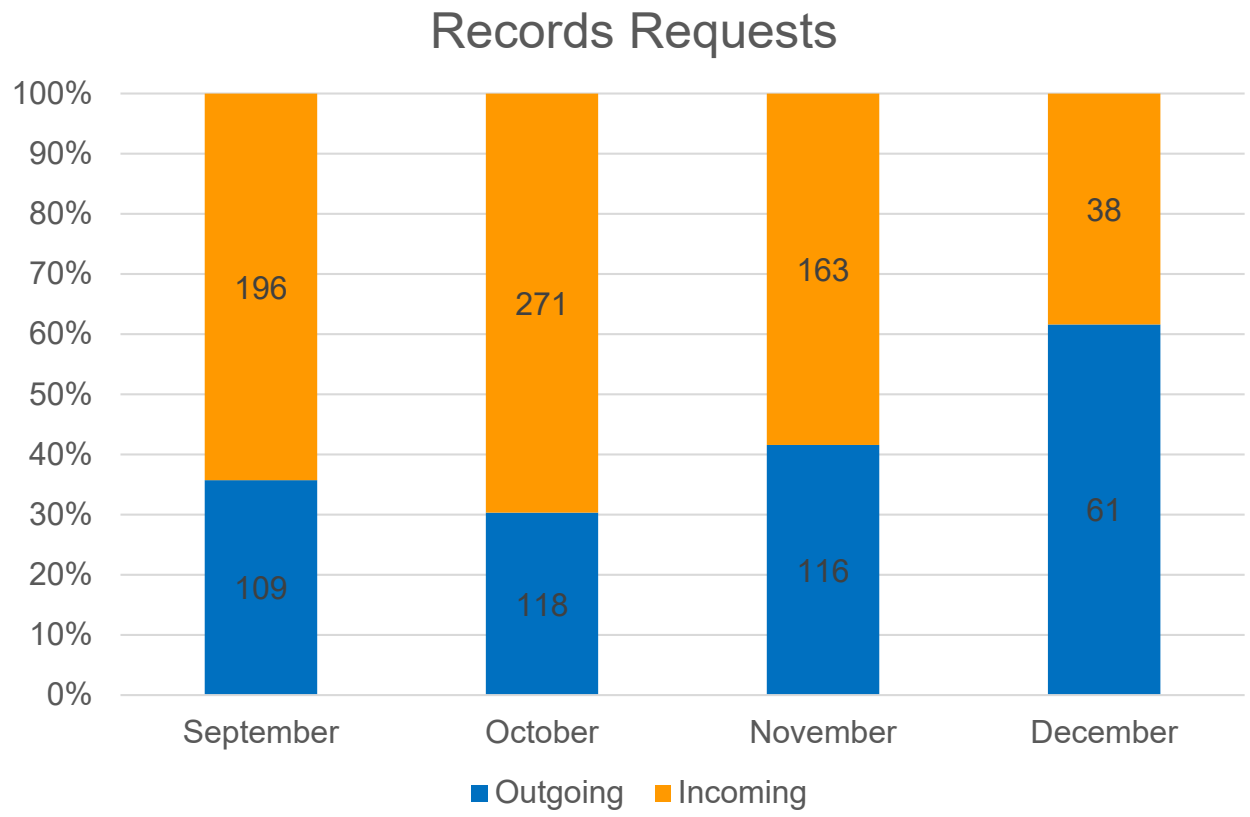


truancy | online schooling is not a fit | moved out of state | family/personal circumstances

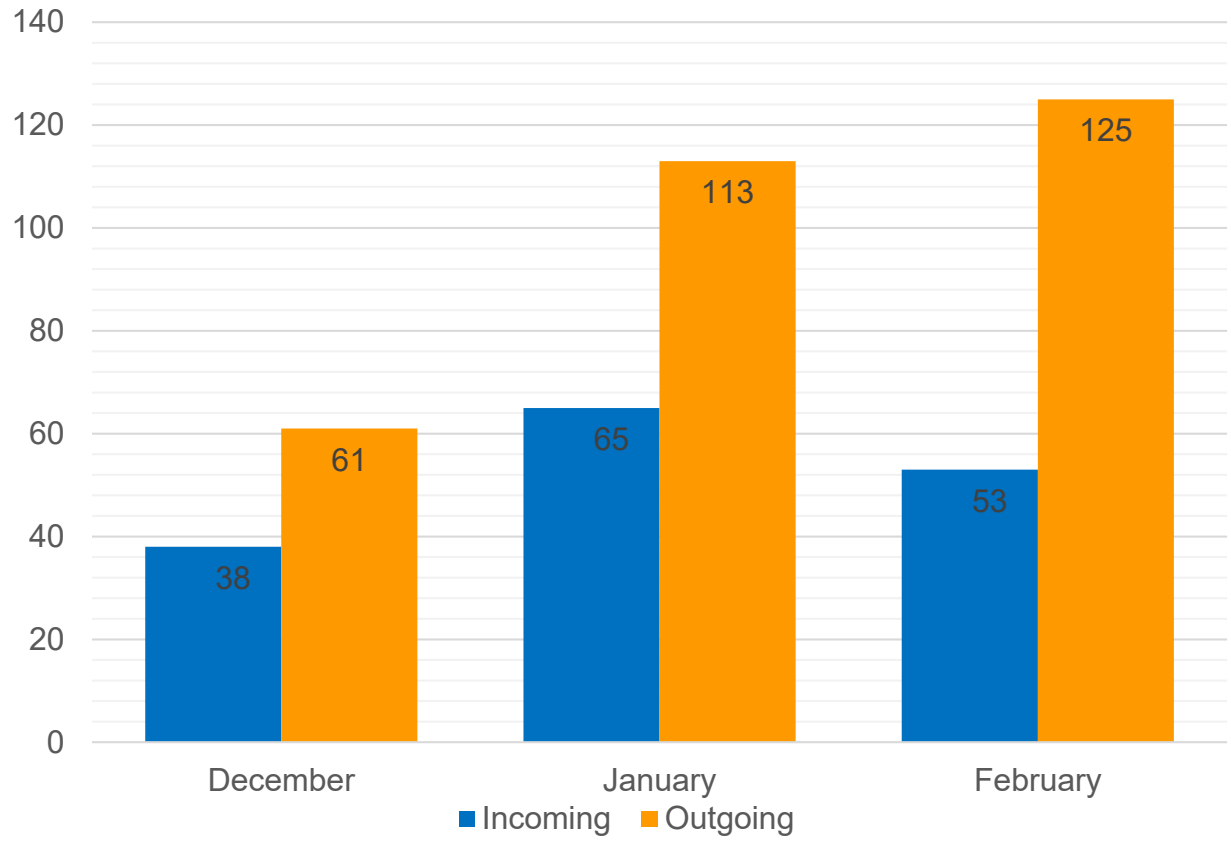
2017-18



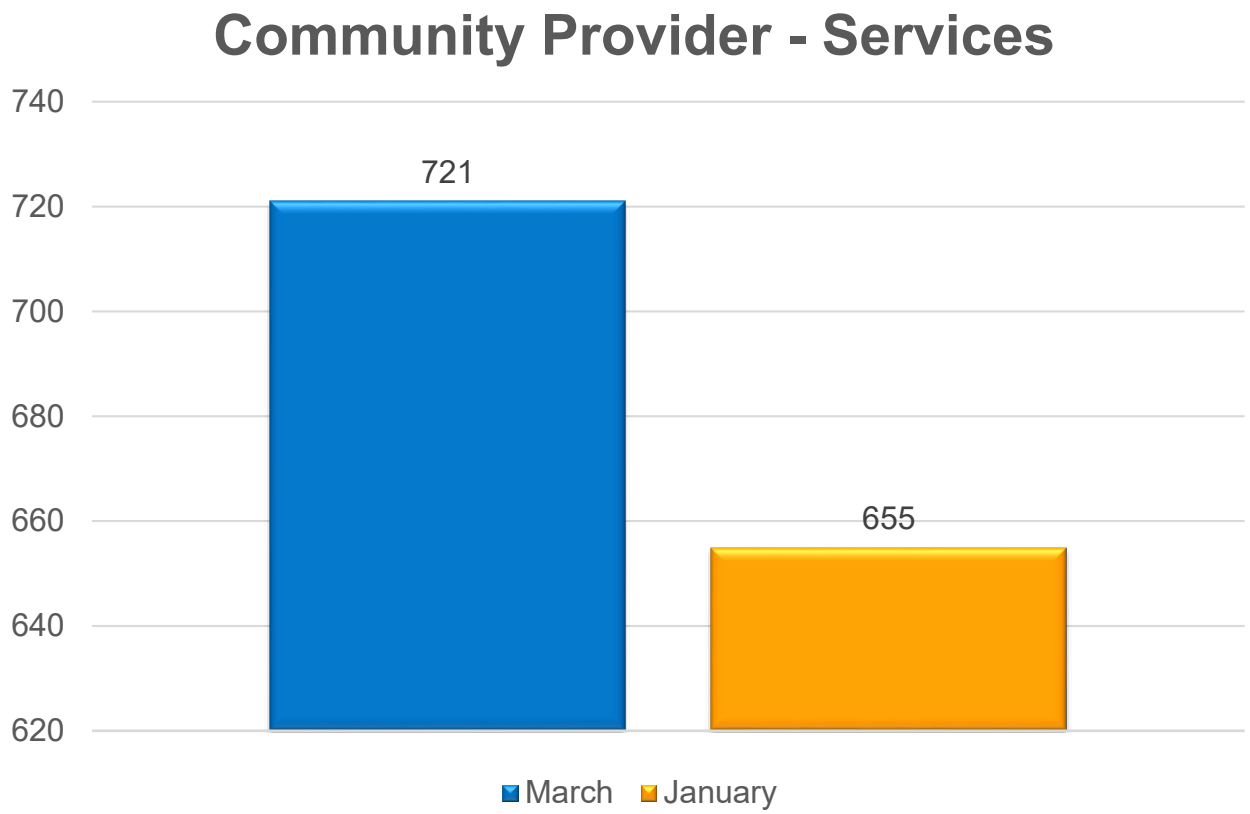
truancy | online schooling was not a fit | moved out of state | family/personal circumstances

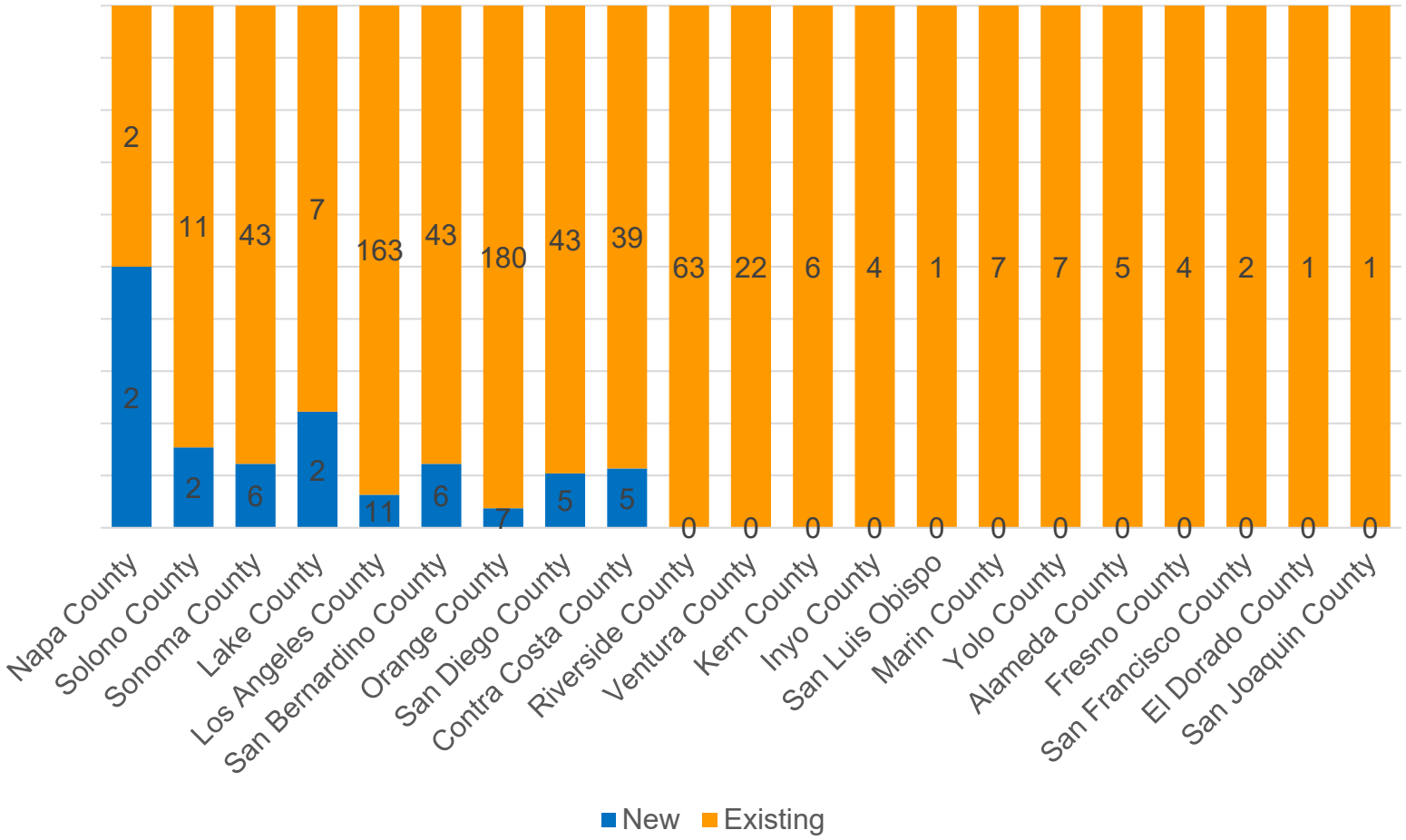

Records Requests
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
196
271
163
38
109
118
116
61
September
October
November
December
Outgoing
Incoming

Processed Invoices - CMO

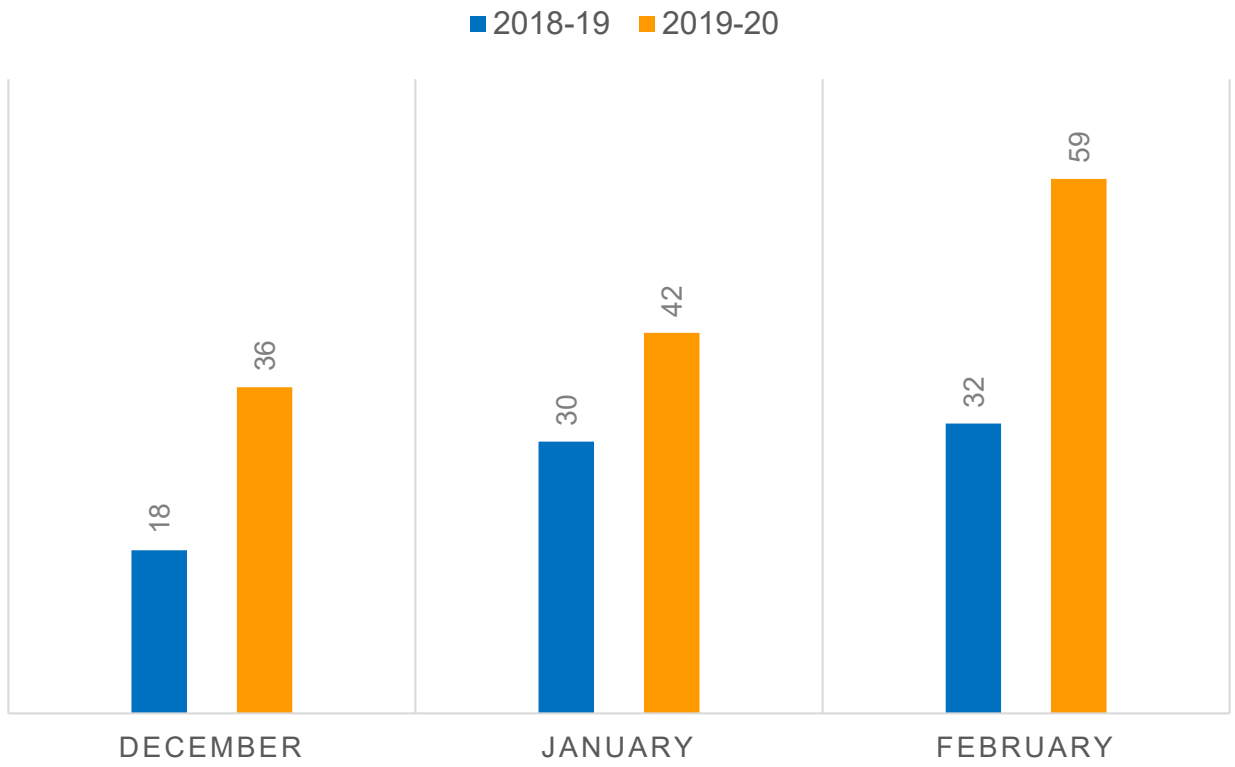


COMPASS CHARTER SCHOOLS


Community Provider - Services
740
720
700
680
660
640
620
721
655
March
January

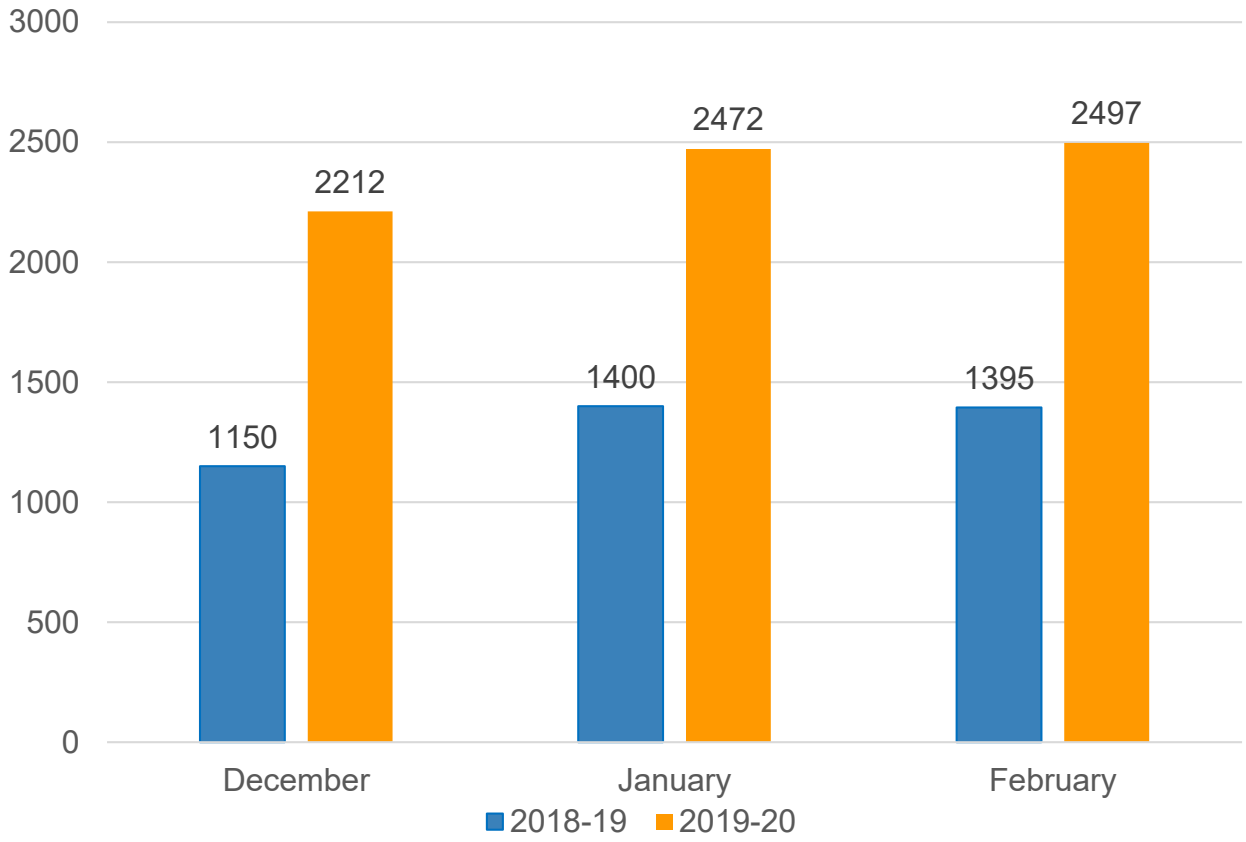

Community Providers by County
2
2
11
2
43
6
7
2
163
11
43
6
180
7
43
5
39
5
63
0
22
0
6
0
4
0
1
0
7
0
7
0
5
0
4
0
2
0
1
0
1
0
Napa County
Solono County
Sonoma County
Lake County
Los Angeles County
San Bernardino County
Orange County
San Diego County
Contra Costa County
Riverside County
Ventura County
Kern County
Inyo County
San Luis Obispo
Marin County
Yolo County
Alameda County
Fresno County
San Francisco County
El Dorado County
San Joaquin County
New
Existing

CMO Invoices processed



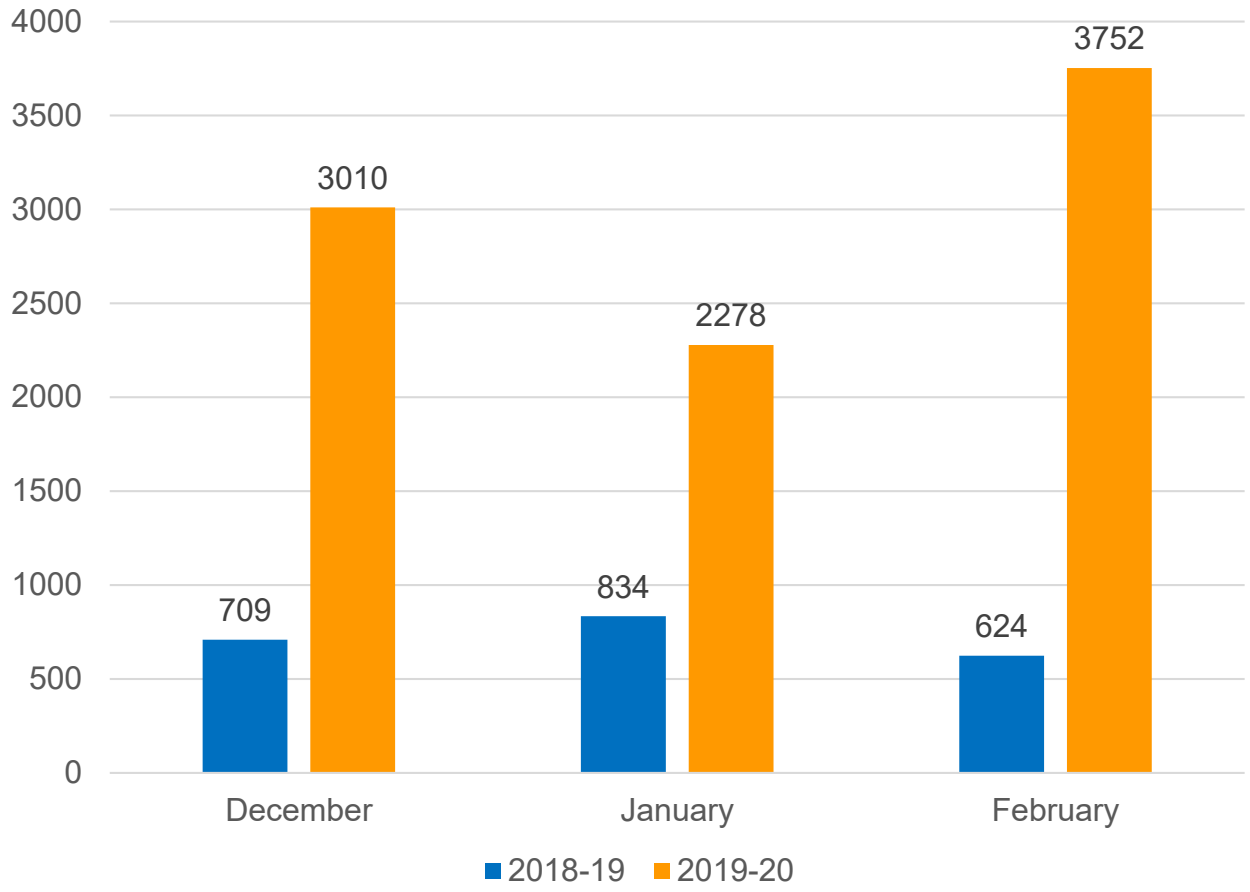
COMPASS CHARTER SCHOOLS

Community Providers Processed Invoices



COMPASS CHARTER SCHOOLS

Community Providers Processed Purchase Orders



COMPASS CHARTER SCHOOLS

Questions?



Contact:

Lisa Fishman | Assistant Superintendent & Chief Financial Officer
(818) 732-4692
lfishman@compasscharters.org
@CCSCFO

COMPASS CHARTER SCHOOLS

Coversheet

Review and Approval of the February 2020 Financial Statements

Section:	XII. Financial Services
Item:	B. Review and Approval of the February 2020 Financial Statements
Purpose:	Vote
Submitted by:	Lisa Fishman
Related Material:	B Charter Vision Board Report.pdf A FY19 Budget Update Presentation Updated March.pdf C CCS - BS - Feb 20.pdf D CCS - PL - Feb 20.pdf

RECOMMENDATION:
A motion to approve the February 2020 Financial Statements.

CharterVision® Board Report

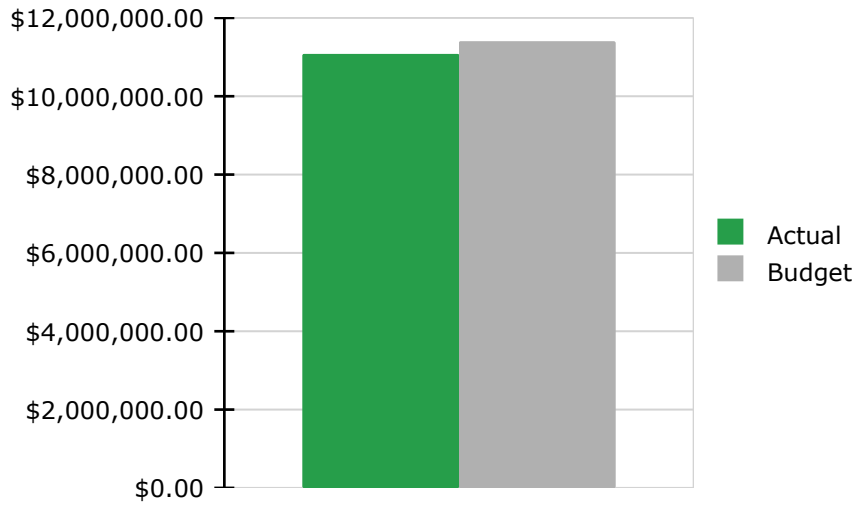
Compass Charter Schools

July 2019 - February 2020

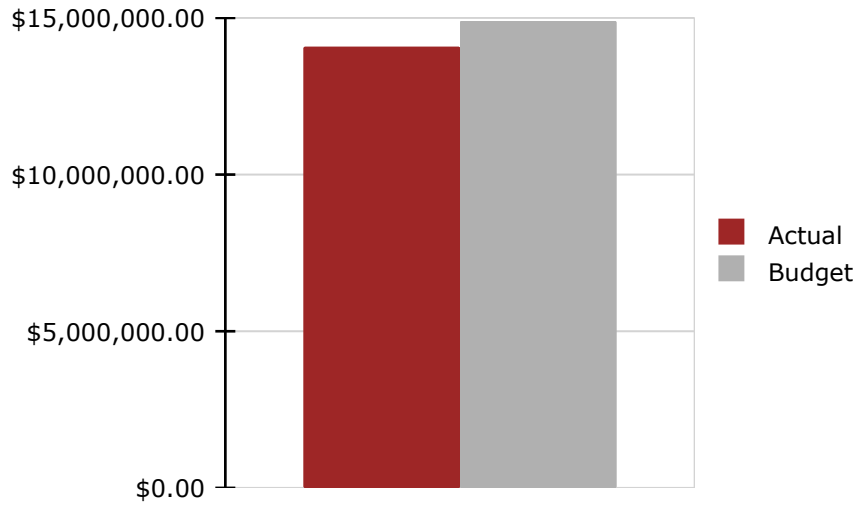
CharterVision® Financial Snapshot

Book Balance: $4,118,214

Revenue To Date



Expense To Date



Revenue Summary

Actual	$11,079,551
Budget	$11,399,112
Actual to Budget	97 %

Expense Summary

Actual	$14,079,077
Budget	$14,900,808
Actual to Budget	94 %

CharterVision® Board Report

Compass Charter Schools

July 2019 - February 2020

CharterVision® YTD Actual to Budget Summary

Segment Name	Filter Applied
Object	All
Restriction	All
Location	All

	July - February				2019 - 2020	
Account Description	**Actual**	**Budget**	**Variance $**	**Variance %**	**Total Budget**	**Remaining Budget**
LCFF	$10,310,875	$10,450,474	($139,599)	-1.3 %	$23,476,944	$13,166,069
Federal Revenue	$235,481	$282,607	($47,126)	-16.7 %	$738,992	$503,511
Other State Revenue	$129,596	$119,173	$10,423	8.7 %	$584,925	$455,329
Local Revenue	$403,599	$546,859	($143,260)	-26.2 %	$1,425,969	$1,022,370
Total Revenue	$11,079,551	$11,399,112	($319,562)	-2.8 %	$26,226,830	$15,147,280
Certificated Salaries	$5,533,468	$5,669,176	$135,708	2.4 %	$9,426,270	$3,892,802
Classified Salaries	$1,336,799	$1,327,941	($8,858)	-0.7 %	$2,097,494	$760,695
Employee Benefits	$1,898,773	$1,967,944	$69,171	3.5 %	$3,209,410	$1,310,636
Total Personnel Expenses	$8,769,041	$8,965,061	$196,021	2.2 %	$14,733,173	$5,964,133
Books and Supplies	$3,480,529	$4,079,677	$599,148	14.7 %	$7,747,715	$4,267,186
Services & Other Operating Expenses	$1,819,802	$1,856,070	$36,268	2.0 %	$3,294,805	$1,475,004
Capital Outlay	-	-	-	0.0 %	-	-
Other Outgo	$9,706	-	($9,706)	0.0 %	-	($9,706)
Total Operational Expenses	$5,310,036	$5,935,747	$625,710	10.5 %	$11,042,520	$5,732,484
Total Expenses	$14,079,077	$14,900,808	$821,731	5.5 %	$25,775,694	$11,696,617
Net Income	($2,999,526)	($3,501,695)	$502,169	14.3 %	$451,136	$3,450,663

CharterVision® Board Report

Compass Charter Schools

July 2019 - February 2020

CharterVision® Balance Sheet Summary

Segment Name	Filter Applied
Object	All
Restriction	All
Location	All

Liquidity Ratio	2.0

Assets	
Current Assets	
Cash	$4,118,214
Accounts Receivables	$16,372
Prepaid Expenses	$12,471
Other Current Assets	$2,483
Total Current Assets	*$4,149,541*
Fixed Assets	
Total Fixed Assets	*$0*
Other Assets	
Loans Receivable	$668,525
Security Deposits	$5,000
Total Other Assets	*$673,525*
Total Assets	*$4,823,067*

CharterVision® Board Report

Compass Charter Schools

July 2019 - February 2020

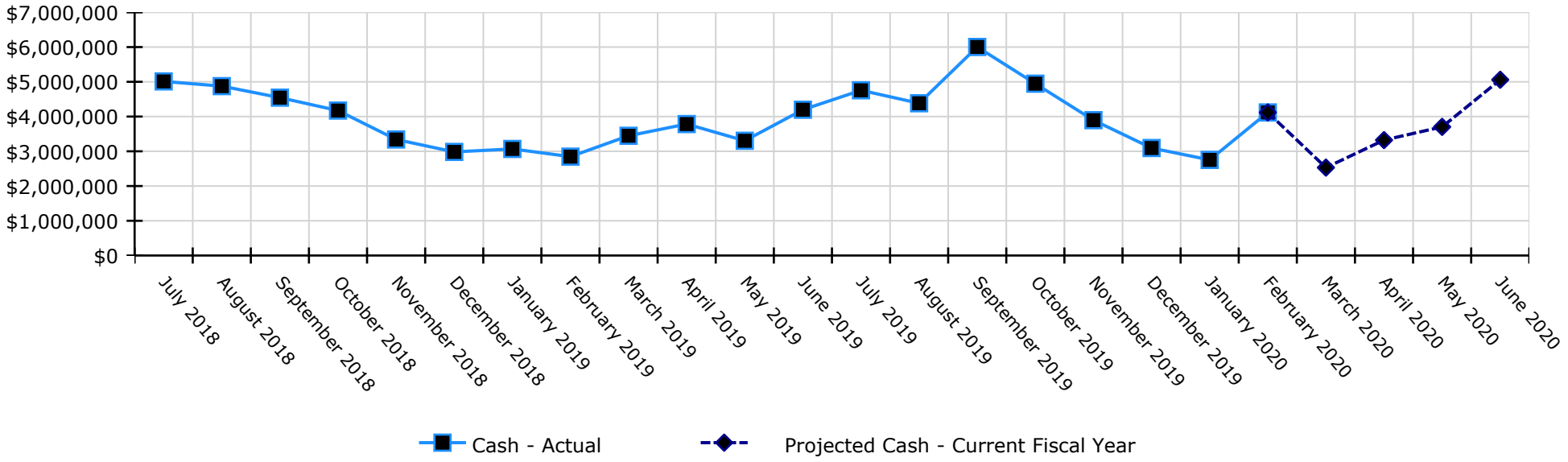
Liabilities and Net Assets	
Current Liabilities	
Accounts Payable	$1,412,568
Accrued Salaries, Payroll Taxes, Postemployment Benefits	$445,806
Deposits held on behalf of other employees	$215,592
Total Current Liabilities	*$2,073,966*
Long Term Liabilities	
Loans Payable	$15,000
Total Long Term Liabilities	*$15,000*
Total Liabilities	*$2,088,966*
Net Assets	
Unrestricted Net Assets	$5,733,627
Profit/Loss YTD	($2,999,526)
Total Net Assets	*$2,734,101*
Total Liabilities and Net Assets	*$4,823,067*

CharterVision® Board Report

Compass Charter Schools

July 2019 - February 2020

CharterVision® Monthly Book Balance Over Time



	Cash Amount	Actual or Projected
July 2018	$5,011,199.95	Actual
August 2018	$4,875,538.76	Actual
September 2018	$4,544,415.67	Actual
October 2018	$4,172,477.04	Actual
November 2018	$3,340,051.99	Actual
December 2018	$2,982,274.95	Actual
January 2019	$3,067,694.95	Actual
February 2019	$2,846,201.35	Actual
March 2019	$3,446,847.91	Actual
April 2019	$3,783,830.09	Actual
May 2019	$3,303,097.95	Actual
June 2019	$4,196,759.84	Actual

	Cash Amount	Actual or Projected
July 2019	$4,755,764.26	Actual
August 2019	$4,382,678.76	Actual
September 2019	$6,003,252.77	Actual
October 2019	$4,946,502.67	Actual
November 2019	$3,895,871.25	Actual
December 2019	$3,094,271.33	Actual
January 2020	$2,752,244.37	Actual
February 2020	$4,118,214.49	Actual
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

CharterVision® Board Report

Compass Charter Schools

July 2019 - February 2020

CharterVision® Financial Health Report

Financial Ratio	Formula	Current	Target
Current Ratio (Liquidity)	(Current Assets) / (Current Liabilities)	2.00	> 1.00
Cash Ratio	(Cash) / (Current Liabilities)	198.57 %	> 100.00%
Defensive Interval	(Cash + Securities + AR) / (Average Expenses past 12 months)	2.33	> 4 months
Debt Ratio	(Total Liabilties) / (Total Assets)	43.31 %	< 30.00%
Asset Ratio	(Current Assets) / (Total Assets)	86.04 %	> 80.00%
Cash on Hand	(Cash)	$4,118,214.49	>= $0.00
Days Cash on Hand	(Cash) / ((Average Expenses past 12 months) / (30.4))	70.45	> 45
Cash Reserve Ratio	(Cash) / (Budgeted Annual Expenses)	15.98 %	> 10.00%
Savings Indicator	((Last Closed Revenue) - (Last Closed Expenses)) / (Last Closed Expenses)	0.31	> 1.00
YTD Savings Indicator	((YTD Closed Revenue) - (YTD Closed Expenses)) / (YTD Closed Expenses)	-0.21	> 1.00

Financial Ratio	Description
Current Ratio (Liquidity)	Ability to pay short-term obligations
Cash Ratio	Ability to meet short-term obligations with cash
Defensive Interval	Possible months of continued operations if no additional funds received
Debt Ratio	Proportion of debt relative to total assets
Asset Ratio	Proportion of liquid assets relative to total assets
Cash on Hand	Assets immediately convertible to cash for purchase of goods and services
Days Cash on Hand	Possible days of continued operations using current cash
Cash Reserve Ratio	Ratio of cash to annual expenses expressed as a percentage
Savings Indicator	Last closed period's increase or decrease in the organization's net assets as a percentage of expenses
YTD Savings Indicator	Year to date closed increase or decrease in the organization's net assets as a percentage of expenses

Input Values as of 2/29/2020

CharterVision® Board Report

Compass Charter Schools

July 2019 - February 2020

Cash	$4,118,214.49
Securities	-
AR	$16,371.95
Current Assets	$4,149,541.17
Total Assets	$4,823,066.54
Current Liabilities	$2,073,965.70
Total Liabilities	$2,088,965.70
Last Closed Revenue	$2,524,197.18
Last Closed Expenses	$1,929,996.37
Budgeted Annual Expenses	$25,775,693.90
Average Expenses past 12 months	$1,777,090.31
Average monthly payroll expenses	$1,096,130.07
YTD Closed Revenue	$11,079,550.59
YTD Closed Expenses	$14,079,077.02

COMPASS CHARTER SCHOOLS

THE GOLD STANDARD IN VIRTUAL EDUCATION

2019-20 Budget Update

March 2020

(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.

COMPASS CHARTER SCHOOLS



Agenda

- Enrollment Update
- 2019-20 Update
- Q & A

COMPASS CHARTER SCHOOLS

Enrollment Update

FY 19-20 Enrollment Forecast

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

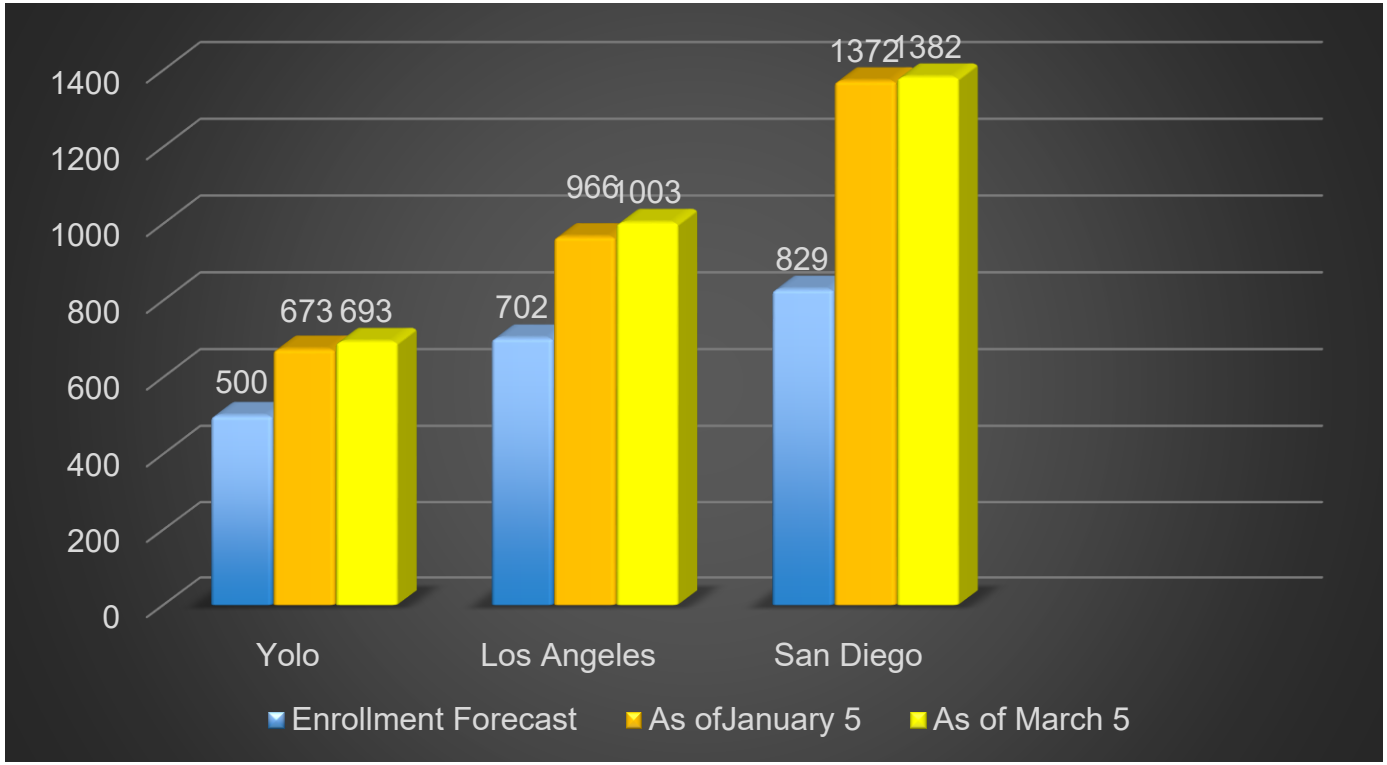
Enrollment as of March 5

Los Angeles	San Diego	Yolo	Total
1,005	1,382	693	3,080

Enrollment is +1,049 scholars - 51.6% ahead of projections

COMPASS CHARTER SCHOOLS

Enrollment Update



COMPASS CHARTER SCHOOLS

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

COMPASS CHARTER SCHOOLS

Projections by Location - as of P1 Revisions

Revenue

Los Angeles	San Diego	YOLO	Home Office	Total
$8,772,243	$11,608,618	$5,848,970	$0	$26,226,830

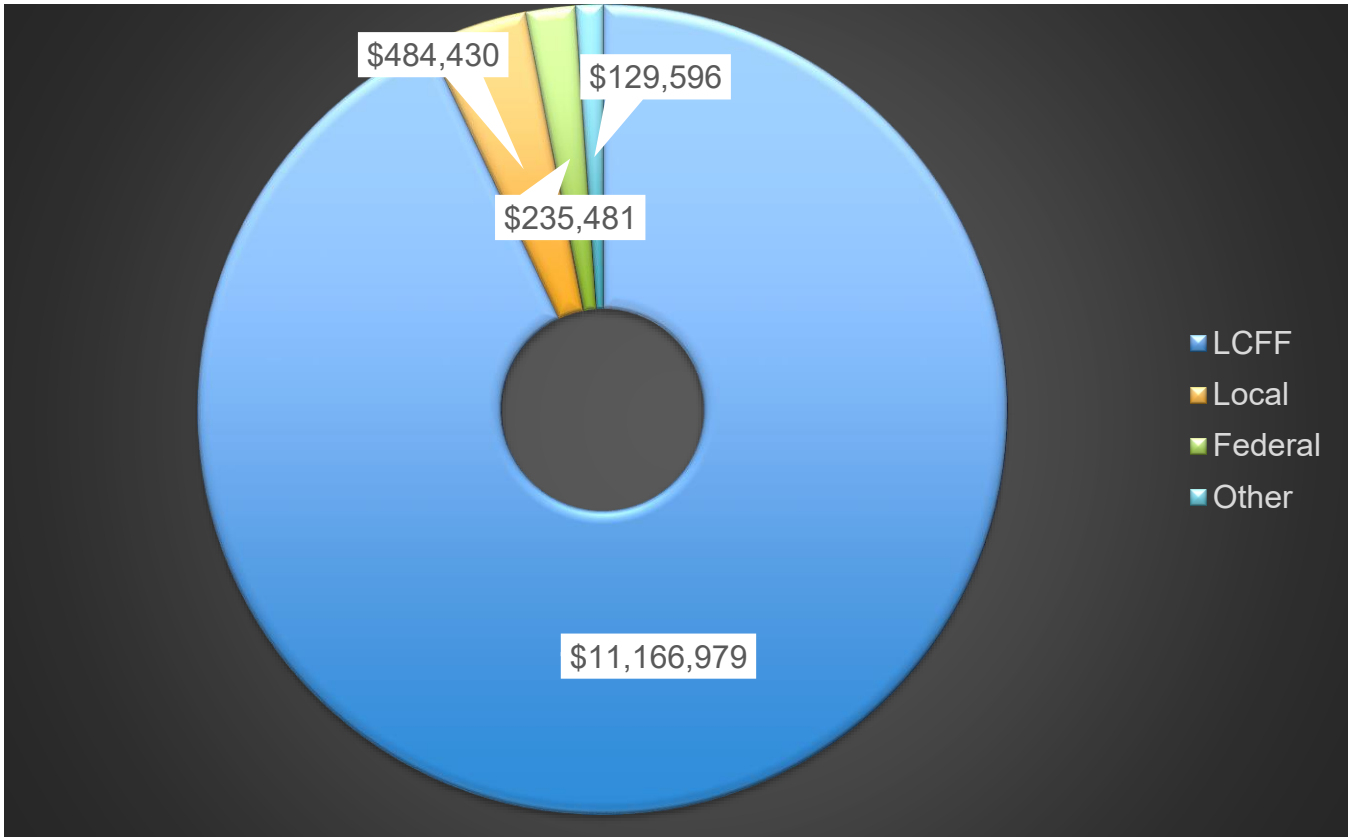


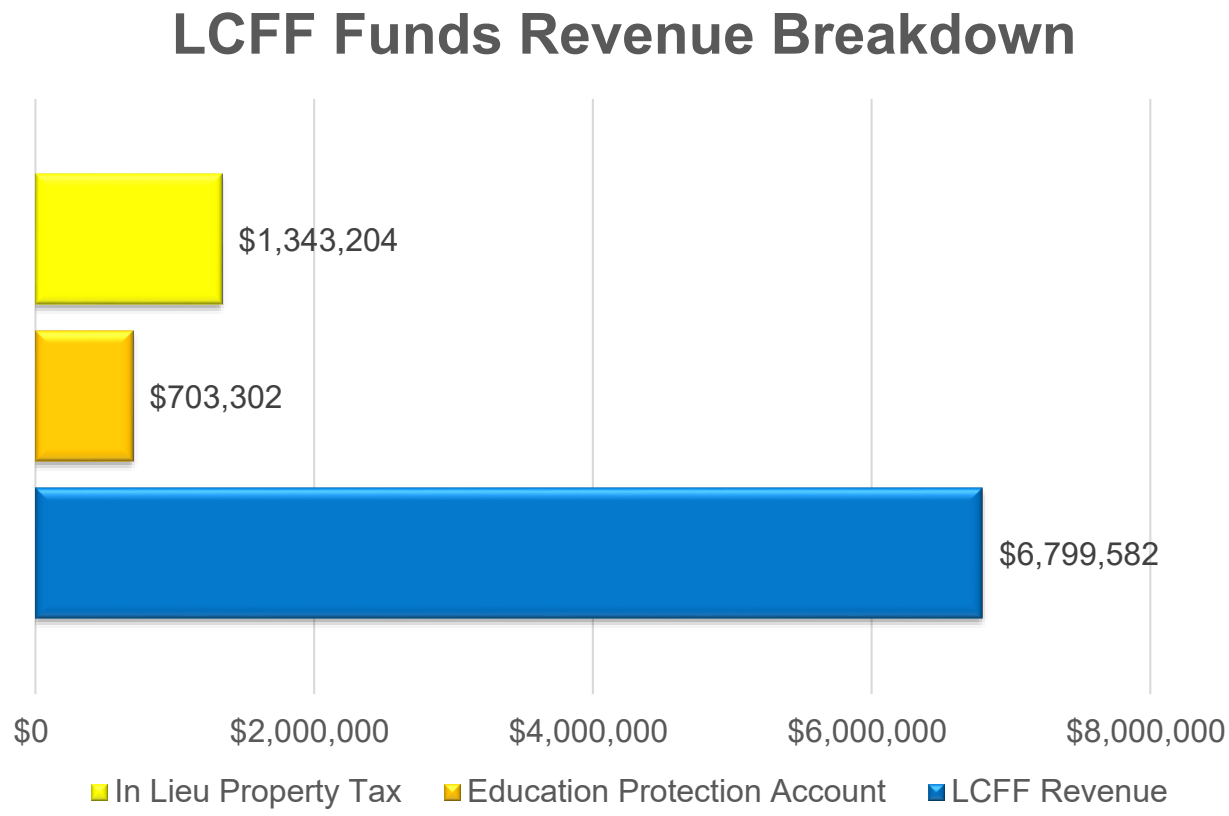
Expenses

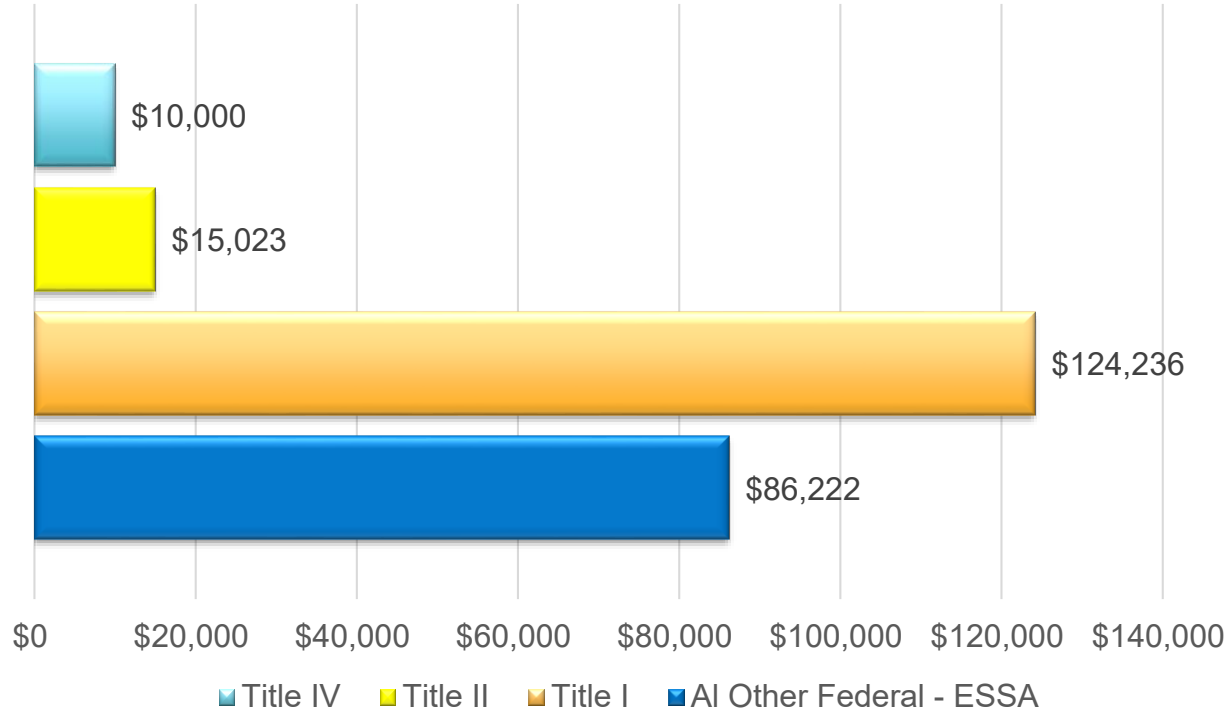
Los Angeles	San Diego	YOLO	Home Office	Total
$8,759,697	$11,389,561	$5,626,435	$0	$25,775,694

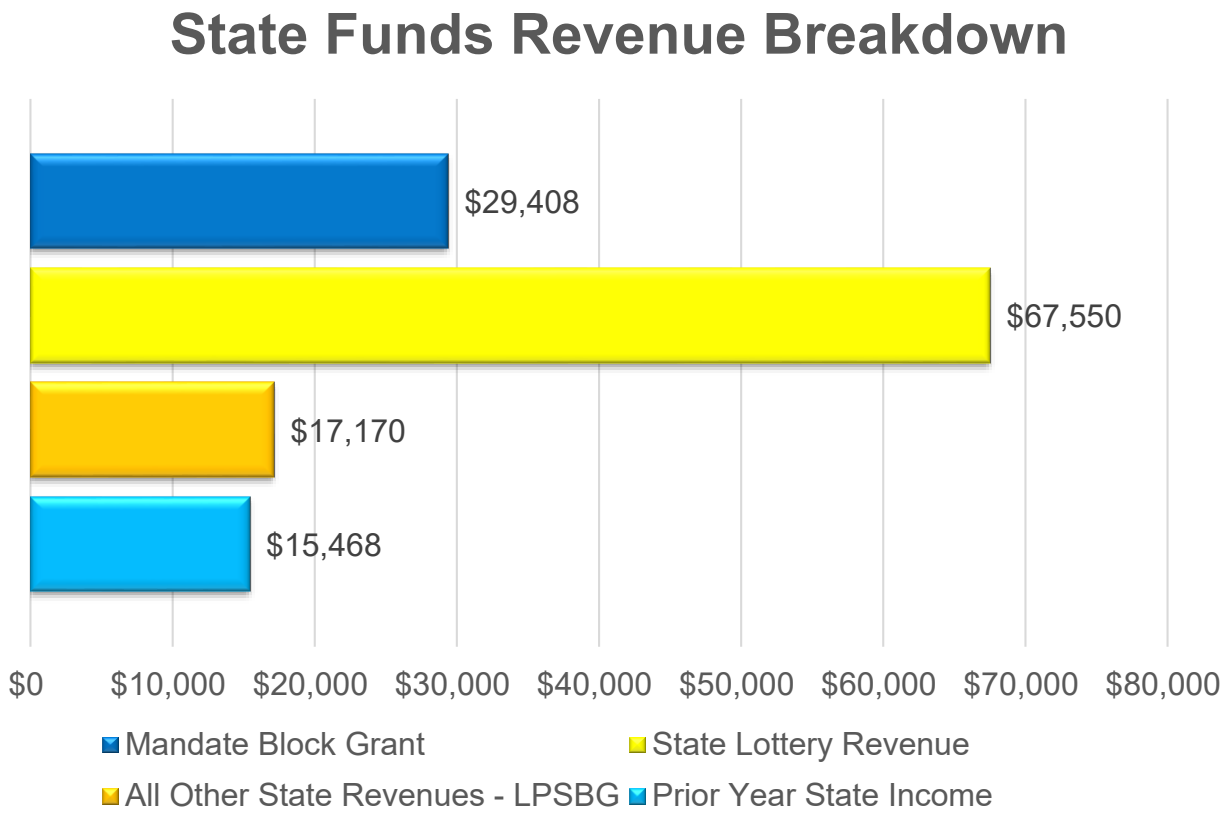
COMPASS CHARTER SCHOOLS

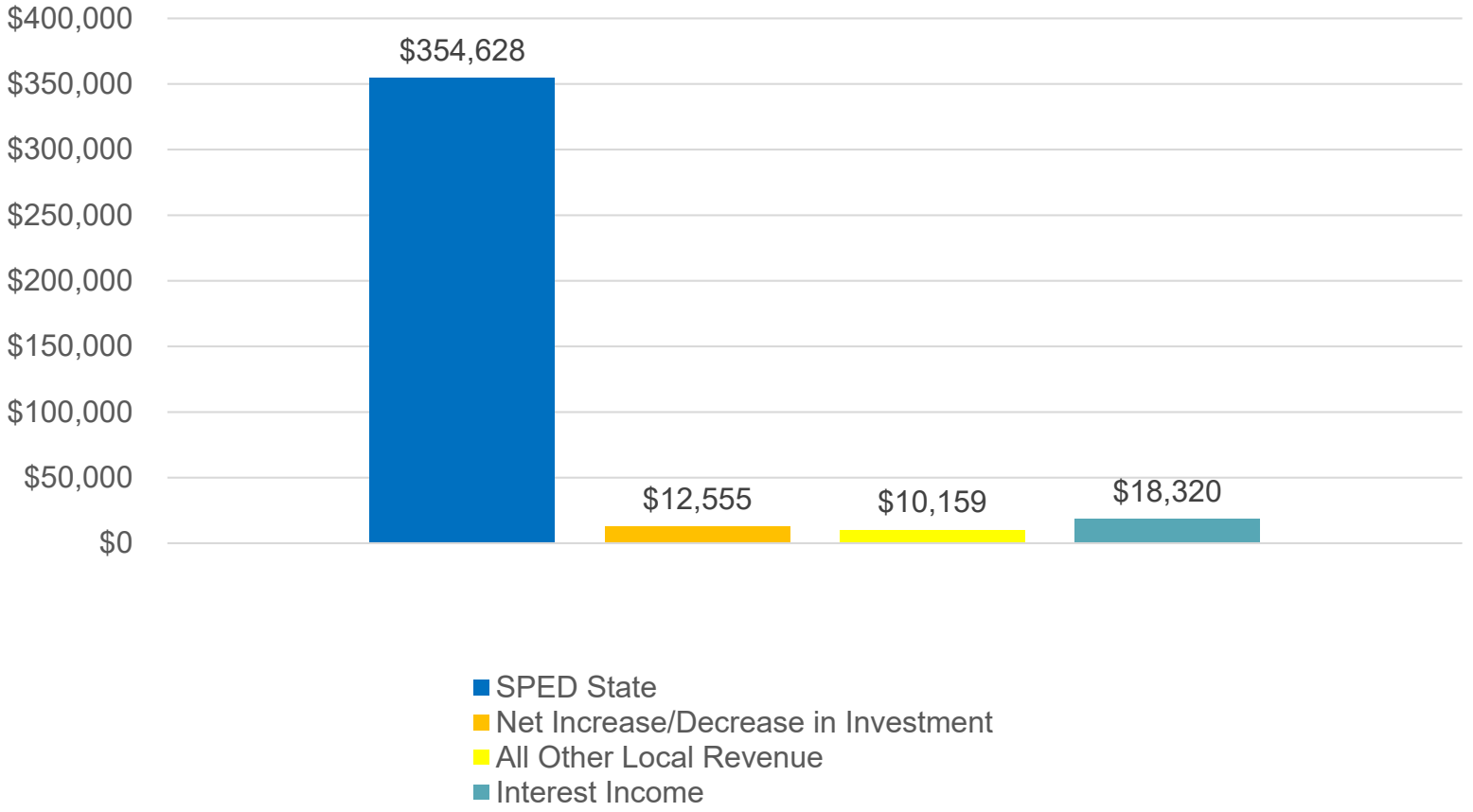
Revenue Stream Overview as of 3.15.20



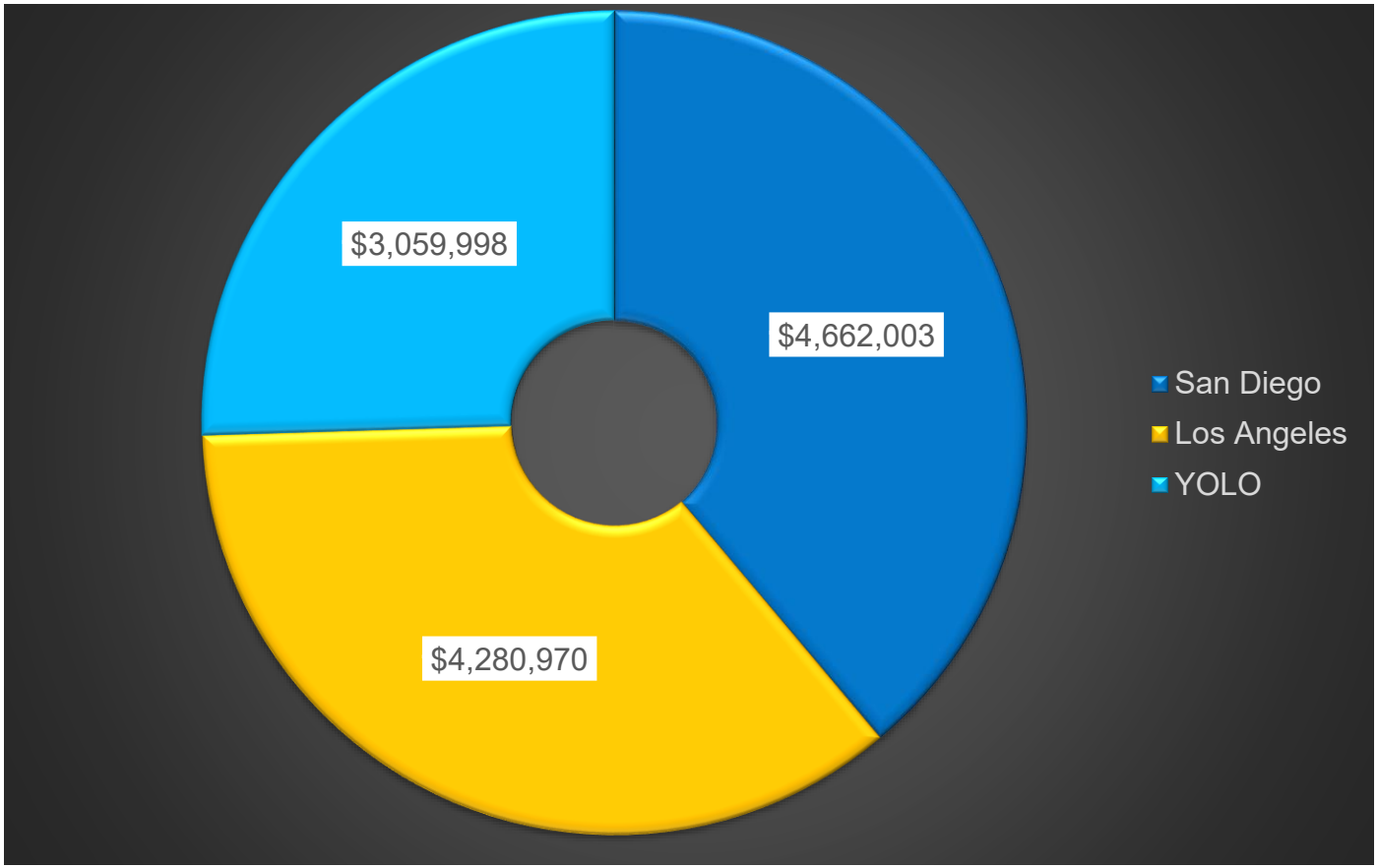

LCFF Funds Revenue Breakdown
$1,343,204
$703,302
$6,799,582
$0
$2,000,000
$4,000,000
$6,000,000
$8,000,000
In Lieu Property Tax
Education Protection Account
LCFF Revenue


Federal Funds Revenue Breakdown
$10,000
$15,023
$124,236
$86,222
$0
$20,000
$40,000
$60,000
$80,000
$100,000
$120,000
$140,000
Title IV
Title II
Title I
Al Other Federal - ESSA

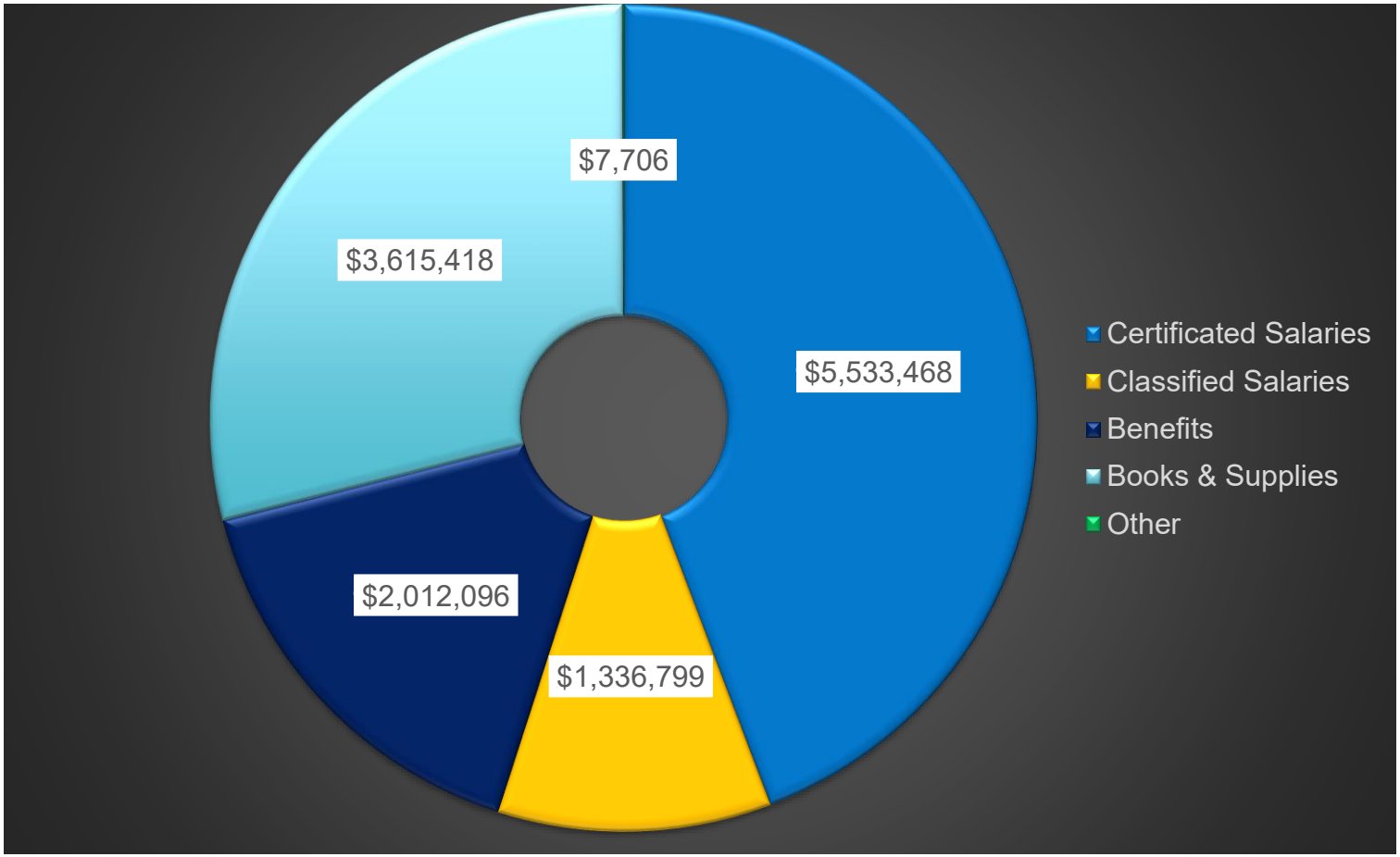

State Funds Revenue Breakdown
$29,408
$67,550
$17,170
$15,468
$0
$10,000
$20,000
$30,000
$40,000
$50,000
$60,000
$70,000
$80,000
Mandate Block Grant
State Lottery Revenue
All Other State Revenues - LPSBG
Prior Year State Income

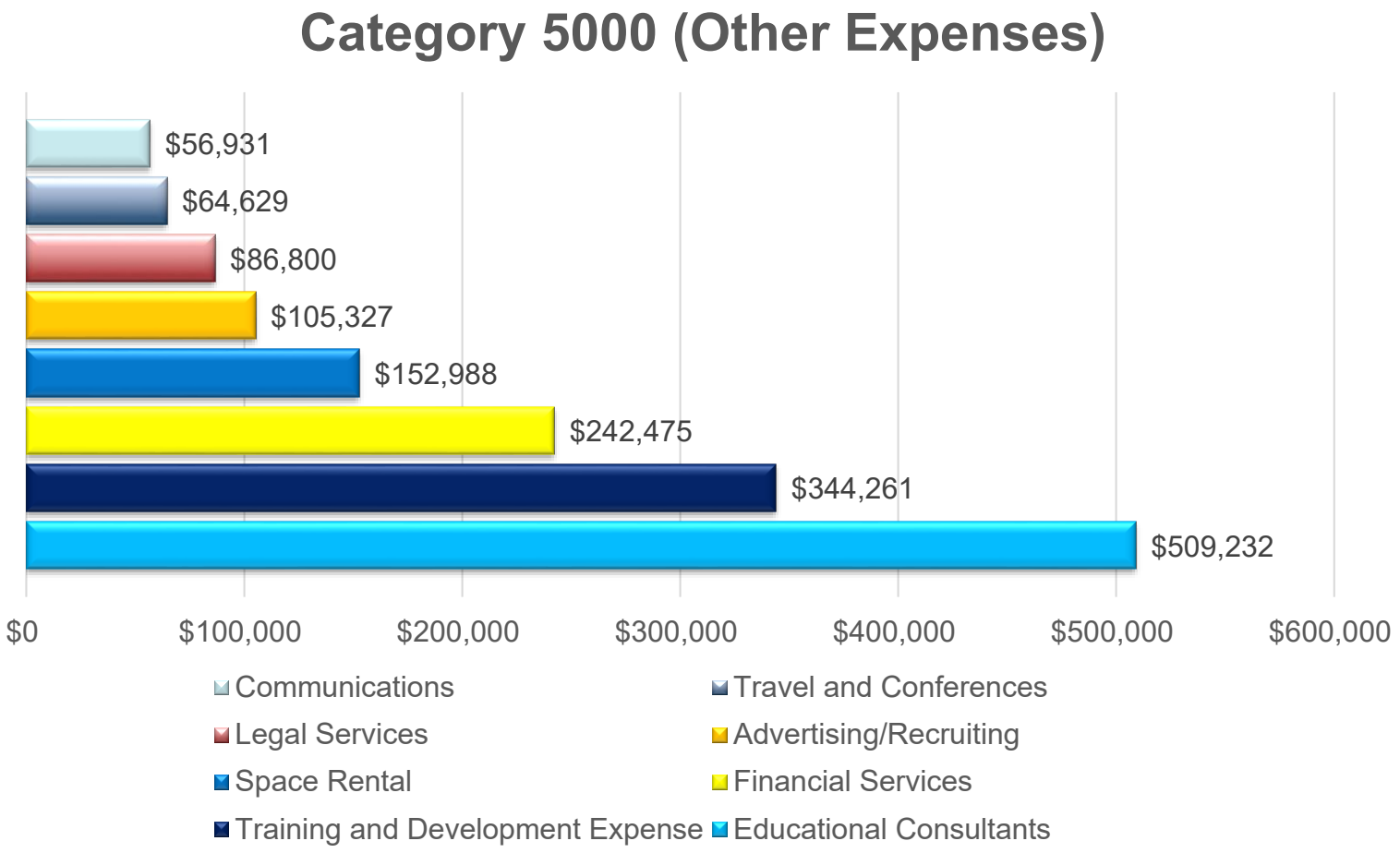

Local Funds Revenue Breakdown
$400,000
$350,000
$300,000
$250,000
$200,000
$150,000
$100,000
$50,000
$0
$354,628
$12,555
$10,159
$18,320
SPED State
Net Increase/Decrease in Investment
All Other Local Revenue
Interest Income

Revenue Stream by Charter Overview as of 03.15.20

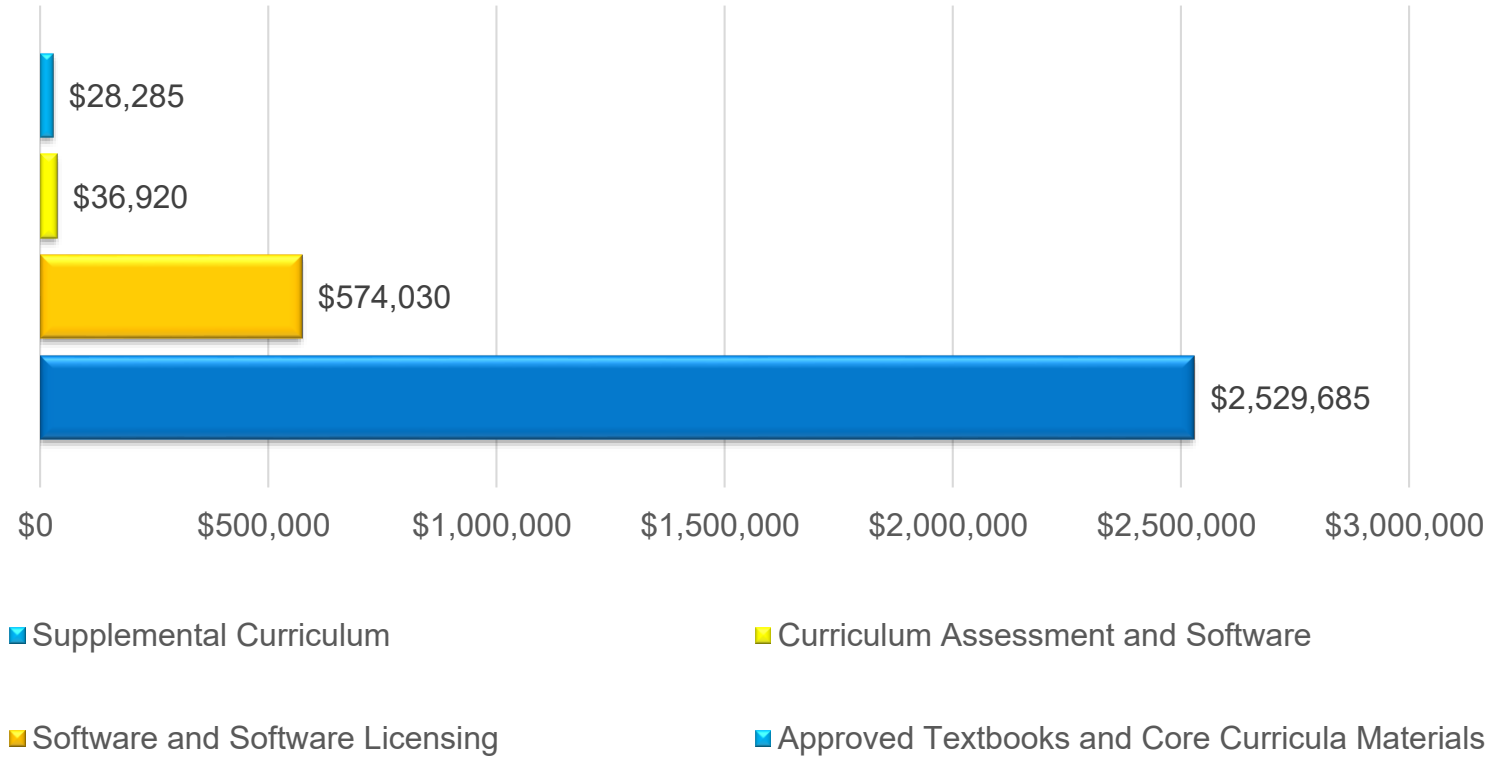


Revenue Stream by Charter Overview as of 03.15.20




Category 5000 (Other Expenses)
$56,931
$64,629
$86,800
$105,327
$152,988
$242,475
$344,261
$509,232
$0
$100,000
$200,000
$300,000
$400,000
$500,000
$600,000
Communications
Travel and Conferences
Legal Services
Advertising/Recruiting
Space Rental
Financial Services
Training and Development Expense
Educational Consultants

Books & Supplies Expense Breakdown



Financial Health Report



Financial Ratio	Formula	Current	Target
Current Ratio (Liquidity)	(Current Assets) / (Current Liabilities)	2.00	> 1.00
Cash Ratio	(Cash) / (Current Liabilities)	198.57%	> 100.00%
Defensive Interval	(Cash + Securities + AR) / (Average Expenses past 12 months)	2.33	> 4 months
Debt Ratio	(Total Liabilties) / (Total Assets)	43.31%	< 30.00%
Asset Ratio	(Current Assets) / (Total Assets)	86.04%	> 80.00%
Cash on Hand	(Cash)	$4,118,214.49	>= $0.00
Days Cash on Hand	(Cash) / ((Average Expenses past 12 months) / (30.4))	70.45	> 45
Cash Reserve Ratio	(Cash) / (Budgeted Annual Expenses)	15.98%	> 10.00%
Savings Indicator	((Last Closed Revenue) - (Last Closed Expenses)) / (Last Closed Expenses)	0.31	> 1.00
YTD Savings Indicator	((YTD Closed Revenue) - (YTD Closed Expenses)) / (YTD Closed Expenses)	-0.21	> 1.00

Financial Ratio	Description
Current Ratio (Liquidity)	Ability to pay short-term obligations
Cash Ratio	Ability to meet short-term obligations with cash
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Debt Ratio	Proportion of debt relative to total assets
Asset Ratio	Proportion of liquid assets relative to total assets
Cash on Hand	Assets immediately convertible to cash for purchase of goods and services
Days Cash on Hand	Possible days of continued operations using current cash
Cash Reserve Ratio	Ratio of cash to annual expenses expressed as a percentage
Savings Indicator	Last closed period's increase or decrease in the organization's net assets as a percentage of expenses
YTD Savings Indicator	Year to date closed increase or decrease in the organization's net assets as a percentage of expenses

Input Values as of 2/29/2020

Cash	$4,118,214.49
Securities	-
AR	$16,371.95
Current Assets	$4,149,541.17
Total Assets	$4,823,066.54
Current Liabilities	$2,073,965.70
Total Liabilities	$2,088,965.70
Last Closed Revenue	$2,524,197.18
Last Closed Expenses	$1,929,996.37
Budgeted Annual Expenses	$25,775,693.90
Average Expenses past 12 months	$1,777,090.31
Average monthly payroll expenses	$1,096,130.07
YTD Closed Revenue	$11,079,550.59
YTD Closed Expenses	$14,079,077.02

COMPASS CHARTER SCHOOLS

Questions?



Contact:

Lisa Fishman | Assistant Superintendent & Chief Financial Officer
(818) 732-4692
lfishman@compasscharters.org
@CCSCFO

COMPASS CHARTER SCHOOLS

CharterVision® Balance Sheet Detail*

Compass Charter Schools

February 2020

Group Description	Account	Account Description	
Liquidity Ratio			2.0
Assets			
Current Assets			
Cash	9120-010	Cash in Bank(s) - Chase Account	$1,746,228
Cash	9121-010	California Credit Union - Checking	$70,402
Cash	9125-020	Cash in County Treasury Account	$839,474
Cash	9150-010	Investments - J.P Morgan	$1,210,424
Cash	9151-010	California Credit Union - Money	$251,686
Accounts Receivables	9200-010	Accounts Receivables	$4,505
Accounts Receivables	9290-030	Due from Grantor Governments	$11,867
Prepaid Expenses	9330-010	Prepaid Expenses	$12,471
Other Current Assets	9335-010	Employee Advances	$2,483
Total Current Assets			*$4,149,541*
Fixed Assets			
Total Fixed Assets			-
Other Assets			
Loans Receivable	9311-010	Loans Receivable - REALM	$668,525
Security Deposits	9350-010	Security Deposits	$5,000
Total Other Assets			*$673,525*
Total Assets			*$4,823,067*
Liabilities And Net Assets			
Current Liabilities			
Accounts Payable	9500-010	Accounts Payable-System	$453,512
Accounts Payable	9590-010	Due to Grantor Governments	$128,139
Accounts Payable	9590-020	Due to Grantor Governments	$51,576
Accounts Payable	9590-030	Due to Grantor Governments	$1,200
Accounts Payable	9590-070	Due to Grantor Governments	$778,141
Accrued Salaries, Payroll Taxes, Postemployment Benefits	9501-010	Accrued Salaries	$445,806
Deposits held on behalf of other employees	9661-010	Summer Holdback	$215,592
Total Current Liabilities			*$2,073,966*
Long Term Liabilities			
Loans Payable	9620-010	Security Deposit Payable - ILead	$15,000
Total Long Term Liabilities			*$15,000*
Total Liabilities			*$2,088,966*

Net Assets			
Unrestricted Net Assets	9780-020-75	Temporarily Restricted Net Assets	$3,952
Unrestricted Net Assets	9780-040-75	Temporarily Restricted Net Assets	$16,796
Unrestricted Net Assets	9790-010	Undesignated Fund Balance	$5,092,274
Unrestricted Net Assets	9790-020	Undesignated Fund Balance	$286,125
Unrestricted Net Assets	9790-030	Undesignated Fund Balance	$80,366
Unrestricted Net Assets	9790-040	Undesignated Fund Balance	$254,114
Profit/Loss YTD			($2,999,526)
Total Net Assets			*$2,734,101*
Total Liabilities And Net Assets			*$4,823,067*

CharterVision

Year to Date Actual to Budget Detail*

Compass Charter Schools

February 2020 - February 2020

		February		July - February Summary				2019-2020	
Account Code	**Description**	**Actual**	**Budget**	**Actual**	**Budget**	**Variance $**	**Variance %**	**Total Budget**	**Remaining Budget**
8011	LCFF Revenue	$2,284,379	$2,140,721	$8,084,909	$7,941,251	$143,658	1.8%	$17,333,411	$9,248,502
8012	Education Protection Account Revenue			$703,302	$703,302	-	0.0%	$2,278,580	$1,575,278
8019	Prior Year Income/Adjustments	($710)	-	($710)	-	($710)	0.0%	-	$710
8096	Charter Schools Funding In-Lieu of Property Taxes	$180,170	$462,717	$1,523,374	$1,805,921	($282,547)	-15.6%	$3,864,953	$2,341,580
LCFF		$2,463,839	$2,603,438	$10,310,875	$10,450,474	($139,599)	-1.3%	$23,476,944	$13,166,069
8181	Special Education - Entitlement	-	$47,126	-	$47,126	($47,126)	-100.0%	$235,628	$235,628
8290	All Other Federal Revenue			$86,222	$86,222	-	0.0%	$258,662	$172,440
8291	Title I Federal Revenue			$124,236	$124,236	-	0.0%	$189,877	$65,641
8292	Title II			$15,023	$15,023	-	0.0%	$34,826	$19,803
8294	Title IV			$10,000	$10,000	-	0.0%	$20,000	$10,000
Federal Revenue		-	$47,126	$235,481	$282,607	($47,126)	-16.7%	$738,992	$503,511
8550	Mandated Block Grant	-	$5,046	$29,408	$34,454	($5,046)	-14.6%	$59,093	$29,685
8560	State Lottery Revenue			$67,550	$67,550	-	0.0%	$525,832	$458,282
8590	All Other State Revenues			$17,170	$17,170	-	0.0%	-	($17,170)
8599	Prior Year State Income			$15,468	-	$15,468	0.0%	-	($15,468)
Other State Revenue		-	$5,046	$129,596	$119,173	$10,423	8.7%	$584,925	$455,329
8660	Interest Income	$3	$2,461	$18,323	$20,781	($2,458)	-11.8%	$30,594	$12,271
8662	Net Increase/Decrease in Investment			$12,555	-	$12,555	0.0%	-	($12,555)
8682	Foundation Grants/Donations	$174	($89)	$933	$1,319	($386)	-29.3%	$1,400	$467
8685	School Site fundraising	$2,000	$320	$7,000	$5,320	$1,680	31.6%	$10,000	$3,000
8699	All Other Local Revenue	$150	$112	$10,159	$7,766	$2,394	30.8%	$12,000	$1,841
8792	SPED State/Other Transfers of Apportionments from County	$58,030	$215,075	$354,628	$511,673	($157,045)	-30.7%	$1,371,975	$1,017,347
Local Revenue		$60,358	$217,880	$403,599	$546,859	($143,260)	-26.2%	$1,425,969	$1,022,370
Total Revenue		$2,524,197	$2,873,489	$11,079,551	$11,399,112	($319,562)	-2.8%	$26,226,830	$15,147,280
1100	Teachers' Salaries	$688,121	$718,856	$4,544,409	$4,575,145	$30,736	0.7%	$7,450,571	$2,906,162
1200	Certificated Pupil Support Salaries	$65,474	$161,786	$512,036	$608,348	$96,312	15.8%	$1,255,491	$743,455
1300	Certificated Pupil Support Salaries	$49,971	$58,631	$477,023	$485,683	$8,660	1.8%	$720,208	$243,185
Certificated Salaries		$803,565	$939,273	$5,533,468	$5,669,176	$135,708	2.4%	$9,426,270	$3,892,802
2100	Instructional Aide Salaries	$8,296	$22,826	$57,518	$72,049	$14,531	20.2%	$163,355	$105,837
2200	Classified Support Salaries (Maintenance, Food)	$84,677	$112,011	$553,013	$580,348	$27,334	4.7%	$1,028,392	$475,379
2300	Classified Supervisor and Administrator Salaries	$47,737	$46,421	$388,181	$386,866	($1,316)	-0.3%	$572,551	$184,370
2400	Clerical, Technical, and Office Staff Salaries	$46,637	$9,151	$313,980	$276,494	($37,486)	-13.6%	$313,097	($883)
2900	Other Classified Salaries (Noon and Yard Sup, etc.)	$8,647	$1,979	$24,107	$12,185	($11,922)	-97.8%	$20,100	($4,007)

Classified Salaries		$195,993	$192,388	$1,336,799	$1,327,941	($8,858)	-0.7%	$2,097,494	$760,695
3101	State Teachers' Retirement System, certificated positions	$137,994	$170,956	$895,107	$928,069	$32,962	3.6%	$1,611,892	$716,786
3313	OASDI	$12,615	$11,641	$84,456	$83,482	($974)	-1.2%	$130,045	$45,588
3323	Medicare	$13,991	$17,520	$93,483	$97,013	$3,530	3.6%	$167,095	$73,612
3403	Health & Welfare Benefits	$60,315	$101,159	$620,170	$661,014	$40,844	6.2%	$1,065,650	$445,480
3503	State Unemployment Insurance	$6,086	($3,229)	$119,880	$110,565	($9,315)	-8.4%	$97,650	($22,230)
3603	Worker Compensation Insurance	$5,933	$8,725	$54,500	$57,291	$2,791	4.9%	$92,190	$37,690
3903	Other Employee Benefits	$4,262	$3,594	$31,178	$30,511	($667)	-2.2%	$44,889	$13,711
Employee Benefits		$241,195	$310,366	$1,898,773	$1,967,944	$69,171	3.5%	$3,209,410	$1,310,636
	Total Personnel Expenses	$1,240,754	$1,442,028	$8,769,041	$8,965,061	$196,021	2.2%	$14,733,173	$5,964,133
4100	Approved Textbooks and Core Curricula Materials	$297,428	$738,251	$2,686,951	$3,127,774	$440,824	14.1%	$6,080,779	$3,393,828
4101	Curriculum Assessment and Software	-	-	$36,920	$36,920	-	0.0%	$36,920	-
4102	Supplemental Curriculum	-	$4,343	$28,285	$32,628	$4,343	13.3%	$50,000	$21,715
4200	Books and Other Reference Materials	-	$20,488	-	$20,488	$20,488	100.0%	$102,442	$102,442
4215	CSI Materials	-	$14,488	-	$14,488	$14,488	100.0%	$72,442	$72,442
4300	Materials and Supplies	$652	$1,925	$8,573	$9,846	$1,273	12.9%	$17,547	$8,974
4315	Classroom Materials and Supplies	$81	$293	$616	$828	$212	25.6%	$2,000	$1,384
4400	Noncapitalized Equipment	-	$6,559	$127,206	$133,765	$6,559	4.9%	$160,000	$32,794
4410	Software and Software Licensing	$19,538	$123,219	$574,030	$677,711	$103,681	15.3%	$1,170,585	$596,555
4430	Noncapitalized Student Equipment	$163	$6,443	$17,947	$24,227	$6,280	25.9%	$50,000	$32,053
4700	Food and Food Supplies	-	$1,000	-	$1,000	$1,000	100.0%	$5,000	$5,000
Books and Supplies		$317,862	$917,010	$3,480,529	$4,079,677	$599,148	14.7%	$7,747,715	$4,267,186
5200	Travel and Conferences	$4,863	$28,047	$64,629	$87,813	$23,184	26.4%	$200,000	$135,371
5210	Training and Development Expense	$111,896	$13,527	$344,261	$245,892	($98,369)	-40.0%	$300,000	($44,261)
5300	Dues and Memberships	-	$4,277	$33,338	$37,614	$4,277	11.4%	$54,722	$21,384
5400	Insurance	$2,651	$921	$22,331	$20,775	($1,557)	-7.5%	$24,457	$2,126
5500	Operation and Housekeeping Services	$500	$702	$3,594	$3,685	$92	2.5%	$6,495	$2,901
5501	Utilities	$152	($975)	$1,854	$6,900	$5,046	73.1%	$3,000	$1,146
5600	Space Rental/Leases Expense	$12,481	$13,894	$105,327	$100,504	($4,823)	-4.8%	$156,080	$50,753
5602	Assessment Space Rental	$4,204	$10,000	$4,204	$10,000	$5,796	58.0%	$50,000	$45,796
5603	Engagement Space Rental	-	$1,350	$750	$2,100	$1,350	64.3%	$7,500	$6,750
5800	Professional/Consulting Services and Operating Expenditures	$7,792	$5,679	$54,397	$52,284	($2,113)	-4.0%	$75,000	$20,603
5803	Banking and Payroll Service Fees	$694	$359	$6,400	$6,065	($335)	-5.5%	$7,500	$1,100
5805	Legal Services	$26,835	$18,007	$86,800	$77,972	($8,828)	-11.3%	$150,000	$63,200
5806	Audit Services	$1,425	$1,006	$12,244	$11,825	($419)	-3.5%	$15,850	$3,606
5807	Legal Settlements	-	$2,646	$6,768	$9,414	$2,646	28.1%	$20,000	$13,232
5809	Employee Tuition Reimbursement	$14,766	$9,000	$14,766	$9,000	($5,766)	-64.1%	$45,000	$30,234
5810	Educational Consultants	$102,709	$85,744	$509,232	$492,266	($16,966)	-3.4%	$835,240	$326,008
5811	Engagement			-	-	-	0.0%	-	-
5813	Residential Placement	-	$848	-	$39,107	$39,107	100.0%	$42,500	$42,500
5815	Advertising/Recruiting	$41,006	$37,604	$152,988	$149,586	($3,403)	-2.3%	$300,000	$147,012
5830	Field Trip Expenses	$4,502	$18,515	$26,929	$40,942	$14,012	34.2%	$115,000	$88,071

5873	Financial Services	-	$23,835	$242,475	$266,310	$23,835	9.0%	$361,650	$119,175
5874	Personnel Services	$128	$108	$3,089	$3,069	($20)	-0.7%	$3,500	$411
5875	District Oversight Fee	$7,599	$71,719	$38,814	$102,934	$64,120	62.3%	$389,812	$350,998
5877	IT Services	$452	$4,880	$26,052	$30,480	$4,428	14.5%	$50,000	$23,948
5890	Interest Expense/Fees	$1,191	$153	$1,429	$390	($1,039)	-266.4%	$1,000	($429)
5900	Communications (Tele., Internet, Copies,Postage,Messenger)	$15,727	$7,757	$56,931	$48,973	($7,957)	-16.2%	$80,000	$23,069
5901	Scholar Internet Reimbursement	$100	$83	$200	$169	($31)	-18.1%	$500	$300
5999	Expense Suspense	-	-	-	-	-	0.0%	-	-
Services & Other Operating Expenses		$361,675	$359,684	$1,819,802	$1,856,070	$36,268	2.0%	$3,294,805	$1,475,004
7999	Repayment of Revenue	$9,706	-	$9,706	-	($9,706)	0.0%	-	($9,706)
Other Outgo		$9,706	-	$9,706	-	($9,706)	0.0%	-	($9,706)
	Total Operational Expenses	$689,243	$1,276,693	$5,310,036	$5,935,747	$625,710	10.5%	$11,042,520	$5,732,484
Total Expenses		$1,929,996	$2,718,722	$14,079,077	$14,900,808	$821,731	5.5%	$25,775,694	$11,696,617
Net Income		$594,201	$154,767	($2,999,526)	($3,501,695)	$502,169	14.3%	$451,136	$3,450,663

Coversheet

Review and Approval of the Second Interim Reports

Section:	XII. Financial Services
Item:	C. Review and Approval of the Second Interim Reports
Purpose:	Vote
Submitted by:	Lisa Fishman
Related Material:	B Compass - SD 2ND Interim 1920.pdf C Compass - Yolo 2ND Interim 1920.pdf A Compass - LA 2ND Interim 1920.pdf

RECOMMENDATION:
A motion to approve the Second Interim Reports for CCS of Los Angeles, CCS of San Diego, and CCS of Yolo.

CHARTER SCHOOL SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2019 to January 31, 2020

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

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

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

	Description	Object Code	Unrestricted	Restricted
A.	**REVENUES**			
1.	Revenue Limit Sources			
	State Aid - Current Year	8011	1,919,720.00	
	Education Protection Account	8012	589,161.00	
	Charter Schools Gen. Purpose Entitlement - State Aid	8015		
	State Aid - Prior Years	8019		
	Tax Relief Subventions (for rev. limit funded schools)	8020-8039		
	County and District Taxes (for rev. limit funded schools)	8040-8079		
	Miscellaneous Funds (for rev. limit funded schools)	8080-8089		
	Revenue Limit Transfers (for rev. limit funded schools):			
	PERS Reduction Transfer	8092		
	Other Revenue Limit Transfers	8096		
	Total, Revenue Limit Sources		2,508,881.00	0.00
2.	Federal Revenues (see NOTE on last page)			
	No Child Left Behind	8290		
	Special Education - Federal	8181, 8182		
	Child Nutrition - Federal	8220		
	Other Federal Revenues	8110, 8260-8299	0.00	106,399.00
	Total, Federal Revenues		0.00	106,399.00
3.	Other State Revenues			
	Charter Schools Categorical Block Grant	8480	14,920.00	
	Special Education - State	StateRevSE		125,274.00
	All Other State Revenues	StateRevAO	39,281.32	24,058.33
	Total, Other State Revenues		54,201.32	149,332.33
4.	Other Local Revenues			
	Transfers from Sponsoring LEAs to Charter Schools in Lieu of Property Taxes	8096	761,276.59	
	All Other Local Revenues	LocalRevAO	24,504.10	
	Total, Local Revenues		785,780.69	0.00
5.	TOTAL REVENUES		3,348,863.01	255,731.33
B.	**EXPENDITURES**			
1.	Certificated Salaries			
	Teachers' Salaries	1100	1,378,673.40	173,988.26
	Certificated Pupil Support Salaries	1200	144,980.50	34,236.45
	Certificated Supervisors' and Administrators' Salaries	1300	148,313.27	23,327.29
	Other Certificated Salaries	1900		
	Total, Certificated Salaries		1,671,967.17	231,552.00
2.	Non-certificated Salaries			
	Instructional Aides' Salaries	2100	19,851.84	
	Non-certificated Support Salaries	2200	188,307.00	
	Non-certificated Supervisors' and Administrators' Sal.	2300	133,643.45	2,756.11
	Clerical and Office Salaries	2400	107,619.31	
	Other Non-certificated Salaries	2900	6,526.53	
	Total, Non-certificated Salaries		455,948.13	2,756.11

CHARTER SCHOOL SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2019 to January 31, 2020

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

Description	Object Code	Unrestricted	Restricted
3. Employee Benefits			
STRS	3101-3102	281,287.02	24,469.60
PERS	3201-3202		
OASDI / Medicare / Alternative	3301-3302	58,664.37	2,227.58
Health and Welfare Benefits	3401-3402	203,570.27	20,611.03
Unemployment Insurance	3501-3502	42,838.69	4,339.65
Workers' Compensation Insurance	3601-3602	17,892.71	1,811.96
Retiree Benefits	3701-3702		
PERS Reduction (for revenue limit funded schools)	3801-3802		
Other Employee Benefits	3901-3902	10,518.50	
Total, Employee Benefits		614,771.56	53,459.82
4. Books and Supplies			
Approved Textbooks and Core Curricula Materials	4100	995,037.98	3,921.25
Books and Other Reference Materials	4200		
Materials and Supplies	4300	3,546.29	31.83
Noncapitalized Equipment	4400	229,152.80	47,254.42
Food	4700		
Total, Books and Supplies		1,227,737.07	51,207.50
5. Services and Other Operating Expenditures			
Travel and Conferences	5200	35,714.28	89,721.04
Dues and Memberships	5300	8,463.39	5,314.55
Insurance	5400	7,879.81	
Operations and Housekeeping Services	5500	1,937.70	
Rentals, Leases, Repairs, and Noncap. Improvements	5600	37,467.35	
Professional/Consulting Services and Operating Expend.	5800	234,242.29	179,605.81
Communications	5900	16,304.52	35.43
Total, Services and Other Operating Expenditures		342,009.34	274,676.83
6. Capital Outlay			
(Objects 6100-6170, 6200-6500 for modified accrual basis only)			
Land and Land Improvements	6100-6170		
Buildings and Improvements of Buildings	6200		
Books and Media for New School Libraries or Major Expansion of School Libraries	6300		
Equipment	6400		
Equipment Replacement	6500		
Depreciation Expense *(for accrual basis only)*	*6900*		
Total, Capital Outlay		0.00	0.00
7. Other Outgo			
Tuition to Other Schools	7110-7143		
Transfers of Pass-Through Revenues to Other LEAs	7211-7213		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE		
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO		
All Other Transfers	7280-7299		
Debt Service:			
Interest	7438		
Principal (for modified accrual basis only)	7439		
Total, Other Outgo		0.00	0.00
8. TOTAL EXPENDITURES		4,312,433.27	613,652.26
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(963,570.26)	(357,920.93)

CHARTER SCHOOL SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2019 to January 31, 2020

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

Description	Object Code	Unrestricted	Restricted
D. OTHER FINANCING SOURCES / USES			
1. Other Sources	8930-8979		
2. Less: Other Uses	7630-7699		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(357,920.93)	357,920.93
4. TOTAL OTHER FINANCING SOURCES / USES		(357,920.93)	357,920.93
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(1,321,491.19)	0.00
F. FUND BALANCE, RESERVES			
1. Beginning Fund Balance			
a. As of July 1	9791	290,076.90	
b. Adjustments/Restatements to Beginning Balance	9793, 9795		
c. Adjusted Beginning Balance		290,076.90	0.00
2. Ending Fund Balance, Oct 31 (E + F.1.c.)		**(1,031,414.29)**	**0.00**
Components of Ending Fund Balance (Optional):			
Reserve for Revolving Cash (equals object 9130)	9711		
Reserve for Stores (equals object 9320)	9712		
Reserve for Prepaid Expenditures (equals object 9330)	9713		
Reserve for All Others	9719		
General Reserve	9730		
Legally Restricted Balance	9740		
Designated for Economic Uncertainties	9770		
Other Designations	9775, 9780		
Undesignated / Unappropriated Amount	9790	(1,031,414.29)	0.00
G. ASSETS			
1. Cash			
In County Treasury	9110		
Fair Value Adjustment to Cash in County Treasury	9111		
In Banks	9120	670,598.16	
In Revolving Fund	9130		
With Fiscal Agent	9135		
Collections Awaiting Deposit	9140		
2. Investments	9150		
3. Accounts Receivable	9200		
4. Due from Grantor Government	9290		
5. Stores	9320		
6. Prepaid Expenditures (Expenses)	9330		
7. Other Current Assets	9340		
8. *Capital Assets (for accrual basis only)*	*9400-9499*		
9. TOTAL ASSETS		670,598.16	0.00
H. LIABILITIES			
1. Accounts Payable	9500		
2. Due to Grantor Government	9590	51,575.64	
3. Current Loans	9640		
4. Deferred Revenue	9650		
5. *Long-Term Liabilities (for accrual basis only)*	*9660-9669*	1,650,436.81	
6. TOTAL LIABILITIES		1,702,012.45	0.00
I. FUND BALANCE Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)		(1,031,414.29)	0.00

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CHARTER SCHOOL SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2019 to January 31, 2020

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

0.00 **0.00**

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

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

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

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

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

Total	Adopted Budget	Projected 2019-20
1,919,720.00	4,412,327.23	6,074,601.16
589,161.00	1,321,736.54	1,996,087.71
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
	0.00	0.00
0.00	0.00	0.00
	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
2,508,881.00	5,734,064	8,070,689
0.00	205,846.00	129,331.00
0.00	106,705.09	136,744.54
0.00	0.00	0.00
106,399.00	0.00	78,540.00
106,399.00	312,551	344,616
14,920.00	0.00	0.00
125,274.00	404,307.76	594,018.27
63,339.65	181,784.12	259,920.35
203,533.65	586,092	853,939
761,276.59	1,625,622.23	2,298,481.13
24,504.10	36,480.58	40,893.88
785,780.69	1,662,103	2,339,375
3,604,594.34	8,294,810	11,608,618
1,552,661.66	2,153,056.60	3,297,799.57
179,216.95	398,326.95	555,710.03
171,640.56	303,750.46	318,781.23
0.00	0.00	0.00
1,903,519.17	2,855,134	4,172,291
19,851.84	32,023.89	72,304.68
188,307.00	377,310.97	455,190.73
136,399.56	272,167.71	253,424.63
107,619.31	123,116.27	138,584.05
6,526.53	28,500.00	20,100.00
458,704.24	833,119	939,604

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Total		
305,756.62	488,227.92	713,461.73
0.00	0.00	0.00
60,891.95	103,811.28	131,520.88
224,181.30	333,066.25	471,681.79
47,178.34	31,215.34	43,222.21
19,704.67	36,709.75	40,805.53
0.00	0.00	0.00
0.00	0.00	0.00
10,518.50	17,675.36	19,868.78
668,231.38	1,010,706	1,420,561
998,959.23	1,199,590.42	2,729,970.18
0.00	181,402.23	85,720.71
3,578.12	10,616.14	9,766.75
276,407.22	788,188.12	611,079.63
0.00	30,000.00	5,000.00
1,278,944.57	2,209,797	3,441,537
125,435.32	98,440.05	227,164.41
13,777.94	21,547.35	24,221.26
7,879.81	9,626.65	10,825.25
1,937.70	3,738.75	4,202.71
37,467.35	121,577.73	122,404.39
413,848.10	762,573.72	991,119.18
16,339.95	32,795.89	35,631.21
616,686.17	1,050,300	1,415,568
	0.00	0.00
	0.00	0.00
	0.00	0.00
	0.00	0.00
	0.00	0.00
	0.00	0.00
	0.00	0.00
0.00	0	0
	0.00	0.00
	0.00	0.00
0.00	0.00	0.00
	0.00	0.00
0.00	0.00	0.00
	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0	0
4,926,085.53	7,959,056	11,389,562
(1,321,491.19)	335,754	219,057

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Total		
0.00	0	0
0.00	0	0
0.00	0	0
0.00		
(1,321,491.19)	335,754	219,057
290,076.90	290,077	290,077
0.00		0
290,076.90	290,077	290,077
(1,031,414.29)	**625,831**	509,133
0.00		
0.00		
0.00		
0.00		
0.00		
0.00		
0.00		
0.00		
(1,031,414.29)	625,831	509,133
0.00		
0.00		
670,598.16		
0.00		
0.00		
0.00		
0.00		
0.00		
0.00		
0.00		
0.00		
0.00		
670,598.16		
0.00		
51,575.64		
0.00		
0.00		
1,650,436.81		
1,702,012.45		
(1,031,414.29)		

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0.00

Total
0.00
0.00
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CHARTER SCHOOL SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2019 to January 31, 2020

Charter School Name: Compass Charter School - Yolo
CDS #: 57-72702-02139436
Charter Approving Entity: Winters Joint Unified
County: Yolo
Charter #: 2059

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

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

	Description	Object Code	Unrestricted	Restricted	Total	Adopted Budget	Projected 2019-20
A.	**REVENUES**						
1.	Revenue Limit Sources						
	State Aid - Current Year	8011	1,426,494.00		1,426,494.00	3,842,167.55	3,877,978.75
	Education Protection Account	8012	55,595.00		55,595.00	95,900.00	119,386.00
	Charter Schools Gen. Purpose Entitlement - State Aid	8015			0.00	0.00	0.00
	State Aid - Prior Years	8019			0.00	0.00	0.00
	Tax Relief Subventions (for rev. limit funded schools)	8020-8039			0.00	0.00	0.00
	County and District Taxes (for rev. limit funded schools)	8040-8079			0.00	0.00	0.00
	Miscellaneous Funds (for rev. limit funded schools)	8080-8089			0.00	0.00	0.00
	Revenue Limit Transfers (for rev. limit funded schools):					0.00	0.00
	PERS Reduction Transfer	8092			0.00	0.00	0.00
	Other Revenue Limit Transfers	8096				0.00	0.00
	Total, Revenue Limit Sources		1,482,089.00	0.00	1,482,089.00	3,938,068	3,997,365
2.	Federal Revenues (see NOTE on last page)						
	No Child Left Behind	8290			0.00	67,540.00	0.00
	Special Education - Federal	8181, 8182			0.00	0.00	0.00
	Child Nutrition - Federal	8220			0.00	0.00	0.00
	Other Federal Revenues	8110, 8260-8299			0.00	0.00	34,621.94
	Total, Federal Revenues		0.00	0.00	0.00	67,540	34,622
3.	Other State Revenues						
	Charter Schools Categorical Block Grant	8480			0.00	0.00	0.00
	Special Education - State	StateRevSE			0.00	243,048.96	314,409.00
	All Other State Revenues	StateRevAO			0.00	111,139.24	136,007.64
	Total, Other State Revenues		0.00	0.00	0.00	354,188	450,417
4.	Other Local Revenues						
	Transfers from Sponsoring LEAs to Charter Schools in Lieu of Property Taxes	8096	581,927.00		581,927.00	1,091,097.46	1,358,308.25
	All Other Local Revenues	LocalRevAO	4,050.66		4,050.66	5,978.55	5,257.98
	Total, Local Revenues		585,977.66	0.00	585,977.66	1,097,076	1,363,566
5.	TOTAL REVENUES		2,068,066.66	0.00	2,068,066.66	5,456,872	5,845,970
B.	**EXPENDITURES**						
1.	Certificated Salaries						
	Teachers' Salaries	1100	864,132.71	109,453.46	973,586.17	1,416,422.36	1,660,734.80
	Certificated Pupil Support Salaries	1200	91,511.03	21,662.45	113,173.48	262,045.69	279,849.32
	Certificated Supervisors' and Administrators' Salaries	1300	93,196.06	14,845.22	108,041.28	199,827.05	160,534.64
	Other Certificated Salaries	1900			0.00	0.00	0.00
	Total, Certificated Salaries		1,048,839.80	145,961.13	1,194,800.93	1,878,295	2,101,119
2.	Non-certificated Salaries						
	Instructional Aides' Salaries	2100	12,402.37		12,402.37	21,067.42	36,411.82
	Non-certificated Support Salaries	2200	118,432.00		118,432.00	248,219.99	229,228.94
	Non-certificated Supervisors' and Administrators' Sal.	2300	84,768.51	1,680.97	86,449.48	179,049.84	127,621.80
	Clerical and Office Salaries	2400	67,510.97		67,510.97	80,993.99	69,789.37
	Other Non-certificated Salaries	2900	3,679.65		3,679.65	0.00	0.00
	Total, Non-certificated Salaries		286,793.50	1,680.97	288,474.47	529,331	463,052

CHARTER SCHOOL SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2019 to January 31, 2020

Charter School Name: Compass Charter School - Yolo
CDS #: 57-72702-02139436

Description	Object Code	Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	175,390.74	15,075.31	190,466.05	321,188.46	359,291.31
PERS	3201-3202			0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	36,867.28	1,368.65	38,235.93	68,293.89	66,232.44
Health and Welfare Benefits	3401-3402	129,140.18	13,117.36	142,257.54	219,112.91	237,533.65
Unemployment Insurance	3501-3502	25,167.26	2,554.99	27,722.25	20,535.50	21,766.22
Workers' Compensation Insurance	3601-3602	11,030.22	1,120.18	12,150.40	24,150.09	20,549.21
Retiree Benefits	3701-3702			0.00	0.00	0.00
PERS Reduction (for revenue limit funded schools)	3801-3802			0.00	0.00	0.00
Other Employee Benefits	3901-3902	7,031.36		7,031.36	11,628.01	10,005.69
Total, Employee Benefits		384,627.04	33,236.49	417,863.53	664,909	715,379
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	609,396.37	2,469.28	611,865.65	789,169.55	1,374,782.30
Books and Other Reference Materials	4200			0.00	5,894.63	6,687.01
Materials and Supplies	4300	2,046.13	18.88	2,065.01	6,983.99	3,911.25
Noncapitalized Equipment	4400	150,129.40		150,129.40	518,522.03	307,732.83
Food	4700			0.00	0.00	0.00
Total, Books and Supplies		761,571.90	2,488.16	764,060.06	1,320,570	1,693,113
5. Services and Other Operating Expenditures						
Travel and Conferences	5200	50,187.96	823.01	51,010.97	64,760.35	89,218.01
Dues and Memberships	5300	4,877.71	3,609.58	8,487.29	14,175.26	12,197.55
Insurance	5400	5,001.28		5,001.28	6,333.04	5,451.47
Operations and Housekeeping Services	5500	1,205.58		1,205.58	2,459.59	2,116.44
Rentals, Leases, Repairs, and Noncap. Improvements	5600	23,790.93		23,790.93	47,088.55	36,462.04
Professional/Consulting Services and Operating Expend.	5800	126,605.28	106,943.12	233,548.40	466,379.63	490,383.46
Communications	5900	10,601.53	23.30	10,624.83	21,575.30	17,943.48
Total, Services and Other Operating Expenditures		222,270.27	111,399.01	333,669.28	622,772	653,772
6. Capital Outlay						
(Objects 6100-6170, 6200-6500 for modified accrual basis only)						
Land and Land Improvements	6100-6170				0.00	0.00
Buildings and Improvements of Buildings	6200				0.00	0.00
Books and Media for New School Libraries or Major					0.00	0.00
Expansion of School Libraries	6300				0.00	0.00
Equipment	6400				0.00	0.00
Equipment Replacement	6500				0.00	0.00
Depreciation Expense *(for accrual basis only)*	*6900*				0.00	0.00
Total, Capital Outlay		0.00	0.00	0.00	0	0
7. Other Outgo						
Tuition to Other Schools	7110-7143				0.00	0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213				0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO				0.00	0.00
All Other Transfers	7280-7299			0.00	0.00	0.00
Debt Service:					0.00	0.00
Interest	7438			0.00	0.00	0.00
Principal (for modified accrual basis only)	7439			0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00	0	0
8. TOTAL EXPENDITURES		2,704,102.51	294,765.76	2,998,868.27	5,015,877	5,626,435
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(636,035.85)	(294,765.76)	(930,801.61)	440,995	219,535

CHARTER SCHOOL SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2019 to January 31, 2020

Charter School Name: Compass Charter School - Yolo
CDS #: 57-72702-02139436

Description	Object Code	Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979			0.00	0	0
2. Less: Other Uses	7630-7699			0.00	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(294,765.76)	294,765.76	0.00	0	0
4. TOTAL OTHER FINANCING SOURCES / USES		(294,765.76)	294,765.76	0.00		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(930,801.61)	0.00	(930,801.61)	440,995	219,535
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	0.00	0.00	0.00	0	0
b. Adjustments/Restatements to Beginning Balance	9793, 9795			0.00		0
c. Adjusted Beginning Balance		0.00	0.00	0.00	0	0
2. Ending Fund Balance, Jan 31 (E + F.1.c.)		**(930,801.61)**	**0.00**	**(930,801.61)**	**440,995**	219,535
Components of Ending Fund Balance (Optional):						
Reserve for Revolving Cash (equals object 9130)	9711			0.00		
Reserve for Stores (equals object 9320)	9712			0.00		
Reserve for Prepaid Expenditures (equals object 9330)	9713			0.00		
Reserve for All Others	9719			0.00		
General Reserve	9730			0.00		
Legally Restricted Balance	9740			0.00		
Designated for Economic Uncertainties	9770			0.00		
Other Designations	9775, 9780			0.00		
Undesignated / Unappropriated Amount	9790	(930,801.61)	0.00	(930,801.61)	440,995	219,535
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	9135			0.00		
Collections Awaiting Deposit	9140			0.00		
2. Investments	9150			0.00		
3. Accounts Receivable	9200			0.00		
4. Due from Grantor Government	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 (for accrual basis only)*	*9400-9499*			0.00		
9. TOTAL ASSETS		0.00	0.00	0.00		
H. LIABILITIES						
1. Accounts Payable	9500			0.00		
2. Due to Grantor Government	9590			0.00		
3. Current Loans	9640			0.00		
4. Deferred Revenue	9650			0.00		
5. *Long-Term Liabilities (for accrual basis only)*	*9660-9669*	930,801.61		930,801.61		
6. TOTAL LIABILITIES		930,801.61	0.00	930,801.61		
I. FUND BALANCE						
Ending Fund Balance, June 30 (G9-H6) (must agree with Line F2)		(930,801.61)	0.00	(930,801.61)		

CHARTER SCHOOL SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2019 to January 31, 2020

Charter School Name: Compass Charter School - Yolo
CDS #: 57-72702-02139436

0.00 **0.00** **0.00**

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

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

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

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

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

CHARTER SCHOOL SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2019 to June 30, 2020

Charter School Name: Compass Charter Schools - Los Angeles
CDS #: 19-75309-0135145
Charter Approving Entity: Acton-Aqua 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 objects are 6900, 7438, 9400-9499, and 9660-9669)
X	**Modified Accrual Basis** (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Original Budget	First Interim Budget (B)	Actuals to Date	Second Interim Budget Unrestricted	Second Interim Budget Restricted	Second Interim Budget Total (D)	Difference (Col B & D)
A. REVENUES								
1. LCFF Sources								
State Aid - Current Year	8011	6,156,409.31	6,156,409.31	2,454,316.00	7,380,830.97		7,380,830.97	1,224,422
Education Protection Account - Current Year	8012	135,036.00	135,036.00	58,546.00	163,106.00		163,106.00	28,070
State Aid - Prior Years	8019	0.00	0.00				0.00	0
Transfer of Charter Schools in Lieu of Property Taxes	8096	172,339.70	172,339.70		208,164.04		208,164.04	35,824
Other LCFF Transfers	8091, 8097	0.00	0.00				0.00	0
Total, LCFF Sources		**6,463,785.01**	**6,463,785.01**	**2,512,862.00**	**7,752,101.01**		**7,752,101.01**	**1,288,316**
2. Federal Revenues (see NOTE on last page)								
No Child Left Behind	8290	257,601.00	257,601.00	43,111.00		129,331.00	129,331.00	(128,270)
Special Education - Federal	8181, 8182	90,322.88	90,322.88			98,883.00	98,883.00	8,560
Child Nutrition - Federal	8220	0.00	0.00				0.00	0
Other Federal Revenues	8290	0.00	0.00	85,971.00		131,541.00	131,541.00	131,541
Total, Federal Revenues		**347,923.88**	**347,923.88**	**129,082.00**		**359,755.00**	**359,755.00**	**11,831**
3. Other State Revenues								
Special Education - State	StateRevSE	342,235.24	342,235.24	171,324.00		463,547.80	463,547.80	121,313
Child Nutrition Programs	8520	0.00	0.00				0.00	0
Mandated Costs Reimbursements	8550	16,297.05	16,297.05	14,488.00	20,182.17		20,182.17	3,885
Lottery - Unrestricted and Instructional Materials	8560	137,736.72	137,736.72	31,516.53	168,814.71		168,814.71	31,078
Low Performing Student Block Grant	8590	0.00	0.00	5,331.93			0.00	0
All Other State Revenues	StateRevAO	0.00	0.00		7,841.82		7,841.82	7,842
Total, Other State Revenues		**496,269.01**	**496,269.01**	**222,660.46**	**196,838.70**	**463,547.80**	**660,386.50**	**164,117**
4. Other Local Revenues								
Transfers from Sponsoring LEAs to Charter Schools	8791	0.00	0.00				0.00	0
All Other Local Revenues	LocalRevAO	5,978.55	5,978.55	5,532.86			0.00	(5,979)
Total, Local Revenues		**5,978.55**	**5,978.55**	**5,532.86**	**0.00**	**0.00**	**0.00**	**(5,979)**
5. TOTAL REVENUES		**7,313,956.45**	**7,313,956.45**	**2,870,137.32**	**7,948,939.71**	**823,302.80**	**8,772,242.51**	**1,458,286**
B. EXPENDITURES								
1. Certificated Salaries								
Teachers' Salaries	1100	1,898,459.76	1,898,459.76	1,330,040.70	2,492,036.30		2,492,036.30	(593,577)
Certificated Pupil Support Salaries	1200	351,225.18	351,225.18	154,171.78	419,931.38		419,931.38	(68,706)
Certificated Supervisors' and Administrators' Salaries	1300	267,832.27	267,832.27	147,369.95	240,892.25		240,892.25	26,940
Other Certificated Salaries	1900	0.00	0.00				0.00	0
Total, Certificated Salaries		**2,517,517.21**	**2,517,517.21**	**1,631,582.43**	**3,152,859.93**	**0.00**	**3,152,859.93**	**(635,343)**
2. Non-certificated Salaries								
Instructional Aides' Salaries	2100	28,237.09	28,237.09	16,968.23	54,638.23		54,638.23	(26,401)
Non-certificated Support Salaries	2200	332,694.32	332,694.32	161,597.85	343,972.35		343,972.35	(11,278)
Non-certificated Supervisors' and Administrators' Sal.	2300	239,984.15	239,984.15	117,595.18	191,504.48		191,504.48	48,480
Clerical and Office Salaries	2400	108,557.90	108,557.90	92,212.52	104,723.32		104,723.32	3,835
Other Non-certificated Salaries	2900	0.00	0.00	5,253.46			0.00	0
Total, Non-certificated Salaries		**709,473.46**	**709,473.46**	**393,627.24**	**694,838.38**	**0.00**	**694,838.38**	**14,635**

CHARTER SCHOOL SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2019 to June 30, 2020

Charter School Name: Compass Charter Schools - Los Angeles
CDS #: 19-75309-0135145

Description	Object Code	Original Budget	First Interim Budget (B)	Actuals to Date	Second Interim Budget Unrestricted	Second Interim Budget Restricted	Second Interim Budget Total (D)	Difference (Col B & D)
3. Employee Benefits								
STRS	3101-3102	430,495.44	430,495.44	260,890.32	539,139.07		539,139.07	(108,644)
PERS	3201-3202	0.00	0.00	24,788.97	43,496.82		43,496.82	(43,497)
OASDI / Medicare / Alternative	3301-3302	91,535.69	91,535.69	27,416.44	55,889.09		55,889.09	35,647
Health and Welfare Benefits	3401-3402	293,681.49	293,681.49	193,415.94	356,434.09		356,434.09	(62,753)
Unemployment Insurance	3501-3502	27,524.16	27,524.16	38,893.51	32,661.56		32,661.56	(5,137)
Workers' Compensation Insurance	3601-3602	32,368.86	32,368.86	16,711.65	30,835.35		30,835.35	1,534
Retiree Benefits	3701-3702	0.00	0.00	9,366.45	15,014.15		15,014.15	(15,014)
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00				0.00	0
Other Employee Benefits	3901-3902	15,585.27	15,585.27				0.00	15,585
Total, Employee Benefits		**891,190.91**	**891,190.91**	**571,483.28**	**1,073,470.13**	**0.00**	**1,073,470.13**	**(182,279)**
4. Books and Supplies								
Approved Textbooks and Core Curricula Materials	4100	1,057,740.03	1,057,740.03	843,903.68	2,062,946.73		2,062,946.73	(1,005,207)
Books and Other Reference Materials	4200	180,342.70	180,342.70		82,476.30		82,476.30	97,866
Materials and Supplies	4300	9,360.79	9,360.79	2,813.30	5,869.05		5,869.05	3,492
Noncapitalized Equipment	4400	694,985.64	694,985.64	272,945.47	461,772.37		461,772.37	233,213
Food	4700	0.00	0.00				0.00	0
Total, Books and Supplies		**1,942,429.16**	**1,942,429.16**	**1,119,662.45**	**2,613,064.45**	**0.00**	**2,613,064.45**	**(670,635)**
5. Services and Other Operating Expenditures								
Subagreeemnts for Services	5100	0.00	0.00				0.00	0
Travel and Conferences	5200	86,799.61	86,799.61	115,684.97	183,617.57		183,617.57	(96,818)
Dues and Memberships	5300	18,999.39	18,999.39	11,072.31	18,303.21		18,303.21	696
Insurance	5400	8,488.31	8,488.31	6,799.26	8,180.26		8,180.26	308
Operations and Housekeeping Services	5500	3,296.65	3,296.65	1,652.15	3,175.82		3,175.82	121
Rentals, Leases, Repairs, and Noncap. Improvements	5600	63,113.73	63,113.73	32,338.20	54,713.53		54,713.53	8,400
Professional/Consulting Services and Operating Expend.	5800	756,911.81	756,911.81	325,885.92	930,548.78		930,548.78	(173,637)
Communications	5900	28,917.81	28,917.81	14,338.64	26,925.29		26,925.29	1,993
Total, Services and Other Operating Expenditures		**966,527.31**	**966,527.31**	**507,771.45**	**1,225,464.46**	**0.00**	**1,225,464.46**	**(258,937)**
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)								
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00	0.00	0
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00	0.00	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00	0.00	0
Equipment	6400	0.00	0.00	0.00	0.00	0.00	0.00	0
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00	0.00	0
Depreciation Expense (for accrual basis only)	6900	0.00	0.00	0.00	0.00	0.00	0.00	0
Total, Capital Outlay		**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0**
7. Other Outgo								
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00	0.00	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00	0.00	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00	0.00	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00	0.00	0
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00	0.00	0
Debt Service:								
Interest	7438	0.00	0.00	0.00	0.00	0.00	0.00	0
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00	0.00	0
Total, Other Outgo		**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0**
8. TOTAL EXPENDITURES		**7,027,138.05**	**7,027,138.05**	**4,224,126.85**	**8,759,697.35**	**0.00**	**8,759,697.35**	**(1,732,559)**
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		286,818.40	286,818.40	(1,353,989.53)	(810,757.64)	823,302.80	12,545.16	274,273

CHARTER SCHOOL SECOND INTERIM
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2019 to June 30, 2020

Charter School Name: Compass Charter Schools - Los Angeles
CDS #: 19-75309-0135145

Description	Object Code	Original Budget	First Interim Budget (B)	Actuals to Date	Second Interim Budget Unrestricted	Second Interim Budget Restricted	Second Interim Budget Total (D)	Difference (Col B & D)
D. OTHER FINANCING SOURCES / USES								
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0
2. Less: Other Uses	7630-7699	(242,942.31)	(242,942.31)	0.00	0.00	0.00	0.00	(242,942)
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00	0.00	0
4. TOTAL OTHER FINANCING SOURCES / USES		**(242,942.31)**	**(242,942.31)**	**0.00**	**0.00**	**0.00**	**0.00**	**(242,942)**
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		43,876.09	43,876.09	(1,353,989.53)	(810,757.64)	823,302.80	12,545.16	31,331
F. FUND BALANCE, RESERVES								
1. Beginning Fund Balance								
a. As of July 1	9791	282,700.43	282,700.43		282,700.43	0.00	282,700.43	0
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0.00	0.00		0.00	0.00	0.00	0
c. Adjusted Beginning Balance		282,700.43	282,700.43		282,700.43	0.00	282,700.43	0
2. Ending Fund Balance, Oct 31 (E + F.1.c.)		**326,576.52**	**326,576.52**		**(528,057.21)**	**823,302.80**	**295,245.59**	(31,331)
Components of Ending Fund Balance:								
Reserve for Revolving Cash (equals object 9130)	9711	0.00	0.00		0.00	0.00	0.00	0
Reserve for Stores (equals object 9320)	9712	0.00	0.00		0.00	0.00	0.00	0
Reserve for Prepaid Expenditures (equals object 9330)	9713	0.00	0.00		0.00	0.00	0.00	0
All Others	9719	0.00	0.00		0.00	0.00	0.00	0
Legally Restricted Balance	9740	0.00	0.00			0.00	0.00	0
Designated for Economic Uncertainties	9770	0.00	0.00		0.00	0.00	0.00	0
Other Designations	9775, 9780	0.00	0.00		0.00	0.00	0.00	0
Undesignated / Unappropriated Amount	**9790**	**326,576.52**	**326,576.52**		**(528,057.21)**	**823,302.80**	**295,245.59**	**(31,331)**

Coversheet

Review and Approval of the 2020-21 Employee Handbook

Section:	XIII. Executive
Item:	A. Review and Approval of the 2020-21 Employee Handbook
Purpose:	Vote
Submitted by:	J.J. Lewis
Related Material:	Compass Employee Handbook 2020-21 - Final.pdf

RECOMMENDATION:
A motion to approve the 2020-21 Employee Handbook.



Employee Handbook
2020-2021

850 Hampshire Road, Suite P
Thousand Oaks, CA 91361

855.937.4227

http://www.compasscharters.org

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

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

EMPLOYEE NAME: _____

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

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

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

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

Employee's Signature:_____Date: _____

Please sign/date, tear out, and return to Human Resources, and retain this Handbook for your reference.

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INTRODUCTION TO HANDBOOK

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

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

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

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

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

CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Is Our Policy

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

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned));
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law));
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA") , or laws related to domestic violence, sexual assault and stalking;;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

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

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

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

Employment At-Will

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

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

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

Child Abuse and Neglect Reporting

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

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

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

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

Criminal Background Checks

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

Tuberculosis Testing

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

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

Immigration Compliance

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

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant.

Employment Qualifications

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

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

Professional Boundaries: Staff/Scholar Interaction Policy

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

Corporal Punishment

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

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

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

A. Examples of PERMITTED actions (NOT corporal punishment)

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

B. Examples of PROHIBITED actions (corporal punishment)

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

Acceptable and Unacceptable Staff/Scholar Behavior

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

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

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

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

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

Duty to Report Suspected Misconduct

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

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Scholar Behaviors (Violations of this Policy)

(a) Giving gifts to an individual scholar that are of a personal and intimate nature.
(b) Kissing of any kind.
(c) Any type of unnecessary physical contact with a scholar in a private situation.
(d) Intentionally being alone with a scholar away from the school.
(e) Making or participating in sexually inappropriate comments.

(f) Sexual jokes.
(g) Seeking emotional involvement with a scholar for your benefit.
(h) Listening to or telling stories that are sexually oriented.
(i) Discussing inappropriate personal troubles or intimate issues with a scholar in an attempt to gain their support and understanding.
(j) Becoming involved with a scholar so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Scholar Behaviors without Parent and Supervisor Permission

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

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

Cautionary Staff/Scholar Behaviors

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

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

Acceptable and Recommended Staff/Scholar Behaviors

(a) Getting parents' written consent for any after-school activity.
(b) Obtaining formal approval to take scholars off school property for activities such as field trips or competitions.
(c) Emails, text, phone and instant messages to scholars must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
(d) Keeping the door open when alone with a scholar.
(e) Keeping reasonable space between you and your scholars.
(f) Stopping and correcting scholars if they cross your own personal boundaries.
(g) Keeping parents informed when a significant issue develops about a scholar.
(h) Keeping after-class discussions with a scholar professional and brief.
(i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
(j) Involving your supervisor if conflict arises with the scholar.
(k) Informing the Chief of Staff about situations that have the potential to become more severe.
(l) Making detailed notes about an incident that could evolve into a more serious situation later.
(m) Recognizing the responsibility to stop unacceptable behavior of scholars or coworkers.
(n) Asking another staff member to be present if you will be alone with any type of special

needs scholar.
(o) Asking another staff member to be present when you must be alone with a scholar after regular school hours.
(p) Giving scholars praise and recognition without touching them.
(q) Pats on the back, high fives and handshakes are acceptable.
(r) Keeping your professional conduct, a high priority.
(s) Asking yourself if your actions are worth your job and career.

Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

CCS is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. CCS's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

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

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

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

<u>Prohibited Unlawful Harassment</u>

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

- Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

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

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

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

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

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

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
    - Rape, sexual battery, molestation or attempts to commit these assaults and
    - Intentional physical conduct that is sexual in nature, such as touching, pinching,

patting, grabbing, brushing against another's body, or poking another's body.

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

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

Code of Ethics

General

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

Preamble

All members believe in the worth and dignity of human beings. All members recognize the supreme importance of the pursuit of truth, devotion to excellence, and the nurturing of democratic citizenship. All members regard as essential to these goals the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. All

members accept the responsibility to practice “education” according to the highest ethical standards.

Principle I: Commitment to the Scholar

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

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

Principle II: Commitment to the Public

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

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

Principle III: Commitment to the Profession

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

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

Whistleblower Policy

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

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

Drug- and Alcohol-Free Workplace

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

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

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

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

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

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

Confidential Information

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

Conflict of Interest

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

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

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

Nepotism Policy

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

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

Smoking

All School buildings and facilities are non-smoking facilities.

THE WORKPLACE

Employment Categories

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

Full-Time Employee

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

Part-Time Employee

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

Temporary Employee

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

Exempt Employee

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

NonExempt Employee

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

Salaried Nonexempt Employee

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

nonexempt.

Inactive Employees

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

Work Schedule

Central Office

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

Nonexempt Employees

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

Exempt Employees: Twelve-month

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

Exempt Employees: Eleven-month

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

Meal and Rest Periods

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

- Nonexempt employees who work between three and one-half (3½) and six (6) hours are entitled to one (1), ten (10) minute rest period.

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

A rest period is paid time when employees are relieved of all work duties and responsibilities.

Rest periods may not be combined, added to a meal period, or taken at the very beginning or very end of the day. Insofar as practicable, rest periods should be in the middle of each work period. Employees must self-police their rest periods and ensure that they take their rest periods every day.

CCS also requires its employees in nonexempt positions to take a mandatory unpaid, uninterrupted meal period in accordance with California law, sixty (60) minutes per CCS policy. A meal period is an unpaid period when employees are relieved of all work duties and responsibilities, generally for the purpose of consuming a meal. During the meal period, employees may not perform any work-related activities. The meal period must be taken approximately in the middle of the workday but by no later than the end of the 5th hour of work. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and CCS mutually consent to the waiver in writing.

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

Lactation Accommodation

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

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

Attendance and Tardiness

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

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

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

Powered by BoardOnTrack

Timecards/Records

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

Nonexempt employees must accurately clock in and out of their shifts using the Bamboo HR system, as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The timecard indicates when the employee arrived and when the employee departed. All nonexempt employees must clock in and out for arrival and departure, for all paid work time including lunch.

Nonexempt employees are solely responsible for ensuring accurate timekeeping in the Bamboo HR system and remembering to record time worked. If an employee misses a time punch, the employee must complete a Punch Correction Form be signed by the employee, their immediate supervisor, and submitted to the Chief Financial Officer at the end of each pay period.

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

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

Adjunct Duties

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

Use of Email, Voicemail and Internet Access

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

- Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols during work hours.

- The email system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.

- The Internet may not be accessed on any school device outside of the United States.

- Employees may not attempt to gain access to another employee's personal file of email or voicemail messages or voicemail messages without the latter's express permission.

- School staff will not enter an employee's personal email files or voicemail unless there is a business need to do so. CCS retains a copy of all passwords; passwords unknown to the School may not be used. System security features, including passwords and delete functions, do not neutralize the School's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.

- Employees may not change any preset user names and/or passwords established by the CCS for access to School email, voicemail or software provided to the employee by the School.

- Employees may not change or alter in any way the email signature for school email as determined by the School. No additional extraneous content may be added to the email signature unless requested by the Superintendent & CEO.

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

Social Media Policy

<u>Permissions</u>

At CCS, we believe in open communication and encourage you to share your work and passion with family, friends, co-workers, and your professional networks around the world. Whether you do so by participating in a blog, wiki, any social media platform, or any other form of online publishing or discussion is up to you. In order to assist you in making responsible decisions in your use of social media, and to avoid any conflicts or misunderstandings, we have come up

with a few guidelines to provide helpful and practical advice for you when operating on the Internet as an identifiable employee of CCS and its brands.

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

Guidelines

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

- All employees and contractors must familiarize themselves with the CCS Social Media Handbook prior to posting any content on our social media platforms.

- You are personally responsible for the content you publish on our blog, website, or any other form of user-generated media.

- If an item features the statement "For Internal Use Only," please do not forward to anyone outside of CCS or publish on any social media channel.

- Do not comment on work-related legal matters unless you are an official spokesperson, and have prior written authorization from the Superintendent & CEO.

- Please remember that the Internet never forgets, meaning everything you publish will be available for the world to see for a very long time and may come back to haunt you at a later time. If you are about to publish something that makes you even the slightest bit uncomfortable, please contact the Marketing Department for guidance and approval.

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

Know and Follow the Rules

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

Be Respectful

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

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

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

Respect Confidentiality and Professional Boundaries

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

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

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

Using Social Media at Work

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

Retaliation is Prohibited

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

Technology Policy

Purpose

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

Guidelines

1. All computers and devices shall be used for the sole and express purpose of conducting official business and maintaining the operations of the School. Use of all such computers and devices is subject to the School's Computing and Internet Acceptable Use Policy.

2. An employee may be issued a computer or device for the performance of specific job-related duties and responsibilities and as determined by the Superintendent & CEO or his/her designee and has an "active" employment status; and Employee's job-related duties and responsibilities require regular and systematic use of a computer or device; or Employee is required to perform the majority of his/her duties away from his/her primary work location.

3. Persons not directly employed by the School, including but not limited to volunteers, retired employees, employees hired on a per diem basis, consultants, or employees on extended leave or with an employment status of 'inactive," shall not be eligible for the issuance of any computer or device.

4. Although issued to an individual employee, all computers or devices are considered the property of the primary of CCS and shall be returned upon termination of

employment with the School, or immediately upon request at any time by an official of the School.

5. Employees are expected to take all appropriate measures and precautions to prevent the loss, theft, damage and/or unauthorized use of services and shall include the following:

    a. Keep all computers and devices in a locked and secured environment when not being used;

    b. Do not leave the computer or device for prolonged periods of time in a vehicle, especially in extreme temperatures;

    c. Keep food and drinks away from all computers and devices and work areas;

    d. Do not leave the computer or device unattended at any time in an unsecured location; and

    e. Keep the computer or device in sight at all times while in public places, such as public transportation, airports, restaurants, etc.

6. Should an employee's computer or device be lost or stolen, the employee MUST: (i) immediately report the incident to his/her immediate supervisor and the Director of IT; (ii) obtain an official police report documenting the theft or loss; and (iii) provide a copy of the police report to the Director of IT. If the employee fails to adhere to these procedures, the employee will be held legally and financially responsible to the School for the replacement of such equipment.

7. For all warranty and non-warranty repairs and maintenance of all such computers and devices, the employee must contact the School IT Help Desk. All repairs and maintenance will and must be performed in accordance with the School's current repair and maintenance policies and procedures issued by the Office of Information Technology. For damage that is not covered by the School's warranty, the employee may be held responsible.

8. The School is under no legal, financial or other obligation to provide for a replacement computer or device to any employee whose computer or device is lost, stolen or damaged.

9. The School may add security and other tracking technology to any and all computers and devices issued by it and any and all such usage is subject to management review, monitoring and auditing by the School. Other audits may be performed on the usage and internal controls.

10. The IT Department will be responsible for issuance of all such computers and devices shall:

    a. Maintain direct oversight of the inventory of equipment, service contracts, and internal controls for all computers and devices;

    b. Fully enforce the specifications of this policy and other similar IT policies and

procedures setting forth the parameters for the eligibility, approval, assignment, utilization, maintenance, and financial oversight of all such computers and devices under their direct control and supervision; and

c. Ensure compliance with regulatory policies and procedures as applicable.

11. Non-compliance with any policies or procedures regarding computers and devices issued by the School will result in appropriate disciplinary action and/or reimbursement of any and all costs to the School.

    a. Employees are prohibited from changing any of the settings programmed into the computer or device itself, or the computer or device software, without prior approval from the Information Systems Specialist. This includes (without limitation) changing desktop settings, screensaver settings, clock settings, software settings, and the like. This also includes checking the “Remember Password” box to save a password in the computer, file server, and the like.

    b. Employees are prohibited from downloading software of any kind without prior approval from the Information Systems Specialist. This includes desktop backgrounds, screensavers, anti-virus software, and the like.

    c. Employees are advised not to save documents or files to any locations other than the CCS Google Drive. This includes saving to the desktop, local drives, USB drives, memory cards, CDs, DVDs, and the like. In the event your computer crashes, files not saved to the Google Drive cannot be recovered.

    d. Employees are prohibited from accessing any school files from unsecured internet connections or internet connections outside the United States.

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

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

<u>Computer and Device Care and Maintenance</u>

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

damaging computers or devices.
- Mouse pads on stationary computers are to be used.
- Cleaning of equipment is to be conducted regularly.

Software License

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

Electronic Accounts

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

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

a. Usernames and Passwords

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

b. Email Signatures

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

Mobile Devices

CCS distributes School-owned mobile devices to employees as needed. Each employee who receives a mobile device (i) must keep the mobile device battery charged at all times; and (ii) may not alter any settings on any mobile device as outlined above. Although employees use mobile devices for work-related matters, whether these devices belong to the employee or are issued by CCS, employees are prohibited from using such devices for work-related matters while driving due to safety reasons. Employees may use hands-free equipment to make or answer calls while driving without violating this policy. However, safety must always be the

employee's first priority. If, because of weather, traffic conditions, or any other reason, an employee is unable to concentrate fully on the road, the employee must either end the conversation, or pull over and safely park their vehicle before resuming the call. Employees must also utilize the password protection feature on mobile devices in order to safeguard any confidential School data which may be stored on their mobile device.

Personal Business

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

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

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

Personal Appearance/Standards of Dress

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

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

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

Academic Freedom

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

Those responsibilities include:

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

Professional Development

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

- Commit to staying with CCS for at least one-year (1) post Professional Development training (where such commitment on the employee's end in no way alters/impairs the School's authority to release on an at-will basis). Employees who receive Professional Development funds and leave CCS either voluntarily or involuntarily will be required to reimburse CCS the full amount of Professional Development funds used. Repayment must be made immediately upon separation.

- All Professional Development Conferences or Workshops must directly relate to the Employee's current assignment. Employees will be expected to create a Professional Development presentation and or webinar from his/her conference/workshop within thirty (30) days of completion.

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

Media Contacts

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

Health and Safety Policy

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

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

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

Security Protocols

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

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

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

Occupational Safety

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

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

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

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

Accident/Incident Reporting

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

Reporting Fires and Emergencies

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

EMPLOYEE WAGES AND HEALTH BENEFITS

Payroll Withholdings

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

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.

2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.

3. Nonexempt employees: The Federal Insurance Contribution Act (FICA) requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School, for purposes of funding Social Security and Medicare. Teachers do not contribute to Social Security because they are members of STRS.

4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

5. Exempt employees: Full-time administrators, teachers, and other employees performing creditable service as defined by applicable law are required to participate in STRS via payroll withholdings.

Overtime Pay

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

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

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

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Paydays

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

Wage Attachments and Garnishments

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

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

Administrative Fees

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

Expenses

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

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

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

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

Mileage Reimbursement

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

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

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

Reimbursement Claim Process

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

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

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

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

Meals and Incidental Expenses

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

Meals - Conferences

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

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

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

Payment for Meals

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

Incidentals

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

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

Health Care Insurance Coverage for Regular, Full-Time Employees

CCS offers certain insurance benefits that may include medical, dental, vision, and disability

insurance benefits to its regular, full-time employees. Regular, full-time employees can access the summary descriptions of the School's benefit plans through the online benefit enrollment system, Ease. Available benefit plans may vary and may change from time to time. Affected employees will be advised of any such changes as required by applicable law. All new employees will become eligible for medical benefits on the 1st of the month following thirty (30) days of employment. Part-time employees may be eligible for benefits per the School's policy and applicable law.

State Disability Insurance

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

Retirement, Life Insurance and Other School-Sponsored Benefits

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

COBRA Benefits

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

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

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or

- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

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

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

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

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

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

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

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

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

PERSONNEL EVALUATION AND RECORD KEEPING

Employee Reviews and Evaluations

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

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

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

Personnel Files and Record Keeping Protocols

At the time of employment, an electronic personnel file is established for each employee. It is each employee's responsibility to keep the Human Resources Department advised of changes that should be reflected in their personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact an employee should the change affect their other records.

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

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

HOLIDAYS, VACATIONS AND LEAVES

Holidays

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

1. Be a full-time and active employee on the date of the School holiday;

2. Work all hours that the employee is scheduled to work on the last regular working day before, and the first regular working day after the holiday, unless the employee is on an approved absence.

Regular full-time and salaried exempt employees will receive the following twenty–eight (28) paid holidays:

- Independence Day (twelve-month staff)
- Labor Day
- Yom Kippur
- Columbus/Indigenous People's Day
- Veteran's Day
- Thanksgiving Break
- Winter Break
- Martin Luther King Jr.'s Birthday
- President's Day
- Spring Break
- Memorial Day

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

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

Vacation

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

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

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

No employee will receive pay in lieu of vacation during employment. Vacation does not accrue during an unpaid leave of absence or on disability salary continuation.

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

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

Unpaid Leave of Absence

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

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

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

Sick Leave

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

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

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

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

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

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

Catastrophic Injury/Illness Leave

Catastrophic injury or illness is defined as a life-threatening injury or illness of an employee which totally incapacitates the employee from work, or of an employee's family member (e.g., spouse/partner, child, or parent), as verified by a licensed physician and which forces the employee to exhaust all leave time earned by that employee, resulting in the loss of compensation for the employee. Conditions that are short-term in nature (e.g., the flu, back pain, a broken limb, etc.) are not catastrophic. Acute chronic illnesses or injuries, such as cancer or major surgery, which result in intermittent absences from work, and which are long-term in nature and require long recuperation periods, may be considered catastrophic. The catastrophic leave program shall be implemented as follows:

1. Eleven (11) month employees may donate one (1) sick leave day per fiscal year and twelve (12) month employees may donate two (2) sick leave days per fiscal year to a sick leave bank for employees suffering a catastrophic illness/injury; however, each eleven (11) month employee must retain at least six (6) sick leave days, and each twelve (12) month employee must retain at least ten (10) sick leave days, for his/her own account. All transfers of sick leave are irrevocable.

2. Catastrophic leave requests must be submitted in writing to the School. Any employee requesting to receive donated sick leave under this program shall first exhaust all paid leave he/she has accrued.

3. The Superintendent & CEO shall determine whether or not to grant a request for catastrophic leave based on verification by a medical doctor as to the nature of the illness or injury, anticipated length of absence, and the prognosis for recovery. There is no right to receive catastrophic leave donations. The Superintendent &CEO may in his/her unreviewable discretion decline an employee's request for catastrophic leave

benefits for any reason.

4. All information provided by the employee requesting catastrophic leave shall be held in strict confidence by the School and shall be isolated from other employment records as required by applicable law.

5. The number of sick days that can be received by an employee from the catastrophic leave bank is limited to twenty (20) per fiscal year.

6. If an employee is also receiving any form of disability benefits, which is paid on a weekly basis, the total amount of catastrophic leave pay the employee may receive on a weekly basis, when added to the amount of disability benefits the employee is receiving, shall not exceed the employee's total weekly salary. Employees must disclose to the School whether they are receiving any such disability benefits.

7. Any reinstatement rights for employees utilizing catastrophic leave shall be in accordance with applicable law.

8. Participation in this program is voluntary. Recipient employees shall not offer anything of value to another employee in exchange for donating leave. Likewise, donating employees shall not receive anything of value from another employee in exchange for donating leave.

Family Care and Medical Leave

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

Employee Eligibility Criteria

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

- Events That May Entitle an Employee to FMLA Leave

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

  1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they will be entitled to a combined total of twelve (12) weeks of leave for this purpose.

2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).

    a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.

    b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.

    c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.

    d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.

3. To care for a spouse, domestic partner, child, or parent with a serious health condition or military service-related injury. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) month period to provide said care.

4. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces.

Amount of FMLA Leave Which May Be Taken

1. FMLA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.

2. In addition to the twelve (12) workweeks of FMLA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the service member.

3. The “twelve-month period” in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.

4. If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the School’s business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School’s activities have ceased do not count against the employee’s FMLA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee’s leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

Pay during FMLA Leave

1. An employee on FMLA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.

2. An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA leave.

3. If an employee has exhausted his/her sick leave, leave taken under FMLA shall be unpaid leave.

4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA leave. Sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

Health Benefits

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

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

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

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA leave; and

2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances beyond the control of the employee.

Seniority

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

Medical Certifications

1. An employee requesting FMLA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in denial of the leave request until such certification is provided.

2. The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee's health care provider to authenticate a certification as needed.

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

4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertification can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA Leave

1. An employee should request FMLA leave by completing a Request for Leave form and submitting it to the Chief of Staff. An employee asking for a Request for Leave form will be given a copy of the School's then- current FMLA leave policy.

2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

4. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.

5. If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.

6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

7. The School will respond to an FMLA leave request no later than five (5) business days of receiving the request. If an FMLA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

1. Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and grievous injury to the School's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.

2. When a request for FMLA leave is granted to an employee (other than a "key" employee), the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).

3. Before an employee will be permitted to return from FMLA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.

4. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

Limitations on Reinstatement

1. CCS may refuse to reinstate a “key” employee if the refusal is necessary to prevent substantial and grievous injury to the School’s operations. A “key” employee is an exempt salaried employee who is among the highest paid 10% of the School’s employees within seventy-five (75) miles of the employee’s worksite.

2. A “key” employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a “key” employee and the potential consequences with respect to reinstatement and maintenance of health benefits if the School determines that substantial and grievous injury to the School’s operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, the School will notify the “key” employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee’s reinstatement would cause the School to suffer substantial and grievous injury. If the School realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.

Employment during Leave

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

Pregnancy Disability Leave

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

Employee Eligibility Criteria

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

Events That May Entitle an Employee to Pregnancy Disability Leave

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

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

2. The employee needs to take time off for prenatal care.

Duration of Pregnancy Disability Leave

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

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

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

Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.

2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.

3. Vacation and sick pay will continue to accrue during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

Health Benefits

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

1. The employee fails to return from leave after the designated leave period expires.

2. The employee’s failure to return from leave is for a reason other than the following:

    - The employee is taking leave under the California Family Rights Act.

    - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.

- There is a non-pregnancy related medical condition requiring further leave.
- Any other circumstance beyond the control of the employee.

3. Employees adding a dependent to their health benefits will be required to submit premium payment to CCS while they are on leave.

Seniority

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

Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.

2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertification can result in termination of the leave.

Requesting and Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Chief of Staff. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.

2. Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.

5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

6. The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will

notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position; she must be reinstated to a comparable position unless one of the following is applicable:

    a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.

    b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

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

2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).

3. In accordance with CCS policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from their healthcare provider that they are able to resume work.

4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

Employment during Leave

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

Industrial Injury Leave (Workers' Compensation)

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

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

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

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

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

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

Military and Military Spousal Leave of Absence

CCS shall grant a military leave of absence to any employee who must be absent from work

due to service in the uniformed services in accordance with the Uniformed Services Employment and Re- Employment Rights Act of 1994 (“USERRA”). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

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

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

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

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

Bereavement Leave

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

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

Jury Duty or Witness Leave

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

(15) of days paid per jury service term.

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

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

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

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

Voting Time Off

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

School Appearance and Activities Leave

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

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

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required

appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ may receive up to sixty (60) workdays off in a twelve (12) month period.

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

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

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee first uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

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

Victims of Abuse Leave

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

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

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

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

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

Returning from Leave of Absence

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

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

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Rules of Conduct

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

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

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

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

Off-Duty Conduct

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

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

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.

- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.

- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.

- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using School facilities and/or equipment; and

- Additional employment that directly or indirectly competes with the business or the interests of our School.

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

Termination of Employment

Should it become necessary for an employee to terminate their at-will employment with the School, employees should notify the Chief of Staff regarding their intention as far in advance as possible. At least two (2) weeks' notice is expected whenever possible.

When an employee terminates their terminate their at-will employment, they will be entitled to all earned but unused vacation pay. If an employee is participating in the medical and/or dental plan, they will be provided information on their rights under COBRA.

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INTERNAL COMPLAINT REVIEW

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

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

Internal Complaints
(Complaints by Employees Against Employees)

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

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

1. The complainant will bring the matter to the attention of the Chief of Staff as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate.

2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Chief of Staff or designee will then investigate the facts and provide a solution or explanation.

3. If the complaint is about the Chief of Staff, the complainant may file his or her complaint in writing to the Superintendent & CEO. The Superintendent & CEO or designee will then investigate the facts and provide a solution or explanation.

4. If the complaint is about the Superintendent & CEO, the complainant may file his or her complaint in writing to the Chair of the Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board Chair or investigator will report his or her findings to the Board for review and action, if necessary.

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

Policy for Complaints Against Employees
(Complaints by Third Parties Against Employees)

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

If complaints cannot be resolved informally, complainants may file a written complaint with the Chief of Staff or Superintendent & CEO (if the complaint concerns the Chief of Staff) as soon as possible after the events that give rise to the complainant’s concerns. The written complaint

should set forth in detail the factual basis for the complaint.

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

1. The Chief of Staff or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.

2. In the event that the Chief of Staff (or designee) finds that a complaint against an employee is valid, the Chief of Staff (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Chief of Staff (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

3. The Chief of Staff's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Superintendent & CEO. The decision of the Superintendent & CEO shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

3. Resolution: The Board (if a complaint is about the Superintendent & CEO) or the Chief of Staff or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

AMENDMENT TO EMPLOYEE HANDBOOK

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

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

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

APPENDIX A

Harassment/Discrimination/Retaliation Complaint Form

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

If you are an employee of the School, you may file this form with the Chief of Staff or Superintendent & CEO.

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

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

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

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

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

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

_____

List any witnesses that were present: _____

_____

Where did the incident(s) occur?

_____

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

_____

_____

_____

_____

_____

_____

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

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

Signature of Complainant: _____

Date: _____

Print Name: _____

To be completed by School:

Received by: _____ Date: _____

APPENDIX B

Internal Complaint Form

Your Name: _____ Date: _____

Date of Alleged Incident(s):_____

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

_____

List any witnesses that were present:

_____

Where did the incident(s) occur?

_____

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

_____

_____

_____

_____

_____

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

Signature of Complainant: _____

Date: _____

Print Name: _____

To be completed by School:

Received by: _____ Date: _____

Coversheet

Review and Approval of the Revised Independent Study Policy

Section:	XIII. Executive
Item:	B. Review and Approval of the Revised Independent Study Policy
Purpose:	Vote
Submitted by:	J.J. Lewis
Related Material:	SECTION 11 - Independent Study Board Policies.pdf

RECOMMENDATION:
A motion to approve the revised Independent Study policy,

SECTION 11 – CURRICULUM - INDEPENDENT STUDY BOARD POLICIES

Compass Charter School ("CCS") 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 caregiver, 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.