



Compass Charter Schools

Annual Meeting

Date and Time

Saturday June 25, 2022 at 10:00 AM PDT

Location

DoubleTree by Hilton Carson | Mont Blanc Room
2 Civic Plaza Drive
Carson, CA 90745

206 Park Boulevard
San Diego, CA 92101

If you are unable to join us in-person in either Carson or San Diego, please join the meeting from your computer, tablet or smartphone:

<https://zoom.us/j/93637666494>

Please join the meeting from your phone:

Meeting ID: 936 3766 6494

One tap mobile

+12532158782,,93637666494# US (Tacoma)

For questions or requests regarding accessibility, please call Josue Garcia at (805) 341-6053.

Agenda

	Purpose	Presenter	Time
I. Opening Items			10:00 AM

	Purpose	Presenter	Time
Opening Items			
A.	Call the Meeting to Order	Thomas Arnett	1 m
B.	Record Attendance and Guests	Josue Garcia	1 m
C.	Welcoming Inclusion Activity	Discuss Lainie Rowell	5 m
II.	Consent Items		10:07 AM
A.	Consent Items	Vote J.J. Lewis	5 m
<p>Consent Items – Items under Consent Items will be voted on in one motion unless a member of the Board requests that an item be removed and voted on separately, in which case, the Board Chair will determine when it will be called and considered for action. Due to the set-up of BoardOnTrack, approval of any meeting minutes will be done through consent, unless removed and voted on separately as noted above, using the same vote count.</p> <ul style="list-style-type: none"> • Approval of the June 25, 2022 Annual Meeting Agenda • Approval of the May 21, 2022 Regular Meeting Minutes • Approval of the Check Registry for May 2022 • Approval of Resolution 2021-06: EPA Funds • Approval of the revised 2022-23 Employee Handbook • Approval of the 2022-23 Scholar Handbooks • Approval of the revised 2022-23 Support Staff Salary Schedule • Approval of the revised Board Policy Manual (<i>to be added to the packet</i>) • Approval of the new Chase Bank account 			
B.	Approval of May 21, 2022 Regular Meeting Minutes	Approve Minutes Josue Garcia	
III.	Public Comment		10:12 AM
A.	Public Comment	FYI Thomas Arnett	10 m
<p>Addressing the Board – Board meetings are meetings of the Board of Directors and will be held in a civil, orderly and respectful manner. All public comments or questions should be addressed to the Board through the Chair of the Board. To ensure an orderly meeting and an equal opportunity for each speaker, persons wishing to address the Board must complete a Speaker Request Card</p>			

	Purpose	Presenter	Time
<p>(https://forms.gle/jEmpDNMxeZYjirg89) and submit it to Josue Garcia, Executive Assistant to the Superintendent. The Speaker Request Card must contain speaker name, contact number or email, and subject matter and submitted to the Executive Assistant to the Superintendent prior to the start of the meeting. Members of the public may address the Board on any matter within the Board’s jurisdiction and have two (2) minutes each to do so. The total time of each subject will be fifteen (15) minutes, unless additional time is requested by a Board Member and approved by the Board.</p>			

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.

IV. Closed Session			10:22 AM
A. Public Employee Performance Evaluation Title: Superintendent & CEO	Discuss	Thomas Arnett	10 m
V. Reconvene from Closed Session			10:32 AM
A. Closed Session Report	FYI	Thomas Arnett	5 m
VI. Communications			10:37 AM
A. Board Member Communication	FYI	Thomas Arnett	10 m
<ul style="list-style-type: none"> • Thomas Arnett • Therese Christopher • Bill Dennett • Randi Pugh • Lainie Rowell 			
B. Parent Advisory Council Update Attachments:	FYI	Randi Pugh	5 m

	Purpose	Presenter	Time
<ul style="list-style-type: none"> • Parent Advisory Council Annual Report 			
C. Scholar Leadership Council Update Attachments: <ul style="list-style-type: none"> • Scholar Leadership Council Annual Report 	FYI	KristiLynn Effie	5 m
VII. Superintendent's Report			10:57 AM
A. Superintendent's Report Attachments: <ul style="list-style-type: none"> • Superintendent's Report • Additions & Terminations Report • LCC Partner Forum Presentation Division Employees of the Year Presentation Employee of the Year Presentation Scholars' Choice Employee of the Year Presentation Learning Coaches of the Year Presentation 5-Year Anniversary Presentations	FYI	J.J. Lewis	10 m
VIII. Unfinished Business			
IX. Academic Services			11:07 AM
A. Academic Services Update Attachments: <ul style="list-style-type: none"> • Academic Services Division Board Report • Academic Services Division Detailed Report 	FYI	Aviva Ebner	5 m
B. Review and Discussion of the 9th Grade Math Placement Policy Final Report Attachments: <ul style="list-style-type: none"> • 9th Grade Math Placement Policy Memo 	FYI	Aviva Ebner	5 m

	Purpose	Presenter	Time
<p>C. Review and Discussion of the Universal Prekindergarten Planning and Implementation Grant Program Plan</p> <p>Attachments:</p> <ul style="list-style-type: none"> • Compass UPK Planning Template - 2022-23 	Discuss	Aviva Ebner	5 m
<p>D. Review and Approval of the 2022-23 Nonpublic, Nonsectarian School/Agency Services Master Contracts</p> <p>Attachments:</p> <ul style="list-style-type: none"> • Special Education Contractors/Providers Overview Memo • AmplioSpeech Master Contract • El Paseo Children's Center Master Contract • Global Therapy - Presence Learning Master Contract • Oxford Consulting Services Master Contract 	Vote	Aviva Ebner	5 m
<p>E. Review and Approval of Freckle</p> <p>Attachments:</p> <ul style="list-style-type: none"> • Memo to the Superintendent - Proposal for 2022-23 Freckle as Options Curriculum • Renaissance (Freckle) Quote • Freckle Flyer on Science • Freckle Flyer on Social Studies 	Vote	Aviva Ebner	5 m
X. Operations			11:32 AM
<p>A. Operations Update</p> <p>Attachments:</p> <ul style="list-style-type: none"> • Operations Division Board Report • Operations Division Detailed Report 	FYI	Lisa Fishman	5 m
<p>B. Review and Approval of the May 2022 Financial Statements</p> <p>Attachments:</p>	Vote	Lisa Fishman	5 m

	Purpose	Presenter	Time
<ul style="list-style-type: none"> • FY22 Finance Update • Balance Sheet • Profit v Loss Statement 			
<p>C. Adoption of the 2022-23 Annual Budget</p> <p>Attachments:</p> <ul style="list-style-type: none"> • FY23 Operating Budget <ul style="list-style-type: none"> ◦ Compass Charter Schools of Los Angeles ◦ Compass Charter Schools of San Diego ◦ Compass Charter Schools of Yolo 	Vote	Lisa Fishman	10 m
<p>XI. Executive</p>			11:52 AM
<p>A. Review and Approval of the 2022-23 Local Control Accountability Plans</p> <p>Attachments:</p> <ul style="list-style-type: none"> • 2022-23 Local Control Accountability Plans <ul style="list-style-type: none"> ◦ Compass Charter Schools of Los Angeles ◦ Compass Charter Schools of San Diego ◦ Compass Charter Schools of Yolo • 2021-22 Local Indicators 	Vote	J.J. Lewis	10 m
<p>B. Review and Approval of Appointments to the El Dorado Charter SELPA Community Advisory Committee</p> <p>Attachments:</p> <ul style="list-style-type: none"> • 2022-23 SELPA Community Advisory Committee Recommendations Memo • El Dorado County Charter SELPA Community Advisory Committee 2021-22 Flyer 	Vote	J.J. Lewis	5 m
<p>XII. Organization of the Board of Directors</p>			12:07 PM
<p>A. Election of New Board Members</p>	Vote	J.J. Lewis	5 m
<p>B. Election of the Chairperson</p>	Vote	J.J. Lewis	5 m

	Purpose	Presenter	Time
C. Election of the Secretary	Vote	J.J. Lewis	5 m
D. Election of the Treasurer	Vote	J.J. Lewis	5 m
XIII. Closing Items			12:27 PM
A. Upcoming Meetings	FYI	J.J. Lewis	1 m
Board of Directors Regular Meeting Saturday, September 24 at 10 am			
<ul style="list-style-type: none"> • Approve 2021-22 Unaudited Actual Reports • Approve 2022-23 CDE Consolidated Applications • Approve 2022-23 Capacity Limits • 2021-22 Year-in-Review Presentation • Department Presentations 			
B. Optimistic Closure Activity	Discuss	Lainie Rowell	5 m
C. Adjourn Meeting	FYI	Thomas Arnett	1 m

Coversheet

Consent Items

Section: II. Consent Items
Item: A. Consent Items
Purpose: Vote
Submitted by: J.J. Lewis
Related Material: CCS - CR - May 22.pdf
EPA Allocation Resolution 2022-06.pdf
CCS Employee Handbook - 2022-23 Revised.pdf
Online Learning Program Scholar Handbook - 2022-23 School Year.pdf
Options Learning Program Scholar Handbook - 2022-23 School Year.pdf
Revised 2022-23 Support Staff Salary Schedule.pdf
New CHASE Checking Account.pdf

RECOMMENDATION:

A motion to approve the consent items.



Check Register Detail

Compass Charter Schools

Check Register 5/1/2022 through 5/31/2022

Payment Number	Payment Date	Payee Name	Rec Status	Check Amount	Account	Account Description	Invoiced GL Amount
1000017	5/3/2022	William S. Gee	Cleared	\$10,413.00	62-3305-5760-1190-5810-010-000-000	Educational Consultants	\$10,413.00
1000016	5/3/2022	Aldrete Communications LLC	Cleared	\$880.00	62-0000-0000-2700-5815-070-080-000	Advertising/Recruiting	\$880.00
1000019	5/3/2022	World's Greatest Promotional Stuff	Cleared	\$3,562.33	62-0000-0000-2700-5815-010-080-000	Advertising/Recruiting	\$623.13
					62-0000-0000-2700-5815-010-080-000	Advertising/Recruiting	\$550.18
					62-0000-0000-2700-5815-010-080-000	Advertising/Recruiting	\$934.97
					62-0000-0000-2700-5815-010-080-000	Advertising/Recruiting	\$734.25
					62-0000-0000-2700-5815-010-080-000	Advertising/Recruiting	\$719.80
1000018	5/3/2022	ShaiAsia Wannamaker	Cleared	\$300.00	62-0000-0000-7200-5807-040-000-000	Legal Settlements	\$300.00
1000034	5/5/2022	Brave Writer LLC	Cleared	\$1,670.85	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$14.95
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$129.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$222.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$178.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$239.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$229.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$249.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$59.95
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$99.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$11.95
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$239.00
1000027	5/5/2022	Advanced Brain Technologies LLC	Cleared	\$431.35	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$139.45
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$152.45
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$139.45
1000039	5/5/2022	Big Little Ones, LLC	Cleared	\$290.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$145.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$145.00
1000038	5/5/2022	Barnabas Robotics Inc	Cleared	\$206.85	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$206.85
1000035	5/5/2022	BookShark LLC	Cleared	\$368.69	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$303.60
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$65.09
1000043	5/5/2022	Blossom and Root/Hive Online Presence Management	Cleared	\$92.20	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.20
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$67.00
1000045	5/5/2022	Big Life Journal, Inc.	Outstanding	\$105.90	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$52.95
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$52.95
1000044	5/5/2022	Beakerz LLC	Cleared	\$225.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$225.00
1000049	5/5/2022	Crafty School Crates	Cleared	\$1,634.83	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$149.80
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$101.65
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$684.88

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$493.87
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$204.63
1000052	5/5/2022	Curiosity Chronicles	Cleared	\$224.95	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$80.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$144.95
1000056	5/5/2022	Classy Artist Box, LLC	Cleared	\$311.88	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$77.97
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.99
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.99
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$103.96
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$77.97
1000077	5/5/2022	Homeschool Buyers Co-op	Outstanding	\$258.99	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$59.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$74.99
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$35.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$90.00
1000076	5/5/2022	Home Science Tools	Cleared	\$280.17	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$42.45
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$237.72
1000079	5/5/2022	Michael Horowitz	Cleared	\$220.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$60.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$60.00
1000086	5/5/2022	Ivy Kids LLC	Cleared	\$467.40	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$113.85

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$119.85
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$119.85
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$113.85
1000090	5/5/2022	KiwiCo, Inc	Cleared	\$5,741.03	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$57.16
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$57.42
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$67.83
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$57.95
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$22.60
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$200.93
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$60.80
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$57.82
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$74.06
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$86.48
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$85.29
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$142.18
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$86.09
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$115.64
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$209.98
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$167.52

62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$57.29
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$113.78
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$56.89
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$338.13
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$65.70
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$141.92
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$97.37
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$57.68
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$56.63
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$114.32
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$113.78
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$256.77
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$199.64
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$57.16
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$114.84
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$85.20
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$56.89
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$114.84
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$57.82

62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$57.68
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$57.68
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$113.26
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$56.89
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$83.64
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$57.68
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$140.75
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$85.99
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$56.89
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$57.29
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$86.78
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$162.74
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$57.55
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$145.36
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$72.32
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$102.66
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$88.15
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$86.48
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$85.79

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$192.61
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$60.27
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$126.17
1000087	5/5/2022	Immersed Games, Inc.	Cleared	\$40.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$20.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$20.00
1000083	5/5/2022	Homeschool Languages	Outstanding	\$150.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$150.00
1000081	5/5/2022	Honest History Co.	Cleared	\$233.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$233.00
1000094	5/5/2022	Lakeshore Learning Materials	Cleared	\$1,472.78	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$92.40
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$206.80
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$93.70
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$270.79
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$128.02
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$44.55
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$418.01
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$118.49
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.02
1000097	5/5/2022	Leading Note Studios, LLC	Cleared	\$2,647.25	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$232.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$157.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$314.00

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$314.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$74.75
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$74.75
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$157.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$157.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$232.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$232.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$74.75
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$157.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$314.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$157.00
1000099	5/5/2022	Learning Without Tears	Cleared	\$173.06	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$90.84
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$9.99
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$9.99
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$9.99
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$52.25
1000104	5/5/2022	Math-U-See, Inc.	Cleared	\$269.62	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$67.84
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$201.78
1000112	5/5/2022	NASCO	Cleared	\$690.14	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$60.79

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$112.94
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$125.99
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$29.55
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$145.27
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$83.79
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$60.72
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$71.09
1000113	5/5/2022	Nature-Watch	Cleared	\$338.32	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$338.32
1000109	5/5/2022	Mercurius USA Inc.	Cleared	\$329.86	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$329.86
1000107	5/5/2022	MEL Science US LLC	Cleared	\$149.72	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$149.72
1000105	5/5/2022	Memoria Press	Cleared	\$84.65	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$84.65
1000101	5/5/2022	Learning Unbound	Cleared	\$320.61	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$55.75
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$115.56
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$99.60
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$49.70
1000116	5/5/2022	Outschool, Inc.	Cleared	\$1,528.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$50.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$60.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$155.00

62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$145.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$40.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$33.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$72.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$40.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$40.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$50.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$30.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$38.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$70.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$40.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$60.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$150.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$70.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$110.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.00

1000117	5/5/2022	Ocean First Education, LLC	Cleared	\$34.90	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$34.90
1000124	5/5/2022	Cassandra Rowden	Cleared	\$935.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$195.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$200.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$240.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$200.00
1000129	5/5/2022	Scientifics Direct	Cleared	\$853.90	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$78.90
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$185.80
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$44.95
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$55.88
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$227.83
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$250.68
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$9.86
1000131	5/5/2022	BioBox Labs LLC	Cleared	\$2,805.90	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$188.36
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$188.36
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$132.30
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$188.36
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$188.36
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$188.36

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$489.18
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$356.88
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$188.36
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$188.36
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$188.36
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$188.36
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$132.30
1000133	5/5/2022	Solar Swim LLC	Cleared	\$480.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$165.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$165.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$150.00
1000139	5/5/2022	Think Outside, LLC	Cleared	\$702.70	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$155.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$155.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$193.80
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$198.90
1000143	5/5/2022	WriteAtHome, Inc.	Cleared	\$1,642.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$179.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$179.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$199.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$179.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$179.00

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$259.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$289.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$179.00
1000150	5/5/2022	Maryllyn Zessin	Cleared	\$230.93	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$131.96
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$98.97
1000147	5/5/2022	Waseca Biomes	Cleared	\$256.72	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$256.72
1000145	5/5/2022	WeBreak Hip Hop Dance Company	Outstanding	\$170.25	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$101.67
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$68.58
1000141	5/5/2022	The BEarth Institute, Inc.	Cleared	\$198.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$198.00
1000138	5/5/2022	TalkBox.Mom, Inc.	Cleared	\$288.19	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$288.19
1000136	5/5/2022	Annette Saavedra Tutoring	Cleared	\$600.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$300.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$300.00
1000128	5/5/2022	Studies Weekly, Inc.	Cleared	\$59.70	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$59.70
1000125	5/5/2022	Respectful Responsible Youth of America	Cleared	\$110.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$30.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$40.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$40.00
1000122	5/5/2022	Royal Fireworks Press	Cleared	\$130.90	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$130.90
1000119	5/5/2022	Olive Tree Education, Inc.	Cleared	\$595.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$175.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$210.00

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$210.00
1000098	5/5/2022	Let's Bake	Cleared	\$482.75	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$131.36
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$220.03
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$131.36
1000091	5/5/2022	Sew Outside The Box	Cleared	\$204.40	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$102.20
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$102.20
1000074	5/5/2022	GIGIL, LLC	Cleared	\$106.68	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$106.68
1000057	5/5/2022	Discount School Supply	Cleared	\$811.52	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$23.76
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$85.73
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$397.21
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$29.70
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$30.42
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$42.46
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$172.53
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$29.71
1000059	5/5/2022	Discover Talking Pen	Outstanding	\$167.49	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$167.49
1000064	5/5/2022	EdTech 101	Cleared	\$14,371.84	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$435.38
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$435.38
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$435.38

62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$385.93
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$435.38
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$435.38
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$435.38
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$385.93
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$494.50
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$456.88
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$106.43
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$435.38
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$510.63
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$435.38
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$435.38
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$532.13
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$456.88
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$435.38
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$338.63
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$532.13
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$435.38
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$435.38

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$106.43
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$435.38
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$435.38
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$435.38
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$435.38
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$435.38
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$435.38
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$532.13
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$385.93
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$435.38
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$435.38
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$435.38
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$435.38
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$439.68
1000061	5/5/2022	Evan-Moor	Cleared	\$54.56	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$54.56
1000058	5/5/2022	Kristen M. Buege	Cleared	\$174.88	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$67.56
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$53.63
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$53.69
1000050	5/5/2022	Kathleen Crady	Outstanding	\$64.17	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$64.17
1000065	5/5/2022	Eat2Explore	Cleared	\$266.05	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$123.80
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$142.25

1000069	5/5/2022	From Jennifer LLC	Cleared	\$761.85	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$68.50
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$115.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$210.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$368.35
1000068	5/5/2022	Fresh Education, Inc.	Cleared	\$1,200.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$400.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$400.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$400.00
1000066	5/5/2022	Fat Brain Toys	Cleared	\$38.15	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$38.15
1000028	5/5/2022	ABC Crate, LLC	Cleared	\$117.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$117.00
1000021	5/5/2022	All About Learning Press, Inc.	Cleared	\$185.10	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$185.10
1000020	5/5/2022	Colonial Life Processing Center	Cleared	\$32,132.24	62-0000-3300-1000-3401-010-084-000	Health & Welfare Benefits	\$32,132.24
1000025	5/5/2022	Art of Problem Solving	Cleared	\$215.74	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$48.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$71.74
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$96.00
1000029	5/5/2022	A Brighter Child, Inc.	Cleared	\$2,429.45	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$210.91
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$309.20
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$137.42
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$238.49
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$243.97

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$75.58
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$64.57
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$44.05
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$30.45
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$397.97
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$90.68
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$301.84
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$76.01
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$208.31
1000071	5/5/2022	Gardener's Supply Company	Cleared	\$6,982.50	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$59.39
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$43.24
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$8.59
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$26.56
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$59.07
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$102.16
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.62
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$93.51
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$37.03
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$10.12

62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$11.36
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$137.81
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$39.63
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$20.88
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$36.48
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$228.24
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$45.35
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$168.38
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$113.54
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$166.07
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$116.35
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$115.89
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$92.76
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$107.77
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$20.59
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$228.24
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$262.67
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$5.92
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$116.35

62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$93.70
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$92.76
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$109.16
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$5.12
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$4.88
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$49.08
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$114.01
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$23.96
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$40.77
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$120.28
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$5.85
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$123.21
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$110.50
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$115.89
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$424.57
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$29.99
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$6.19
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$115.89
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$87.97

62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$55.29
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$113.34
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$51.37
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$12.67
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$420.77
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$55.11
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$21.68
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$90.77
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$93.51
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$59.39
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$264.76
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$109.16
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$114.47
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$52.31
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$226.46
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$30.12
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$311.66
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$15.82
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$110.50

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$52.43
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$10.31
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$41.27
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$233.28
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$230.15
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$32.55
1000070	5/5/2022	Fun and Function LLC	Cleared	\$1,217.17	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$369.81
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$61.59
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$594.44
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$52.73
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$27.21
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$111.39
1000067	5/5/2022	Kit Strauss	Cleared	\$573.14	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$190.94
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$382.20
1000022	5/5/2022	Acorn Naturalists	Cleared	\$106.46	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$106.46
1000051	5/5/2022	Jeanine C. Cook	Cleared	\$140.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$70.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$70.00
1000060	5/5/2022	Elemental Science	Cleared	\$103.49	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$103.49
1000062	5/5/2022	Education.com Holdings, Inc.	Cleared	\$150.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$150.00

1000063	5/5/2022	Stephens Educational Services, LLC	Cleared	\$161.10	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$37.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$124.10
1000054	5/5/2022	The Claremont Club	Cleared	\$180.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$180.00
1000055	5/5/2022	Chef Tech Cooking School	Outstanding	\$200.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$200.00
1000080	5/5/2022	H4B Team LLC	Cleared	\$458.97	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$152.99
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$152.99
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$152.99
1000095	5/5/2022	Logic of English	Cleared	\$117.57	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$117.57
1000118	5/5/2022	Outside the Box Creation	Cleared	\$211.76	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$211.76
1000120	5/5/2022	Piano4Everyone - Conejo Valley	Outstanding	\$415.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$40.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$200.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$175.00
1000123	5/5/2022	Really Good Stuff, LLC	Cleared	\$227.33	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.77
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$126.56
1000127	5/5/2022	Singapore Math Inc.	Cleared	\$326.06	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$174.66
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$105.26
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$46.14
1000134	5/5/2022	School of Rock Vacaville	Cleared	\$717.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$229.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$139.00

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$349.00
1000137	5/5/2022	Timberdoodle	Cleared	\$156.23	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$38.66
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$24.71
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$92.86
1000140	5/5/2022	The Pencil Grip, Inc.	Cleared	\$46.79	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$46.79
1000144	5/5/2022	Wonder Crate LLC	Cleared	\$187.60	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$93.80
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$93.80
1000146	5/5/2022	Wildlife Tree LLC	Cleared	\$51.09	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$51.09
1000149	5/5/2022	Younique Fitness	Cleared	\$503.50	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$103.50
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$150.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$150.00
1000148	5/5/2022	Storybook Bindles	Cleared	\$490.78	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$192.89
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$150.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$147.89
1000142	5/5/2022	Kimberly Votaw	Cleared	\$120.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$30.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$30.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$30.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$30.00

1000135	5/5/2022	Surfclass.com	Cleared	\$960.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$375.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$450.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$135.00
1000132	5/5/2022	Sebastopol Ballet School	Outstanding	\$620.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$65.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$60.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$65.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$60.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$65.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$60.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$65.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$60.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$65.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$60.00
1000130	5/5/2022	Sensory TheraPLAY Box, LLC	Cleared	\$809.50	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$159.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$159.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$158.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$159.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$174.50
1000126	5/5/2022	School Specialty LLC	Cleared	\$198.94	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$132.43

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$21.74
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$44.77
1000121	5/5/2022	Rainbow Resource Center, Inc.	Cleared	\$403.75	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$322.99
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$34.95
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$45.81
1000100	5/5/2022	Lit League	Outstanding	\$242.21	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$158.89
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$83.32
1000115	5/5/2022	Oak Meadow Inc.	Cleared	\$53.33	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$53.33
1000103	5/5/2022	Moving Beyond the Page	Cleared	\$788.25	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$159.93
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$66.41
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$374.15
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$187.76
1000106	5/5/2022	MoxieBox Art, Inc.	Cleared	\$197.06	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$121.45
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$75.61
1000108	5/5/2022	Miaplaza Inc.	Cleared	\$105.80	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$105.80
1000111	5/5/2022	The Martian Garden	Cleared	\$263.97	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$87.99
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$87.99
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$87.99
1000114	5/5/2022	Office Depot, Inc	Cleared	\$8,926.48	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$237.81

62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$102.65
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$99.51
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$218.06
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$28.37
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$70.33
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$37.59
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$36.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$50.36
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$185.63
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$33.41
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$307.54
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$167.59
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$65.82
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$34.83
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$95.40
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$64.91
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$82.57
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$56.94
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$63.96

62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$27.34
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$166.09
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$114.58
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$201.73
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$334.82
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$19.81
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$313.30
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$56.73
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$30.25
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$128.93
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$29.69
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$135.41
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$65.54
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$288.15
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$70.04
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$37.32
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$74.52
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$425.06
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$93.98

62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$78.69
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$40.09
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$230.70
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$32.84
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$32.91
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$60.06
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$71.65
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$102.14
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$241.31
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$112.63
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$36.96
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$107.20
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$40.92
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$175.24
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$71.39
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$45.17
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$33.40
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$39.23
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$417.43

62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$45.81
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$110.82
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$49.30
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$39.27
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$38.67
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$172.06
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$81.88
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$74.52
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$107.46
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$392.71
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$84.01
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$62.30
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$32.61
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$79.79
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$37.65
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$164.89
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$162.05
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$193.23
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$95.54

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$39.82
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$38.53
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$127.29
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$32.61
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$41.13
1000110	5/5/2022	Music Freqs	Outstanding	\$257.40	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$134.18
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$123.22
1000102	5/5/2022	McGraw-Hill LLC	Cleared	\$525.03	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$94.98
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$94.98
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$86.82
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$121.61
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$126.64
1000096	5/5/2022	Lil' Chef School	Cleared	\$45.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$45.00
1000093	5/5/2022	LEGO Education	Cleared	\$1,672.21	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$391.45
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$309.12
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$393.25
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$330.49
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$247.90
1000092	5/5/2022	Kids Art Box dba Super Fun Boxes LLC	Cleared	\$665.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$110.00

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$246.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$110.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$199.00
1000082	5/5/2022	Heather Hetrick	Outstanding	\$35.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$35.00
1000085	5/5/2022	Institute for Excellence in Writing	Cleared	\$375.98	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$194.10
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$111.15
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$70.73
1000089	5/5/2022	Kitchen Stewardship, LLC	Outstanding	\$99.90	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$49.95
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$49.95
1000088	5/5/2022	Jaime York Press Inc.	Cleared	\$890.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$240.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$240.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$240.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$85.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$85.00
1000084	5/5/2022	Hola Amigo	Cleared	\$568.56	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$155.37
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$140.08
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$127.04
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$146.07
1000075	5/5/2022	Houghton Mifflin Harcourt	Cleared	\$136.51	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$136.51

1000078	5/5/2022	History Unboxed LLC	Cleared	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$120.86
				62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$288.56
				62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$233.11
				62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$323.55
				62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$175.83
				62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$230.78
				62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$285.73
				62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$233.11
				62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$274.74
				62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$348.55
				62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$98.91
				62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$230.78
				62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$285.73
				62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$167.70
				62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$65.41
				62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$285.73
				62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$65.91
				62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$175.83
				62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$370.53

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$175.83
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$829.57
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$175.83
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$230.78
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$98.88
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$241.77
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$285.73
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$340.68
1000073	5/5/2022	Green Kid Crafts	Cleared	\$1,328.96	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$516.10
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$94.66
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$156.13
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$82.20
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$21.90
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$81.94
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$74.97
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$263.40
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$37.66
1000053	5/5/2022	Laura Whittington	Cleared	\$370.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$140.00

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$45.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$85.00
1000048	5/5/2022	A Child's Dream	Cleared	\$249.15	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$249.15
1000041	5/5/2022	Booklandia	Cleared	\$94.57	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$94.57
1000047	5/5/2022	Carolina Biological Supply Company	Cleared	\$1,180.82	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$23.16
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$27.19
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$127.23
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$201.76
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$84.77
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$229.09
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$123.23
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$39.63
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$54.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$218.85
1000046	5/5/2022	The Critical Thinking Co.	Cleared	\$605.10	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$45.55
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$87.15
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$55.16
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$118.34

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$103.95
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$33.48
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$94.35
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$67.12
1000042	5/5/2022	Build-A-Project	Cleared	\$70.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$22.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$20.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$28.00
1000036	5/5/2022	Beautiful Feet Books, Inc.	Cleared	\$652.84	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$652.84
1000040	5/5/2022	Bella Luna Toys, Inc.	Cleared	\$1,829.81	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$64.83
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$50.63
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$323.37
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$119.78
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$75.60
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$229.17
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$59.66
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$203.71
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$127.32
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$70.56
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$32.60

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$55.38
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$91.43
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$32.63
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$48.66
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$73.74
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$170.74
1000037	5/5/2022	Bitsbox	Cleared	\$422.55	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$140.85
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$140.85
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$140.85
1000033	5/5/2022	Blackbird & Company	Cleared	\$125.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$125.00
1000031	5/5/2022	A+ Tutoring Inc.	Outstanding	\$280.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$280.00
1000024	5/5/2022	Academics in a Box LLC	Cleared	\$333.50	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$86.85
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$159.80
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$86.85
1000032	5/5/2022	BLICK Art Materials	Cleared	\$918.10	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$155.59
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$59.05
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$211.55
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$67.17
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$118.09

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$227.74
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$78.91
1000023	5/5/2022	AF386 Group LLC	Outstanding	\$201.39	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$201.39
1000030	5/5/2022	Atlas Book Club LLC	Cleared	\$1,112.75	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$134.97
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$44.99
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$131.97
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$179.96
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$131.97
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$131.97
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$131.97
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$44.99
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$179.96
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$179.96
1000026	5/5/2022	Aroma Dough Inc.	Cleared	\$394.24	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$35.94
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$36.94
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$65.79
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$64.89
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$144.77
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$45.91
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$45.91
1000199	5/10/2022	Coastal Music Studios	Cleared	\$1,120.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$160.00

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$160.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$160.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$160.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$160.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$160.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$160.00
1000271	5/10/2022	Lit League	Outstanding	\$45.23	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$45.23
1000242	5/10/2022	Gracie Barra Rohnert Park	Cleared	\$387.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$129.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$129.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$129.00
1000274	5/10/2022	Learning Wins	Outstanding	\$127.48	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$127.48
1000168	5/10/2022	Annie's Wholesale	Cleared	\$90.51	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$90.51
1000176	5/10/2022	Burbank Music Academy	Outstanding	\$970.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$135.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$140.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$105.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$300.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$140.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$150.00
1000276	5/10/2022	Moving Beyond the Page	Cleared	\$158.72	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$158.72

1000169	5/10/2022	Aaron Matthew Music	Cleared	\$440.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$120.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$160.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$160.00
1000159	5/10/2022	APEX School of Movement San Diego	Cleared	\$357.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$119.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$119.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$119.00
1000279	5/10/2022	Memoria Press	Cleared	\$233.32	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$149.50
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$83.82
1000200	5/10/2022	Crafty School Crates	Cleared	\$633.73	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$180.02
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$255.25
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$198.46
1000223	5/10/2022	Evan-Moor	Cleared	\$702.70	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$99.99
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$7.99
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$299.60
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$95.14
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$99.99
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$99.99
1000186	5/10/2022	Bird Watching Academy	Cleared	\$54.90	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$54.90
1000202	5/10/2022	Kathleen Crady	Outstanding	\$401.17	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$72.50

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$91.25
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$93.75
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$64.17
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$79.50
1000284	5/10/2022	Mathnasium of Novato	Cleared	\$4,649.97	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$247.50
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$349.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$349.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$349.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$349.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$214.47
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$349.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$349.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$349.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$349.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$349.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$349.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$349.00
1000224	5/10/2022	Education.com Holdings, Inc.	Cleared	\$750.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$150.00

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$150.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$150.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$150.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$150.00
1000188	5/10/2022	BH365, LLC	Cleared	\$209.14	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$209.14
1000203	5/10/2022	Creative Learning Place, Inc.	Cleared	\$1,247.40	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$90.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$115.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$85.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$80.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$90.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$110.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$162.40
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$86.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$110.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$125.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$194.00
1000177	5/10/2022	Brain Builders STEM Education, Inc.	Cleared	\$1,087.59	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$151.46
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$128.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$88.00

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$88.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$88.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$92.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$96.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$89.67
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$115.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$151.46
1000162	5/10/2022	Art & Soul Music Studios	Cleared	\$5,225.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$168.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$97.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$85.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$168.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$168.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$168.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$97.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$98.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$168.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$168.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$120.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$168.00

62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$168.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$168.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$65.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$120.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$180.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$80.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$270.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$65.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$60.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$120.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$85.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$85.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$85.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$120.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$105.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$98.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$247.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$168.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$56.25

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$63.75
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$168.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$168.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$168.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$168.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$120.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$98.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$85.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$168.00
1000155	5/10/2022	Academic Therapy Publications, Inc.	Outstanding	\$502.13	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$261.84
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$88.92
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$96.73
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$54.64
1000286	5/10/2022	Monart School of Art	Cleared	\$80.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$80.00
1000288	5/10/2022	Molly's Music The Inside Voice	Cleared	\$732.20	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$201.07
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$129.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$201.07
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$201.06
1000227	5/10/2022	Easy Peasy Science Fair	Cleared	\$945.80	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.95

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$479.25
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$57.95
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$163.85
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$57.95
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$160.85
1000291	5/10/2022	Caryl Jean Miller	Cleared	\$250.00	62-0000-3300-2100-5800-010-000-000	Professional/Consulting Services and Operating Expenditures	\$250.00
1000289	5/10/2022	Montessori Research & Development, LLC	Cleared	\$975.70	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$975.70
1000161	5/10/2022	A Brighter Child, Inc.	Cleared	\$674.57	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$456.09
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$142.33
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$76.15
1000294	5/10/2022	Nest Family LLC	Outstanding	\$245.39	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$245.39
1000297	5/10/2022	Jarmila Nguyen	Cleared	\$400.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$400.00
1000296	5/10/2022	Nicole the Math Lady, LLC	Cleared	\$59.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$59.00
1000228	5/10/2022	Chianese, Inc.	Cleared	\$175.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$75.00
1000229	5/10/2022	Eat2Explore	Cleared	\$253.05	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$30.95
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$222.10
1000231	5/10/2022	EasySpanish123 LLC	Cleared	\$160.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$80.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$80.00

1000205	5/10/2022	Jeanine C. Cook	Cleared	\$240.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$70.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$70.00
1000151	5/10/2022	The Arbor Learning Community	Cleared	\$65.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$65.00
1000232	5/10/2022	Fat Brain Toys	Cleared	\$931.76	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$303.71
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$33.12
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$179.78
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$230.59
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$48.35
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$136.21
1000230	5/10/2022	Christine Echeverri	Cleared	\$86.25	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$86.25
1000163	5/10/2022	Amy Morton Brain	Cleared	\$730.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$200.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$330.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$200.00
1000204	5/10/2022	Astrid Chauvin	Cleared	\$255.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$120.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$135.00
1000298	5/10/2022	Office Depot, Inc	Cleared	\$8,693.98	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$38.74
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$16.19
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$237.33

62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$227.41
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$148.08
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$175.34
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$68.90
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$119.40
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$162.03
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$91.33
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$23.05
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$220.05
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$158.63
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$94.53
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$9.19
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$311.12
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$97.77
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$172.98
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$6.75
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$127.27
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$30.03
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$242.49

62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$91.21
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$81.33
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$21.61
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$17.74
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$70.38
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$28.48
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$265.98
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$28.89
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$39.95
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$23.43
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$50.29
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$363.93
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$78.62
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$156.24
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$30.30
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$102.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$49.55
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$42.60
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$46.08

62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$92.19
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$162.74
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$82.85
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$51.48
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$229.41
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$123.25
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$23.69
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$18.58
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$59.97
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$115.83
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$70.82
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$124.48
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$53.20
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$164.31
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$27.94
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$11.98
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$6.56
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$52.61
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$109.60

62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$150.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$49.74
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$37.27
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$43.20
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$144.96
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$33.96
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$19.41
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$27.23
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$70.85
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$68.13
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$36.30
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$227.41
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$79.96
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$259.18
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$46.08
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$70.99
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$44.22
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$117.63
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$126.84

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$161.57
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$192.32
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$38.13
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$29.99
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$95.44
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$97.79
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$49.55
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$34.86
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$107.96
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$72.82
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$23.43
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$26.19
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$37.75
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$124.11
1000154	5/10/2022	Art Steps, Inc	Cleared	\$464.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$188.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$135.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$141.00
1000295	5/10/2022	Nature-Watch	Cleared	\$857.97	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$578.84
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$119.83

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$159.30
1000293	5/10/2022	NASCO	Cleared	\$392.81	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$40.13
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$47.49
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$245.78
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$59.41
1000292	5/10/2022	Valerie Marich	Outstanding	\$160.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$80.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$80.00
1000290	5/10/2022	Anna Matuszczak	Cleared	\$640.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$320.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$320.00
1000157	5/10/2022	Advanced Brain Technologies LLC	Cleared	\$646.60	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$422.85
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$223.75
1000160	5/10/2022	Adventures For Young Explorers	Cleared	\$900.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$135.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$45.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$45.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$45.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$45.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$90.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$90.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$135.00

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$45.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$45.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$45.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$45.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$45.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$45.00
1000287	5/10/2022	Music Freqs	Outstanding	\$715.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$30.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$120.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$260.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$105.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$200.00
1000226	5/10/2022	Endeavor Gymnastics	Cleared	\$855.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$95.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$285.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$95.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$95.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$285.00
1000285	5/10/2022	Music To My Ears Inc	Outstanding	\$1,190.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$170.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$170.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$170.00

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$255.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$170.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$255.00
1000170	5/10/2022	Abacus Learning	Cleared	\$99.96	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$99.96
1000225	5/10/2022	EdTech 101	Cleared	\$2,954.14	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$919.13
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$435.38
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$532.13
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$315.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$376.25
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$376.25
1000152	5/10/2022	Art of Problem Solving	Cleared	\$77.86	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$77.86
1000201	5/10/2022	Emily Cook	Outstanding	\$44.75	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$44.75
1000283	5/10/2022	Mathnasium of Glendora	Cleared	\$540.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$220.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$320.00
1000187	5/10/2022	Bella Luna Toys, Inc.	Cleared	\$295.09	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$240.79
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$54.30
1000282	5/10/2022	Murrieta Academy of Music, Inc.	Cleared	\$1,020.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$140.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$96.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$140.00

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$352.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$152.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$140.00
1000281	5/10/2022	Jennifer Murphy	Cleared	\$223.25	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$55.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$63.75
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$51.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$53.50
1000280	5/10/2022	MEL Science US LLC	Cleared	\$325.72	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$213.43
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$112.29
1000244	5/10/2022	History Unboxed LLC	Cleared	\$3,108.88	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$167.70
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$175.83
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$287.72
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$340.68
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$120.88
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$175.83
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$120.88
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$348.55
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$175.83
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$230.78

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$167.70
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$65.41
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$167.70
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$65.41
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$175.83
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$80.91
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$65.41
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$175.83
1000185	5/10/2022	Susan M. Byrnes	Cleared	\$360.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$80.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$80.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$200.00
1000278	5/10/2022	Middletown Art Center	Cleared	\$895.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$200.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$95.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.00

1000277	5/10/2022	Math-U-See, Inc.	Cleared	\$246.94	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$107.73
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$107.73
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$31.48
1000243	5/10/2022	Creative Learning Institute	Cleared	\$964.25	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$80.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$71.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$113.34
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$113.34
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$107.25
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$159.33
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$219.99
1000275	5/10/2022	Local Fitness Solutions	Cleared	\$354.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$59.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$59.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$59.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$59.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$59.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$59.00
1000273	5/10/2022	Lamorinda Jiu Jitsu LLC	Cleared	\$325.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$175.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$150.00

1000222	5/10/2022	EMH Sports USA Inc	Cleared	\$386.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$36.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$40.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$35.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$40.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$40.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$40.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$40.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$40.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$40.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$40.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$40.00
1000272	5/10/2022	Legacy of Valor & Excellence	Cleared	\$530.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$60.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$60.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$60.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$60.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$60.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$60.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$230.00
1000221	5/10/2022	Drawn2Art - Northridge	Cleared	\$248.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$148.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.00
1000252	5/10/2022	Homeschool Assist of Montana, LLC	Cleared	\$3,143.75	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$50.00

62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$99.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$110.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$65.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$220.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$50.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$70.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$70.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$74.25
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$74.25
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$74.25
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$198.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$198.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$74.25
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$45.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$65.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$65.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$74.25
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$50.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$45.00

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$39.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$110.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$110.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$65.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$70.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$198.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$74.25
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$74.25
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$110.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$99.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$110.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$65.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$198.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$50.00
1000351	5/10/2022	weXplore LLC	Cleared	\$1,847.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$225.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$270.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$200.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$225.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$225.00

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$237.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$240.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$225.00
1000307	5/10/2022	Rainbow Resource Center, Inc.	Cleared	\$589.10	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$171.29
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$116.09
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$173.52
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$128.20
1000352	5/10/2022	We Craft Box	Cleared	\$2,124.66	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$106.99
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$146.57
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$171.19
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$106.99
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$106.99
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$118.74
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$118.74
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$118.74
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$118.74
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$118.74
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$106.99
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$203.29

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$118.74
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$118.74
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$118.74
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$106.99
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$118.74
1000308	5/10/2022	Royal Fireworks Press	Cleared	\$931.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$209.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$68.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$275.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$341.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$38.00
1000194	5/10/2022	Creative Creatures & Co	Cleared	\$235.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$61.25
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$61.25
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$56.25
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$56.25
1000309	5/10/2022	Riff's Music	Cleared	\$520.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$130.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$130.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$130.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$130.00
1000184	5/10/2022	Breakthrough Sports LLC	Cleared	\$1,505.95	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$63.75

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$68.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$68.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$58.70
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$105.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$68.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$68.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$52.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$105.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$63.75
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$63.75
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$68.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$70.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$165.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$105.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$157.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$157.00
1000353	5/10/2022	Yamashita Karate Studios	Cleared	\$2,100.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$219.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$219.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$219.00

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$219.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$219.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$219.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$219.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$129.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$219.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$219.00
1000311	5/10/2022	Red Dragon Karate, Inc.	Cleared	\$773.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$191.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$200.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$191.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$191.00
1000233	5/10/2022	Firestorm Freerunning Ultra LLC	Outstanding	\$1,883.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$151.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$250.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$150.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$150.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$150.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$70.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$150.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$151.00

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$151.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$150.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$150.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$140.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$70.00
1000354	5/10/2022	Young Artists Conservatory of Music	Cleared	\$952.70	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$157.54
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$157.54
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$165.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$157.54
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$157.54
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$157.54
1000313	5/10/2022	School Specialty LLC	Cleared	\$527.52	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$85.84
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$252.02
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$52.89
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$136.77
1000195	5/10/2022	CompuScholar, Inc.	Cleared	\$120.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$120.00
1000314	5/10/2022	Singapore Math Inc.	Cleared	\$431.27	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$325.20
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$106.07
1000316	5/10/2022	Samara Rice	Outstanding	\$620.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$248.00

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$124.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$248.00
1000317	5/10/2022	Sensory TheraPLAY Box, LLC	Outstanding	\$318.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$159.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$159.00
1000318	5/10/2022	Rebecca Scott	Cleared	\$481.25	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$88.75
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$200.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$55.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$68.75
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$68.75
1000211	5/10/2022	Club Z! In Home Tutoring of Vista LLC	Cleared	\$150.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$150.00
1000320	5/10/2022	Step 2 This Dance & Performing Arts	Cleared	\$350.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$230.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$75.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$45.00
1000319	5/10/2022	Sylvan Learning - (Starwin)	Cleared	\$196.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$196.00
1000212	5/10/2022	Discount School Supply	Cleared	\$860.37	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$158.02
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$21.39
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$256.51
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$23.01
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$249.09

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$20.31
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$36.24
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$95.80
1000322	5/10/2022	Stephanie Reyes	Cleared	\$400.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$80.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$80.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$80.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$80.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$80.00
1000196	5/10/2022	Cartridge Express	Cleared	\$699.56	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$65.15
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$32.50
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$108.28
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$65.37
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$126.67
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$92.42
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$80.66
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$72.17
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$56.34
1000323	5/10/2022	Elizabeth Skopp	Cleared	\$190.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$90.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.00

1000324	5/10/2022	San Francisco Conservatory of Music	Cleared	\$9,214.50	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$1,607.15
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$1,500.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$1,500.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$1,500.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$1,500.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$1,607.15
1000158	5/10/2022	Aqua Wave Swim School	Cleared	\$466.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$151.20
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$214.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.80
1000325	5/10/2022	Ralene A. Stine	Cleared	\$1,100.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$240.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$60.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$680.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$120.00
1000234	5/10/2022	Laura Fischer	Cleared	\$447.50	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$125.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$97.50
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$125.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.00
1000326	5/10/2022	Segal's ATA Martial Arts	Cleared	\$325.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$81.25
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$81.25

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$81.25
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$81.25
1000327	5/10/2022	School of Rock Vacaville	Cleared	\$1,697.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$349.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$139.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$332.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$229.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$349.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$299.00
1000213	5/10/2022	Mr. D Math LLC	Cleared	\$145.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$145.00
1000235	5/10/2022	Friends of Willow Tree	Cleared	\$1,771.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$310.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$49.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$394.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$310.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$314.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$394.00
1000330	5/10/2022	South Coast Conservatory	Cleared	\$280.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$70.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$70.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$140.00
1000331	5/10/2022	Timberdoodle	Cleared	\$529.48	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$219.91

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$309.57
1000332	5/10/2022	Time4Learning	Outstanding	\$9,920.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$35.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$35.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
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					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$35.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$35.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
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					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$35.00
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62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$40.00
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62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$40.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00

62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$35.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$35.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$35.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$35.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$35.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$35.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$35.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$35.00

62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$35.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$45.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$35.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$35.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$35.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$35.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$35.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$35.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$35.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$35.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$35.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00

62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$35.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$35.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$40.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$40.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$35.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$35.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$35.00

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$35.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$35.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$35.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
1000214	5/10/2022	Drivers Ed Direct, LLC	Outstanding	\$429.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$39.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$39.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$39.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$39.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$39.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$39.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$39.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$39.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$39.00

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$39.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$39.00
1000166	5/10/2022	Art Voyces	Outstanding	\$1,875.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$875.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$1,000.00
1000236	5/10/2022	Gardener's Supply Company	Cleared	\$1,113.46	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$117.22
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$107.32
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$231.26
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$182.60
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$55.90
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$234.63
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$71.79
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$112.74
1000255	5/10/2022	Morgan Ingham	Cleared	\$252.50	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$62.50
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$62.50
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$65.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$62.50
1000254	5/10/2022	Ivy Kids LLC	Cleared	\$167.65	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$167.65
1000156	5/10/2022	A+ In Home Tutors, Inc.	Cleared	\$3,913.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$390.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$260.00

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$234.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$195.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$260.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$390.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$234.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$130.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$520.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$1,300.00
1000167	5/10/2022	A+ Tutoring Inc.	Cleared	\$1,330.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$560.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$210.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$560.00
1000197	5/10/2022	Claremont Community School of Music	Cleared	\$1,056.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$132.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$352.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$132.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$264.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$176.00
1000257	5/10/2022	Jessica Adele Ojo	Cleared	\$850.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$50.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.00

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$75.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$125.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.00
1000175	5/10/2022	Bitsbox	Cleared	\$455.40	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$98.85
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$128.85
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$86.85
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$140.85
1000237	5/10/2022	Guitar Ninjas	Cleared	\$253.75	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$108.75
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$145.00
1000174	5/10/2022	BookShark LLC	Cleared	\$65.09	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$65.09
1000238	5/10/2022	Briana Guardino	Cleared	\$408.75	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$56.25
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$240.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$56.25
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$56.25
1000215	5/10/2022	Discover Talking Pen	Outstanding	\$167.49	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$167.49
1000239	5/10/2022	Lakeport Dance Center	Cleared	\$820.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.00

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$75.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$135.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$40.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$135.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$40.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$45.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$135.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$115.00
1000261	5/10/2022	KiwiCo, Inc	Cleared	\$1,322.01	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$86.58
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$86.09
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$360.27
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$86.65
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$117.93
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$204.48
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$57.55
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$57.82
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$264.64
1000259	5/10/2022	Julie Lowe	Cleared	\$45.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$45.00
1000216	5/10/2022	Debra K Hardman	Cleared	\$720.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$180.00

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$180.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$360.00
1000217	5/10/2022	Dustin Seo	Cleared	\$480.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$240.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$240.00
1000262	5/10/2022	Kryterion Inc.	Cleared	\$200.00	62-0000-0000-7410-5210-010-080-000	Training and Development Expense	\$200.00
1000263	5/10/2022	Karen Fournier	Cleared	\$210.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$210.00
1000265	5/10/2022	Lakeshore Learning Materials	Cleared	\$1,025.35	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$426.29
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$127.20
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$172.90
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$53.74
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$245.22
1000207	5/10/2022	Crate Expectations, LLC	Cleared	\$1,738.24	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$48.40
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$96.80
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$193.60
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$193.60
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$242.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$193.60
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$132.06
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$96.80

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$132.06
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$180.46
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$132.06
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$48.40
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$48.40
1000266	5/10/2022	Lewis Music Academy	Cleared	\$300.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.00
1000240	5/10/2022	Galaxy Kids LLC	Cleared	\$1,485.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$125.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$212.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$212.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$125.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$599.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$212.00
1000268	5/10/2022	Let's Bake	Cleared	\$136.82	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$27.36
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$109.46
1000269	5/10/2022	Learning Without Tears	Cleared	\$124.76	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$38.68
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$51.59
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$34.49

1000270	5/10/2022	The Land of Storybooks	Outstanding	\$2,028.38	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$174.56
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$279.56
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$239.21
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$174.56
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$174.56
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$174.56
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$174.56
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$174.56
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$287.69
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$174.56
					1000219	5/10/2022	Rebecca Droigk
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$68.75
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$68.75
1000198	5/10/2022	David Christensen	Cleared	\$420.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$140.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$280.00
1000241	5/10/2022	Vincent Gonzales	Outstanding	\$645.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$135.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$120.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$120.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$135.00

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$135.00
1000220	5/10/2022	Day Dreams, LLC	Cleared	\$325.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$325.00
1000267	5/10/2022	Lake Arrowhead School of Dance	Cleared	\$70.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$70.00
1000218	5/10/2022	Pamela E. Dewey	Cleared	\$408.34	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$308.34
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.00
1000264	5/10/2022	LEGO Education	Cleared	\$396.72	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$396.72
1000153	5/10/2022	Aroma Dough Inc.	Cleared	\$168.72	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$65.89
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$36.94
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$65.89
1000260	5/10/2022	Kaiser Foundation Health Plan Inc	Cleared	\$15,865.99	62-0000-3300-1000-3401-010-084-000	Health & Welfare Benefits	\$15,865.99
1000258	5/10/2022	Justice B Bufford	Cleared	\$805.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$140.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$140.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$210.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$140.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$175.00
1000206	5/10/2022	Laura Whittington	Cleared	\$480.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$140.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$140.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.00

1000256	5/10/2022	International Language School For Children and Adults	Outstanding	\$690.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$480.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$50.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$52.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$56.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$52.00
1000253	5/10/2022	Institute for Excellence in Writing	Cleared	\$215.65	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$215.65
1000328	5/10/2022	School of Rock San Ramon	Cleared	\$188.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$188.00
1000329	5/10/2022	Annette Saavedra Tutoring	Cleared	\$300.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$300.00
1000165	5/10/2022	American Tiger Martial Arts & Fitness	Cleared	\$129.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$129.00
1000173	5/10/2022	Brave Writer LLC	Cleared	\$865.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$239.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$129.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$149.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$149.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$199.00
1000172	5/10/2022	BLICK Art Materials	Cleared	\$687.12	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$146.49
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$385.22
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$155.41
1000321	5/10/2022	Sebastopol Ballet School	Outstanding	\$310.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$60.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$60.00

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$60.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$65.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$65.00
1000210	5/10/2022	Efrain Cordero	Cleared	\$72.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$36.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$36.00
1000315	5/10/2022	Studies Weekly, Inc.	Cleared	\$59.70	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$59.70
1000312	5/10/2022	Lisa Storer	Cleared	\$540.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$270.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$270.00
1000310	5/10/2022	Really Good Stuff, LLC	Cleared	\$585.94	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$453.86
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$87.08
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$45.00
1000183	5/10/2022	Bionerds LLC	Cleared	\$87.50	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$87.50
1000209	5/10/2022	Classy Artist Box, LLC	Cleared	\$714.78	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$151.96
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$113.97
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$77.98
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.99
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$117.96
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$226.92
1000251	5/10/2022	Honest History Co.	Cleared	\$21.11	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$21.11

1000344	5/10/2022	Vermilion Labs LLC	Cleared	\$29.94	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$29.94
1000345	5/10/2022	Frank Velasquez	Cleared	\$1,108.75	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$130.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$130.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$130.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$260.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$130.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$130.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$68.75
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$130.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$130.00
1000191	5/10/2022	Big Life Journal, Inc.	Outstanding	\$124.90	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$124.90
1000192	5/10/2022	Daniel Bridges, M.Ed.	Cleared	\$1,400.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$400.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$400.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$200.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$400.00
1000346	5/10/2022	Viva Learning Community	Cleared	\$4,581.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$274.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$274.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$274.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$274.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$274.00

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$274.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$274.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$274.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$197.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$274.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$274.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$274.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$274.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$274.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$274.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$274.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$274.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$274.00
1000299	5/10/2022	Ocean First Education, LLC	Outstanding	\$59.85	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$59.85
1000300	5/10/2022	OC Piano Program	Cleared	\$300.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$160.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$140.00
1000301	5/10/2022	Oyster, Inc.	Cleared	\$1,050.45	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$235.84
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$235.84
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$214.39
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$235.84

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$128.54
1000164	5/10/2022	Alina E. Solodovnikova-Adams	Cleared	\$310.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$155.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$155.00
1000347	5/10/2022	Kimberly Votaw	Cleared	\$812.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$60.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$60.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$112.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$60.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$80.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$40.00
1000302	5/10/2022	Olive Tree Education, Inc.	Cleared	\$1,735.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$210.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$380.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$380.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$210.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$175.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$380.00

1000182	5/10/2022	Waldorfish	Cleared		62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$279.00
1000348	5/10/2022	WM Music Lessons, Inc	Cleared	\$3,100.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$90.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$150.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$120.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$90.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$200.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$75.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$90.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$75.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$240.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$90.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$90.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$150.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$240.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$120.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$90.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$90.00

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$200.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$120.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$75.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$180.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$225.00
1000303	5/10/2022	Phillip Goltiao	Cleared	\$495.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$165.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$175.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$155.00
1000248	5/10/2022	Brenda E. Holts	Cleared	\$400.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$175.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$225.00
1000304	5/10/2022	Jennifer Perry	Outstanding	\$1,285.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$235.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$145.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$150.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$85.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$150.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$350.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$85.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$85.00

1000249	5/10/2022	Keely Hawkes	Cleared	\$690.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$250.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$200.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$240.00
1000193	5/10/2022	Cynthia Dapello	Cleared	\$800.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$400.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$400.00
1000250	5/10/2022	H4B Team LLC	Cleared	\$541.96	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$270.98
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$270.98
1000306	5/10/2022	Project Learn LLC	Cleared	\$1,800.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$300.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$300.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$300.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$300.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$300.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$300.00
1000350	5/10/2022	WM Tutoring Services	Cleared	\$1,890.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$135.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$200.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$360.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$200.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$135.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$180.00

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$120.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$200.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$360.00
1000349	5/10/2022	Weaving Earth Inc.	Cleared	\$460.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$230.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$230.00
1000305	5/10/2022	Peace Hill Classical Co-op LLC	Cleared	\$700.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$250.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$250.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$200.00
1000247	5/10/2022	Homeschool Association of California	Outstanding	\$4,000.00	62-0000-0000-2700-5815-010-080-000	Advertising/Recruiting	\$4,000.00
1000208	5/10/2022	Caique Grace Brazilian Jiu-Jitsu	Cleared	\$804.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$165.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$120.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$39.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$195.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$120.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$165.00
1000339	5/10/2022	Treetop Tutoring Center LLC	Cleared	\$1,012.50	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$180.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$157.50
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$315.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$180.00

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$180.00
1000338	5/10/2022	Tri-Valley CS LLC	Outstanding	\$518.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$259.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$259.00
1000171	5/10/2022	Anybody Art	Cleared	\$488.37	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$101.07
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$387.30
1000342	5/10/2022	Urban Workshop	Cleared	\$806.67	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$266.67
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$270.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$270.00
1000343	5/10/2022	Vilda	Outstanding	\$4,869.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$340.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$340.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$262.50
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$215.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$268.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$268.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$340.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$460.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$230.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$350.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$360.00

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$380.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$247.50
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$200.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$268.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$340.00
1000341	5/10/2022	Tri-Valley CS LLC	Cleared	\$269.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$269.00
1000340	5/10/2022	Temecula Conservatory of Music	Cleared	\$285.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$285.00
1000180	5/10/2022	Bon Voyage French School LLC	Outstanding	\$350.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$175.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$175.00
1000246	5/10/2022	Celeste Haueter	Cleared	\$855.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$142.50
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$71.25
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$71.25
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$71.25
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$71.25
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$71.25
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$71.25
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$71.25
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$71.25
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$71.25
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$71.25
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$71.25

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$71.25
1000181	5/10/2022	B&B Wenneberg Inc.	Outstanding	\$298.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$199.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$99.00
1000337	5/10/2022	The BEarth Institute, Inc.	Cleared	\$155.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$55.00
1000334	5/10/2022	Think Outside, LLC	Cleared	\$597.60	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$75.90
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$222.90
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$75.90
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$222.90
1000179	5/10/2022	Bonnie Terry Learning	Cleared	\$314.82	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$86.90
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$227.92
1000336	5/10/2022	Thea Torgersen	Outstanding	\$300.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$72.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$72.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$24.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$36.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$24.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$72.00
1000335	5/10/2022	The Pencil Grip, Inc.	Cleared	\$61.72	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$61.72
1000245	5/10/2022	Home School Coaches	Cleared	\$820.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$260.00

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$70.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$70.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$70.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$170.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$180.00
1000333	5/10/2022	Top Billing Entertainment Academy	Cleared	\$125.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$75.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$50.00
1000178	5/10/2022	Barnabas Robotics Inc	Cleared	\$292.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$292.00
1000190	5/10/2022	Bach to Rock - Rancho Penasquitos	Cleared	\$1,224.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$168.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$180.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$180.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$168.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$180.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$168.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$180.00
1000189	5/10/2022	Beakerz LLC	Cleared	\$155.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$155.00
1000363	5/17/2022	Lafayette War Veterans, Inc.	Cleared	\$1,813.00	62-0000-3300-1000-5603-010-090-202	Engagement Space Rental	\$1,813.00
1000358	5/17/2022	David Arroyo	Cleared	\$120.00	62-0000-0000-2700-5605-010-092-000	Equipment Rental/Lease Expense	\$120.00
1000357	5/17/2022	Art Voyces	Outstanding	\$750.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$750.00

1000356	5/17/2022	American Association of School Personnel Administrators	Cleared	\$550.00	62-0000-3300-2100-5300-010-080-000	Dues and Memberships	\$550.00
1000355	5/17/2022	A+ In Home Tutors, Inc.	Cleared	\$750.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$750.00
1000359	5/17/2022	City of Carson - Carson Event Center	Cleared	\$1,950.50	62-0000-3300-1000-5603-010-090-202	Engagement Space Rental	\$1,950.50
1000370	5/17/2022	Hiroimi Wood	Cleared	\$140.00	62-0000-3300-1000-5901-010-086-000	Scholar Internet Reimbursement	\$140.00
1000371	5/17/2022	Law Office of Young, Minney & Corr, LLP	Cleared	\$2,205.90	62-0000-0000-2700-5805-010-080-000	Legal Services	(\$116.10)
					62-3310-5760-1190-5805-010-000-000	Legal Services	\$1,025.50
					62-0000-0000-2700-5805-010-080-000	Legal Services	\$1,296.50
1000360	5/17/2022	Color Me Mine	Cleared	\$705.25	62-0000-3300-1000-5830-010-090-202	Field Trip Expenses	\$705.25
1000361	5/17/2022	Generation Genius, Inc	Cleared	\$175.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$175.00
1000362	5/17/2022	GrubHub Holdings, Inc.	Cleared	\$84.80	62-0000-0000-7410-5210-010-080-000	Training and Development Expense	\$84.80
1000367	5/17/2022	Russian American Media, Inc.	Cleared	\$5,000.00	62-0000-0000-2700-5815-010-080-000	Advertising/Recruiting	\$5,000.00
1000368	5/17/2022	Trinity Cristo Rey Church	Outstanding	\$325.00	62-0000-0000-8700-5600-010-092-000	Space Rental/Leases Expense	\$325.00
1000369	5/17/2022	T-Mobile	Cleared	\$540.00	62-0000-3300-1000-5901-010-086-000	Scholar Internet Reimbursement	\$540.00
1000366	5/17/2022	Rachel Reposa	Cleared	\$160.00	62-0000-3300-1000-5901-010-086-000	Scholar Internet Reimbursement	\$160.00
1000365	5/17/2022	Los Angeles Conservancy	Cleared	\$25.00	62-0000-3300-1000-5830-010-090-202	Field Trip Expenses	\$25.00
1000364	5/17/2022	Trudy Ludwig	Cleared	\$400.00	62-0000-3300-1000-5830-010-090-202	Field Trip Expenses	\$400.00
1000382	5/24/2022	McRory Pediatric Services, Inc.	Outstanding	\$1,105.00	62-3310-5760-1190-5810-040-000-000	Educational Consultants	\$1,105.00
1000383	5/24/2022	Office Depot, Inc	Cleared	\$6,237.83	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$103.34

62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$29.45
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$12.92
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$42.43
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$59.97
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$37.27
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$41.66
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$106.32
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$61.38
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$105.95
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$31.36
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$38.04
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.06
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$128.97
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$203.86
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$84.04
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$494.14
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$70.51
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$70.51
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$39.91

62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$82.85
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$48.85
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$47.16
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$61.91
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$108.59
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$187.82
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$69.91
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$41.47
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$80.42
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$91.26
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$113.65
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$48.12
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$309.78
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$35.19
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$27.18
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$69.05
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$33.72
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$247.43
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$225.52

62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$29.76
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$188.05
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$32.06
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$78.08
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$12.92
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$113.56
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$180.75
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$275.46
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$108.59
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$17.52
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$20.07
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$51.21
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$69.51
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$146.59
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$50.94
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$140.47
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$31.41
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$36.56
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$33.91

				62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$165.15	
				62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$225.23	
				62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$44.69	
				62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$77.25	
				62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$67.76	
				62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$108.56	
				62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$69.29	
				62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$70.51	
1000377	5/24/2022	Brent M. Cooper	Outstanding	\$111,485.67	62-3310-5760-1190-5810-040-000-000	Educational Consultants	\$14,720.50
					62-3310-5760-1190-5810-040-000-000	Educational Consultants	\$16,067.80
					62-3310-5760-1190-5810-020-000-000	Educational Consultants	\$9,705.80
					62-3310-5760-1190-5810-020-000-000	Educational Consultants	\$22,507.10
					62-6537-5760-1190-5810-020-000-000	Educational Consultants	\$315.00
					62-3310-5760-1190-5810-070-000-000	Educational Consultants	\$9,053.85
					62-6546-5760-1190-5810-020-000-000	Educational Consultants	\$1,637.50
					62-6537-5760-1190-5810-070-000-000	Educational Consultants	\$4,435.00
					62-0000-3300-1000-5810-070-000-000	Educational Consultants	\$900.00
					62-3310-5760-1190-5810-070-000-000	Educational Consultants	\$13,814.56
					62-6546-5760-1190-5810-020-000-000	Educational Consultants	\$2,612.02

					62-6546-5760-1190-5810-040-000-000	Educational Consultants	\$8,085.00
					62-6546-5760-1190-5810-040-000-000	Educational Consultants	\$2,612.02
					62-6546-5760-1190-5810-070-000-000	Educational Consultants	\$1,637.50
					62-6546-5760-1190-5810-070-000-000	Educational Consultants	\$3,382.02
1000374	5/24/2022	Barbara Bird Watson, M.A. , C.C.C.	Outstanding	\$1,690.00	62-0000-3300-1000-5810-070-000-000	Educational Consultants	\$1,690.00
1000378	5/24/2022	EdTech 101	Cleared	\$2,081.25	62-3212-3300-1000-4430-010-086-000	Noncapitalized Student Equipment	\$20.43
					62-3212-3300-1000-4430-010-086-000	Noncapitalized Student Equipment	\$20.43
					62-0000-3300-2100-4400-010-086-000	Noncapitalized Equipment	\$953.53
					62-3212-3300-1000-4430-010-086-000	Noncapitalized Student Equipment	\$20.43
					62-0000-3300-2100-4400-010-086-000	Noncapitalized Equipment	\$953.53
					62-3212-3300-1000-4430-010-086-000	Noncapitalized Student Equipment	\$31.18
					62-3212-3300-1000-4430-010-086-000	Noncapitalized Student Equipment	\$20.43
					62-3212-3300-1000-4430-010-086-000	Noncapitalized Student Equipment	\$20.43
					62-3212-3300-1000-4430-010-086-000	Noncapitalized Student Equipment	\$20.43
					62-3212-3300-1000-4430-010-086-000	Noncapitalized Student Equipment	\$20.43
1000375	5/24/2022	C&M Party Props	Outstanding	\$356.50	62-0000-3300-1000-5830-010-090-202	Field Trip Expenses	\$356.50
1000376	5/24/2022	Jenna D. Duvall	Outstanding	\$562.50	62-3310-5760-1190-5810-070-000-000	Educational Consultants	\$62.50
					62-3310-5760-1190-5810-040-000-000	Educational Consultants	\$500.00
1000373	5/24/2022	Learner-Centered Collaborative	Outstanding	\$80,918.66	62-0000-0000-2700-5800-010-080-000	Professional/Consulting Services and Operating Expenditures	\$24,378.00

					62-0000-0000-2700-5800-010-080-000	Professional/Consulting Services and Operating Expenditures	\$16,083.33
					62-0000-0000-2700-5800-010-080-000	Professional/Consulting Services and Operating Expenditures	\$24,374.00
					62-0000-0000-2700-5800-010-080-000	Professional/Consulting Services and Operating Expenditures	\$16,083.33
1000372	5/24/2022	Allstate Building & Office Maintenance, Inc.	Cleared	\$380.00	62-0000-0000-8100-5500-010-084-000	Operation and Housekeeping Services	\$380.00
1000380	5/24/2022	1800Flowers/Conroys F4 DNC	Cleared	\$859.35	62-0000-3300-1000-5830-010-090-202	Field Trip Expenses	\$859.35
1000389	5/24/2022	Unlock Math	Outstanding	\$392.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$196.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$196.00
1000381	5/24/2022	Deann Lewis	Outstanding	\$59.98	62-6500-5760-1190-4102-040-000-000	Supplemental Curriculum	\$59.98
1000390	5/24/2022	Christy White, Inc	Cleared	\$1,250.00	62-0000-0000-7300-5806-010-080-000	Audit Services	\$1,250.00
1000391	5/24/2022	Water Court, LLC	Outstanding	\$4,920.00	62-0000-0000-8700-5600-010-084-000	Space Rental/Leases Expense	\$4,920.00
1000392	5/24/2022	Whole Child Therapy Inc.	Outstanding	\$4,575.00	62-3310-5760-1190-5810-070-000-000	Educational Consultants	\$375.00
					62-3310-5760-1190-5810-040-000-000	Educational Consultants	\$4,200.00
1000386	5/24/2022	SKY Pediatric, Inc.	Outstanding	\$3,968.75	62-3310-5760-1190-5810-020-000-000	Educational Consultants	\$3,968.75
1000387	5/24/2022	Timberdoodle	Outstanding	\$15.59	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$15.59
1000388	5/24/2022	The Pencil Grip, Inc.	Outstanding	\$218.72	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$138.56
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$80.16
1000385	5/24/2022	Rainbow Resource Center, Inc.	Outstanding	\$191.11	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$191.11
1000379	5/24/2022	Floral Arts Florist	Cleared	\$873.70	62-0000-3300-1000-5830-010-090-202	Field Trip Expenses	\$873.70

1000384	5/24/2022	Professional Tutors of America Inc.	Outstanding	\$9,460.00	62-0000-3300-1000-5810-070-000-000	Educational Consultants	\$3,260.00
					62-0000-3300-1000-5810-020-000-000	Educational Consultants	\$2,800.00
					62-0000-3300-1000-5810-040-000-000	Educational Consultants	\$3,400.00
2000030	5/26/2022	The Sign Language Company, Inc.	Cleared	\$510.00	62-0000-3300-1000-5810-040-000-000	Educational Consultants	\$340.00
					62-0000-3300-1000-5810-040-000-000	Educational Consultants	\$170.00
2000009	5/26/2022	Brent M. Cooper	Cleared	\$41,401.16	62-3310-5760-1190-5810-070-000-000	Educational Consultants	\$3,457.50
					62-0000-3300-1000-5810-070-000-000	Educational Consultants	\$1,500.00
					62-6546-5760-1190-5810-040-000-000	Educational Consultants	\$1,320.00
					62-3310-5760-1190-5810-020-000-000	Educational Consultants	\$10,520.37
					62-3310-5760-1190-5810-070-000-000	Educational Consultants	\$330.00
					62-6546-5760-1190-5810-020-000-000	Educational Consultants	\$1,100.00
					62-3310-5760-1190-5810-040-000-000	Educational Consultants	\$21,853.29
					62-3310-5760-1190-5810-020-000-000	Educational Consultants	\$440.00
					62-6546-5760-1190-5810-070-000-000	Educational Consultants	\$880.00
2000031	5/26/2022	SKY Pediatric, Inc.	Cleared	\$7,718.75	62-3310-5760-1190-5810-020-000-000	Educational Consultants	\$7,718.75
2000032	5/26/2022	Valued Voices	Outstanding	\$9,130.00	62-3310-5760-1190-5810-070-000-000	Educational Consultants	\$985.00
					62-3310-5760-1190-5810-040-000-000	Educational Consultants	\$540.00
					62-3310-5760-1190-5810-020-000-000	Educational Consultants	\$1,260.00
					62-3310-5760-1190-5810-020-000-000	Educational Consultants	\$1,080.00

					62-3310-5760-1190-5810-040-000-000	Educational Consultants	\$630.00
					62-3310-5760-1190-5810-070-000-000	Educational Consultants	\$180.00
					62-3310-5760-1190-5810-040-000-000	Educational Consultants	\$300.00
					62-3310-5760-1190-5810-040-000-000	Educational Consultants	\$540.00
					62-3310-5760-1190-5810-040-000-000	Educational Consultants	\$735.00
					62-3310-5760-1190-5810-040-000-000	Educational Consultants	\$180.00
					62-3310-5760-1190-5810-020-000-000	Educational Consultants	\$450.00
					62-3310-5760-1190-5810-040-000-000	Educational Consultants	\$360.00
					62-3310-5760-1190-5810-020-000-000	Educational Consultants	\$360.00
					62-3310-5760-1190-5810-040-000-000	Educational Consultants	\$450.00
					62-3310-5760-1190-5810-070-000-000	Educational Consultants	\$180.00
					62-3310-5760-1190-5810-040-000-000	Educational Consultants	\$360.00
					62-3310-5760-1190-5810-070-000-000	Educational Consultants	\$540.00
2000016	5/26/2022	Hess and Associates, Inc.	Cleared	\$1,032.50	62-0000-0000-2700-5800-010-084-000	Professional/Consulting Services and Operating Expenditures	\$1,032.50
2000017	5/26/2022	Infinity Kids Corporation	Cleared	\$1,600.00	62-3310-5760-1190-5810-020-000-000	Educational Consultants	\$1,600.00
2000018	5/26/2022	Kids In Motion Pediatric Therapy	Cleared	\$2,618.75	62-3310-5760-1190-5810-040-000-000	Educational Consultants	\$872.93
					62-3310-5760-1190-5810-020-000-000	Educational Consultants	\$872.91
					62-3310-5760-1190-5810-070-000-000	Educational Consultants	\$872.91
2000007	5/26/2022	Center for Autism & Related Disorders, LLC	Cleared	\$1,477.50	62-3310-5760-1190-5810-020-000-000	Educational Consultants	\$655.00

					62-3310-5760-1190-5810-020-000-000	Educational Consultants	\$822.50
2000006	5/26/2022	Childrens Therapy Network - Ventura	Cleared	\$4,957.10	62-0000-3300-1000-5810-070-000-000	Educational Consultants	\$402.50
					62-0000-3300-1000-5810-040-000-000	Educational Consultants	\$237.50
					62-0000-3300-1000-5810-070-000-000	Educational Consultants	\$172.50
					62-0000-3300-1000-5810-020-000-000	Educational Consultants	\$57.50
					62-0000-3300-1000-5810-070-000-000	Educational Consultants	\$115.00
					62-0000-3300-1000-5810-020-000-000	Educational Consultants	\$431.25
					62-0000-3300-1000-5810-040-000-000	Educational Consultants	\$130.00
					62-0000-3300-1000-5810-020-000-000	Educational Consultants	\$230.00
					62-0000-3300-1000-5810-040-000-000	Educational Consultants	\$538.20
					62-0000-3300-1000-5810-070-000-000	Educational Consultants	\$420.00
					62-0000-3300-1000-5810-020-000-000	Educational Consultants	\$28.75
					62-0000-3300-1000-5810-070-000-000	Educational Consultants	\$237.50
					62-0000-3300-1000-5810-040-000-000	Educational Consultants	\$172.50
					62-0000-3300-1000-5810-040-000-000	Educational Consultants	\$345.00
					62-0000-3300-1000-5810-020-000-000	Educational Consultants	\$392.50
					62-3310-5760-1190-5810-040-000-000	Educational Consultants	\$115.00
					62-0000-3300-1000-5810-040-000-000	Educational Consultants	\$172.50
					62-3310-5760-1190-5810-070-000-000	Educational Consultants	\$758.90

2000019	5/26/2022	Janet E. Kohtz, O.D. F.C.O.V.D	Cleared	\$750.00	62-3310-5760-1190-5807-040-000-000	Legal Settlements	\$150.00
					62-3310-5760-1190-5810-040-000-000	Educational Consultants	\$600.00
2000003	5/26/2022	BorderLAN Cybersecurity	Cleared	\$6,615.00	62-0000-0000-7700-5877-010-086-000	IT Services	\$6,615.00
2000004	5/26/2022	Cornerstone Educational Solutions	Cleared	\$18,360.00	62-3310-5760-1190-5810-070-000-000	Educational Consultants	\$3,480.00
					62-3310-5760-1190-5810-020-000-000	Educational Consultants	\$6,800.00
					62-3310-5760-1190-5810-040-000-000	Educational Consultants	\$6,800.00
					62-3310-5760-1190-5810-040-000-000	Educational Consultants	\$1,280.00
2000000	5/26/2022	Amplio Learning Technologies Inc.	Cleared	\$11,271.00	62-0000-3300-1000-5810-070-000-000	Educational Consultants	\$3,285.00
					62-3310-5760-1190-5810-070-000-000	Educational Consultants	\$472.00
					62-0000-3300-1000-5810-020-000-000	Educational Consultants	\$3,285.00
					62-3310-5760-1190-5810-020-000-000	Educational Consultants	\$472.00
					62-0000-3300-1000-5810-040-000-000	Educational Consultants	\$3,285.00
					62-3310-5760-1190-5810-040-000-000	Educational Consultants	\$472.00
2000012	5/26/2022	Diane Uebner Elsmore dba Elsmore Tutoring Services	Cleared	\$1,450.00	62-0000-0000-7200-5807-070-000-000	Legal Settlements	\$1,450.00
2000013	5/26/2022	Function Junction	Cleared	\$2,320.00	62-3310-5760-1190-5810-020-000-000	Educational Consultants	\$2,320.00
2000014	5/26/2022	Foundations Therapy Service	Cleared	\$207.00	62-3310-5760-1190-5810-070-000-000	Educational Consultants	\$207.00
2000038	5/26/2022	Avani Zaidi MSPT	Cleared	\$1,575.00	62-3310-5760-1190-5810-040-000-000	Educational Consultants	\$525.00
					62-3310-5760-1190-5810-070-000-000	Educational Consultants	\$525.00
					62-3310-5760-1190-5810-070-000-000	Educational Consultants	\$525.00

2000026	5/26/2022	Redwood Pediatric Therapy Assoc., Inc.	Outstanding	\$1,687.50	62-3310-5760-1190-5810-070-000-000	Educational Consultants	\$1,687.50
2000027	5/26/2022	Specialized Therapy Services, Inc.	Cleared	\$1,197.75	62-6546-5760-1190-5810-040-000-000	Educational Consultants	\$100.00
					62-3310-5760-1190-5810-070-000-000	Educational Consultants	\$365.91
					62-6546-5760-1190-5810-040-000-000	Educational Consultants	\$28.75
					62-3310-5760-1190-5810-020-000-000	Educational Consultants	\$365.91
					62-3310-5760-1190-5810-040-000-000	Educational Consultants	\$337.18
2000015	5/26/2022	Global Teletherapy	Cleared	\$22,000.00	62-3310-5760-1190-5810-070-000-000	Educational Consultants	\$4,888.89
					62-6546-5760-1190-5810-070-000-000	Educational Consultants	\$2,444.44
					62-6546-5760-1190-5810-040-000-000	Educational Consultants	\$2,444.44
					62-6546-5760-1190-5810-020-000-000	Educational Consultants	\$2,444.44
					62-3310-5760-1190-5810-020-000-000	Educational Consultants	\$4,888.89
					62-3310-5760-1190-5810-040-000-000	Educational Consultants	\$4,888.90
2000008	5/26/2022	EMH Sports USA Inc	Cleared	\$3,060.00	62-3310-5760-1190-5810-070-000-000	Educational Consultants	\$765.00
					62-3310-5760-1190-5810-020-000-000	Educational Consultants	\$85.00
					62-3310-5760-1190-5810-040-000-000	Educational Consultants	\$2,210.00
2000001	5/26/2022	Albourn & Associates LLC	Cleared	\$200.00	62-3310-5760-1190-5810-020-000-000	Educational Consultants	\$200.00
2000005	5/26/2022	California Association of School Business Officials	Cleared	\$1,750.00	62-0000-3300-2100-5300-010-084-000	Dues and Memberships	\$1,750.00
2000028	5/26/2022	Sounds Smart Speech Therapy	Outstanding	\$1,820.00	62-3310-5760-1190-5810-070-000-000	Educational Consultants	\$1,120.00

					62-3310-5760-1190-5810-020-000-000	Educational Consultants	\$700.00
2000010	5/26/2022	eCapital Commercial Finance Corp	Cleared	\$4,780.00	62-3310-5760-1190-5810-040-000-000	Educational Consultants	\$1,120.00
					62-6500-5760-1190-5807-020-000-000	Legal Settlements	\$675.00
					62-3310-5760-1190-5810-070-000-000	Educational Consultants	\$1,120.00
					62-6500-5760-1190-5807-020-000-000	Legal Settlements	\$920.00
					62-3310-5760-1190-5810-020-000-000	Educational Consultants	\$225.00
					62-0000-3300-1000-5810-040-000-000	Educational Consultants	\$720.00
2000029	5/26/2022	SPG Therapy & Education	Cleared	\$354.00	62-3310-5760-1190-5810-070-000-000	Educational Consultants	\$354.00
2000022	5/26/2022	N. California Children's Therapy Center	Cleared	\$1,100.00	62-3310-5760-1190-5810-070-000-000	Educational Consultants	\$1,100.00
2000024	5/26/2022	Kim Powell	Cleared	\$1,680.00	62-6500-5760-1190-5807-070-000-000	Legal Settlements	\$1,680.00
2000036	5/26/2022	Tiny Eye Therapy Services	Cleared	\$586.30	62-6546-5760-1190-5810-040-000-000	Educational Consultants	\$586.30
2000037	5/26/2022	The Stepping Stones Group LLC	Cleared	\$3,422.50	62-6546-5760-1190-5810-020-000-000	Educational Consultants	\$1,013.33
					62-0000-3300-1000-5810-020-000-000	Educational Consultants	\$127.50
					62-6546-5760-1190-5810-070-000-000	Educational Consultants	\$1,013.33
					62-0000-3300-1000-5810-040-000-000	Educational Consultants	\$127.50
					62-6546-5760-1190-5810-040-000-000	Educational Consultants	\$1,013.34
					62-0000-3300-1000-5810-070-000-000	Educational Consultants	\$127.50
2000025	5/26/2022	Partners in Special Education, Inc.	Cleared	\$12,560.00	62-6546-5760-1190-5810-020-000-000	Educational Consultants	\$455.00
					62-3310-5760-1190-5810-040-000-000	Educational Consultants	\$3,820.00

					62-3310-5760-1190-5810-020-000-000	Educational Consultants	\$5,840.00
					62-6546-5760-1190-5810-040-000-000	Educational Consultants	\$552.50
					62-6546-5760-1190-5810-070-000-000	Educational Consultants	\$260.00
					62-3310-5760-1190-5810-070-000-000	Educational Consultants	\$1,632.50
2000011	5/26/2022	Economy Cap and Gown	Outstanding	\$959.97	62-0000-3300-2100-4300-010-084-000	Materials and Supplies	\$959.97
2000023	5/26/2022	PresenceLearning, Inc.	Cleared	\$516.00	62-3310-5760-1190-5810-040-000-000	Educational Consultants	\$516.00
2000033	5/26/2022	ShaiAsia Wannamaker	Cleared	\$600.00	62-0000-0000-7200-5807-040-000-000	Legal Settlements	\$600.00
2000034	5/26/2022	Trinity Cristo Rey Church	Outstanding	\$3,375.00	62-0000-0000-0000-9330-010-000-000	Prepaid Expenses	\$2,250.00
					62-0000-0000-8700-5600-010-093-000	Space Rental/Leases Expense	\$1,125.00
2000035	5/26/2022	TTC4SUCCESS	Cleared	\$3,582.45	62-6546-5760-1190-5810-040-000-000	Educational Consultants	\$732.45
					62-0000-3300-1000-5810-040-000-000	Educational Consultants	\$500.00
					62-0000-3300-1000-5810-020-000-000	Educational Consultants	\$1,150.00
					62-0000-3300-1000-5810-070-000-000	Educational Consultants	\$1,200.00
2000002	5/26/2022	Butterfly Effects Therapy, Inc.	Cleared	\$4,890.00	62-3310-5760-1190-5810-040-000-000	Educational Consultants	\$1,596.68
					62-3310-5760-1190-5810-020-000-000	Educational Consultants	\$1,371.66
					62-0000-3300-1000-5810-040-000-000	Educational Consultants	\$775.00
					62-3310-5760-1190-5810-070-000-000	Educational Consultants	\$1,146.66
2000021	5/26/2022	McColgan & Associates Inc.	Cleared	\$3,935.00	62-0000-3300-1000-5810-040-000-000	Educational Consultants	\$1,040.00
					62-3310-5760-1190-5810-070-000-000	Educational Consultants	\$2,895.00

2000020	5/26/2022	Little Hands Occupational Therapy, Inc.	Cleared	\$3,458.75	62-0000-3300-1190-5810-070-000-000	Educational Consultants	\$3,458.75
2000111	5/31/2022	Mel Booker Music	Outstanding	\$920.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$115.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$115.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$115.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$230.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$115.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$115.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$115.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$115.00
2000054	5/31/2022	Bear Republic Racquet and Tennis	Cleared	\$120.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$120.00
2000061	5/31/2022	Code With Us, Inc.	Outstanding	\$832.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$148.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$240.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$148.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$148.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$148.00
2000066	5/31/2022	Alicia Ellsworth	Cleared	\$400.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$200.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$200.00
2000149	5/31/2022	Kimberly Votaw	Cleared	\$130.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$30.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$30.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$20.00

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$30.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$20.00
2000095	5/31/2022	Lewis Music Academy	Cleared	\$100.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.00
2000112	5/31/2022	Music Centre	Outstanding	\$774.39	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$160.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$134.39
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$160.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$160.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$160.00
2000096	5/31/2022	Lava Learning Inc.	Cleared	\$1,145.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$165.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$165.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$165.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$155.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$165.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$165.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$165.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$165.00
2000074	5/31/2022	Gardener's Supply Company	Cleared	\$231.94	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$231.94
2000150	5/31/2022	Susan J. Van Wyk	Cleared	\$815.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$160.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$130.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$135.00

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$160.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$130.00
2000075	5/31/2022	Gryphon Fitness Studio	Cleared	\$210.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$35.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$140.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$35.00
2000113	5/31/2022	Montessori Research & Development, LLC	Cleared	\$207.99	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$207.99
2000114	5/31/2022	Valerie Marich	Outstanding	\$120.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$60.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$60.00
2000151	5/31/2022	WriteAtHome, Inc.	Outstanding	\$1,396.50	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$299.50
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$249.50
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$249.50
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$99.50
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$249.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$249.50
2000067	5/31/2022	Fashion Camp-Create Design Sew LLC	Outstanding	\$413.50	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$275.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$138.50
2000115	5/31/2022	Mastery of Sports, LP	Outstanding	\$210.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$105.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$105.00

2000076	5/31/2022	Lynn S. Graf	Cleared	\$1,155.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$210.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$210.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$140.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$175.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$140.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$140.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$140.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$140.00
2000116	5/31/2022	NASCO	Cleared	\$551.62	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$551.62
2000118	5/31/2022	Outside the Box Creation	Cleared	\$302.64	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$140.82
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$161.82
2000117	5/31/2022	Nature-Watch	Cleared	\$116.31	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$116.31
2000153	5/31/2022	Womple Studios LLC	Outstanding	\$95.23	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$95.23
2000154	5/31/2022	We Craft Box	Outstanding	\$278.17	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$203.29
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$74.88
2000119	5/31/2022	Pandia Press	Cleared	\$42.99	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$42.99
2000120	5/31/2022	Portal Languages - Fullerton LLC	Cleared	\$500.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$200.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$300.00
2000050	5/31/2022	Baron Unlimited	Outstanding	\$232.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$232.00
2000097	5/31/2022	Loree Capper	Cleared	\$593.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$200.00

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$200.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$93.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.00
2000068	5/31/2022	40 Acres and a Mind, Inc.	Cleared	\$1,500.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$350.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$400.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$350.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$400.00
2000056	5/31/2022	Crafty School Crates	Cleared	\$1,059.10	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$273.01
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$373.77
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$412.32
2000051	5/31/2022	Bella Luna Toys, Inc.	Cleared	\$169.56	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$169.56
2000069	5/31/2022	Laura Fischer	Cleared	\$447.50	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$97.50
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$125.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$125.00
2000062	5/31/2022	Kateland Cunningham	Cleared	\$400.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$400.00
2000078	5/31/2022	Gracie Barra Yorba Linda	Cleared	\$704.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$176.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$176.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$176.00

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$176.00
2000123	5/31/2022	Edith Penn	Cleared	\$380.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$120.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$120.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$140.00
2000077	5/31/2022	Shanelle Gray Studios, Inc	Outstanding	\$350.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$350.00
2000124	5/31/2022	Rainbow Resource Center, Inc.	Cleared	\$279.69	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$262.09
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$17.60
2000063	5/31/2022	Classy Artist Box, LLC	Cleared	\$77.97	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$77.97
2000125	5/31/2022	Rhythms Performing Arts	Outstanding	\$450.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$250.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$200.00
2000064	5/31/2022	EdTech 101	Cleared	\$886.89	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$413.88
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$59.13
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$413.88
2000126	5/31/2022	Respectful Responsible Youth of America	Cleared	\$270.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$40.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$20.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$20.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$20.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$20.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$20.00

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$50.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$20.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$20.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$20.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$20.00
2000052	5/31/2022	Booklandia	Outstanding	\$375.03	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$143.10
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$57.53
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$174.40
2000080	5/31/2022	High Five Music Academy	Cleared	\$700.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$140.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$140.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$140.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$140.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$140.00
2000057	5/31/2022	Christie Johnson's Learning Center, LLC	Cleared	\$689.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$200.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$127.50
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$124.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$127.50
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$110.00
2000065	5/31/2022	Educational Development Corporation	Cleared	\$1,396.79	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$72.59

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$150.81
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$124.08
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$262.50
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$404.31
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$87.07
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$53.49
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$27.50
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$80.92
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$61.60
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$71.92
2000047	5/31/2022	Be A Maker Club, Inc.	Cleared	\$275.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$275.00
2000040	5/31/2022	A Tree of Knowledge Educational Services, Inc	Cleared	\$2,905.08	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$300.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$200.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$25.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$250.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$200.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$300.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$250.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$200.00

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$75.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$250.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$200.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$205.08
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$50.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$200.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$200.00
2000081	5/31/2022	Natalie S. Hale	Cleared	\$79.61	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$79.61
2000043	5/31/2022	Applause Music Academy	Cleared	\$292.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$146.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$146.00
2000058	5/31/2022	Jeanine C. Cook	Cleared	\$100.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$100.00
2000039	5/31/2022	Athena's Advanced Academy, Inc	Outstanding	\$1,808.99	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$59.80
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$19.67
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$262.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$49.83
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$49.83
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$59.80
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$49.83
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$49.83

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$19.67
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$149.50
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$262.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$149.50
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$59.80
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$59.80
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$59.80
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$19.67
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$49.83
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$64.83
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$314.00
2000042	5/31/2022	Aqua Wave Swim School	Cleared	\$114.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$114.00
2000079	5/31/2022	History Unboxed LLC	Cleared	\$395.62	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$164.84
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$230.78
2000122	5/31/2022	Play-based Learning Academy LLC	Cleared	\$275.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$275.00
2000121	5/31/2022	Precision Gymnastics	Outstanding	\$962.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$130.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$104.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$104.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$78.00

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$104.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$104.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$104.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$130.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$104.00
2000152	5/31/2022	Write On Webb	Cleared	\$319.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$94.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$118.75
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$106.25
2000055	5/31/2022	Bodynamics	Cleared	\$238.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$119.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$119.00
2000073	5/31/2022	Family Jam Voice Lessons Kimberly Reeves	Cleared	\$150.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$150.00
2000137	5/31/2022	Kathy Sierra	Cleared	\$175.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$105.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$70.00
2000138	5/31/2022	Teacher Synergy, LLC	Cleared	\$121.99	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$121.99
2000139	5/31/2022	Terra Arts Foundation	Outstanding	\$699.31	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$77.78
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$213.75
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$190.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$140.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$77.78

2000089	5/31/2022	KiwiCo, Inc	Cleared	\$738.94	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$344.90
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$337.15
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$56.89
2000045	5/31/2022	Annie's Wholesale	Cleared	\$90.51	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$90.51
2000090	5/31/2022	Kidz Rock LLC	Outstanding	\$360.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$180.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$180.00
2000141	5/31/2022	Think Outside, LLC	Outstanding	\$123.80	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$123.80
2000142	5/31/2022	Erin Tator	Cleared	\$483.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$67.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$67.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$80.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$67.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$45.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$45.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$67.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$45.00
2000140	5/31/2022	Tek4Kidz	Cleared	\$217.91	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$217.91
2000102	5/31/2022	Lanterns Global LLC.	Cleared	\$227.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$110.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$117.00
2000093	5/31/2022	Lil' Chef School	Cleared	\$606.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$152.00

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$75.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$152.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$75.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$152.00
2000103	5/31/2022	Mosaic Music Inc.	Cleared	\$498.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$210.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$140.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$148.00
2000091	5/31/2022	David Keller	Outstanding	\$320.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$320.00
2000104	5/31/2022	McRuffy Press, LLC	Outstanding	\$103.20	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$103.20
2000143	5/31/2022	Think Social Publishing, Inc.	Cleared	\$124.58	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$124.58
2000144	5/31/2022	Temecula Music Teacher, LLC	Cleared	\$1,332.25	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$115.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$115.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$230.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$143.75
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$230.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$143.75
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$143.75
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$96.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$115.00

2000105	5/31/2022	MoxieBox Art, Inc.	Cleared	\$202.42	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$202.42
2000106	5/31/2022	Miaplaza Inc.	Cleared	\$212.84	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$105.04
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$107.80
2000092	5/31/2022	Learn Beyond The Book	Cleared	\$4,090.01	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$98.75
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$74.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$140.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$98.75
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$98.75
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$88.75
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$88.75
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$98.75
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$88.75
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$98.75
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$88.75
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$98.75
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$75.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$62.50
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$98.75
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$98.75					
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$67.50					
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$82.50					

62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$82.50
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$74.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$92.50
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$79.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$68.75
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$88.75
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$79.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$82.50
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$131.25
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$106.76
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$98.75
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$98.75
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$98.75
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$98.75
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$79.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$75.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$88.75
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$140.00
62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$197.50

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$147.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$98.75
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$98.75
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$88.75
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$140.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$98.75
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$98.75
2000046	5/31/2022	Brain Builders STEM Education, Inc.	Outstanding	\$106.95	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$106.95
2000094	5/31/2022	Matthew Landin	Outstanding	\$1,239.95	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$135.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$159.95
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$270.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$270.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$135.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$135.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$135.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$135.00
2000108	5/31/2022	Moken Enterprises Inc	Outstanding	\$39.99	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$39.99
2000145	5/31/2022	Treetop Tutoring Center LLC	Cleared	\$157.50	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$157.50
2000146	5/31/2022	The Art in Science	Cleared	\$130.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$42.50
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$42.50

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$45.00
2000109	5/31/2022	Montessori Outlet Inc.	Outstanding	\$255.74	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$121.72
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$63.45
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$70.57
2000049	5/31/2022	Shanti Piper Provost	Cleared	\$225.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$225.00
2000147	5/31/2022	Valverde School of Performing Arts	Cleared	\$310.08	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$120.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$120.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$70.08
2000072	5/31/2022	Firestorm Freerunning Galaxy LLC	Outstanding	\$600.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$150.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$150.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$150.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$150.00
2000148	5/31/2022	Village Music School	Outstanding	\$1,471.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$182.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$205.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$164.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$182.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$164.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$164.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$205.00

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$205.00
2000110	5/31/2022	MyEduCrate	Cleared	\$164.11	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$164.11
2000107	5/31/2022	Money Munchkids	Cleared	\$293.17	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$67.87
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$70.70
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$148.62
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$5.98
2000041	5/31/2022	A+ In Home Tutors, Inc.	Cleared	\$1,240.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$130.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$130.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$70.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$260.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$390.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$260.00
2000070	5/31/2022	Fired Up Arts	Cleared	\$70.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$70.00
2000131	5/31/2022	Sylvan Learning Center (D.D. & S.)	Cleared	\$522.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$58.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$464.00
2000087	5/31/2022	Imagine Learning LLC	Outstanding	\$975.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$975.00
2000132	5/31/2022	Sylvan Learning - (Starwin)	Outstanding	\$1,127.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$539.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$588.00
2000088	5/31/2022	Jaime York Press Inc.	Outstanding	\$530.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$85.00

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$120.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$85.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$240.00
2000133	5/31/2022	SoCal STEM	Cleared	\$274.16	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$78.33
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$58.75
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$78.33
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$58.75
2000071	5/31/2022	Lesley Fisher	Cleared	\$2,293.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$149.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$360.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$500.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$257.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$257.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$350.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$420.00
2000044	5/31/2022	A+ Tutoring Inc.	Cleared	\$700.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$350.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$350.00
2000134	5/31/2022	Far East Learning Center, Inc.	Cleared	\$820.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$140.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$200.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$240.00

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$240.00
2000100	5/31/2022	Leading Note Studios, LLC	Cleared	\$157.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$157.00
2000101	5/31/2022	The Land of Storybooks	Outstanding	\$947.54	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$174.56
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$174.56
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$174.56
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$120.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$174.56
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$129.30
2000053	5/31/2022	Jamie Butterworth	Cleared	\$285.84	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$56.25
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$80.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$56.25
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$46.67
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$46.67
2000135	5/31/2022	Scholars Collective	Cleared	\$192.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$192.00
2000136	5/31/2022	Strongin' Math	Cleared	\$600.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$600.00
2000129	5/31/2022	Singapore Math Inc.	Cleared	\$117.78	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$102.78
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$15.00
2000130	5/31/2022	Scientifics Direct	Cleared	\$1,742.82	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$188.75
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$392.45

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$29.95
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$199.85
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$49.95
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$360.59
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$310.63
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$210.65
2000084	5/31/2022	Hurdles of Dyslexia	Outstanding	\$300.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$300.00
2000086	5/31/2022	International Language School For Children and Adults	Outstanding	\$626.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$50.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$260.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$260.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$56.00
2000099	5/31/2022	Amy Van Leuven	Outstanding	\$2,695.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$495.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$330.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$275.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$165.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$495.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$220.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$165.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$385.00

					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$165.00
2000048	5/31/2022	Big Little Ones, LLC	Cleared	\$628.15	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$103.85
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$144.80
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$130.85
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$103.85
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$144.80
2000060	5/31/2022	Chantel Molina	Cleared	\$1,680.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$220.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$120.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$160.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$120.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$220.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$160.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$360.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$160.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$160.00
2000059	5/31/2022	Kumon Math & Reading Center-Vacaville	Cleared	\$300.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$150.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$150.00
2000085	5/31/2022	Ivy Kids LLC	Cleared	\$245.55	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$131.70
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$113.85

2000128	5/31/2022	School Specialty LLC	Cleared	\$129.14	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$129.14
2000082	5/31/2022	Reading Horizons	Cleared	\$430.01	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$430.01
2000083	5/31/2022	Heather Hetrick	Cleared	\$70.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$35.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$35.00
2000127	5/31/2022	Rock n Tumble LLC	Cleared	\$378.00	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$72.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$72.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$90.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$72.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$72.00
2000098	5/31/2022	Liberty Gymnastics Training Center, Inc.	Outstanding	\$1,005.48	62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$83.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$99.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$123.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$186.48
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$103.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$166.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$79.00
					62-0000-3300-1000-4100-010-092-102	Approved Textbooks and Core Curricula Materials	\$166.00
Total Check Amount				\$847,826.20	Total GL Amount		\$847,826.20



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

Board Resolution 2022-06
Education Protection Account Funds

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

WHEREAS, Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution requires all districts, counties and charter schools to report on their Web sites an accounting of how much money was received from the EPA and how that money was spent.

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

BE IT FURTHER RESOLVED, that the Education Protection Account funds to be received by Compass Charter Schools of Los Angeles in FY 22-23, in the estimated amount of \$178,769, will be used solely for instructional non-administrative expenses; and

BE IT FURTHER RESOLVED, that the Education Protection Account funds to be received by Compass Charter Schools of San Diego in FY 22-23, in the estimated amount of \$2,525,884, will be used solely for instructional non-administrative expenses; and

BE IT FURTHER RESOLVED, that the Education Protection Account funds to be received by Compass Charter Schools of Yolo in FY 22-23, in the estimated amount of \$135,247, will be used solely for instructional non-administrative expenses; and

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

* * *

IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution at a regular Board meeting this 25th day of June, 2022.

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



Employee Handbook 2022-23

850 Hampshire Road, Suite R
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 also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from the School.

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, please complete the electronic acknowledgment form via the BambooHR system. 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);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- 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 county jail, or by a fine of one thousand dollars (\$1,000), or by both that imprisonment and fine.

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

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

Criminal Background Checks

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of scholars taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during their employment with the School, be arrested for, charged with, or convicted of any offense, the employee must immediately report as much to the Chief People Officer.

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 certificated staff (i.e., supervising teachers, counselors, academic administrators) 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 certificated staff member to ensure that all appropriate credentials and permits are cleared and/or 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:

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.

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 better practices or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

1. Remarks about the physical attributes or development of anyone.
2. Excessive attention toward a particular scholar.
3. 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 Human Resources Manager 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); sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex); 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 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 persons with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Human Resources Manager.

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

Prohibited Unlawful Harassment

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

Prohibited Unlawful Sexual Harassment

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

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

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

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. 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 Human Resources Manager. 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 parents in schemes for commercial gain thereby ensuring that professional relationships with scholars shall not be used for private advantage.
- Keep in confidence from third parties (outside of CCS) 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.
- Not post on the website or share with others pictures or depictions of scholars unless a 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 the 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 responsibilities on the basis of professional preparation and legal qualifications.
- Use honest and effective methods of administering educational responsibilities; conduct professional business through proper channels; use time granted for its intended purposes; not misrepresent conditions of employment; live up to the letter and spirit of contracts.

Whistleblower Policy

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

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

Drug- and Alcohol-Free Workplace

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

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

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

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

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

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

Confidential Information

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

Conflict of Interest

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

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

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

Nepotism Policy

CCS is committed to a policy of employment and advancement based on qualifications and performance. Due to potential for perceived or actual conflicts, such as favoritism or personal conflicts from outside the work environment, which can be carried into the daily working relationship, CCS will hire or consider other employment actions concerning relatives of persons currently employed only if:

1. Candidates for employment will not be working directly for or supervising a relative;
2. The relative will not be working within the same Division and or reporting to the same Supervisor; and
3. 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.

Non-Exempt Employee

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

Salaried Non-Exempt Employee

The designation of an employee as “salaried, non-exempt” 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 non-exempt.

Inactive Employee

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.

Vacant Positions

CCS believes in providing opportunities for employees to advance within the organization. All new and vacant positions will be announced for internal applicants through the School’s intranet and posted on the School website, including any job boards, for external applicants.

An employee in good standing will be considered as eligible if they meet the minimum qualifications for the position.

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.

Non-Exempt Employees

The regular workday schedule for non-exempt 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, will generally coincide with regular school hours, 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 non-exempt 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 their meal or rest periods, or take them in a timely manner, the employee must notify their 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 nonexempt employee shall be unpaid.

CCS will make reasonable efforts to provide employees who need lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Such a 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 for the start of the workday or any other work functions, including but not limited to required meetings or trainings, 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 People Officer will be considered a voluntary resignation from employment.

Timecards/Records

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

Non-exempt employees must accurately submit their hours worked on the day they worked via Time Tracking, as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The Time Tracking indicates when the employee arrived and when the employee departed. All non-exempt employees must submit their hours worked on the day they worked, for all paid work time including lunch.

Non-exempt employees are solely responsible for ensuring accurate timekeeping in the ADP 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 Operating Officer at the end of each pay period.

Non-exempt 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 timesheet. 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 CCS for access to School email, voicemail, or software provided to the employee by the School. Employees may not change or alter in any way the email signature for school email as determined by the School. No additional extraneous content may be added to the email signature unless requested by the Superintendent & CEO.
- Employees should not use personal devices or email accounts for School-related communications. Such communications should only take place using School-issued devices and via the employee's CCS email account.

Social Media Policy

Permissions

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

This policy applies to all full-time staff, part-time staff, and external contractors employed or providing services at CCS. Each and every employee and/or contractor should use the supplemental CCS

Social Media Handbook provided by the Marketing Department for additional guidance in administering the policy.

Guidelines

In the rapidly expanding world of electronic communication, social media can mean many things. Social media includes all means of communicating or posting information or content of any sort on the Internet, including to your own or someone else's web log or blog, journal or diary, personal 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 it to anyone outside of CCS or publish it 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 include but is not limited to: offensive posts meant to intentionally harm someone's personal or professional reputation, that belittles, degrades, harasses a co-worker, 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. Trade secrets may include information regarding the development of systems, processes, products, know-how, and technology. Do not post internal reports, policies, procedures, or other internal business-related, personnel, or scholar information that is or may be confidential in nature.

Do not create a link from your blog, website, or other social networking sites 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 Community Relations Coordinator 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 the 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 their 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 their duties away from their 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, vendors, 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;
 - a. Do not leave the computer or device for prolonged periods of time in a vehicle, especially in extreme temperatures;
 - b. Keep food and drinks away from all computers and devices and work areas;
 - c. Do not leave the computer or device unattended at any time in an unsecured location;
 - d. 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 their 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 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. Employees will agree to pay all costs associated with user-inflicted damage (as determined by the 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 their designee. Any user who violates any part of this policy will be subject to discipline, up to and including termination.

Computer and Device Care and Maintenance

- All computer stations are to be clean and well organized.
- All computers and devices must be maintained clean and damage-free. · There is to be no food or liquid on surfaces that share a computer or device. · Care should be taken to prevent animal hair, dirt, fine substances, and kids from damaging computers or devices.
- Mousepads 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 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 their 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 Learning

CCS believes in the continuing education of our staff. Professional learning funds will be allocated in the budget by division for the employees in that Division to use for either professional learning, conferences, workshops, or tuition reimbursement. In order to qualify for these funds, the employee must:

- Commit to staying with CCS for at least one (1) year post professional learning and 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 learning funds and leave CCS either voluntarily or involuntarily will be required to reimburse CCS the full amount of Professional Learning funds used. Repayment must be made immediately upon separation.
- All professional learning conferences or workshops must directly relate to the employee's current assignment. Employees will be expected to create a professional learning presentation and or webinar from their 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 their course work 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 any potential health or safety hazards, and all injuries or accidents immediately to the Chief Operations Officer.

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, exits, and service areas. Report any suspicious persons or activities to the Chief Operations Officer. Employee work areas or offices 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 Operations 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.

Work Environment

All employees are entitled to work in an environment that is safe and conducive to a happy and productive workflow. For that reason, employees are expected to work from a specific, pre-approved home office location that is safe, ergonomic, secure, and appropriate. The home office location must be located in California.

Employees must report to the School if they intend to work from San Francisco as the rules for their work conditions may differ based on San Francisco-specific municipal laws/ordinances.

Requests to work out-of-state based on military relocation orders or change of station should be submitted to the Chief People Officer at least ninety (90) days prior to the estimated move date. Employees must include the date, location, and any other applicable details so information can be reviewed and submitted for approval from the Superintendent & CEO.

Employees must separate vacation/away time and work time and may not schedule an overlap of vacation and work time (e.g., going on vacation but working as needed without taking leave) as it can be distracting and disruptive to the workflow and place the employee in a non-approved work location not covered by the School's workers' compensation insurance coverage. For the employee's own safety and the continuity of school operations, such an overlap should be avoided.

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 non-exempt 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. All salaried staff are considered to be exempt employees unless otherwise indicated. California overtime laws – as well as other wage and hour laws requiring meal and rest breaks – do not apply to exempt employees. Non-exempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek apply in calculating overtime for nonexempt employees. Company Holidays or any Paid Time off is not included in the overtime pay calculation. CCS will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the Chief Operating Officer. CCS provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

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

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

Paydays

All full and part-time employees of CCS are paid on the 10th and 25th 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 Operations Officer as soon as possible.

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 People Officer will discuss the situation with the employee.

Administrative Fees

CCS may charge employees up to \$1.50 per deduction as administrative costs are 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 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 backups 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 worksite and the location of the business function being attended. If employees depart from or return to their home instead of their worksite, 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, include the reason for purchase, estimated cost, and include an amount not to exceed, and submit to the 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 the 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 the employee for the actual cost of breakfast not to exceed \$18.00 per day; lunch not to exceed \$19.00 per day, and dinner not to exceed \$28.00 per day, and the actual cost of tax and gratuity for such. The School incurs the actual cost of these items, not to exceed \$65.00 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 their supervisor as soon as possible; and (2) assist in arranging for another employee to attend in their place. An employee who fails to attend conferences that have been paid for by the School shall lose their 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 their 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 carriers, porters, hotel staff (bellhops and house cleaners), as well as ATM fees, bank fees, and check cashing fees are included in the daily incidental amount. As applicable, receipts must be provided to obtain reimbursement.

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

Health Care Insurance Coverage for Regular, Full-Time Employees

CCS offers certain insurance benefits that may include medical, dental, vision, and disability insurance benefits to its regular, full-time employees. Regular, full-time employees 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 People Officer.

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 benefits 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 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, their 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 their spouse become divorced or legally separated; · The employee becomes eligible for Medicare coverage, but their 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 their 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 their 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) becomes 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 utilize the school's Performance Management System to set, and manage performance goals. Employees will meet with their supervisor to set performance goals and schedule follow-up meetings throughout the school year. Performance plans are intended to make employees aware of their progress, areas for improvement, objectives or goals for future work performance, and provide coaching, support, and resources as needed. 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.

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 People Officer. Only the Chief People Officer 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 the following conditions:

1. Be a full-time employee scheduled to work 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 after the holiday or using a paid sick leave day (except for employees inactive on leave). Employees on leaves of absence (FMLA, CFRA, ADA, FEHA, etc.) are considered inactive and are ineligible for holiday pay.

Qualifying regular full-time and salaried exempt employees will receive the following paid holidays:

- Independence Day (twelve-month staff)
- Labor Day
- 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
- Juneteenth

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.

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

Floating Holidays

Regular full-time and salaried exempt employees will receive the following floating holidays:

- One (1) day for the employee's birthday
- One (1) day for the employee's work anniversary
- One (1) additional day to be taken before or after a holiday
- One (1) day for religious or spiritual observance (cannot be combined with the floating holiday taken before or after a holiday)

Employee use of a floating holiday must be scheduled and approved in advance by their immediate supervisor. Floating holidays for birthdays or anniversaries must be utilized within thirty (30) days of the employee's birthday or anniversary or the holiday will be forfeited.

Floating holidays are not vacation. If unused, floating holidays do not accrue, cannot be cashed out for extra pay during the pay period, nor will they be paid out upon separation from employment.

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 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 or their family member, or if CCS or an employee's child care provider's business is closed due to a public health emergency, an accident involving the employee's person or property or the person or property of an immediate family member, adoption of a child, the birth of child making it necessary for an employee who is the parent of the child

to be absent from their position during work hours, personal legal matters, religious observances, and business matters that cannot be conducted outside of the workday

Paid sick leave is available to all CCS employees. All full-time employees shall accrue one day per month which will accrue at the rate of four (4) hours per pay period. Part-time employees will accrue sick leave on a pro-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 three (3) or more consecutive days due to illness are 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 will not be 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 their 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 their 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.
9. Sick pay accrued during any period of unpaid leave only until the end of the month in which unpaid leave began.

Employment during Leave

No employee, including employees on Catastrophic Illness/Injury 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.

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/CFRA leave in any twelve (12) month period for the purposes enumerated below.

Employee Eligibility Criteria

To be eligible for FMLA/CFRA 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 leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of CFRA where the School must only have at least five (5) employees).

Events That May Entitle an Employee to FMLA/CFRA Leave

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA/CFRA 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 each will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.
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).
 - i. 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,

- ii. including, but not limited to, treatment for substance abuse.
 - iii. "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.
 - iv. "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.
 - v. "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. A qualifying family member may also include a parent-in-law, grandparent, grandchild, or sibling for CFRA purposes.
 4. 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 additional FMLA leave in a single twelve (12) month period to provide said care. CFRA does not provide leave specific to caring for a service member.
 5. 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. For CFRA purposes, this may also include a domestic partner.

Amount of FMLA/CFRA Leave Which May Be Taken

1. FMLA/CFRA 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/CFRA 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 may 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 and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.
4. If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA 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 or CFRA leave entitlement. Similarly, if an employee uses FMLA/CFRA 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/CFRA Leave

1. An employee on FMLA/CFRA leave because of their own serious health condition must use all

- accrued paid sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA/CFRA 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/CFRA leave for baby-bonding or to care for a qualifying family member with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave.
 3. If an employee has exhausted their sick leave, leave taken under FMLA/CFRA shall be unpaid leave.
 4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA or CFRA leave. Sick pay accrues during any period of unpaid FMLA or CFRA 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/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA 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/CFRA 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 their 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 their FMLA/CFRA 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/CFRA 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/CFRA leave, or other circumstances beyond the control of the employee.

Seniority

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

Medical Certifications

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

3. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion
4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA/CFRA Leave

1. An employee should request FMLA/CFRA leave by completing a Request for Leave form and submitting it to the Chief People Officer. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA/CFRA 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 their qualifying family member. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA 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/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, 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/CFRA 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/CFRA 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/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA 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/CFRA leave period, an employee 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/CFRA leave.
2. When a request for FMLA/CFRA leave is granted to an 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/CFRA leave taken because of their own serious health condition, the employee must obtain a certification from their 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 an accommodation

cannot be made, the employee will be medically separated from the School.

Employment during Leave

No employee, including employees on FMLA/CFRA 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 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:
 - a. The employee is taking leave under the California Family Rights Act.
 - b. There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
 - c. There is a non-pregnancy related medical condition requiring further leave. Any other circumstance beyond the control of the employee.

Seniority

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

Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider. 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 the expiration of the time estimated by the healthcare provider. Failure to submit the required recertifications can result in termination of the leave.

Requesting and Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Chief People Officer. 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.
 - c. 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 an 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 worker's compensation benefits to which they may be entitled, employees will need to:

- Immediately report any work-related injury to the Chief Operating 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 Operating 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 their shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by their personal physician at their 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 per year. 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 person living in the immediate household of the employee.

If an employee requires more than 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) 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 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. Employees shall receive up to five (5) days of pay when taking School Appearance and Activities Leave. Full-time employees shall receive up to forty (40) hours of paid time off, and part-time employees shall receive a prorated amount, based on their Full-Time Equivalency (FTE).

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 the School Appearance and Activities Leave time off bank 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 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, stalking or other crimes. 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, that of the employee's child or children or when a person whose immediate family member is deceased as the direct result of a crime. A crime includes a crime or public offense that would constitute a misdemeanor or felony if the crime had been committed in California by a competent adult, an act of terrorism against a resident of California (whether or not such act occurs within the state), and regardless of whether any person is arrested for, prosecuted for, or convicted of, committing the crime. 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:

- a. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
- b. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
- c. 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.
- d. Any other form of documentation that reasonable verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized under the law.

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 People Officer thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from 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 People Officer.

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. Unprofessional conduct.
3. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties, or responsibilities.
4. 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.
5. Acceptance, from any source, of a reward, gift, or other forms of remuneration in excess of \$100.00, in addition to regular compensation to all staff.
6. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
7. Fighting or instigating a fight on School premises.
8. Violations of the drug and alcohol policy include 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.
9. Actions which constitute an unwholesome influence on scholars or other staff members, such as harassment, which includes sexual harassment.
10. Using or possessing firearms, weapons, or explosives of any kind on school premises.
11. Gambling on school premises.
12. 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.
13. Electronically clocking for another employee or permitting or arranging for another employee to record your clock time.
14. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
15. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
16. Excessive absenteeism or tardiness excused or unexcused.
17. Posting any notices on School premises without the prior written approval of management, unless posting is on a School bulletin board designated for employee postings.
18. Immoral or indecent conduct.
19. Conviction of a criminal act, especially a felony, or conviction of a misdemeanor involving moral turpitude.
20. Engaging in sabotage or espionage (industrial or otherwise)
21. Violation of the sexual harassment policy.
22. Violation of the School's policies regarding discrimination, harassment, or retaliation.
23. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.

24. . Sleeping during work hours.
25. Release of confidential information relating to staff, scholars or CCS without prior authorization from the Human Resources Department and/or the Superintendent & CEO.
26. Any other conduct detrimental to other employees or the School's interests or its efficient operations.
27. Any willful act of conduct undertaken in bad faith, either during or outside of duty hours, which is of such a nature that causes discredit to the School.
28. Violation of any federal, state or local laws affecting the School or the employee's employment or fitness for employment with the School.
29. Failure to comply with the School's safety protocols and procedures.
30. Refusal to speak to supervisors or other employees.
31. Dishonesty.
32. 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 People Officer regarding their intention as far in advance as

possible. At least two (2) weeks' notice is expected whenever possible.

When an employee terminates 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.

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 Human Resources Team 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 Human Resources Team:

1. The complainant will bring the matter to the attention of a member of the Human Resources Team 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 their complaint to writing, indicating all known and relevant facts. The Human Resources Team will then investigate the facts and provide a solution or explanation.
3. If the complaint is about the Chief People Officer, the complainant may file their 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 their 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 a member of the Human Resources Team or Superintendent & CEO (if the complaint concerns the Chief People Officer) 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, the Human Resources Team shall abide by the following process:

1. The Human Resources Team shall use their 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 Human Resources Team finds that a complaint against an employee is valid, the Human Resources Team) may take appropriate disciplinary action against the employee. As appropriate, a member of the Human Resources Team may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. A member of the Human Resources Team 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 member of the Human Resources Team 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 Human Resources Manager 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: _____



K-12 Online Learning Program Scholar Handbook 2022-23

CCS of Los Angeles * CCS of San Diego * CCS of Yolo

Board Approved: June 25, 2022

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Letter from the Superintendent & CEO

Dear Scholars and Learning Coaches:

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

CCS Vocabulary

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

Board Policy Manual – A written document which includes all of the Charter School’s board approved policies. It can be located on our website by clicking “About Us” -> “Governance” -> “Board of Directors” -> “Board Policy Manual.”

Charter – A written document, much like a contract, outlining the rights and obligations of a non-profit organization, company or school. In the case of charter schools, it is often a school district who approves the charter (in compliance with state laws). The charter allows a charter school to operate with some freedoms that district schools do not have, however strong academic results and promises made in the charter must be met as part of that contract.

Learning Coach - Parents and guardians are known as the “Learning Coach” for their children, and they are an integral part of their children’s success at Compass. Since we are a personalized learning public charter school, much of the learning is facilitated by the learning coach in collaboration with a supervising teacher.

Learning Management System (“LMS”) - A computer program used to deliver education courses from the teacher to the scholar. It helps keep the learning organized and allows the teacher to create, adjust, and assign lessons and grades to the scholar.

Learning Period (“LP”) - The span of time between which a supervising teacher and scholar connect to review the learning for that time period when work assignments begin and when they are given to the teacher for evaluation.

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

Student Information System (“SIS”) - The system that Compass uses to manage the data of each scholar such as attendance, grades, courses, enrollment information, etc. The system used by Compass is called School Pathways.

Supervising Teacher (“ST”) - For our Online Learning Program, we assign a credentialed ST to support and guide each scholar on their educational journey.

Western Association of Schools and Colleges (“WASC”) - A committee of educators from within the region who evaluate and approve schools for accreditation based on the organization's criterion. One of their purposes is to ensure educational best practices. University of California schools has a policy that requires all schools to be accredited in order to establish and maintain an A-G course list.

At CCS, we work diligently to provide a high quality of support to both our scholars and their families. To that end, we are proud of the extremely positive feedback we receive from parents and scholars. As a charter school, it is important that we all work together for the future of our scholars. Compass Charter Schools of Los Angeles, Compass Charter Schools of San Diego and Compass Charter Schools of Yolo are proud to be building excellence with our district partners, Acton-Agua Dulce Unified School District, Mountain Empire Unified School District and Winters Joint Unified School District.

We have a great leadership team:

Dr. Aviva Ebner, our Assistant Superintendent & Chief Academic Officer

Online Learning Program

Mrs. Janae Smith, our Director

Mrs. Jennifer Tatum, our Online K-8 Coordinator

Mrs. Elaine Amari, our Online High School Coordinator

I encourage you to visit our website, under About Us -> Meet Our Team, to learn more about our terrific teachers along with our great support staff who are here to help guide your educational experience at Compass Charter Schools!

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

Forever Loud & Proud,

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

Mission Statement

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

Vision Statement

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

Core Values

Achievement
Communication
Integrity
Respect
Teamwork

Scholar Profile

The Compass Profile defines the aspirational, whole-learner outcomes, centered on attending to the social, emotional, cognitive, and mental health needs of all scholars:

- Community Leader - I understand that I am a member of a global society and feel a sense of responsibility to make a contribution both at the local level and in the wider world.
- Effective Collaborator - I participate in collaborative forums, to build understanding of concepts and to complete authentic tasks; communicating effectively (using active listening, striving to understand others, and seeking to be understood), thereby creating a safe environment in which everyone feels valued and inspired to achieve a common goal.
- Confident Learner - I strive to be my best self and recognize my purpose and value both in and outside of school; thinking critically and skillfully to evaluate data and information as a guide to my beliefs and actions.
- Innovator - I seek to create something new and better in service of achieving my goals; synthesizing information and exploring multiple perspectives to find creative and realistic solutions.

Pledge of Excellence

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

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

“Independent study in the state of California is defined as non-classroom based instruction. Non-classroom based instruction includes, but is not limited to, independent study, home study, work study, distance and computer-based education.

We the undersigned pledge to the following in the operation and management of our charter schools offering independent study:

1. As operators of high-quality public charter schools offering independent study, we stand united behind the elements of integrity, trust, quality, and value in the operation of our schools. We know that offering personalized learning options meets the scholar where they are, aligns with what they individually need, while creating an academic program that is relevant, rigorous, and aligned to 21st Century learning.
2. As operators of high-quality public charter schools offering independent study, we stand united in managing schools that are fiscally responsible in the use of public tax dollars in our care. We value the use of independent auditors that review our financial and operational activities annually and showcase reports that are exception--free. This speaks to the commitment that we hold on financial accountability and operational integrity.
3. As operators of high-quality public charter schools offering independent study, we stand united in our efforts to operate schools that model strong integrity, value and utilize solid business practices, and abide by all rules and regulations placed upon us by school districts, regional Offices of Education, and the California Department of Education.
4. As operators of high-quality public charter schools offering independent study, we stand united believing that the actions of a few rogue charter school operators do not reflect, align, or mirror anything about our programs. Having individuals or the media drawing comparisons speaks to either the fact that they don't know what we do or they are acting on rumor and innuendo in these conversations.
5. As operators of high-quality public charter schools offering independent study, we stand united in stating clearly that we are here for one purpose: educating scholars. Our resource centers, school sites, and classrooms are solely for the purpose of academic programming for the benefit of scholars in our care. Our commitment to scholars does not center on money, influence, or politics.
6. As operators of high-quality public charter schools offering independent study, we stand united in offering high quality programs that exist to offer innovative and tested methods of instruction and self-paced learning. We have proof by our results that we are helping scholars to think, communicate, and achieve.
7. As operators of high-quality public charter schools offering independent study, we stand united in following the state law in the operation of resource centers and school sites.

Our commitment to excellence is unwavering and our focus on scholars is what motivates us to create, manage, and grow public charter schools within the space of independent study.”

Description of Program

Compass is one of California's leading public charter schools serving scholars throughout the state in transitional kindergarten (“TK”), kindergarten (“K”), and grades one (1) through twelve (12). We are an exclusively virtual, personalized learning program. We recognize that in education one size does not fit all and have two (2) great academic programs to serve scholars: the Options Learning Program and the Online Learning Program. This Scholar Handbook is specific to the Online Learning Program, which

serves scholars in kindergarten (K) and grades one (1) through twelve (12). Compass is designed and organized to serve scholars and families who have chosen a unique educational setting that can meet an individual scholar's needs.

A prospectus, including a description of the curriculum along with titles, descriptions, and instructional aims of every course offered by Compass, is available for review upon request. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

Compass is an academic program, and we are proud of the rich, rigorous, standards-based program we provide. Because we are an exclusively virtual public charter school, we utilize many digital tools and platforms. For example, parent workshops, clubs, parent teacher conferences, and synchronous academic instruction are conducted virtually. These digital tools allow us to enhance our scholars' learning, as well as the relationships and communication we have with them and each other. While a virtual community is important to us, we also seek to build in-person communities with a variety of events, workshops, and field trips.

Enrollment Requirements

General Requirements

- A scholar must be five (5) years of age on or before September 1st in order to be admitted to kindergarten at any time during that school year. For those young scholars who will turn five between September 2 and February 2, they can enroll in Transitional Kindergarten through the Options Learning Program. A scholar's age cannot exceed 19 years for initial enrollment unless the scholar has been continuously enrolled in a public school while 19 years of age and making satisfactory progress toward graduation; if a scholar was not attending public school at any time after their 19th birthday, they may not enroll with CCS.
- A scholar must have completed the CCS enrollment process, submitted the applicable compliance documents, and signed a Master Agreement prior to starting courses.
- In accordance with Education Code Section 51747.3, a scholar must reside within the county in which the specific CCS school of anticipated enrollment is authorized, or a contiguous county to the county in which the CCS school of anticipated enrollment is authorized.
- A scholar may only be enrolled in CCS and not concurrently enrolled in another school, public or private (unless prior permission is given for a community college).

Immunization Requirements

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend school unless they meet the requirements for an exemption. Immunization records are required for all incoming scholars. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all scholars, the Charter School follows and abides by the health standards set forth by the state of California. The immunization status of all scholars will be reviewed periodically. Those scholars who are not in compliance with the State guidelines must be excluded from classroom-based instruction until the requirements are met unless otherwise exempt. Scholars who have been exposed to a communicable disease for which they have not

been immunized may be excluded from classroom-based instruction at the discretion of the Charter School.

These required immunizations include:

Child's Grade	List of shots required to attend school
TK/K-12 Admission	<ul style="list-style-type: none"> ● Diphtheria, Tetanus, and Pertussis(DTaP) - Five (5) doses ● Polio - Four (4) doses ● Measles, Mumps, and Rubella (MMR) - Two (2) doses ● Hepatitis B (Hep B) - Three (3) doses ● Varicella (chickenpox) – Two (2) doses <p>NOTE: Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after the fourth birthday. MMR doses must be given on or after the first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.</p>
Entering 7th Grade	<ul style="list-style-type: none"> ● Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose ● Varicella (chickenpox) - Two (2) doses <p>NOTE: In order to begin 7th grade, scholars who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements listed for grades K-12 as well as requirements for 7th grade advancement (i.e., polio, MMR, chickenpox and primary series for diphtheria, tetanus, and pertussis). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.</p>

Learning coaches are asked to provide proof of immunizations upon registration in order to maintain updated records. All scholars must be fully immunized in accordance with the California Health and Safety Code and the California Code of Regulations with the following exceptions:

1. Scholars who show proof of a medical exemption by a physician licensed to practice medicine in California pursuant to Health and Safety Code Section 120370;
 - Commencing January 1, 2021, the California Department of Public Health standardized medical exemption form shall be the only documentation of a medical exemption that the School shall accept.
 - On and after July 1, 2021, the School shall not unconditionally admit or readmit, or admit or advance any scholar to 7th grade, unless the scholar has been fully immunized or files a California Department of Public Health standardized medical exemption form as required by law.
 - Medical exemptions issued before January 1, 2020 will continue to remain valid until the child enrolls in the next grade span, defined below.
2. Scholars who are enrolled in a home-based private school or independent study program and do not receive any classroom-based instruction.
 - A scholar who has not received all of the required immunizations will not be eligible to attend classes at a Charter School resource center unless the scholar is otherwise exempt under #1 or #3.
3. Scholars who, prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school in California stating beliefs opposed to immunization, and who provides said letter or affidavit to the CCS, shall be allowed to enroll at the CCS without being fully immunized until the scholar enrolls in the next grade span pursuant to Health and Safety Code Section 120335(g);
 - “Grade span” means each of the following:
 - Birth to Preschool.
 - Kindergarten and grades 1 to 6, inclusive, including transitional kindergarten.
 - Grades 7 to 12, inclusive.

If there is good cause to believe that a child has been exposed to a disease listed in subdivision (b) of Section 120335 and documentary proof of immunization status does not show proof of immunization against that disease, that child may be temporarily excluded from classroom-based instruction until the local health officer is satisfied that the child is no longer at risk of developing or transmitting the disease.

CCS shall immediately admit a foster child, as defined in Education Code Section 48853.5(a), and a homeless child, as defined in Section 11434a(2) of Title 42 of the United States Code, regardless of whether the foster or homeless child’s immunization records are not available or are missing. However, this does not alter CCS’s obligation to obtain immunization records for foster and homeless scholars or to ensure the full immunization of foster and homeless scholars as required by law.

This Policy does not prohibit a scholar who qualifies for an individualized education program (“IEP”), pursuant to federal law and Education Code Section 56026, from accessing any special education and related services required by the scholar’s individualized education program.

Any scholar leaving the United States for a visit to any country considered by the Center of Disease Control and Prevention (“CDC”) to have an increased risk of TB exposure MUST call the County Tuberculosis Clinic for a TB Screening upon return.

A copy of the complete Immunization Policy is available upon request at the Central Office and on the School’s website within the Board Policy Manual (Section 20).

Oral Health Exam Requirements

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

Diabetes

The Charter School will provide an information sheet regarding type 1 diabetes to the parent or guardian of a scholar when the scholar is first enrolled in elementary school, pursuant to Education Code Section 49452.6. The information sheet shall include, but shall not be limited to, all of the following:

- A description of type 1 diabetes.
- A description of the risk factors and warning signs associated with type 1 diabetes.
- A recommendation that parents or guardians of scholars displaying warning signs associated with type 1 diabetes should immediately consult with the scholar's primary care provider to determine if immediate screening for type 1 diabetes is appropriate.
- A description of the screening process for type 1 diabetes and the implications of test results.
- A recommendation that, following a type 1 diagnosis, parents or guardians should consult with the scholar's primary care provider to develop an appropriate treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.

A copy of the information sheet regarding type 1 diabetes is available at: [LINK]. Please contact the Central Office if you need a copy of this information sheet or if you have any questions about this information sheet.

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade scholars, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

- A description of type 2 diabetes.
- A description of the risk factors and warning signs associated with type 2 diabetes.
- A recommendation that scholars displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
- A description of treatments and prevention of methods of type 2 diabetes.
- A description of the different types of diabetes screening tests available.

A copy of the information sheet regarding type 2 diabetes is available at:
<https://www.cde.ca.gov/ls/he/hn/type2diabetes.asp>.

Physical Examinations and Right to Refuse

All scholars must complete a health screening examination on or before the 90th day after the scholar's entrance into first grade or such scholars must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to scholars enrolled in kindergarten, or a California public school for the first time. If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

A parent/guardian having control or charge of any child enrolled in CCS may file annually with the Superintendent & CEO a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return for classroom-based instruction until the school authorities are satisfied that any contagious or infectious disease does not exist.

Mental Health Services

CCS recognizes that unidentified and unaddressed mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, scholar attrition, homelessness, incarceration, and/or violence. Access to mental health services at CCS and in our community is not only critical to improving the physical and emotional safety of scholars, but it also helps address barriers to learning and provides support so that all scholars can achieve success in school and life. The following resources are available to your scholar:

Available through CCS:

- **School-based counseling services** – your scholar is encouraged to directly connect with their school counselor. Our team of school counselors are trained and qualified to provide education, prevention, intervention and referral services to scholars and their families. Each counselor works directly with scholars in various capacities to foster positive growth while also offering support to learning coaches with managing emotions, coping with crises, overcoming barriers to learning, as well as, providing relevant academic, college and career readiness, and social emotional development. Although our school counselors do not provide long-term mental health therapy, we do provide a comprehensive school counseling program designed to meet the equitable needs of all scholars.
- **Special education services** – if you believe your child may have a disability, you are encouraged to directly contact the Special Education Department at (855) 937-4227 to request an evaluation.

Available in the Community:

- Community resources are listed on the school website under Counseling Services.

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Call, text or chat 988. Services available 24 hours.
- Crisis Text Line - Text HOME to 741741- Crisis Text Line fields messages about suicidal thoughts, abuse, sexual assault, depression, anxiety, bullying and more.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. Available at (866) 488-7386 or visit <https://www.thetrevorproject.org/>.
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all scholars may be vulnerable. CCS believes it is a priority to inform our scholars about (1) prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social medial and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, CCS will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. If you choose to opt out your child from all or part of the instruction, send an email to your scholar’s supervising teacher stating so. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on CCS’s website for your review.

Tobacco-Free Schools

Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and the breathing of secondhand smoke. The Charter School provides instructional programs designed to discourage scholars from using tobacco products. The Charter School’s Governing Board recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with the goals of CCS to provide a healthy environment for scholars and staff.

In the best interest of scholars, employees, and the general public, the Board therefore prohibits the use of tobacco products at all times on Charter School property and in Charter School vehicles. This prohibition applies to all employees, scholars, visitors, and other persons at school or at a school-sponsored activity or athletic event. It applies to any meeting on any property owned, leased, or rented by or from CCS.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. Smoking or use of any tobacco-related product is also prohibited within 250 feet of the youth sports event in the same park or facility where a youth sports event is taking place. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited.

The Superintendent & CEO or designee shall inform scholars, parents/guardians, employees, and the public about this policy. All individuals on Charter School premises share in the responsibility of adhering to this policy. Additionally, Charter School will post signs stating "Tobacco use is prohibited" prominently at all entrances to school property. A copy of the complete Policy is available upon request at the Central Office and on the School's website within the Board Policy Manual.

Surveys About Personal Beliefs

Unless you, the parent or guardian, give written permission, your child will not be given any test, questionnaire, survey, or examination containing any questions about your child's, or their parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion.

Free and Reduced-Price Meals

Pursuant to California Law, CCS shall provide two (2) nutritionally adequate meals to each scholar who requests a meal without consideration of the scholar's eligibility for a federally-funded free or reduced-price meal, with a maximum of one free meal per meal service (breakfast and lunch) each school day on which the scholar is scheduled for two or more hours of educational activities at a school site, resource center, meeting space or other satellite facility operated by the Charter School. This shall apply to all scholars. Applications for federal meal reimbursement are included during the enrollment and re-enrollment process through the application of an income and household size survey. All families are encouraged to complete the application form in order to include as many eligible scholars as possible. Completed application forms can be returned to the Central Office.

The Charter School also maintains a School Wellness Policy pursuant to state and federal requirements. A copy of the complete Policy is available upon request at the main office and on the school website within the CCS Board Policy Manual.

Income and Household Size Survey

Public schools may qualify for several federal and state grants based on annual population demographics. By completing this survey during the enrollment and re-enrollment process families can help the Charter School attain additional resources necessary to serve all scholars. Generally, schools with families that have eligible incomes based on the free and reduced lunch qualifiers may support these additional grants. Please note, funding determinations are based upon the total number of scholars that qualify. The information submitted in this survey is a confidential educational record and therefore protected by all relevant federal and state privacy laws that pertain to educational records including, without limitation, the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended (20 U.S.C. § 1232g; 34 CFR Part 99); Title 2, Division 4, Part 27, Chapter 6.5 of the California Education

Code, beginning at Section 49060 et seq.; the California Information Practices Act (California Civil Code Section 1798 et seq.) and Article 1, Section 1 of the California Constitution.

School Safety Plan

The Charter School has established a Comprehensive School Safety Plan. The Plan is available upon request at the Central Office and on the school website within the CCS Board Policy Manual.

Pregnant and Parenting Scholars

The Charter School recognizes that pregnant and parenting scholars are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting scholar is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the scholar's physician, which the scholar may take before the birth of the scholar's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the scholar who gives or expects to give birth and the infant, and to allow the pregnant or parenting scholar to care for and bond with the infant. The Charter School will ensure that absences from the scholar's regular school program are excused until the scholar is able to return to the regular school program or an alternative school program.

Upon return to school after taking parental leave, a pregnant or parenting scholar will be able to make up work missed during their leave, including, but not limited to, makeup work plans and re-enrollment in courses. Notwithstanding any other law, a pregnant or parenting scholar may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the scholar to be able to complete any graduation requirements, unless the Charter School determines that the scholar is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the scholar's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting scholars may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

J.J. Lewis | Superintendent & CEO
 850 Hampshire Road, Suite R
 Thousand Oaks, California 91361
 (818) 824-6233
jlewis@compasscharters.org

A copy of the UCP is available upon request at the Central Office and on the school website within the CCS Board Policy Manual. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Superintendent & CEO.

Master Agreement

To attend CCS, each scholar, learning coach (parent/legal guardian), and supervising teacher shall sign a Master Agreement (“MA”) prior to the first day of courses each school year. This is a legal document and must be signed, dated, and returned to CCS. No scholar or learning coach will have access to the curriculum until the MA is signed and returned. Failure to sign and return an MA within the first three (3) days of the scholar start date will result in a mandatory meeting with the Superintendent & CEO or designee. The signed MA is the agreement that the scholar and learning coach sign to demonstrate their intention to continue enrollment in CCS. All scholars enrolled in CCS must sign a new Master Agreement each school year.

An addendum must be submitted if changes are made in courses, supervising teachers, or grade level during the school year. This document also requires that each scholar, Parent/Legal Guardian, and supervising teacher sign, thus approving the changes. An updated MA must be submitted if changes occur to the scholar’s physical address that results in an interdistrict school transfer.

Teacher Qualification Information

As the Charter School receives Title I federal funds through the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”), all parents or guardians may request information regarding the professional qualifications of supervising teachers and/or paraprofessionals, including at a minimum:

1. Whether the scholar’s teacher:
 - a. Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - c. Is teaching in the field of discipline of the certification of the teacher; and
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Superintendent & CEO at (855) 937-4227 info@compasscharters.org to obtain this information.

Internet Service

Participation in CCS requires an Internet connection. The nature of the CCS program requires that scholars and learning coaches log onto the online school each day to receive curriculum, lesson plans, school communications, and other necessary resources, as well as to log attendance and submit assignments. Basic Internet service is available free of charge for all enrolled scholars who wish to utilize it. Learning coaches who wish to request Internet service reimbursement will need to fill out the appropriate forms which are available on the school website. Alternatively, a learning coach may opt to independently purchase an internet connection. Internet Safety Policy

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

Computers

CCS has computers available for loan free of charge to all learning coaches seeking a computer for their scholar(s)’s use during the school year. Learning coaches who wish to borrow a computer from CCS will need to fill out the appropriate forms which are available on the school website. All requests for loaner computers shall be honored. Faculty, staff, or other scholars shall not be notified that a scholar is using a loaner computer unless such disclosure is necessary for maintenance and asset management. Learning coaches will be expected to monitor their scholar’s use of the loaned computer to ensure appropriate use for educational purposes. Please be advised that the computer remains school property and there is no reasonable expectation of privacy. When a scholar graduates or disenrolls from CCS, the loaner computer (and all other school property) must be returned.

Incoming Scholar Grade Level Placement Policy

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

K - 8th Grade

- Incoming scholars will be placed at their age-appropriate grade level, but not below or above grade level, unless the previous school has officially approved a retention or promotion (official documentation from the school is required).
- If the grade level placement the learning coach desires differs from that indicated in the prospective assignment, the situation must be discussed with the Director of Online learning prior to making the change on the Master Agreement. The Director will make a recommendation for the Superintendent & CEO or designee who shall make the final decision.

Middle School (6th-8th Grade)

An incoming 6-8th grade scholar must provide the most recent report card and current progress report, if enrolling during the school year, in order to determine appropriate placement. Failure to do so does not delay enrollment, but will delay the appropriate placement of the scholar into courses. If a scholar has not attended school for an entire academic year or more, appropriate placement will be reviewed by the Director of Online Learning and Director of Counseling Services. Scholars may be required to take assessments to determine appropriate placement.

High School (9th-12th Grade)

An incoming 9-12th grade scholar must provide official transcripts, the most recent report card, and current progress report, if enrolling during the school year, in order to determine appropriate placement. Failure to do so does not delay enrollment, but will delay the appropriate placement of the scholar into courses.

Upon enrollment, high school scholars will be placed into courses according to the credits the scholar has earned at previous schools and takes into account appropriate course level sequencing in order to meet graduation requirements.

Policy on Promotion and Retention

Promotion to the next grade level upon completion of the school year is dependent upon the grades earned. Scholars must pass a minimal number of core curriculum courses (i.e. mathematics, science, social science, and language arts) and successfully complete any prescribed school year academic instructional support programs. Scholars who are at risk of retention will be provided with programs of supplemental instruction during the school year. Scholars who do not make satisfactory progress each year are at risk of being retained.

For scholars qualified under the Individuals with Disabilities Education Act (“IDEA”), any decisions regarding retention or promotion will be made by the Individualized Education Program (“IEP”) team in an IEP meeting. For scholars with a Section 504 Plan, any decisions will be made by the Section 504 team in a 504 meeting.

If a parent/guardian is initiating a request for a retention consultation, or a promotion to “skip” a grade level, such a request must be made in writing to the scholar’s supervising teacher and program Director.

The complete CCS scholar Promotion and Retention Policy is available at the Central Office or on the school website within the CCS Board Policy Manual.

Benchmark Testing

All scholars will be required to take a benchmark assessment in math and reading in order to determine a baseline of proficiency levels at the beginning of the school year. They will be assessed again in December, prior to winter break, and again at the end of the school year. Pursuant to CCS’s Independent Study Board Policy, scholars are required to participate in benchmark assessments, as detailed in the Master Agreement, in order to determine satisfactory educational progress. If a scholar fails to or declines to participate in benchmark assessments, this will trigger CCS to conduct an evaluation to determine whether it is in the best interests of the scholar to remain in independent study.

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

Scholar Expectations

- Attend live, once monthly Connections Meetings with your ST.
- Attend live, real-time virtual classroom sessions (Learning Labs) as required.
- Attend live, real-time Q&A sessions as needed or as requested by the teacher to receive additional support and instruction.
- Attend all applicable support sessions (e.g.. English Language instruction/tutoring, MTSS tutoring, or counseling sessions) as requested by CCS staff.
- At a minimum, work approximately one (1) hour per subject or up to six (6) hours per day. The amount of time a scholar spends per subject will vary based on individual scholar strengths.

- Complete all required assignments according to the daily plan/pacing guidelines provided, and reach out to your ST with questions to ensure success.
- Do your own work. Do not plagiarize. All scholars are required to follow and be aware of the Academic Dishonesty Plagiarism Policy.
- Be an active and engaged learner. Take notes, ask questions, and complete all assignments.
- Proactively communicate with teachers, counselors, and administration as needed. Respond to all communication within 24 hours.
- If technical difficulties arise with CCS-issued computers, contact the IT Department immediately to resolve the issue.
- Scholars are required to log in and complete daily course work to adhere to the CCS Attendance Policy.
- Create a daily schedule to ensure all assigned work is completed.
- If a scholar participates in extracurricular activities, the scholar is expected to maintain appropriate course progress and submit work timely.
- Notify the Records Department within five (5) business days if there is a change of address, phone or email.
- Be respectful, and follow the CCS ARTIC core values in interactions with fellow scholars, learning coaches, faculty, and staff.
- Participate in the required internal benchmark assessments, and all state testing, e.g. CAASPP, and the Physical Fitness Test (PFT), if applicable...

Learning Coach Responsibilities

- Attend monthly ST Connection Meetings along with your scholar(s)
- Communicate regularly with all school staff, including your scholar's supervising teacher.
- Be respectful and follow the CCS ARTIC values in interactions with CCS staff.
- Complete and sign Activity Logs daily.
- Check email and phone messages daily (including any automated messages about scholar attendance and/or progress as well as all CCS communication including Monday Morning Updates and the quarterly newsletter and respond promptly if a response is required.
- Maintain reliable contact information on record at the school. Inform the Records Department within five (5) business days of any changes to contact information, including phone, email, or address.
- Create a home environment that is conducive to learning. This includes a regular schedule, eliminating distractions, and being a guiding presence in your scholar's daily school life by preparing for learning. Encourage and help the scholar to be actively involved in the learning process.
- Keep informed of news and information about the school through communication from staff and newsletters.
- Notify your ST of any extended family travel, except during normal school vacations and holidays, at least two (2) weeks prior to leaving.
- Alert administration if you do not hear back from a scholar's teacher within 48 hours.
- Be present in your scholar's daily school life.
- Ensure the scholar works daily, Monday through Friday, for sufficient time to ensure success (4-6 hours daily) and is prepared and ready to learn every day.
- Maintain high expectations for the scholar and monitor their progress on a daily and weekly basis and initiate conversations about progress before there is an issue.

- Support your scholar to attend synchronous learning sessions, all support sessions, and open office hours as requested by CCS staff
- Become familiar with the CCS grading system, making sure to understand the difference between “progress” grade and “final” grade.
- Ensure that the scholar follows the instructions of their teachers and advisor.
- Work in partnership with CCS teachers and counselors to support the scholar.
- Ensure school property is treated with respect and used for appropriate educational purposes. Support the scholar’s participation in benchmark assessments and state testing. Establish “rewards” and “consequences” for meeting or not meeting expectations. Setting and reaching goals and then celebrating those goals can motivate scholars toward success.

Virtual Classroom and Session Expectations

CCS will follow discipline procedures, including suspension and expulsion procedures, in accordance with the CCS charter and the Charter School policy as it pertains to violations to any of the following expectations:

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

A copy of CCS’s full Suspension and Expulsion Policy is available on the school website or at the Central Office, as well as within this Handbook.

Attendance

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

Independent Study attendance credit is based upon the scholar’s daily engagement in instructional activities required by the school (assignments) on days that school is in session (Monday through Friday, non-holidays) and further determined based upon the time value of the scholar’s work product, judged at the discretion of the supervising credentialed teacher. A copy of the Charter School’s full

Independent Study Policy is available on the School website within the CCS Board Policy Manual or at the Central Office.

Activity Logs

The learning coach and scholar must ensure that activity logs are accurate, marking activity each day in the relevant subject areas. Activities may include virtual course sessions, outside course sessions, lessons at home, field trips, etc. This log is a mandatory requirement and must be updated daily and signed by the learning coach or authorized contact each Learning Period

Blanks on the activity log from lack of educational activity for the day or from lack of connections with the ST are considered absences. All absences are unexcused.

Body of Work Requirements

In order for attendance credit to be given and to monitor scholar academic progress, a representative body of work must be provided to the teacher through the learning management system (“LMS”) when requested and in accordance with the frequency, time, and manner specified in the Board Policy on Independent Study and the applicable provisions of the Master Agreement.

If the ST requires further or alternate work as part of the body of work to determine attendance or grades, those must be provided within three (3) days of the request.

STs will give scholars due dates and the quantity and descriptions of the body of work that should be submitted in accordance with the Independent Study Board Policy.

It is essential that the body of work is submitted on time. Failure to do so can result in academic or disciplinary sanctions, including truancy.

Virtual Classroom Attendance “Learning Labs”

All CCS teachers provide live Learning Labs each week within each content area and/or grade level. The sessions allow scholars to interact with their teachers and be instructed in real time. All scholars are expected to participate in the Learning Lab sessions for each of their courses.

Q&A Sessions/Office Hours

The remaining days of web-based instruction hosted by teachers are “office hours” or Q&A sessions. Teachers host regularly scheduled Q&A sessions each week where scholars can receive tutoring and assistance on coursework in real time. Scholars are also encouraged to schedule appointments outside of the scheduled Q&A if the teacher’s schedule does not work with theirs or if they need additional support.

Homeroom Instruction

Opportunities for synchronous instruction and daily live interaction shall be made available to scholars in accordance with the Independent Study Board Policy. Supervising teachers will be providing homeroom instruction for their roster scholars to participate in grouped, synchronous instruction daily for T-3rd grades and weekly for grades 4-12.

Missed Assignments/Truancy

As per the independent study policy, after five [5] missed assignments, in five [5] school days, the scholar will be considered truant and an evaluation will be conducted by CCS to determine whether it is in the best interest of the scholar to remain in independent study. Similarly, if the ST determines that satisfactory educational progress is not being made, the ST shall notify the scholar and learning coach and conduct an evaluation pursuant to the Independent Study Policy to determine whether it is in the best interest of the scholar to remain in the program.

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

Connection Meetings

Learning coaches and scholars will attend scheduled connection meetings every month with the supervising teacher. During connection meetings, the personalized learning plan (PLP) will be completed and reviewed. Scholars will showcase their learning during the connection meeting through presenting work products that highlight academic progress. Goals that ensure scholar success will also be created and reviewed during connection meetings. Teachers are available to meet with learning coaches and scholars in addition to these formal connection meetings throughout the school year by request.

State Standardized Testing

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

- Grade 5, 8, 11 and 12 - California Science Test (“CAST”). Grade 12 scholars will take the CAST if they have not previously taken it.
- Grades 3-8, and 11 - SBAC Testing (California Assessment of Student Performance and Progress: “CAASPP”) - ELA and math
- Grade 5, 7, 9 - Physical Fitness Test (“PFT”)
- English Language Learners: English Language Proficiency Assessments for California (“ELPAC”)

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

95% on any state testing. If a school has less than 95% of its scholars participate in any assessment, the school receives a serious penalty by the state of California or federal government. The state of California has changed how it calculates the academic indicator for schools on the California Dashboard. California is now required to apply a penalty to the calculation of the Academic Indicator for any school that does not reach that 95% requirement. The state will assign the Lowest Obtainable Scale Score (LOSS) to each scholar needed to bring the participation rate of the school, district, and/or scholar group to 95 percent. This is akin to assigning a score of zero to each scholar who doesn't take the CAASPP. Please note, though, that scholars who did not test will NOT receive a LOSS on their individual California Assessment of Student Performance and Progress (CAASPP) scholar score reports - this impacts the school as a whole, not the individual scholar or the CAASPP Student Score Data File. Our state test scores are shared with our authorizing school districts that, under recent legislation, have the ability to deny the renewal of a charter school without further intervention. If a charter school's state test participation rate is low, the authorizer may be more likely to decline charter renewal. CCS administers all state standardized tests at sites geographically placed among our scholar locations. A testing schedule will be provided to our learning coaches. Individual scholar performance results on statewide assessments will be distributed to both learning coaches and STs and on the California Department of Education's ("CDE") web page at <http://www.cde.ca.gov/ta/>. Notwithstanding any other provision of law, a learning coach's written request to CCS officials to excuse their scholar from any or all parts of the CAASPP assessments, including CAST, shall be granted.

Tests Proctored by Agencies Other Than CCS

Advanced Placement ("AP")

A program offering college-level curricula and examinations to high school scholars. American colleges and universities often grant placement and course credit to scholars who obtain high scores (typically scores of 3 or better) on the examinations. The AP curriculum for each of the various subjects is created for the College Board by a panel of experts and college-level educators in that field of study. For questions on AP testing, registration and locations, please speak with the AP Coordinator.

Preliminary Scholastic Aptitude Test ("PSAT/NMSQT")

The PSAT/NMSQT is the Preliminary SAT/National Merit Scholarship Qualifying Test. The test is usually taken in the junior year as practice for the SAT and is used to qualify scholars for the National Merit Scholarship. The PSAT is offered nationally every year in October. For questions on PSAT testing, registration, fee waiver and locations, please contact the College & Career Readiness Counselor.

Scholastic Aptitude Test ("SAT")

A nationwide test used by some institutions to help determine college and university admission eligibility. However, please be advised that The California State University (CSU) and University of California (UC) no longer utilizes the SAT in determining admission eligibility for their campuses. The SAT is offered and administered by the College Board. It is the scholar's responsibility to register and pay for this test. The test may be taken more than once. There are several different test dates between August and June. Scholars are encouraged to take the SAT as early as May or June of their junior year. Apply online at www.collegeboard.com. For questions on SAT testing, registration, fee waivers and locations, please contact the College & Career Readiness Counselor.

American College Test (“ACT”)

A nationwide test used by some institutions to help determine college and university admission eligibility. However, please be advised that The California State University (CSU) and University of California (UC) no longer utilizes the ACT in determining admission eligibility for their campuses. The ACT test content consists of English, math, reading, and science. There is also a writing portion available which many colleges require. There are several dates between September and July (different dates than the SAT). Scholars may take the test more than once. Apply online at www.actstudent.org. For questions on ACT testing, registration, fee waivers and locations, please contact the College Career Readiness Counselor.

California High School Proficiency Examination (“CHSPE”)

A test for scholars who need to verify high school level skills to earn the legal equivalent of a high school diploma. Scholars eligible to take the CHSPE must be at least 16 years of age and have been enrolled in the 10th grade for at least one (1) academic year, or will have completed one (1) academic year of enrollment in the 10th grade at the end of the semester during which the CHSPE regular administration (Spring/Fall) will be conducted. Prior to registering for the exam, please contact your counselor. For more information, visit <https://www.chspe.net/>.

College Level Examination Program (“CLEP”)

A credit by examination program that allows participants to demonstrate college level mastery of introductory courses and possibly earn college credit (note: high school credit is not awarded). Policies for accepting CLEP college credits vary from college to college, so please check with the targeted college first.

General Educational Development Test (“GED”)

A test which may be taken by scholars 18 years of age or older and no longer enrolled in high school for the purpose of earning a California High School Equivalency Certificate. Prior to registering for the exam, contact your counselor. For more information, visit <https://ged.com>.

High School Equivalency Test (“HiSET”)

Must be a California resident or a member of the Armed Forces to take this exam. A scholar must meet state eligibility requirements. Please view the link for details. Prior to registering for the exam, contact your counselor. For more information, visit <http://hiset.ets.org/requirements/ca>.

Contact Information & Communication Procedures

Methods of Communication

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

Email Expectations

- For the protection and safety of our staff and scholars, all scholars must use their school-issued CCS scholar email for all communication, access to live sessions via Zoom, CCS online platforms, such as Google Classroom, virtual workshops, engagement events, and more.
- We request that scholars (6-12th) and learning coaches use separate email addresses for email

communication. The CCS issued email address is to be the primary email for all scholar communications (including 6-12). Learning coaches will need to use their own email addresses for email communication and cannot use the scholar's email address to communicate.

- All scholars are expected to communicate respectfully with school staff and peers through all methods of communication by using appropriate language. Failure to do so may result in disciplinary action.
- Scholars are expected to reply to communication from school personnel within 24 hours.
- All scholars should include their name and grade when they are emailing school staff.

Unable to Contact

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

Notification Regarding Change of Contact Information

As stated in the Master Agreement Acknowledgement of Responsibilities, it is the responsibility of parents, guardians or adult foster care caregiver to inform the school of any change of address, telephone number or emergency information. Parents must provide a manner to receive both written (U.S. Mail) and oral communication (telephone, cell, email) regarding their child(ren). For the protection of the scholar's health and welfare, and to facilitate immediate communication with the parent/legal guardian or caregiver, CCS, in accordance with Education Code Section 49408, requires the parent/legal guardian to provide current emergency information in the online enrollment application at the time of enrollment. Every parent/legal guardian or caregiver must complete an online enrollment application for each scholar at the time of enrollment. Emergency information should include, but is not limited to the following:

- Home address and current telephone, including cell phone
- Employment/business addresses and phone numbers
- Relative/Friend's name, address, and telephone numbers authorized to pick up and care for the scholar in an emergency situation, if the parent/legal guardian cannot be reached.

This information must be updated with the Records Department within five (5) business days to ensure timely communication with CCS staff. In order to request a change of contact information, the learning coach must complete the Change of Contact Information Form which is located on the Schools' website.

Parents of scholars with disabilities should also have the name of any other designated adult who can receive their child in case of an emergency. Scholars will only be released to a person listed on the emergency card unless the parent/legal guardian has provided written authorization on a case-by-case basis during testing and/or other engagement or enrichment events. Parents are required to update this information at least twice (2) per school year. The emergency phone number for the parents and relatives/friends and all other information, such as name or address can be changed through the [Change of Information Form](#) found on our website.

Proof of Residency

Learning Coaches must notify the Records Department to provide a proof of new residence. A form to submit these changes can be found on the School's website under Parent/Scholar Resources. Learning Coaches must complete the [Change of Information Form](#) to update their address and provide an updated proof of residence attached or emailed to records@compasscharters.org.

Academic Program

AVID

Advancement Via Individual Determination ("AVID"), is a college readiness system for elementary-aged scholars through higher education that is designed to increase school-wide learning and performance. The AVID College Readiness System ("ACRS") accelerates scholar learning, uses research-based methods of effective instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change. While typically found in brick-and-mortar schools, Compass is proud to be one of a select few who are offering this program online.

The AVID curriculum, based on rigorous standards, is driven by the Writing, Inquiry, Collaboration, Organization and Reading ("WICOR") method. AVID curriculum is used in AVID elective courses and in content-area courses (English language arts, math, science, and social studies) in AVID schools. Our teachers use AVID strategies in all of their instructional practices. s. Our scholars in 7th-12th grade may enroll in the AVID elective courses.

Scholar Recognition

- Core Values (ARTIC) Awards are designed to celebrate scholars who exemplify CCS' ARTIC Values. These are awarded by teacher recommendation two times per year, once in the first semester and once in the second semester.
- Firebird of the Year is awarded by teacher recommendation based on demonstration of CCS' ARTIC values and being a scholar of the month recipient.
- Golden State Seal Merit Diploma (12th) - The Golden State Seal Merit Diploma is an award given to recognize public school graduates who have demonstrated their mastery of the high school curriculum in at least six (6) subject matter areas, four (4) of which are English language arts, mathematics, science, and U.S History, with the remaining two (2) subject matter areas selected by the scholar. The Golden State Seal Merit Diploma insignia is affixed to the diploma and transcript of each qualifying scholar. Seal should continue to be awarded to qualifying scholars per California Education Code Section 51454.
- Honor Roll recognition is awarded each semester to scholars who have earned a minimum 3.5 rubric average (TK-5) or a minimum 3.5 GPA (6-12).
- NHS Lifetime members must be inducted into CCS NHS Chapter and stay compliant with service hours as well as meeting attendance for 3+ Semesters
- Perfect Attendance award is given to scholars who attend 100% of the days during the award period.
- Presidential Award for Educational Achievement (Silver Seal) (8th, 12th) recognizes scholars who show outstanding education growth, improvement, commitment or intellectual development in their academic subject, but who do not meet the criteria for the President's Award for Educational Excellence. Teacher and Coordinator recommendation required.

- Presidential Award for Educational Excellence (Gold Seal) (8th, 12th) recognizes academic success by either grade point average of 90 on 100 scale, A- on letter scale, or 3.5 on a 4.0 scale, PLUS high achievement on state or nationally normed reading or mathematics examinations (or) recommendations of a teacher plus one other staff member).
- Samaritan Award recipients must complete 50 hours of community service and apply for the award in order to be considered for this achievement.
- Scholar of the Month is awarded by teacher recommendation based on demonstration of CCS' ARTIC values.
- State Seal of Biliteracy (12th) - The State Seal of Biliteracy is an award given in recognition of scholars who have attained a high level of proficiency in two (2) or more languages. The State Seal of Biliteracy takes the form of a gold seal that appears on the transcript or diploma of the graduating senior, and is a statement of accomplishment for college admissions and future employers. Seal will be awarded to qualifying scholars per California Education Code sections 51460–51464.
- State Seal of Civic Engagement (11-12th) - The State Seal of Civic Engagement is an award given in recognition of scholars who demonstrate excellence in civics education and participation, and an understanding of the United States Constitution, the California Constitution, and the democratic system of government. The State Seal of Civic Engagement takes the form of a seal that appears on either the scholars' transcript or diploma and is a statement of accomplishment for college admissions and future employers. The State Seal of Civic Engagement will be awarded to qualifying scholars per Education Code sections 51470–51474
- Teacher (ST) recognition awards will be determined based on recommendations and will highlight additional scholar success.
- Finding Your Compass, A Counseling Award - This recognition will be awarded to scholars that have consistently committed to their personal growth, academic development, school community, and college-career readiness through their participation in a minimum of 10 direct counseling services during the school year; such as learning labs and small group sessions. This will be awarded at the end of the school year.

Additional information about our recognition program can be found on our website. For the most up to date list of our scholar awards, please visit the Parent & Scholars section of our website.

Progress Monitoring/Reports

“Snapshots” of scholar progress can be viewed in the Parent Scholar Portal and/or shared by teachers on an ongoing basis.

Quarterly progress reports are sent for all scholars who are “at risk” of not earning 70% in courses. These quarterly reports are sent by the grade level administrator. Follow up meetings may be required once these progress reports are sent to scholars and learning coaches.

Multi-Tiered System of Support

A Multi-Tiered System of Supports (“MTSS”), including Response to Intervention (“RTI”), Social Emotional Learning (“SEL”), and Positive Behavioral Intervention and Support (“PBIS”), is a systematic multi-tiered model which targets behavioral, social, emotional, and academic support for scholars. MTSS

establishes a process for providing increasing levels of instructional time and intensity whereby the needs of all learners are identified and supported early and effectively.

MTSS provides high quality standards-based core instruction and the use of data to identify scholars for appropriate acceleration and intervention. The MTSS model advances academic and behavioral achievement through frequent progress monitoring, ongoing data collection and analyses as well as providing immediate, evidence-based intervention.

In order to best support our scholars and ensure they are achieving academically and socially/emotionally, scholars receive support from different tiers throughout the framework.

The three (3) components within the CCS MTSS framework are:

- Informal and Formal Assessments
- Internal Benchmark Assessments
- CAASPP State Testing

High-Quality, Evidence-Based Instruction

- Tier 1 - Core Instruction (80%--universal interventions)
- Tier 2 - Supplemental Instruction (15%--targeted group interventions)
- Tier 3 - Intensive Instruction (5%--intensive individual interventions)

Data-Based Decision Making

- Leadership meets regularly to assure outcomes are achieved.
- Academic support sessions, social emotional learning, and behavioral groupings are provided on a regular-basis and supported by our Scholar Success Coordinator, and our Counseling Services Department through daily workshops and check-ins. Scholars invited to these support sessions are strongly encouraged to attend.

Grades

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

Teachers are responsible for setting objective standards for grading assignments and shall make these standards known to the learning coaches and scholars. Teachers are responsible for assigning grades to the scholars in their courses. Once assigned, a grade shall be final unless it comes to light that the scholar engaged in fraud or cheating, or if a mistake was made by the teacher assigning the grade. If the scholar or learning coach wants to challenge a grade, they may follow the process outlined within the School's Educational Records and Scholar Information Policy which is located within the CCS Board Policy Manual.

Kindergarten-5th Grading Policy

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

4- Exceeds: Scholar exceeds standards and expectations. Scholar is on track to move on to the next grade level.

3- Meets: Scholar meets standards and expectations. Scholar is on track to move on to the next grade level.

2- Nearly Meets: Scholar nearly meets standards and expectations. This may result in a scholar being retained at their current grade level or will be asked to complete the remainder of the course work the following school year.

1- Does Not Meet: Scholar has completed below 59% of subject units and does not meet standards and expectations. This may result in a scholar being retained at their current grade level or will be asked to complete the remainder of the course work the following school year.

6-8 Grading Policy

Middle School Course Placement

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

Middle School Course Scheduling

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

Middle School Grading Scale

A standard percentage scale is used school-wide to determine grades. This ensures a standard of excellence toward which each scholar may strive to achieve. CCS does not use a plus/minus grading scale.

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

Withdrawn (“W”) - This grade will be given when a scholar withdraws from CCS prior to completing 100% of the coursework.

Middle School Subject Requirements

An updated course list can be found on the School’s website.

9-12 Grading Policy

High School Graduation Requirements

Subject Requirements	Total Credits
English (4 Years Required)	40
Science (2 Years Required: Life & Physical Science)	20
Mathematics (3 Years Required; minimum Geometry)	30
History/Social Science (3 Years Required)	30
Foreign Language (1 Year Required)	10
Visual and Performing Arts (1 Year Required)	10
Physical Education (2 Years Required)	20
Health (1 Semester Required)	5
Electives	55
Total	220

High School Course Scheduling

When selecting courses each year, remember that course selection is a collaborative process that involves the scholar, learning coach, and counselor to ensure proper placement. Our academic program utilizes semester scheduling. No extensions are provided and all end dates are final.

High School Grading Scale

Credit is earned for cumulative grades of A through D in all courses. Each semester course receives 5 credits for each course passed. Honors and Advanced Placement courses are weighted on a 5.0 scale. CCS does not use a plus/minus grading scale.

LETTER GRADE	PERCENTAGE	COLLEGE PREP	HONORS/AP
		Unweighted GPA	Weighted GPA
A	90-100	4	5
B	80-89	3	4
C	70-79	2	3
D	60-69	1	1
F	BELOW 60	0	0

Withdrawn (“W”)- This grade will be given when a scholar withdraws from CCS prior to completing 100% of the coursework.

Incomplete (“I”) grades will be granted only under extenuating circumstances and must be brought by the ST to the Director of Online Learning and Director of Counseling Services who shall make the final decision.

Final Exam Policy

All scholars in grades 9-12 are required to take all end of unit or module exams as well as semester final examinations in all courses. Scholars may not “test out” of courses by only taking a final examination.

Repeat Policy

Scholars may repeat a course to improve their GPA only if the original grade was a D or F. To be accepted by the UC/CSU system, scholars may repeat the course only once. Once a course has been repeated, the grade earned in the original course will remain on the transcript, but will display with the CCS repeat code, as well as “0.00” credits earned. The original course will not be included in the computation of the GPA. The course taken to remediate the D or F will be displayed with the grade and credits earned.

High School Course Placement Guidelines

Course placement is based upon review of scholar's assessments, transcripts, and teacher recommendations. All scholars must meet specific course prerequisites for all subject areas.

Advanced Placement

According to the College Board, Advanced Placement ("AP") is for ALL scholars—but scholars should be ready. Scholars do not need to be top of the course to be an AP scholar, but they will want to be prepared for the AP course they choose. Some AP courses have recommended courses they should take first, and all AP courses ask that they come willing to do their best work.

9th Grade Mathematics Placement Policy

CCS recognizes that scholar achievement in math is important for preparing scholars for success after high school. The purpose of this policy is to create a fair, objective, and transparent procedure for placement in math courses for scholars entering 9th grade, in order to ensure the success of every scholar and to meet the Legislative intent of the California Mathematics Placement Act of 2015. CCS' complete policy is located within the CCS Board Policy Manual.

In determining the mathematics course placement for entering 9th grade scholars, Compass Charter Schools systematically takes multiple objective academic measures of the scholar's performance into consideration, including:

- Statewide mathematics assessments, including interim and summative assessments through the California Assessment of Student Performance and Progress ("CAASPP")
- Internal assessments that are aligned to state-adopted content standards in mathematics
- Classroom assignment and grades
- Final grade in mathematics on the scholar's official, end of the year 8th grade report card
- Results from all placement checkpoints, including at least one (1) placement checkpoint within the first month of the school year

The Superintendent & CEO or designee shall examine aggregate scholar placement data annually to ensure that scholars who are qualified to progress in mathematics courses based on their performance on objective academic measures included in this policy are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. Compass Charter Schools shall annually report the aggregate results of this examination to the Board of Directors.

Course Schedule Changes

Scholars need to plan their schedule carefully since schedule changes can only be processed within the first ten (10) calendar days from the start date of the course. Any additional schedule changes after this time frame will be reviewed on an individual basis.

Acceptable course schedule changes:

- Improper course placement
- Credit previously earned for the course
- Course prerequisites not met

ACOP – Accelerated Course Options Learning Program

This program allows scholars to accelerate and advance academically or recover unearned credits in their high school courses by adding additional credits to their schedule per semester. A scholar may add an additional course to their schedule no later than four (4) weeks prior to the end of a semester. Eligibility is dependent upon 75% completion in all other courses with good academic standing.

A scholar may add two (2) additional courses to their schedule no later than eight (8) weeks prior to the end of semester. Eligibility is dependent upon 50% completion in all other courses with good academic standing.

Counselor approval is required to participate in the program.

Counselors may approve a special circumstance request when a scholar may be eligible for additional course(s).

Community College Courses

In some cases, it is possible for high school scholars to enroll concurrently at a community college. Please see the school's complete Concurrent Enrollment Policy for additional information about taking community college courses. The complete policy can be found on the school's website in the Board Policy Manual.

A-G Requirements

The University of California ("UC") must approve courses to meet A-G subject requirements that appear on the institution's A-G course list. UC schools and California State Universities ("CSU") check if freshmen applicants have taken courses from the A-G course list to meet admission requirements. 15 year-long courses must be completed with a C or better and 11 courses must be completed before the senior year. (Note: Scholars will only be awarded A-G credit for courses and providers included in the [Compass Charter Schools A-G Course Lists](#))

California College Admission Information

University of California and California State University "A-G" Admission Requirements

U.S. History/Social Science 1 Year of World History 1 Year of U.S. History OR 1 Semester of U.S. History & 1 Semester of Civics or 1 Semester of American Government	2 Years
English	4 Years

Math <i>Algebra I, Geometry, Algebra II, etc.</i>	3 Years (4 Years Recommended)
*Laboratory Science (1 year of life science, 1 year of physical science) <i>Biology, Chemistry, Physics</i>	2 Years (3 Years Recommended)
*Visual and Performing Arts	1 Year
Foreign Language	2 years in the same language (3 years recommended)
College Preparatory Electives <i>(Yearlong Course)</i> <i>Visual and Performing Arts, History, English, Social Science, Advanced Math, Lab Science, Languages other than English</i>	1 Year
Courses are found on the UCOP website https://hs-articulation.ucop.edu/agcourselist	
All courses must be on the College Preparatory, Honors, or AP level with a grade of "C" or better. http://www.universityofcalifornia.edu/ www.calstate.edu/apply	

Cal Grant Program for College

A Cal Grant is money for college that does not have to be paid back. To qualify, a scholar must meet the eligibility and financial requirements as well as any minimum grade point average ("GPA") requirements. Cal Grants can be used at any University of California, California State University, or California

Community College. Some independent and career colleges or technical schools in California also take Cal Grants.

In order to assist scholars applying for financial aid, all 12th grade scholars are automatically considered a Cal Grant applicant and each 12th grade scholar's GPA will be submitted to the California Student Aid Commission ("CASC") electronically by a school. A scholar, or the parent/guardian of a scholar under 18 years of age, may complete a form to indicate that they do not wish for the school to electronically send CASC the scholar's GPA. Until a scholar turns 18 years of age, only the parent/guardian may opt out for the scholar. Once a scholar turns 18 years of age, only the scholar may opt out themselves, unless the parent/guardian remains their educational rights holder. The scholar can also opt in if the parent/guardian had previously decided to opt out the scholar. All 12th grade scholars' GPA will be sent to CASC by October 1 of each year. Scholars currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the scholar (or parent, if the scholar is under 18) has opted out by or before February 1.

Information Regarding Financial Aid

The Charter School shall ensure that each of its scholars receives information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application, as appropriate, at least once before the scholar enters 12th grade. The Charter School will provide a paper copy of the FAFSA or the California Dream Act Application upon request.

- The FAFSA form and information regarding the FAFSA are available at:
 - <https://studentaid.gov/h/apply-for-aid/fafsa>
- The California Dream Act Application and information regarding the California Dream Act is available at:
 - <https://www.csac.ca.gov/post/resources-california-dream-act-application>

CCS CEEB Codes

A CEEB code is a standardized ID number that is assigned to a high school, college or university. These codes are used to identify the high school a scholar attends. The CEEB code is needed for college entrance exams such as the SAT or ACT.

CCS School Name	CEEB Code
Compass Charter Schools of Los Angeles	054907
Compass Charter Schools of San Diego	054738
Compass Charter Schools of Yolo	053634

NCAA – The National Collegiate Athletic Association

The National Collegiate Athletic Association ("NCAA") is an athletic association that consists of three (3) divisions (division I, II, and III) and oversees 23 college sports. For current NCAA academic requirements, visit eligibilitycenter.org. CCS scholars are eligible for scholarships to play sports at the collegiate level.

Additional Information about the Academic Program

Concurrent/Dual Credit Enrollment

Concurrent enrollment in another public or private K-12 school is prohibited at CCS. If a scholar is found to be enrolled in two (2) schools they will be withdrawn from CCS using the involuntary removal process outlined within this Handbook.

Transfer Credits

Transfer credits are awarded based upon official transcripts from previous schools. Transcript analysis may require CCS to perform research and contact previous schools to determine eligibility of transfer credits.

Homeschool Credit Transfer

All scholars from non-accredited/independent homeschool situations must provide records which include transcript (showing courses completed), a description of the curriculum, a copy of the Private School Affidavit, and work products for review by CCS administration.

International Records

International records may require translation and/or evaluation prior to being considered for transfer credits. International transcripts and supporting documentation will be reviewed in order to grant appropriate credit for subjects studied in other countries. The transcripts must show that subjects were studied at the secondary level. Credits will be granted for subjects equivalent to the courses listed in the course catalog in meeting graduation requirements.

Transcripts/Records

To request transcripts and/or records, please submit a completed request form located on our website. Transcript requests are processed within ten (10) business days and records within five (5) business days. Outstanding CCS fees and/or materials may delay processing of requests.

Transcripts reflect both a weighted and unweighted grade point average (GPA):

- Traditionally, GPA is calculated on an unweighted scale. Unweighted GPA is measured on a scale of 0 to 4.0. It doesn't take the difficulty of a scholar's coursework into account. An unweighted GPA represents a 4.0 whether it was earned in an honors course or a lower level course.
- Weighted GPA takes into account course difficulty rather than providing the same letter grade to GPA conversion for every scholar. Weighted GPA is measured on a scale of 0 to 5.0 and is only provided for Advanced Placement and Honors level courses.

Note: CCS policy is to not rank scholars by GPA.

Work Permits

Scholars under the age of 18 must obtain a work permit from CCS after securing an opportunity for employment. Please visit <https://www.cde.ca.gov/ci/ct/we/workpermitsforstudents.asp>, https://www.dir.ca.gov/dlse/Application_for_Entertainment_Work_Permit_for_Minor.htm for more information. You can also see the School's complete Work and Entertainment Permit Policy for

additional information about obtaining a work permit. The complete policy can be found on the school's website in the Board Policy Manual.

English Language Development (“ELD”)

Compass is committed to the success of its English Learners (“EL’s”) and support will be offered both within academic courses and in supplemental settings via live instruction with EL tutors for English language acquisition and development. Compass will meet all applicable legal requirements for EL’s as they pertain to annual notification to parents, scholar identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Compass will implement policies to assure proper placement, evaluation, and communication regarding EL’s and the rights of scholars and parents.

Adult Scholars (18 Years of Age and Older)

Scholars who are 18 years of age or older have many legal rights and responsibilities, such as the ability to sign legal documents, including but not limited to medical releases and IEPs. However, adult scholars must continue to follow policies in place for all scholars at CCS, including attendance and discipline policies.

In order for CCS to release any information related to the adult scholar's academics to their designated learning coach and/or parent(s)/guardians, we must first receive permission from the adult scholar to do so. This release form can be found on our parent/scholar portal or by contacting the Records Department.

California Healthy Youth Act

The California Healthy Youth Act requires that comprehensive sexual health education and human immunodeficiency virus (“HIV”) prevention education be taught to scholars at least once in middle school and once in high school, beginning no later than grade seven. Instruction and materials must be medically accurate, objective, age-appropriate and inclusive of all scholars, as defined by law. The law requires that instruction and materials must encourage scholars to communicate with parents, guardians or other trusted adults about human sexuality. Learning coaches can preview the School Health course syllabus and scope and sequence by request.

A parent/learning coach of a scholar has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent (“opt-out”) process. The Charter School does not require active parental consent (“opt-in”) for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be

taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:

- a. The date of the instruction
- b. The name of the organization or affiliation of each guest speaker
- c. Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure scholars' health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the scholar's attitudes concerning or practices relating to sex) may be administered to scholars in grades 7-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A scholar may not attend any course in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on scholar health behaviors and risks, if the Charter School has received a written request from the scholar's parent or guardian excusing the scholar from participation. An alternative educational activity shall be made available to scholars whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Scholars with Special Needs

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

CCS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the School. Any scholar who has an objectively identified disability which substantially limits a major life activity, including, but not limited to, learning is eligible for accommodations by CCS. The learning coach of any scholar suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation in writing to the scholar's Teacher, Counselor, or directly to the Scholar Support Coordinator.

Pursuant to the IDEA and relevant state law, CCS is responsible for identifying, locating, and evaluating children enrolled at CCS with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster

youth. The Charter School shall not deny nor discourage any scholar from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact the Director of Special Education at 855-937-4227.

A copy of the School's Section 504 Policies and Procedures and the School's Special Education Policy is available upon request at the Central Office and on the School's website within the CCS Board Policy Manual.

Education of Homeless Scholars

The term "homeless children and youth" means individuals who lack a fixed, regular, and adequate nighttime residence. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

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

School Liaison

The Superintendent & CEO designates the following staff person as the School Liaison for homeless scholars (42 U.S.C. § 11432(g)(1)(J)(ii)):

Karla Gonzalez | Scholar Community Advocate
850 Hampshire Road, Suite R
Thousand Oaks, CA 91361
805-372-0620
kgonzalez@compasscharters.org

The School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

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

services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.

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

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>.

Housing Questionnaire: Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of scholars and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a scholar has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the scholars enrolled at Charter School speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a scholar's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled.

High School Graduation Requirements: Homeless scholars who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the scholar is reasonably able to complete the Charter School's graduation requirements by the end of the scholar's fourth year of high school.

To determine whether a homeless scholar is in their third or fourth year of high school, either the number of credits the scholar has earned to the date of transfer or the length of the scholar's school enrollment may be used, whichever will qualify the scholar for the exemption.

Within thirty (30) calendar days of the date that a scholar who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the scholar, the scholar's educational rights holder, and the School Liaison of the availability of the exemption and whether the scholar qualifies for an exemption.

The Charter School shall notify scholars who are exempted from the Charter School's additional graduation requirements and the scholar's educational rights holder of how many of the requirements that are waived will affect the scholar's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any scholar who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the scholar enrollment in, or the ability to complete, courses for which the scholar is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible scholar's request for the exemption at any time if the scholar qualifies, regardless of whether the scholar previously declined the exemption. An eligible scholar's exemption from the Charter School's additional graduation requirements will continue to apply while the scholar is enrolled in the Charter School or if the scholar transfers to another school even after the scholar no longer meets the definition of a homeless child.

The Charter School shall not require or request that a scholar transfer schools in order to qualify the scholar for the exemption. Nor shall a scholar, a scholar's parent/guardian or educational rights holder, or a scholar's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a scholar who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the scholar's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the scholar graduate before the end of the scholar's fourth year of high school.

If the Charter School determines the scholar is reasonably able to complete the Charter School's graduation requirements by the end of the scholar's fifth year of high school, the Charter School shall do the following:

- Inform the scholar of the scholar's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
- Inform the scholar, and the educational rights holder for the scholar, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the scholar's ability to gain admission to a postsecondary educational institution.
- Provide information to the scholar about transfer opportunities available through the California Community Colleges.
- Permit the scholar to stay at the Charter School for a fifth year to complete the Charter School's

graduation requirements upon agreement with the scholar, if the scholar is 18 years of age or older, or, if the scholar is under 18 years of age, upon agreement with the educational rights holder for the scholar.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless scholar.

The Charter School will provide homeless scholar credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the scholar did not complete the entire course, the Charter School shall not require the scholar to retake the portion of the course the scholar completed unless the Charter School, in consultation with the holder of educational rights for the scholar, finds that the scholar is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless scholar shall be enrolled in the same or equivalent course, if applicable, so that the scholar may continue and complete the entire course. These scholars shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

For any homeless scholar who enrolls at the CCS, a copy of the Charter School's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the Central Office and on the School's website within the CCS Board Policy Manual.

Education of Foster and Mobile Youth

Definitions: For the purposes of this annual notice the terms are defined as follows:

1. "Foster youth" means any of the following:
 - a. A child who is the subject of a petition filed pursuant Welfare and Institutions Code ("WIC") section 309 (whether or not the child has been removed from the child's home by juvenile.
 - b. A child who is the subject of a petition filed pursuant to WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.
 - c. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
 - i. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
 - ii. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
 - iii. The nonminor is participating in a transitional independent living case plan.
 - d. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.[1]
 - e. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.

2. “Former juvenile court school scholars” refers to a scholar who, upon completion of the scholar’s second year of high school, transfers from a juvenile court school to the Charter School.
3. “Child of a military family” refers to a scholar who resides in the household of an active duty military member.
4. “Currently Migratory Child” refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, in order that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
5. “Scholar participating in a newcomer program” means a scholar who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant scholars that has as a primary objective the development of English language proficiency.

Within this notice, foster youth, former juvenile court school scholars, a child of a military family, a currently migratory child, and a scholar participating in the newcomer program will be collectively referred to as “Foster and Mobile Youth.” Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a “parent.”

Foster and Mobile Youth Liaison: The Superintendent & CEO or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

Karla Gonzalez | Scholar Community Advocate
850 Hampshire Road, Suite R
Thousand Oaks, CA 91361
805-372-0620
kgonzalez@compasscharters.org

The Foster and Mobile Youth Liaison’s responsibilities include but are not limited to the following:

- Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
- Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

School Stability: The Charter School will work with foster youth and their parent/guardian to ensure that each scholar is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all scholars, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth’s education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster

youth, currently migratory child or child of a military family seeking re-enrollment in the Charter School as the scholar's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the scholar's ability to meet normal enrollment documentation or uniform requirements (e.g. producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

- For scholars in Kindergarten through eighth grade, inclusive, the scholar will be allowed to continue in the school of origin through the duration of the academic year in which the scholar's status changed.
- For scholars enrolled in high school, the scholar will be allowed to continue in the school of origin through graduation.

Graduation Requirements: Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and scholars participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the scholar is reasonably able to complete the Charter School's graduation requirements by the end of the scholar's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the scholar has earned to the date of transfer or the length of the scholar's school enrollment may be used, whichever will qualify the scholar for the exemption. In the case of a scholar participating in a newcomer program, enrollment in grade 11 or 12 may be used to determine whether the scholar is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a scholar who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the scholar, the parent/guardian, and where applicable, the scholar's social worker or probation officer, of the availability of the exemption and whether the scholar qualifies for an exemption.

The Charter School shall notify scholars who are exempted from the Charter School's additional graduation requirements and the scholar's parent/guardian how any of the requirements that are waived will affect the scholar's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any scholar who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional

graduation requirements or deny the scholar enrollment in, or the ability to complete, courses for which the scholar is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible scholar's request for the exemption at any time if the scholar qualifies, regardless of whether the scholar previously declined the exemption. An eligible scholar's exemption from the Charter School's additional graduation requirements will continue to apply while the scholar is enrolled in the Charter School or if the scholar transfers to another school even after the court's jurisdiction terminates or the scholar no longer meets the definition of a child of military family, a currently migratory child or a scholar participating in a newcomer program.

The Charter School shall not require or request that a scholar transfer schools in order to qualify the scholar for the exemption. Nor shall a scholar, a scholar's parent/guardian or educational rights holder, or a scholar's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a scholar who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the scholar's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the scholar graduate before the end of the scholar's fourth year of high school.

If the Charter School determines the scholar is reasonably able to complete the Charter School's graduation requirements by the end of the scholar's fifth year of high school, the Charter School shall do the following:

- Inform the scholar of the scholar's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
- Inform the scholar, and the educational rights holder for the scholar, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the scholar's ability to gain admission to a postsecondary educational institution.
- Provide information to the scholar about transfer opportunities available through the California Community Colleges.
- Permit the scholar to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the scholar, if the scholar is 18 years of age or older, or, if the scholar is under 18 years of age, upon agreement with the educational rights holder for the scholar.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the scholar did not complete the entire course, the Charter School shall not require the scholar to retake the portion of the course the scholar completed unless the Charter School, in consultation with the holder of educational rights for the scholar, finds that the scholar is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the scholar may continue and

complete the entire course. These scholars shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Scholar Records: When the Charter School receives a transfer request and/or scholar records request for the educational information and records of a foster youth from a new local educational agency (“LEA”), the Charter School shall provide these scholar records within two (2) business days. The Charter School shall compile the complete educational record of the scholar, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the scholar’s special education records including assessments, IEPs, and/or 504 plans. All requests for scholar records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth’s grades as a result of the scholar’s absence due to a verified court appearance, related court ordered activity, or a change in the placement of the scholar made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the scholar made by a county or placing agency, the grades and credits of the scholar will be calculated as of the date the scholar left the Charter School.

In accordance with the Charter School’s Educational Records and Scholarly Information Policy, under limited circumstances, the Charter School may disclose scholar records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parent/guardian consent. Scholars who are 16 years of age or older or have finished 10th grade may access their own school records.

Discipline Determinations: If the Charter School intends to extend the suspension of any foster/ youth pending a recommendation for expulsion, the Charter School will invite the scholar’s attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a scholar with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the scholar’s attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School’s Uniform Complaint Policy and Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the Central Office and on the school website within the CCS Board Policy Manual.

Availability of Complete Policy: For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School’s complete Education for Foster Youth Policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the Central Office and on the school website within the CCS Board Policy Manual.

Academic Integrity and Plagiarism

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

Some examples include:

- Using or turning in another person's work and claim as your own;
- Copying from text, a website, or other course material;
- Using or attempting to use unauthorized materials or information in any academic exercise;
- Hiring someone to write a paper;
- Buying a paper or project;
- Sharing files;
- Copying from another person's work;
- Letting a friend or learning coach do the work for you.

What is Plagiarism?

Merriam-Webster online dictionary defines plagiarism as “the act of using another person's words or ideas without giving credit to that person: the act of plagiarizing something.”

To plagiarize means:

- to steal and pass off (the ideas or words of another) as one's own;
- to use (another's production) without crediting the source;
- to commit literary theft or fraud; or
- to present as new and original an idea or product derived from another source.

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

How to Avoid Plagiarism

Scholars must give credit to the source for any information that is not either the result of original research or common knowledge. For example, it would be necessary to give credit to an author who provided an argument about the importance of the Emancipation Proclamation in the American Civil War. Conversely, major historical facts, such as the dates of the American Civil War, are considered common knowledge and do not require that credit be given to a particular author. If a scholar borrows the exact words of another author, the scholar must cite the source. If scholars are unsure whether or not they should cite, they should ask their teachers for guidance. Teachers will dictate which citation format should be used and what the guidelines are for their course.

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

Prevention of Plagiarism

All scholars and learning coaches are given a copy of this CCS Options Scholar Handbook which outlines the scholar will be permitted to re-submit the work.

Consequences for Academic Dishonesty

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

In each of the offenses, the work that is deemed as plagiarized will not be accepted.

1st Offense - Warning

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

2nd Offense

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

3rd Offense

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

4th Offense

- If a scholar is caught violating academic integrity a fourth time the teacher will notify the learning coach, Coordinator and Director of Options Learning.
- The course is locked until a recommendation is made by the Disciplinary Action Committee (“DAC”). The scholar will receive a behavior contract notifying them of this via certified mail.
- The scholar goes before the DAC to determine whether further discipline will be recommended, using the processes outlined in the CCS charter document, available on the CCS website and at the Central Office.

Academic Probation

Any scholar failing to meet minimum academic standards in their courses, or participating in academic dishonesty, as determined by the Director of Options Learning, may be placed on academic probation. Scholars on academic probation will be expected to participate in academic interventions as determined

by their teacher or director. Scholars on academic probation may not be permitted to attend field trips or participate in scholar clubs until off academic probation.

Field Trips

Participation

Scholars enrolled in CCS (and their legal guardians, extended family members, and siblings based on age and capacity) may attend School field trips. Legal guardians, extended family members, and siblings must cover their own costs to attend. Educational Support Funds cannot be used to pay for field trips. Once CCS has made payments to the field trip venue, no refunds for those additional costs will be processed.

Permission Slips

No scholar will be permitted to go on a field trip or excursion without a permission slip signed by the scholar's legal guardian. A new permission slip must be submitted for every scholar for each field trip. One (1) copy of the permission slip shall be filed with the Engagement Department, and one (1) copy shall be given to the staff member(s) going on the field trip.

Supervision

The sponsoring staff member(s) must be present to supervise the field trip or excursion. The emergency contact for each scholar will be designated on the event permission slip.

Scholars are under the jurisdiction of the School at all times during the field trip and school rules are to be adhered to at all times.

Transferring Tickets

No person attending the field trip can independently transfer a ticket purchased for a field trip event to other individuals. Please inform the Engagement Department if you are unable to attend a field trip. The Engagement Department will then determine how to transfer tickets, if possible.

Role of Volunteer Learning Coaches on Field Trips

Volunteers are needed to participate in all field trips and excursions to assist with supervision of scholar(s). The CCS group and those assisting in supervising scholars shall receive clear information regarding their responsibilities from the Engagement Department or sponsoring staff member. Prior to the field trip or excursion, the Engagement Department or sponsoring teacher may hold a required meeting for these volunteer learning coaches/approved adults scheduled to accompany CCS group as supervisors to discuss, among other things, safety and the importance of safety-related rules for the field trip or excursion, how to keep a group together and what to do if an emergency occurs.

In any situation, volunteer learning coaches and/or approved adults shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying and/or supervising scholars on a field trip or excursion.

Scholar Organizations and Clubs

Scholar Leadership Council

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

Scholar Clubs

Scholars may establish organizations or clubs, so long as approval is obtained by the Engagement Department. Scholars can sign themselves up to participate in scholar clubs and/or learning coaches can sign scholars up to participate in scholar clubs. Learning coaches should have a conversation with their scholar(s) about which club(s) they would like to join and support their scholars' club registration(s) as needed.

Approval

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

Fundraising

The Board shall provide for the supervision of all funds raised by any scholar body or scholar organization using CCS' name. CCS shall also be responsible to periodically audit the funds of the organization. All fundraising must receive prior approval of the Superintendent & CEO. Further, fundraising activities shall not be conducted during instructional time.

Revocation of Privileges

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

Nondiscrimination Statement

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

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

CCS does not discourage scholars from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. CCS shall not encourage a scholar currently attending CCS to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School's charter and relevant policies.

CCS does not request nor require scholar records prior to a scholar's enrollment.

CCS shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or scholar over the age of 18 at the following times: (1) when a parent, guardian, or scholar over the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a scholar.

CCS is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex), Titles VI, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin), The Age Discrimination Act of 1975, the IDEA, and Section 504 and Title II of the ADA (mental or physical disability). The School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. CCS does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying by any employee, independent contractor or other person with which CCS does business, or any other individual, scholar, or volunteer. This applies to all employees, scholars, or volunteers and relationships, regardless of position or gender. CCS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures ("UCP") Compliance Officer:

J.J. Lewis | Superintendent & CEO
 850 Hampshire Road, Suite R
 Thousand Oaks, California 91361
 (818) 824-6233
jlewis@compasscharters.org

A copy of the complete policy shall be available free of charge at CCS' Central Office and on the School's website within the CCS Board Policy Manual.

The lack of English language skills will not be a barrier to admission or participation in Charter School's programs or activities. Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation. A copy of the complete non-discrimination statement shall be available free of charge at CCS' Central Office and on the School's website within the CCS Board Policy Manual.

Scholar Grievances

Compass Charter School has three (3) complaint policies: General Complaint Policy, the Uniform Complaint Policy, and the Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy. A copy of the complete policies shall be available free of charge at CCS' Central Office and on the School's website within the CCS Board Policy Manual.

General Complaint Policy

CCS has adopted a General Complaint Policy to address concerns about the Charter School generally or regarding specific employees. For complaints regarding harassment or perceived violations of state or federal laws, please refer to the Charter School's Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy and/or the Charter School's Uniform Complaint Procedures. For all other complaints, the General Complaint form and accompanying procedures will be available at its Central Office and on the CCS website within the CCS Board Policy Manual (Section 40).

Uniform Complaint Procedure

CCS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs.

CCS shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Board of Directors. The UCP shall be used to resolve the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any CCS program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
 - a. Accommodations for Pregnant, Parenting, or Lactating Scholars;
 - b. Adult Education;
 - c. Career Technical and Technical Education;
 - d. Career Technical and Technical Training;
 - e. Child Care and Development Programs;
 - f. Consolidated Categorical Aid;
 - g. Education of Scholars in Foster Care, Scholars who are Homeless, former Juvenile Court Scholars now enrolled in a public school;
 - h. Every scholar Succeeds Act;
 - i. Migrant Education Programs;
 - j. Regional Occupational Centers and Programs;
 - k. School Safety Plans; and/or
 - l. State Preschool Programs.

3. Complaints alleging noncompliance with laws relating to scholar fees. A scholar enrolled in a public school shall not be required to pay a scholar fee for participation in an educational activity. A scholar fee includes, but is not limited to, all of the following:
 - a. A fee charged to a scholar as a condition for registering for school or courses, or as a condition for participation in a course or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
 - b. A security deposit, or other payment, that a scholar is required to make to obtain a lock, locker, book, course apparatus, musical instrument, clothes, or other materials or equipment.
 - c. A purchase that a scholar is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints of noncompliance with laws relating to scholar fees may be filed with the Superintendent & CEO.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula (“LCFF”) or Local Control and Accountability Plans (“LCAP”) under Education Code sections 47606.5 and 47607.3, as applicable. If Charter School adopts a School Plan for scholar Achievement (“SPSA”) in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.
5. Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations (“C.F.R.”) sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations (“C.C.R.”) sections 15580 - 15584.
6. Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Complaints other than complaints relating to scholar fees must be filed in writing with the following compliance officer:

J.J. Lewis | Superintendent & CEO
 850 Hampshire Road, Suite R
 Thousand Oaks, California 91361
 (818) 824-6233
jlewis@compasscharters.org

Only complaints regarding scholar fees or LCAP compliance may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to scholar fees or LCAP.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date

of the alleged violation is the date on which Charter School's Board of Directors approved the LCAP or the annual update was adopted by Charter School.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and the Charter School's UCP Policy. The Compliance Office shall provide the complainant with the final written investigation report within sixty (60) calendar days from the Charter School's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal CCS's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of Charter School's written Decision, except if Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with the Charter School, a copy of Charter School's decision, and the complainant must specify and explain the basis for the appeal of the decision, including at least one of the following:

1. Charter School failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, Charter School's decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in Charter School's decision are not supported by substantial evidence.
4. The legal conclusion in Charter School's decision is inconsistent with the law.
5. In a case in which Charter School's decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals Charter School's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal decision.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected scholar and/or parent/guardian as applicable.

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints

arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the Complainant's right to file a complaint in accordance with 5 CCR 4622.

A copy of the UCP shall be available upon request free of charge at CCS's Central Office and on the School's website within the CCS Board Policy Manual. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Superintendent & CEO.

Title IX, Harassment, Intimidation, Discrimination & Bullying Policy

Board Policy #:37

Adopted/Ratified: October 3, 2019

Revision Date: N/A

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with scholars' ability to learn and negatively affect scholar engagement, diminish school safety, and contribute to a hostile school environment. As such, Compass Charter Schools prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration and citizenship status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, CCS will make reasonable efforts to prevent scholars from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. CCS school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, CCS will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which CCS does business, or any other individual, scholar, or volunteer. This Policy applies to all employees, scholars, or volunteer actions and relationships, regardless of position or gender. CCS will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

J.J. Lewis | Superintendent & CEO
 850 Hampshire Road, Suite R
 Thousand Oaks, California 91361
 (818) 824-6233
 jlewis@compasscharters.org

Definitions

Prohibited Unlawful Harassment

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

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. § 106.1 *et. seq*) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by CCS.

CCS is committed to providing an educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

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

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:

- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a scholar to unwelcome sexual attention or conduct or intentionally making the scholar's academic performance more difficult because of the scholar's sex.
- Sexual or discriminatory displays or publications anywhere in the educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the educational environment.
 - Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a scholar or group of scholars that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more scholars that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable scholar* or scholars in fear of harm to that scholar's or those scholars' person or property.
2. Causing a reasonable scholar to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable scholar to experience substantial interference with his or her academic performance.
4. Causing a reasonable scholar to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by CCS.

* "Reasonable scholar" is defined as a scholar, including, but not limited to, an exceptional needs scholar, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person’s electronic account and assuming that person’s identity in order to damage that person’s reputation.

Electronic act means the creation and/or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above.
 - b. Creating a credible impersonation of another actual scholar for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a scholar for the purpose of bullying the scholar and such that another scholar would reasonably believe, or has reasonably believed, that the scholar was or is the scholar who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious scholar or a profile using the likeness or attributes of an actual scholar other than the scholar who created the false profile.
3. An act of “Cyber sexual bullying” including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a scholar to another scholar or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Grievance Procedures

1. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any scholar who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

J.J. Lewis | Superintendent & CEO
 850 Hampshire Road, Suite R
 Thousand Oaks, California 91361
 (818) 824-6233
jlewis@compasscharters.org

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Scholars are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any scholar who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the Superintendent/CEO, the Coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this Policy.

CCS acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

CCS prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

2. Investigation

Upon receipt of a report of misconduct prohibited by this Policy from a scholar, staff member, parent, volunteer, visitor or affiliate of CCS, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other scholars or employees, including the type and extent of discipline issued against such scholars or employees.

All records related to any investigation of complaints under this Policy are maintained in a secure location.

3. Consequences

Scholars or employees who engage in misconduct prohibited by this Policy will be subject to disciplinary action.

4. Uniform Complaint Procedures

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures complaint form at any time during the process.

5. Right of Appeal

Should the reporting individual find the Coordinator's resolution unsatisfactory, he/she may follow the Dispute Resolution Process found in UCP.

Scholar Records, including Records Challenges and Directory Information (Annual Notice)

The Family Educational Rights and Privacy Act (“FERPA”) affords Learning Coaches and scholars who are 18 years of age or older (“eligible scholars”) certain rights with respect to the scholar’s education records. These rights are:

1. The right to inspect and review the scholar's education records within five (5) business days after the day CCS receives a request for access. Learning Coaches or eligible scholars should submit to the CCS Superintendent & CEO or designee a written request that identifies the records they wish to inspect. The CCS official will make arrangements for access and notify the Learning Coach or eligible scholar of the time and place where the records may be inspected.
2. The right to request an amendment of the scholar’s education records that the Learning Coach or eligible scholar believes are inaccurate, misleading, or otherwise in violation of the scholar’s privacy rights under FERPA.

Learning Coaches or eligible scholars who wish to ask CCS to amend a record should write to the CCS Superintendent & CEO or designee, clearly identify the part of the record they want changed, and specify why it should be changed. If CCS decides not to amend the record as requested by the Learning Coach or eligible scholar, CCS will notify the Learning Coach or eligible scholar of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the Learning Coach or eligible scholar when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible scholar, the Superintendent & CEO must order the correction or the removal and destruction of the information and inform the parent or eligible scholar of the amendment in writing.

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

One exception, which permits disclosure without consent, is disclosure to CCS officials with legitimate educational interests. A CCS official is a person employed by CCS as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors. A CCS official also may include a volunteer, consultant, vendor, or contractor outside of CCS who performs an institutional service or function for which CCS would otherwise use its own employees and who is under the direct control of CCS with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms and/or services; a parent or scholar volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, scholar, or other volunteer assisting CCS official in performing an institutional service or function. A CCS official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

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

Note that CCS will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

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

scholar Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW Washington, DC 20202

5. The right to request that the Charter School not release scholar names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

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

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a scholar seeks or intends to enroll so long as the disclosure is for purposes related to the scholar's enrollment or transfer. When a scholar transfers schools, the Charter School will mail the original or a copy of a scholar's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the scholar intends to enroll. The Charter School will make a reasonable attempt to notify the parent or eligible scholar of the request for records at the parent's or eligible scholar's last known address, unless the disclosure is initiated by the parent or eligible scholar. Additionally, Charter School will give the parent or eligible scholar, upon request, a copy of the record that was disclosed and give the parent or eligible scholar, upon request, an opportunity for hearing;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a scholar's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);

6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent scholar as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible scholar of the order or subpoena in advance of compliance, so that the parent or eligible scholar may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former scholar, a short-term residential treatment program staff responsible for the education or case management of a scholar, and a caregiver (regardless of whether the caregiver has been appointed as the scholar's educational rights holder) who has direct responsibility for the care of the scholar, including a certified or licensed foster parent, an approved relative or unrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Charter School for scholar and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by Charter School; and/or
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School disclose the final results of the disciplinary proceeding, regardless of whether Charter School concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. CCS may disclose the personally identifiable information that it has designated as directory information without a parent's or eligible scholar's prior written consent. CCS has designated the following information as directory information:

1. Scholar's name
2. Scholar's address
3. Learning Coach's address
4. Telephone listing
5. Scholar's electronic mail address
6. Learning Coach's electronic mail address
7. Photograph/video
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Degrees, honors, and awards received
12. Participation in officially recognized activities and sports
13. The most recent educational agency or institution attended
14. Scholar ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A scholar's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want CCS to disclose directory information from your scholar's education records without your prior written consent, you must notify the School in writing at the time of enrollment or re-enrollment. Please notify the Superintendent & CEO at jlewis@compasscharters.org. A copy of the complete Policy is available upon request at the Central Office and on the School's website within the CCS Board Policy Manual.

Withdrawal from CCS

1. If a scholar decides to withdraw, the scholar's learning coach communicates the decision through their ST and/or counselor.
2. The teacher notifies the Registrar who sends the learning coach an email and form to confirm the withdrawal.
3. For scholars in grades 9-12, the counselor will hold a voluntary exit conference with the learning coach to ensure the scholar receives the appropriate academic consultation.
4. Once the withdrawal is completed the Attendance Coordinator will email the Learning Coach a letter showing the scholar has been withdrawn that can be given to the scholar's new school.
5. If a scholar willfully damages CCS' property or the personal property of a CCS employee, or fails to return a textbook, library book, computer/tablet or other CCS property that has been loaned to the scholar, the scholar's parents/guardians are liable for all damages caused by the scholar's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the scholar's parent or guardian in writing of the scholar's alleged misconduct and affording the scholar due process, CCS may withhold the scholar's grades, transcripts, and diploma until the damages have been paid. If the scholar and the scholar's parent/guardian are unable to pay for the damages or to return the property, CCS will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the scholar's grades and diploma will be released.
6. If a scholar and/or a learning coach makes the decision to withdraw from CCS prior to the end of the semester, they are automatically forfeiting their right to a letter grade for any courses still in progress, and will receive a withdrawn (W) on their transcript. Any coursework completed for courses still in progress during a withdrawal will be lost, and cannot be transferred to a new academic institution. If the course has been 100% completed and letter grade provided by the instructor, the scholar will be awarded the credits earned. Please contact your counselor before you choose to withdraw from CCS.

Involuntary Removal Process

No scholar shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the scholar has been provided written notice of intent to remove the scholar no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the scholar or the scholar's parent or guardian or, if the scholar is a foster child or youth or a homeless child or youth, the scholar's educational rights holder. The Involuntary Removal Notice shall include the charges against the scholar and an explanation of the scholar's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. If the scholar's parent, guardian, or educational rights holder requests a hearing, the scholar shall remain enrolled and shall not

be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School’s suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the scholar has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the scholar has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the scholar or the scholar’s parent or guardian or, if the scholar is a foster child or youth or a homeless child or youth, the scholar’s educational rights holder and shall include a copy of the Charter School’s expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the scholar will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the scholar will be disenrolled effective the date of the hearing.

If as a result of the hearing the scholar is disenrolled, notice will be sent to the scholar’s last known district of residence within thirty (30) days.

A hearing decision not to disenroll the scholar does not prevent the Charter School from making a similar recommendation in the future should scholar truancy continue or reoccur.

Parent and Family Engagement Policy

The Charter School aims to provide all scholars in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act (“ESEA”). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure scholar success. A copy of the Charter School’s complete Policy is available upon request in the Central Office and on the school website within the Board Policy Manual.

Employee Interactions with Scholars

Board Policy #: 12

Adopted/Ratified: October 3, 2019

Revision Date: March 22, 2020, March 28, 2021, June 21, 2021

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:

1. Examples of PERMITTED actions (NOT corporal punishment)
 - a. Stopping a scholar from fighting with another scholar;
 - b. Preventing a scholar from committing an act of vandalism;
 - c. Defending yourself from physical injury or assault by a scholar;
 - d. Forcing a scholar to give up a weapon or dangerous object;
 - e. 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;
 - f. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.
2. Examples of PROHIBITED actions (corporal punishment)
 - a. Hitting, shoving, pushing, or physically restraining a scholar as a means of control;
 - b. Making unruly scholars do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
 - c. 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 administrators. 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)

- Giving gifts to an individual scholar that are of a personal and intimate nature
- Kissing of any kind
- Any type of unnecessary physical contact with a scholar in a private situation
- Intentionally being alone with a scholar away from the school
- Making or participating in sexually inappropriate comments
- Sexual jokes
- Seeking emotional involvement with a scholar for your benefit
- Listening to or telling stories that are sexually oriented
- Discussing inappropriate personal troubles or intimate issues with a scholar in an attempt to gain their support and understanding
- Becoming involved with a scholar so that a reasonable person may suspect inappropriate behavior
- Driving scholars (see policy herein)
- Discussing personal, religious, and/or political beliefs with scholars

Unacceptable Staff/Scholar Behaviors without Parent and Supervisor Permission

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

- Giving scholars a ride to/from school or school activities.

- Being alone in a room with a scholar at school with the door closed.
- 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.)

- Being alone in a room with a scholar at school with the door closed. The only exception to this rule is if it is required for special educational purposes, related to a scholar's Individual Education Plan (IEP). The School Psychologist or employee working in the Special Education Department must have written permission from the scholar's guardian.
- Remarks about the physical attributes or development of anyone.
- Excessive attention toward a particular scholar.
- Sending emails, text messages or letters to scholars if the content is not about school activities.

Acceptable and Recommended Staff/Scholar Behaviors

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

Suicide Prevention Policy

Board Policy #: 22

Adopted/Ratified: October 3, 2019

Revision Date: August 11, 2021

The Board of Directors of Compass Charter Schools recognizes that suicide is a leading cause of death among youth and should be taken seriously. To attempt to reduce suicidal ideation and behavior, and its impact on scholars and families, CCS has developed measures and strategies for suicide prevention, intervention, and postvention. This policy shall be reviewed and revised as indicated, at least annually.

In compliance with Education Code section 215, this policy has been developed in consultation with CCS and community stakeholders, school-employed mental health professionals (e.g school counselors, psychologists, social workers, nurses), administrators, other staff members, learning coaches, scholars, local health agencies, mental health agencies and professionals, the county mental health plan, law enforcement, and community organizations in planning, implementing, and evaluating CCS' strategies for suicide prevention and intervention. CCS must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

Prevention and Instruction

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

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

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

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

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

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

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, CCS shall appoint an individual (or team) to serve as the suicide prevention point of contact for CCS. The suicide prevention point of contact for CCS and the Superintendent & CEO shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a scholar who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Staff Development

CCS along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff). Training shall include the following:

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
2. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
3. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
 - a. Suicide risk factors, warning signs, and protective factors.
 - b. How to talk with a scholar about thoughts of suicide.
 - c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any scholar judged to be at risk for suicide and an immediate referral for a suicide risk assessment.
 - d. Emphasis on immediately referring (same day) any scholar who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member.
 - e. Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide.
 - f. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.

- g. Information regarding groups of scholars judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - i. Youth affected by suicide.
 - ii. Youth with a history of suicide ideation or attempts.
 - iii. Youth with disabilities, mental illness, or substance abuse disorders.
 - iv. Lesbian, gay, bisexual, transgender, or questioning youth.
 - v. Youth experiencing homelessness or in out-of-home settings, such as foster care.
 - vi. Youth who have suffered traumatic experiences.
4. In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
- a. The impact of traumatic stress on emotional and mental health.
 - b. Common misconceptions about suicide.
 - c. Charter School and community suicide prevention resources.
 - d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines).
 - e. The factors associated with suicide (risk factors, warning signs, protective factors).
 - f. How to identify youth who may be at risk of suicide.
 - g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a scholar about their thoughts of suicide and (based on CCS guidelines) how to respond to such thinking; how to talk with a scholar about thoughts of suicide and appropriately respond and provide support based on CCS guidelines.
 - h. Charter School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal scholar should be constantly supervised until a suicide risk assessment is completed.
 - i. Charter School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention).
 - j. Responding after a suicide occurs (suicide postvention).
 - k. Resources regarding youth suicide prevention.
 - l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide.
 - m. Emphasis that any scholar who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

Employee Qualifications and Scope of Services

Employees of CCS must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Intervention and Emergency Procedures

CCS designates the following administrators to act as the primary and secondary suicide prevention liaisons:

1. Director of Counseling Services
2. School counselor

Whenever a staff member suspects or has knowledge of a scholar's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Superintendent & CEO or designee, who shall then notify the scholar's parent/guardian as soon as possible if appropriate and in the best interest of the scholar. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the scholar is not endangered by parental notification.

The suicide prevention liaison shall also refer the scholar to mental health resources at CCS or in the community.

When a scholar is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

Scholars shall be encouraged to notify a teacher, administrator, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another scholar's suicidal intentions. CCS staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to scholars and discuss with the scholar, and parent/guardian, about additional resources to support the scholar.

Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a scholar's suicidal intentions, he/she shall promptly notify the primary or secondary suicide prevention liaisons.

Although any personal information that a scholar discloses to a school counselor shall generally not be revealed, released, referenced, or discussed with third parties, the School counselor and Director of Counseling Services shall report to the scholar's learning coach (parents/guardians/caregivers) when he/she has reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of any scholar when appropriate and in the best interest of the scholar. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the scholar is not endangered by parental notification.

In addition, the counselor may disclose information of a personal nature to psychotherapists or other health care providers for the sole purpose of referring the scholar for treatment. The School counselor or Director of Counseling Services may also refer the scholar to mental health resources at CCS or in the community.

When a suicide attempt or threat is reported, on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the scholar's physical safety by one or more of the following, as appropriate:
 - a. Securing immediate medical treatment if a suicide attempt has occurred.
 - b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened.
 - c. Keeping the scholar under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
 - d. Remaining calm, keeping in mind the scholar is overwhelmed, confused, and emotionally distressed.
 - e. Moving all other scholars out of the immediate area.
 - f. Not sending the scholar away or leaving him/her alone, even to go to the restroom.
 - g. Providing comfort to the scholar, listening and allowing the scholar to talk and being comfortable with moments of silence.
 - h. Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
3. Follow up with the parent/guardian and scholar in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a scholar who is a Medi-Cal beneficiary.
4. After a referral is made, CCS shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the scholar. If parents/guardians refuse or neglect to access treatment for a scholar who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, CCS may contact Child Protective Services.
5. Provide access to counselors or other appropriate personnel to listen to and support scholars and staff who are directly or indirectly involved with the incident at CCS.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the CCS campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in CCS's safety plan. After consultation with the Superintendent & CEO or designee and the scholar's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of scholar record information, the Superintendent & CEO or designee may provide scholars, parents/guardians, and staff with information, counseling,

and/or referrals to community agencies as needed. CCS staff may receive assistance from CCS counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with scholars.

In the event a suicide occurs or is attempted off the CCS campus and unrelated to school activities, the Superintendent & CEO or designee shall take the following steps to support the scholar:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like CCS to respond to the attempt while minimizing widespread rumors among teachers, staff, and scholars.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected scholars.
6. Offer to the scholar and parent/guardian steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the scholar and parent/guardian about any specific requests on how to handle the situation; informing the scholar's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the scholar); appropriate staff maintaining ongoing contact with the scholar to monitor the scholar's actions and mood; and working with the parent/guardian to involve the scholar in an aftercare plan.

Supporting Scholars during or after a Mental Health Crisis

Scholars shall be encouraged through the education program and in CCS activities to notify a teacher, the Superintendent & CEO, another CCS administrator, psychologist, CCS counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another scholar's suicidal intentions. CCS staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to scholars and discuss with the scholar, and parent/guardian, about additional resources to support the scholar.

Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a scholar or staff member) can have devastating consequences on the school community, including scholars and staff. CCS shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

Coordinate with the Superintendent & CEO to:

1. Confirm death and cause;
2. Identify a staff member to contact the deceased's family (within 24 hours);
3. Enact the Suicide Postvention Response; and
4. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).

Coordinate an all-staff meeting, to include:

1. Notification (if not already conducted) to staff about suicide death;

2. Emotional support and resources available to staff;
3. Notification to scholars about suicide death and the availability of support services (if this is the protocol that is decided by administration); and
4. Share information that is relevant and that which you have permission to disclose.

Prepare staff to respond to the needs of scholars regarding the following:

1. Review of protocols for referring scholars for support/assessment;
2. Talking points for staff to notify scholars; and
3. Resources available to scholars (on and off campus).

Identify scholars significantly affected by suicide death and other scholars at risk of imitative behavior.

Identify scholars affected by suicide death but not at risk of imitative behavior.

Communicate with the larger school community about the suicide death.

Consider funeral arrangements for the family and school community.

Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other scholars should be considered.

Identify media spokesperson if needed.

Include long-term suicide postvention responses:

1. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
2. Support siblings, close friends, teachers, and/or scholars of deceased
3. Consider long-term memorials and how they may impact scholars who are emotionally vulnerable and at risk of suicide

Scholar Identification Cards

CCS will include the three (3) digit dialing code for the National Suicide Prevention Lifeline 988 and the National Domestic Violence Hotline (1-800-799-7233) on all scholar identification cards. CCS will also include the number for the Crisis Text Line which can be accessed by texting HOME to 741741 and a local suicide prevention hotline on all scholar identification cards.

Suspension and Expulsion Policy (Full Board Policy)

Board Policy #: 24

Adopted/Ratified: October 3, 2019

Revision Date: N/A

This Scholar Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all scholars at CCS. In creating this policy, CCS has reviewed Education Code Section 48900 *et seq.* which describes the offenses for which scholars at non-charter schools' may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* CCS is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which scholars are subject to suspension, expulsion or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a scholar from CCS. This shall serve as CCS' policy and procedures for scholar suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comply with legal requirements.

Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all scholars. This Policy and its Procedures will be printed and distributed annually as part of the Scholar Handbook which will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling scholars. Corporal punishment shall not be used as a disciplinary measure against any scholar. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a scholar. For purposes of 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 school property.

CCS administration shall ensure that scholars and their parents/guardians are notified in writing upon enrollment of all discipline and involuntarily removal policies and procedures. The notice shall state that this Policy and its Procedures are available upon request at the Superintendent/CEO's office..

Suspended or expelled scholars shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A scholar identified as an individual with disabilities or for whom CCS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who qualifies under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education scholars except when federal and state law requires additional or

different procedures. CCS will follow all applicable federal and state laws, including, but not limited to, the IDEA, Section 504, the applicable provisions of the Education Code, and their implementing regulations, when imposing any form of discipline on a scholar identified as an individual with disabilities, for whom CCS has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such scholars.

No scholar shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the scholar has been provided written notice of intent to remove the scholar no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the scholar or the scholar's parent/guardian or, if the scholar is a foster child or youth or a homeless child or youth, the scholar's educational rights holder, and shall inform the scholar, the scholar's parent/guardian, or educational rights holder of the basis for which the scholar is being involuntarily removed and the scholar's parent/guardian, or educational rights holder's right to request a hearing to challenge the involuntarily removal. If a scholar's parent's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the scholar. If the scholar's parent, guardian, or educational rights holder requests a hearing, the scholar shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not remove for misconduct which may be grounds for suspension or expulsion as enumerated below. Scholars may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the scholar's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Scholars

A scholar may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Scholars may be suspended when it is determined the scholar:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid

substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a scholar.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall apply to scholars in any of grades 9 to 12, inclusive.
- l) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a scholar who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that scholar from being a witness and/or retaliating against that scholar for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a scholar organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective scholar. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey

to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for their immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to scholars in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to scholars in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a scholar or group of scholars to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or scholar(s) by creating an intimidating or hostile educational environment. This provision shall apply to scholars in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a scholar or group of scholars which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more scholars that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable scholar (defined as a scholar, including, but is not limited to, a scholar with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of his or her age with exceptional needs) or scholars in fear of harm to that scholar's or those scholars' person or property.
 - ii. Causing a reasonable scholar to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable scholar to experience substantial interference with their academic performance.
 - iv. Causing a reasonable scholar to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone,

wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual scholar for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a scholar for the purpose of bullying the scholar and such that another scholar would reasonably believe, or has reasonably believed, that the scholar was or is the scholar who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious scholar or a profile using the likeness or attributes of an actual scholar other than the scholar who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a scholar to another scholar or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A scholar who aids or abets, as defined in Section 31 of the Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a scholar who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to provisions a) and b), above.

- w) Possessed, sold, or otherwise furnished any knife or other dangerous object of not reasonable use to the scholar unless, in the case of possession of any object of this type, the scholar had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.
2. Non-Discretionary Suspension Offenses: Scholars must be suspended and recommended for expulsion when it is determined the scholar:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the scholar had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.
 - b) Brandished a knife at another person
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.
3. Discretionary Expellable Offenses: Scholars may be recommended for expulsion when it is determined the scholar:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of the scholar's own prescription products by a scholar.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- k) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a scholar who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that scholar from being a witness and/or retaliating against that scholar for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a scholar organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective scholar. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to scholars in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to scholars in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a scholar or group of scholars to the extent of having the actual and

reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or scholar(s) by creating an intimidating or hostile educational environment. This provision shall apply to scholars in any of grades 4 to 12, inclusive.

- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a scholar or group of scholars which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more scholars that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable scholar (defined as a scholar, including, but is not limited to, a scholar with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or scholars in fear of harm to that scholar’s or those scholars’ person or property.
 - ii. Causing a reasonable scholar to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable scholar to experience substantial interference with their academic performance.
 - iv. Causing a reasonable scholar to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual scholar for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a scholar for the purpose of bullying the scholar and such that another scholar would reasonably believe, or has reasonably believed, that the scholar was or is the scholar who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more

of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious scholar or a profile using the likeness or attributes of an actual scholar other than the scholar who created the false profile.

- iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a scholar to another scholar or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - u) A scholar who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a scholar who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to provisions(a)-(b), above.
 - v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the scholar unless, in the case of possession of any object of this type, the scholar had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee’s concurrence.
- 4) Non-Discretionary Expellable Offenses: Scholars must be recommended for expulsion when it is determined that the scholar:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the scholar had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee’s concurrence.
 - b) Brandished a knife at another person[LAC1] .
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code

Section 11053, et seq.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a scholar has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or to have possessed a firearm or destructive device on campus, the scholar shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the scholar shall be provided due process rights of notice and a hearing as required in this policy.

The following terms shall have the following definitions:

The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Superintendent or designee with the scholar and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the scholar to the President & CEO or designee.

The conference may be omitted if the Superintendent or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of scholars or Charter School personnel. If a scholar is suspended without this conference, both the parent/guardian and scholar shall be notified of the scholar’s right to return to school for the purpose of a conference.

At the conference, the scholar shall be informed of the reason for the disciplinary action

and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the scholar waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a scholar for failure of the scholar's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended scholar shall not be contingent upon attendance by the scholar's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, the Superintendent or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a scholar is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the scholar and the date and time when the scholar may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Superintendent or designee, the scholar and the scholar's guardian or representative will be invited to a conference to determine if the suspension for the scholar should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the scholar or the scholar's parents, unless the scholar and the scholar's parents fail to attend the conference.

This determination will be made by the Superintendent or designee upon either of the following determinations: 1) the scholar's presence will be disruptive to the education process; or 2) the scholar poses a threat or danger to others. Upon either determination, the scholar's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the scholar, or the affected scholar, a teacher shall provide to a scholar in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the scholar would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the scholar either upon the scholar's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the scholar's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), scholars recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the scholar should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A scholar may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the scholar nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any scholar found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Scholars recommended for expulsion are entitled to a hearing to determine whether the scholar should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent or designee determines that the scholar has committed an expellable offense and recommends the scholar for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Governing Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all scholar confidentiality rules under FERPA) unless the scholar makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the scholar and the scholar's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the scholar. The notice shall include:

1. The date and place of the expulsion hearing
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based
3. A copy of CCS' disciplinary rules which relate to the alleged violation

4. Notification of the scholar's and/or parent/guardian's obligation to provide information about the scholar's status at the school to any other school district or school to which the scholar seeks enrollment
5. The opportunity for the scholar and/or the scholar's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor
6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the scholar's behalf including witnesses

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

CCS may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the scholar.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. CCS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, CCS must present evidence that the witness' presence is both desired by the witness and will be helpful to CCS. The person presiding over the hearing shall permit the witness to stay unless it is established

that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the scholar being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the scholar committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an

unreasonable risk of physical or psychological harm.

If, due to a written request by the accused scholar, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

I. The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel the scholar shall immediately be returned to their previous educational program.

J. Written Notice to Expel

The Superintendent or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the scholar or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the scholar; and (b) Notice of the scholar's or parent/guardian's obligation to inform any new district in which the scholar seeks to enroll of the scholar's status with the Charter School.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) The scholar's name; and (b) The specific expellable offense committed by the scholar.

K. Disciplinary Records

CCS shall maintain records of all scholar suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The scholar shall have no right of appeal from expulsion from CCS as the CCS Board of Directors' decision to expel shall be final.

M. Expelled scholars/Alternative Education

Parents/guardians of scholars who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. CCS shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative

placements during expulsion.

N. Rehabilitation Plans

Scholars who are expelled from CCS shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the scholar may reapply to CCS for admission.

O. Readmission or Admission of a Previously Expelled Scholar

The decision to readmit a scholar after the end of the scholar's expulsion term or to admit a previously expelled scholar from another school district or charter school who has not been readmitted/admitted to another school or school district at the end of the scholar's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Superintendent or designee and the scholar and parent/guardian or representative to determine whether the scholar has successfully completed the rehabilitation plan and to determine whether the scholar poses a threat to others or will be disruptive to the school environment. The Superintendent or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The scholar's readmission is also contingent upon the CCS' capacity at the time the scholar seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each scholar who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Involuntary Removal for Truancy

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after five (5) missed assignments, an evaluation is held to determine whether it is in the best interest of the scholar to remain in independent study. If it is determined that it is not in the scholar's best interest to remain in independent study, the Charter School may involuntarily remove the scholar after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. scholars who are involuntarily removed for truancy shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion of Scholars with Disabilities

1. Notification of SELPA

CCS shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any scholar with a disability or scholar that CCS or the SELPA would be deemed to have knowledge that the scholar had a disability.

2. Services During Suspension

Scholars suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the scholar to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the scholar's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of scholar conduct, CCS, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the scholar's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If CCS, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If CCS, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

- c. Return the child to the placement from which the child was removed, unless the parent/guardian and CCS agree to a change of placement as part of the modification of the behavioral intervention plan.

If CCS, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the scholar's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then CCS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to scholars without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or CCS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the scholar or the manifestation determination has been requested by either the parent/guardian or CCS, the scholar shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and CCS agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

CCS personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of scholar conduct.

The Superintendent or designee may remove a scholar to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the scholar's disability in cases where a scholar:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The scholar's interim alternative educational setting shall be determined by the scholar's IEP/504 Team.

7. Procedures for Scholars Not Yet Eligible for Special Education Services

A scholar who has not been identified as an individual with disabilities pursuant to IDEA and who has violated CCS' disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if CCS had knowledge that the scholar was disabled before the behavior occurred.

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

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

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

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

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

Signature Page

Please sign and date below to indicate that you have read the K-12 Online Learning Program Scholar Handbook, which includes the annual notices, and are aware of the school expectations for learning coaches and scholars.

Sign this page and return it to CCS.

Learning Coach Name: _____ Date: _____

Learning Coach Signature: _____

Scholar Name: _____ Date: _____

Scholar Signature: _____



TK-12 Options Learning Program Scholar Handbook 2022-23

CCS of Los Angeles * CCS of San Diego * CCS of Yolo

Board Approved: June 25, 2022

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Letter from the Superintendent & CEO

Dear Scholars and Learning Coaches:

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

CCS Vocabulary

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

Board Policy Manual – A written document which includes all of the Charter School’s board approved policies. It can be located on our website by clicking “About Us” -> “Governance” -> “Board of Directors” -> “Board Policy Manual.”

Charter – A written document, much like a contract, outlining the rights and obligations of a non-profit organization, company or school. In the case of charter schools, it is often a school district who approves the charter (in compliance with state laws). The charter allows a charter school to operate with some freedoms that district schools do not have, however strong academic results and promises made in the charter must be met as part of that contract.

Educational Support Funds - The funds allocated to each scholar to be used for educational materials and services that have been approved by the School.

Family Order Agreement (“FOA”) - An agreement which includes the terms and conditions in which orders may be requested. It is a requirement that this form be signed before any order may be placed.

Learning Coach (LC) - Parents and guardians are known as the “Learning Coach” for their children, and they are an integral part of their children’s success at Compass. Since we are a personalized learning public charter school, much of the learning is facilitated by the learning coach in collaboration with a supervising teacher.

Learning Management System (“LMS”) - A computer program used to deliver education courses from the teacher to the scholar. It helps keep the learning organized and allows the teacher to create, adjust, and assign lessons and grades to the scholar.

Learning Period (“LP”) - The span of time between which a supervising teacher and scholar connect to review the learning for that time period when work assignments begin and when they are given to the supervising teacher for evaluation.

Materials Community Provider - This is a business that sells books, curriculum, and other educational items.

Online Purchasing System (“OPS”) - The online accounting-procurement system used by our supervising teachers, Community Providers Department, and Finance Department to facilitate orders and to manage the Educational Support Funds, orders, invoices, purchase orders, and inventory.

Order Request - This request is made by the LC and lists materials or services that they would like to use the Educational Support Funds for. The supervising teacher reviews and approves the list and then places the order into the OPS for the Community Provider Department to order.

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

Service Community Provider - This is a business that markets lessons, services, or courses to the scholars at our School.

Student Information System (“SIS”) - The system that Compass uses to manage the data of each scholar such as attendance, grades, courses, enrollment information, etc. The system used by Compass is called School Pathways.

Supervising Teacher (“ST”) - For our Options Learning Program, we assign a credentialed ST to support and guide each scholar on their educational journey.

Western Association of Schools and Colleges (“WASC”) - A committee of educators from within the region who evaluate and approve schools for accreditation based on the organization's criterion. One of their purposes is to ensure educational best practices. University of California schools has a policy that requires all schools to be accredited in order to establish and maintain an A-G course list.

At Compass, we work diligently to provide a high quality of support to both our scholars and their families. To that end, we are proud of the extremely positive feedback we receive from parents and scholars. As a public charter school, it is important that we all work together for the future of our scholars. Compass Charter Schools of Los Angeles, Compass Charter Schools of San Diego, and Compass Charter Schools of Yolo are proud to be building excellence with our district partners, Acton-Agua Dulce Unified School District, Mountain Empire Unified School District, and Winters Joint Unified School District.

We have a great leadership team here to partner and support you throughout your time at Compass:

Dr. Aviva Ebner, our Assistant Superintendent & Chief Academic Officer

Options Learning Program

Mr. Ke’Len Armstrong, our Director

Mr. Jason Bee, our Coordinator

Mrs. Heather Hardy, our OCLC Co-Coordinator

Ms. Alysia Hurtado, our Coordinator

Mrs. Linda Larson, our OCLC Co-Coordinator

Mrs. Karle Roberts, our Coordinator

Ms. Tara Winberry-Litt, our Coordinator

I encourage you to visit our website, under About Us -> Meet Our Team, to learn more about our terrific STs, along with our great support staff who are here to help guide your educational experience at Compass Charter Schools!

Thank you again for choosing Compass. We look forward to being part of you and your scholar's educational journey this year!

Forever Loud & Proud,

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

Mission Statement

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

Vision Statement

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

Core Values

Achievement
Communication
Integrity
Respect
Teamwork

Scholar Profile

The Compass Profile defines the aspirational, whole-learner outcomes, centered on attending to the social, emotional, cognitive, and mental health needs of all scholars:

- Community Leader - I understand that I am a member of a global society and feel a sense of responsibility to make a contribution both at the local level and in the wider world.
- Effective Collaborator - I participate in collaborative forums, to build understanding of concepts and to complete authentic tasks; communicating effectively (using active listening, striving to understand others, and seeking to be understood), thereby creating a safe environment in which everyone feels valued and inspired to achieve a common goal.
- Confident Learner - I strive to be my best self and recognize my purpose and value both in and outside of school; thinking critically and skillfully to evaluate data and information as a guide to my beliefs and actions.
- Innovator - I seek to create something new and better in service of achieving my goals; synthesizing information and exploring multiple perspectives to find creative and realistic solutions.

Pledge of Excellence

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

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

“Independent study in the state of California is defined as non-classroom based instruction. Non-classroom based instruction includes, but is not limited to, independent study, home study, work study, distance, and computer-based education.

We the undersigned pledge to the following in the operation and management of our charter schools offering independent study:

1. As operators of high-quality public charter schools offering independent study, we stand united behind the elements of integrity, trust, quality, and value in the operation of our schools. We know that offering personalized learning options meets the scholar where they are, aligns with what they individually need, while creating an academic program that is relevant, rigorous, and aligned to 21st Century learning.
2. As operators of high-quality public charter schools offering independent study, we stand united in managing schools that are fiscally responsible in the use of public tax dollars in our care. We value the use of independent auditors that review our financial and operational activities annually and showcase reports that are exception-free. This speaks to the commitment that we hold on financial accountability and operational integrity.
3. As operators of high-quality public charter schools offering independent study, we stand united in our efforts to operate schools that model strong integrity, value and utilize solid business practices, and abide by all rules and regulations placed upon us by school districts, regional Offices of Education, and the California Department of Education.
4. As operators of high-quality public charter schools offering independent study, we stand united believing that the actions of a few rogue charter school operators do not reflect, align, or mirror anything about our programs. Having individuals or the media drawing comparisons speaks to either the fact that they don't know what we do or they are acting on rumor and innuendo in these conversations.
5. As operators of high-quality public charter schools offering independent study, we stand united in stating clearly that we are here for one purpose: educating scholars. Our resource centers, school sites, and classrooms are solely for the purpose of academic programming for the benefit of scholars in our care. Our commitment to scholars does not center on money, influence, or politics.
6. As operators of high-quality public charter schools offering independent study, we stand united in offering high quality programs that exist to offer innovative and tested methods of instruction and self-paced learning. We have proof by our results that we are helping scholars to think, communicate, and achieve.
7. As operators of high-quality public charter schools offering independent study, we stand united in following the state law in the operation of resource centers and school sites.

Our commitment to excellence is unwavering and our focus on scholars is what motivates us to create, manage, and grow public charter schools within the space of independent study.”

Description of Program

Compass is one of California's leading public charter schools serving scholars throughout the state in transitional kindergarten (TK), kindergarten (K), and grades one (1) through twelve (12). We are an exclusively virtual, personalized learning program. We recognize that, in education, one size does not fit all, and we have two (2) great programs to serve scholars: the Options Learning Program and the Online Learning Program. This Scholar Handbook is specific to the Options Learning Program, which serves

scholars in grades Transitional Kindergarten, Kindergarten, and grades one (1) through twelve (12). Compass is designed and organized to serve scholars and families who have chosen a unique educational setting that can meet an individual scholar's needs.

A prospectus, including a description of the curriculum, along with titles, descriptions, and instructional aims of every course offered by Compass, is available for review upon request. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

Compass is an academic program, and we are proud of the rich, rigorous, standards-based program we provide. Because we are an exclusively virtual public charter school, we utilize many digital tools and platforms. For example, parent workshops, clubs, and communication are conducted virtually. These digital tools allow us to enhance our scholars' learning, as well as the relationships and communication we have with them and each other. While a virtual community is important to us, we also seek to build in-person communities with a variety of events, workshops, and field trips.

Enrollment Requirements

General Requirements

- A scholar must be five (5) years of age on or before September 1st in order to be admitted to kindergarten at any time during that school year. For those young scholars who will turn five between September 2 and February 2, they can enroll in Transitional Kindergarten. A scholar's age cannot exceed 19 years for initial enrollment unless the scholar has been continuously enrolled in school and making satisfactory progress toward graduation; if a scholar was not attending school at any time after their 19th birthday, they may not enroll with CCS.
- A scholar must have completed the CCS enrollment process, submitted the applicable compliance documents, and signed a Master Agreement prior to starting courses.
- In accordance with Education Code Section 51747.3, a scholar must reside within the county in which the specific CCS school of anticipated enrollment is authorized, or a contiguous county to the county in which the specific CCS school of anticipated enrollment is authorized.
- A scholar may only be enrolled in CCS and not concurrently enrolled in another school, public or private (unless prior permission is given for a community college).

Immunization Requirements

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend school unless they meet the requirements for an exemption. Immunization records are required for all incoming scholars. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all scholars, the Charter School follows and abides by the health standards set forth by the state of California. The immunization status of all scholars will be reviewed periodically. Those scholars who are not in compliance with the State guidelines must be excluded from classroom-based instruction until the requirements are met unless otherwise exempt. Scholars who have been exposed to a communicable disease for which they have not been immunized may be excluded from classroom-based instruction at the discretion of the Charter School.

These required immunizations include:

Child's Grade	List of shots required to attend school
TK/K-12 Admission	<ul style="list-style-type: none"> ● Diphtheria, Tetanus, and Pertussis (DTaP) - Five (5) doses ● Polio - Four (4) doses ● Measles, Mumps, and Rubella (MMR) - Two (2) doses ● Hepatitis B (Hep B) - Three (3) doses ● Varicella (chickenpox) – Two (2) doses <p>NOTE: Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after the fourth birthday. MMR doses must be given on or after the first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.</p>
Entering 7th Grade	<ul style="list-style-type: none"> ● Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose ● Varicella (chickenpox) - Two (2) doses <p>NOTE: In order to begin 7th grade, scholars who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements listed for grades K-12 as well as requirements for 7th grade advancement (i.e., polio, MMR, chickenpox and primary series for diphtheria, tetanus, and pertussis). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.</p>

Learning coaches are asked to provide proof of immunizations upon registration in order to maintain updated records. All scholars must be fully immunized in accordance with the California Health and Safety Code and the California Code of Regulations with the following exceptions:

1. Scholars who show proof of a medical exemption by a physician licensed to practice medicine in California pursuant to Health and Safety Code Section 120370.
 - Commencing January 1, 2021, the California Department of Public Health standardized medical exemption form shall be the only documentation of a medical exemption that

- the School shall accept.
- On and after July 1, 2021, the School shall not unconditionally admit or readmit, or admit or advance any scholar to 7th grade, unless the scholar has been fully immunized or files a California Department of Public Health standardized medical exemption form as required by law.
 - Medical exemptions issued before January 1, 2020 will continue to remain valid until the child enrolls in the next grade span, defined below.
2. Scholars who are enrolled in a home-based private school or independent study program and do not receive any classroom-based instruction.
 - A scholar who has not received all of the required immunizations will not be eligible to attend classes at a Charter School resource center unless the scholar is otherwise exempt under #1 or #3.
 3. Scholars who, prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school in California stating beliefs opposed to immunization, and who provides said letter or affidavit to the CCS, shall be allowed to enroll at CCS without being fully immunized until the scholar enrolls in the next grade span pursuant to Health and Safety Code Section 120335(g);
 - “Grade span” means each of the following:
 Birth to Preschool.
 Kindergarten and grades 1 to 6, inclusive, including transitional kindergarten.
 Grades 7 to 12, inclusive.

If there is good cause to believe that a child has been exposed to a disease listed in subdivision (b) of Section 120335 and documentary proof of immunization status does not show proof of immunization against that disease, that child may be temporarily excluded from classroom-based instruction until the local health officer is satisfied that the child is no longer at risk of developing or transmitting the disease.

CCS shall immediately admit a foster child, as defined in Education Code § 48853.5(a), and a homeless child, as defined in Section 11434a(2) of Title 42 of the United States Code, regardless of whether the foster or homeless child’s immunization records are not available or are missing. However, this does not alter CCS’s obligation to obtain immunization records for foster and homeless scholars or to ensure the full immunization of foster and homeless scholars as required by law.

This Policy does not prohibit a pupil who qualifies for an individualized education program (“IEP”), pursuant to federal law and Education Code Section 56026, from accessing any special education and related services required by the scholar’s individualized education program.

Any scholar leaving the United States for a visit to any country considered by the Center of Disease Control and Prevention (“CDC”) to have an increased risk of TB exposure MUST call the County Tuberculosis Clinic for a TB Screening upon return.

A copy of the complete Immunization Policy is available upon request at the Central Office and on the School’s website within the Board Policy Manual (Section 20).

Oral Health Exam Requirements

California law states scholars must have an oral health assessment by May 31 of their kindergarten year or, if the scholar was not previously enrolled in kindergarten in a public school, their first grade year. A California licensed dental professional operating within their scope of practice must perform the check-

up and fill out our oral health assessment form. If your scholar had a dental check-up in the 12 months before they started school, ask your dentist to fill out the oral health assessment form required for enrollment. If you are unable to get a dental check-up for your scholar, a waiver is available upon request.

Diabetes

The Charter School will provide an information sheet regarding type 1 diabetes to the parent or guardian of a scholar when the scholar is first enrolled in elementary school, pursuant to Education Code Section 49452.6. The information sheet shall include, but shall not be limited to, all of the following:

- A description of type 1 diabetes.
- A description of the risk factors and warning signs associated with type 1 diabetes.
- A recommendation that parents or guardians of scholars displaying warning signs associated with type 1 diabetes should immediately consult with the scholar's primary care provider to determine if immediate screening for type 1 diabetes is appropriate.
- A description of the screening process for type 1 diabetes and the implications of test results.
- A recommendation that, following a type 1 diagnosis, parents or guardians should consult with the scholar's primary care provider to develop an appropriate treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.

A copy of the information sheet regarding type 1 diabetes is available at: [LINK]. Please contact the Central Office if you need a copy of this information sheet or if you have any questions about this information sheet.

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade scholars, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

- A description of type 2 diabetes.
- A description of the risk factors and warning signs associated with type 2 diabetes.
- A recommendation that scholars displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
- A description of treatments and prevention of methods of type 2 diabetes.
- A description of the different types of diabetes screening tests available.

A copy of the information sheet regarding type 2 diabetes is available at:

<https://www.cde.ca.gov/ls/he/hn/type2diabetes.asp>.

Physical Examinations and Right to Refuse

All pupils must complete a health screening examination on or before the 90th day after the pupil's entrance into first grade or such pupils must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are

distributed to scholars enrolled in kindergarten or a California public school for the first time. If your child's medical status changes, please provide the supervising teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

A parent/guardian having control or charge of any child enrolled in CCS may file annually with the Superintendent & CEO a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return for classroom-based instruction until the school authorities are satisfied that any contagious or infectious disease does not exist.

Mental Health Services

CCS recognizes that unidentified and unaddressed mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, scholar attrition, homelessness, incarceration, and/or violence. Access to mental health services at CCS and in our community is not only critical to improving the physical and emotional safety of scholars, but it also helps address barriers to learning and provides support so that all scholars can achieve success in school and life. The following resources are available to your scholar:

Available through CCS:

- **School-based counseling services** – your scholar is encouraged to directly connect with their school counselor. Our team of school counselors are trained and qualified to provide education, prevention, intervention and referral services to scholars and their families. Each counselor works directly with scholars in various capacities to foster positive growth while also offering support to learning coaches with managing emotions, coping with crises, overcoming barriers to learning, as well as, providing relevant academic, college and career readiness, and social emotional development. Although our school counselors do not provide long-term mental health therapy, we do provide a comprehensive school counseling program designed to meet the equitable needs of all scholars.
- **Special education services** – if you believe your child may have a disability, you are encouraged to directly contact the Special Education Department at (855) 937-4227 to request an evaluation.

Available in the Community:

- Community resources are listed on the school website under Counseling Services.

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Call, text or chat 988. Services are available 24 hours.
- Crisis Text Line - Text HOME to 741741- Crisis Text Line fields messages about suicidal thoughts, abuse, sexual assault, depression, anxiety, bullying and more.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. Available at (866) 488-7386 or visit

<https://www.thetrevorproject.org/>.

- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S. and all scholars may be vulnerable. CCS believes it is a priority to inform our scholars about (1) the prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, CCS will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. If you choose to opt out your child from all or part of the instruction, send an email to your scholar's supervising teacher stating so. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on CCS's website for your review.

Tobacco-Free Schools

Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and the breathing of secondhand smoke. The Charter School provides instructional programs designed to discourage scholars from using tobacco products. The Charter School's Governing Board recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with the goals of CCS to provide a healthy environment for scholars and staff.

In the best interest of scholars, employees, and the general public, the Board therefore prohibits the use of tobacco products at all times on Charter School property and in Charter School vehicles. This prohibition applies to all employees, scholars, visitors, and other persons at school or at a school-sponsored activity or athletic event. It applies to any meeting on any property owned, leased, or rented by or from CCS.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. Smoking or use of any tobacco-related product is also prohibited within 250 feet of the youth sports event in the same park or facility where a youth sports event is taking place. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited.

The Superintendent & CEO or designee shall inform scholars, parents/guardians, employees, and the public about this policy. All individuals on Charter School premises share in the responsibility of adhering to this policy. Additionally, Charter School will post signs stating "Tobacco use is prohibited" prominently

at all entrances to school property. A copy of the complete Policy is available upon request at the Central Office and on the School's website within the Board Policy Manual.

Surveys About Personal Beliefs

Unless you, the parent or guardian, give written permission, your child will not be given any test, questionnaire, survey, or examination containing any questions about your child's, or their parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion.

Free and Reduced-Price Meals

Pursuant to California Law, CCS shall provide two (2) nutritionally adequate meals to each scholar who requests a meal without consideration of the scholar's eligibility for federally funded free or reduced-price meals with a maximum of one (1) free meal per meal service (breakfast and lunch) each school day on which the scholar is scheduled for two (2) or more hours of educational activities at a school site, resource center, meeting space or other satellite facility operated by CCS. Applications for federal meal reimbursement are included during the enrollment and re-enrollment process through the application of an income and household size survey. All families are encouraged to complete the application form in order to include as many eligible scholars as possible. Completed application forms can be returned to the Central Office.

The Charter School also maintains a School Wellness Policy pursuant to state and federal requirements. A copy of the complete Policy is available upon request at the main office and on the school website within the CCS Board Policy Manual.

Income and Household Size Survey

Public schools may qualify for several federal and state grants based on annual population demographics. By completing this survey during the enrollment and re-enrollment process families can help the Charter School attain additional resources necessary to serve all scholars. Generally, schools with families that have eligible incomes based on the free and reduced lunch qualifiers may support these additional grants. Please note, funding determinations are based upon the total number of scholars that qualify. The information submitted in this survey is a confidential educational record and therefore protected by all relevant federal and state privacy laws that pertain to educational records including, without limitation, the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended (20 U.S.C. Â§ 1232g; 34 CFR Part 99); Title 2, Division 4, Part 27, Chapter 6.5 of the California Education Code, beginning at Section 49060 et seq.; the California Information Practices Act (California Civil Code Section 1798 et seq.) and Article 1, Section 1 of the California Constitution

School Safety Plan

The Charter School has established a Comprehensive School Safety Plan. The Plan is available upon request at the Central Office and on the school website within the CCS Board Policy Manual.

Pregnant and Parenting Scholars

The Charter School recognizes that pregnant and parenting scholars are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting pupil is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the scholar's physician, which the scholar may take before the birth of the scholar's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the scholar who gives or expects to give birth and the infant, and to allow the pregnant or parenting scholar to care for and bond with the infant. The Charter School will ensure that absences from the scholar's regular school program are excused until the scholar is able to return to the regular school program or an alternative school program.

Upon return to school after taking parental leave, a pregnant or parenting scholar will be able to make up work missed during their leave, including, but not limited to, makeup work plans and re-enrollment in courses. Notwithstanding any other law, a pregnant or parenting scholar may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the scholar to be able to complete any graduation requirements, unless the Charter School determines that the scholar is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the scholar's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting scholars may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

J.J. Lewis | Superintendent & CEO
 850 Hampshire Road, Suite R
 Thousand Oaks, California 91361
 (818) 824-6233
jlewis@compasscharters.org

A copy of the UCP is available upon request at the Central Office and on the school website within the CCS Board Policy Manual. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Superintendent & CEO.

Master Agreement

To attend CCS, each scholar, learning coach (parent/legal guardian), and supervising teacher shall sign a Master Agreement ("MA") prior to the first day of courses each school year. This is a legal document and must be signed, dated, and returned to CCS. No scholar or learning coach will have access to the curriculum until the MA is signed and returned. Failure to sign and return an MA within the first three (3) days of the scholar start date will result in a mandatory meeting with the Superintendent & CEO or designee. The signed MA is the agreement that the scholar and learning coach sign to demonstrate their intention to continue enrollment in CCS. All scholars enrolled in CCS must sign a new Master Agreement each school year.

An addendum must be submitted if changes are made in courses, supervising teacher, or grade level during the school year. This document also requires that each scholar, Parent/Legal Guardian, and supervising teacher sign, thus approving the changes. An updated MA must be submitted if changes occur to the scholar's physical address that results in an interdistrict school transfer.

Teacher Qualification Information

As the Charter School receives Title I federal funds through the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA"), all parents or guardians may request information regarding the professional qualifications of supervising teachers and/or paraprofessionals, including at a minimum:

1. Whether the scholar's teacher:
 - a. Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - c. Is teaching in the field of discipline of the certification of the teacher; and
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Superintendent & CEO at (855) 937-4227 info@compasscharters.org to obtain this information.

Internet Service

Participation in CCS requires an Internet connection. The nature of the CCS program's communication methods requires that scholars and learning coaches have Internet access to access resources, as well as to log attendance and submit assignments. Basic Internet service is available free of charge for all enrolled scholars who wish to utilize it. Learning coaches who wish to request Internet service reimbursement will need to fill out the appropriate forms and email them to our IT Department. Alternatively, a learning coach may opt to independently purchase an Internet connection.

Internet Safety Policy

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

Incoming Scholar Grade Level Placement Policy

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

TK - 8th Grade

- Incoming scholars will be placed at their age-appropriate grade level, not below or above grade level, unless the previous school has officially approved a retention or promotion (official documentation from the school is required).
- For incoming scholars, if the grade level placement the learning coach desires differs from that indicated in the prospective assignment, the situation must be discussed with the Director of Options Learning prior to making the change on the Master Agreement. The Director will make a recommendation for the Superintendent & CEO or designee who shall make the final decision.

Middle School (6th-8th Grade)

An incoming 6-8th grade scholar must provide the most recent report card and current progress report, if enrolling during the school year, in order to determine appropriate placement. Failure to do so does not delay enrollment, but will delay the appropriate placement of the scholar into courses. If a scholar has not attended school for an entire academic year or more, appropriate placement will be reviewed by the Director of Options Learning and Director of Counseling Services. Scholars may be required to take assessments to determine appropriate placement.

High School (9th-12th Grade)

An incoming 9-12th grade scholar must provide official transcripts, the most recent report card, and current progress report, if enrolling during the school year, in order to determine appropriate placement. Failure to do so does not delay enrollment, but will delay the appropriate placement of the scholar into courses.

Upon enrollment, high school scholars will be placed into courses according to the credits the scholar has earned at previous schools and takes into account appropriate course level sequencing in order to meet graduation requirements.

Policy on Promotion and Retention

Promotion to the next grade level upon completion of the school year is dependent upon the grades earned. Scholars must pass a minimal number of core curriculum courses (i.e. mathematics, science, social science, and language arts) and successfully complete any prescribed school year academic instructional support programs. Scholars who are at risk of retention will be provided with programs of supplemental instruction during the school year. Scholars who do not make satisfactory progress each year are at risk of being retained.

For scholars qualified under the Individuals with Disabilities Education Act (“IDEA”), any decisions regarding retention or promotion will be made by the Individualized Education Program (“IEP”) team in an IEP meeting. For scholars with a Section 504 Plan, any decisions will be made by the Section 504 team in a 504 meeting.

If a parent/guardian is initiating a request for a retention consultation, or a promotion to “skip” a grade level, such a request must be made in writing to the scholar’s supervising teacher and program Director.

The complete CCS scholar Promotion and Retention Policy is available at the Central Office or on the school website within the CCS Board Policy Manual.

Benchmark Testing

All scholars will be required to take a benchmark assessment in math and reading in order to determine a baseline of proficiency levels at the beginning of the school year. They will be assessed again in December, prior to winter break, and at the end of the school year. Pursuant to CCS's Independent Study Board Policy, scholars are required to participate in benchmark assessments, as detailed in the Master Agreement, in order to determine satisfactory educational progress. If a scholar fails to or declines to participate in benchmark assessments, this will trigger CCS to conduct an evaluation to determine whether it is in the best interests of the scholar to remain in independent study. If the scholar has not attended school for an entire academic year or more, appropriate placement will be reviewed by the Director of Counseling Services, Options Coordinator, and Director of Options Learning. Scholars may be required to take additional assessments to determine appropriate placement.

Scholar Expectations

- Attend live, monthly Connections Meetings with your ST.
- Attend live, real-time virtual classroom synchronous sessions as required.
- Attend all applicable support sessions (e.g.. English Language instruction/tutoring, MTSS tutoring, or counseling sessions) as requested by CCS staff.
- Scholars taking high school courses that qualify for "A-G" requirements will engage in at least one hour per week per high school subject of interactive instruction and/or academic tutoring/advising.
- Upload a body of work, assignments, and other educational experiences to the digital portfolio application.
- At a minimum, work approximately one (1) hour per subject or up to six (6) hours per day. The amount of time a scholar spends per subject will vary based on individual scholar strengths.
- Complete the assignments according to the curriculum pacing guidelines and/or personalized learning plan and reach out to your ST with questions to ensure success.
- Do your own work. Do not plagiarize. All scholars are required to follow and be aware of the Academic Dishonesty Plagiarism Policy.
- Be an active and engaged learner. Create a daily schedule to ensure all assigned work is completed. Complete work every school day and adhere to the attendance policy.
- Proactively communicate with teachers, counselors, and administration as needed. Respond to all communication within 24 hours.
- If technical difficulties arise with CCS-issued computers, contact the IT Department immediately to resolve the issue.
- If a scholar participates in extracurricular activities, the scholar is expected to maintain coursework and submit a body of work, based on assignments, on time.
- Notify the Records Department within five (5) business days if there is a change of address, phone or email.
- Be respectful and follow the CCS ARTIC values in interactions with fellow scholars, learning coaches, faculty, and staff.
- Participate in the required internal benchmark assessments, and all state testing, e.g. CAASPP, and the Physical Fitness Test (PFT), if applicable.

Learning Coach Responsibilities

- Attend monthly ST Connection Meetings along with your scholar(s).
- Communicate regularly with all school staff, including your scholar's supervising teacher.
- Be respectful and follow the CCS ARTIC values in interactions with other learning coaches, CCS staff, and our providers; ensure your scholar is respectful and follows CCS ARTIC values in interactions with other scholars, CCS staff, and providers
- Complete and sign Activity Logs daily, and upload by the deadline each learning period.
- Check email and phone messages daily (including any automated messages about scholar attendance and/or progress) for all CCS communication, including Monday Morning Updates, Parent Square messages, and the quarterly newsletters; respond promptly if a response is required.
- Maintain reliable contact information on record at the school. Inform the Records Department within five (5) business days of any changes to contact information, including phone, email, or address.
- Monitor scholar progress and initiate conversations about progress before there is an issue.
- Keep informed of news and information about school through communication from staff and newsletters.
- Submit a body of work prior to each learning period deadline. Ensure that all work has been corrected or evaluated with rough drafts and evidence of learning included as needed.
- Notify your ST of any extended family travel, except during normal school vacations and holidays, at least two (2) weeks prior to leaving.
- Alert administration if you do not hear back from your ST within 48 hours during the school week.
- Create a home environment that is conducive to learning. This includes a regular schedule, eliminating distractions, and being a guiding presence in your scholar's daily school life by preparing for learning. Encourage and help the scholar to be actively involved in the learning process.
- Ensure the scholar works daily, Monday through Friday, for sufficient time to ensure success (4-6 hours daily).
- Maintain high expectations for the scholar and monitor their progress on a daily and weekly basis and initiate conversations about progress before there is an issue. Be a positive role model for the scholar. Establish daily and weekly goals by creating a consistent schedule. Setting, reaching, and then celebrating those goals can motivate scholars toward success.
- Ensure that your high school scholar attends Learning Labs, all support sessions, and open office hours when taking online and A-G courses.
- Support your scholar to attend synchronous learning sessions, all support sessions, and open office hours as requested by CCS staff. Become familiar with the CCS grading system and grade level standards expectations, making sure to provide a sufficient body of work to the ST to determine progress and final grades.
- Work in partnership with the ST and counselor to support the scholar.
- Ensure school property is treated with respect and used for appropriate educational purposes.
- Support the scholar's participation in benchmark assessments and state testing.
- Establish "rewards" and "consequences" for meeting or not meeting expectations; setting and reaching goals and then celebrating those goals can motivate scholars toward success.

Virtual Classroom and Session Expectations

CCS will follow discipline procedures, including suspension and expulsion procedures, in accordance with the CCS charter and the Charter School policy as it pertains to violations to any of the following expectations. Virtual classroom and session expectation include:

- Login using CCS-issued email address for virtual sessions held via Zoom.
- Respect opinions and privacy of others during web-based discussions.
- Refrain from posting anonymous messages unless authorized by the teacher.
- Use only your own username and password, and do not share these with anyone.
- Do not post personal information including: Phone number, YouTube, Facebook, etc.
- Do not download, transmit, or post material that is intended for personal gain or profit.
- Do not post material that is obscene or defamatory or which is intended to annoy, harass, or intimidate another person. This includes distributing “spam” mail, chain e-mail, viruses, or other intentionally destructive content.
- Do not distract other scholars via chat, web, or drawing features.
- Do not upload or post any software on CCS instructional computing resources that are not specifically required for your assignments and approved by your teacher.
- Do not post any audio, video, or other non-instructional files to any CCS server.
- Avoid using sarcasm, jargon, slang, and never use derogatory or foul language. Cyberbullying of any kind will not be tolerated.
- Limit use of communications expressed in all capital letters, as this can be considered yelling.
- Do not broadcast online discussions, and never reveal other people's email addresses.

A copy of CCS' full Suspension and Expulsion Policy is available on the school website or at the Central Office, as well as within this Handbook.

Attendance

Attendance is important for the success of a scholar. If a scholar does not attend school, then a scholar cannot succeed in their courses. Attendance at an independent study school looks very different than that at a brick and mortar school.

Independent Study attendance credit is based upon the scholar's daily engagement in instructional activities required by the school (assignments) on days that school is in session (Monday through Friday, non-holidays) and further determined based upon the time value of the scholar's body of work, judged at the discretion of the supervising credentialed teacher. A copy of the Charter School's full Independent Study Policy is available on the School website within the CCS Board Policy Manual or at the Central Office.

Activity Logs

The learning coach and scholar must ensure that activity logs are accurate, marking activity each day in the relevant subject areas. Activities may include virtual courses, outside courses, courses at learning centers, lessons at home, field trips, etc. This log is a mandatory requirement and must be updated daily and signed by the Learning Coach or authorized contact each Learning Period. Connection meetings also validate activity logs. Blanks on the activity log from lack of educational activity for the day or from lack of connections with the ST are considered absences. All absences are unexcused.

Body of Work Requirements

In order for attendance credit to be given and to monitor scholar academic progress, a representative body of work must be provided to the teacher when requested and in accordance with the frequency, time, and manner specified in the Board Policy on Independent Study and the applicable provisions of the Master Agreement.

If the ST requires further or alternate assignments as part of the body of work to determine attendance or grades, those must be provided within three (3) days of the request.

STs will give scholars due dates, the quantity, and descriptions of the body of work that should be submitted in accordance with the Independent Study Board Policy.

It is essential that the body of work is submitted on time. Failure to do so can result in academic or disciplinary sanctions, including truancy.

Connection Meetings

Learning coaches and scholars will attend scheduled connection meetings each month with the ST. During connection meetings, the personalized learning plan (PLP) will be completed and reviewed. Scholars will showcase their learning during the connection meeting through presenting a body of work that highlights academic progress. Goals that ensure scholar success will also be created and reviewed during connection meetings.

Teachers are available to meet with learning coaches and scholars in addition to these formal connection meetings by request.

Homeroom Instruction

Opportunities for synchronous instruction and daily live interaction shall be made available to scholars in accordance with the Independent Study Board Policy. Supervising teachers will be providing homeroom instruction for their roster scholars to participate in grouped, synchronous instruction daily for TK-3rd grades and weekly for grades 4-12.

Missed Assignments/Truancy

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

In order for attendance credit to be given, a representative body of work must be uploaded to the digital portfolio application or shared with the ST in another agreed upon manner in accordance with the frequency, time, and manner specified in the Independent Study Board Policy and the applicable provisions of the Master Agreement. Although connections can certainly be made more often and by other means as needed, scholars and learning coaches (parents) must connect with the ST either i by live visual or audio connection (e.g. Zoom) no less than once (1) per every twenty (20) school days. The learning coach (parent(s)), scholar, and ST should decide on and set the connection meeting dates for the year and keep that schedule.

The following are key components of learning period connections and constitute “assignments”:

- Live communication/required meetings
- Body of work scholar showcase
- Daily Activity Logs completed and signed at the end of each learning period

Missing five (5) assignments in any period of five (5) school days will be considered a violation of the Master Agreement contract, and a meeting pursuant to the Independent Study Policy will convene to determine whether placement at CCS independent study is an appropriate placement for the scholar.

Similarly, if the ST determines that satisfactory educational progress is not being made, the ST shall notify the scholar and learning coach and conduct an evaluation pursuant to the Independent Study Policy to determine whether it is in the best interest of the scholar to remain in the program.

State Standardized Testing

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

- Grade 5, 8, 11 and 12 - California Science Test (“CAST”). Grade 12 scholars will take the CAST if they have not previously taken it.
- Grades 3-8, and 11 - SBAC Testing (California Assessment of Student Performance and Progress: “CAASPP”) - ELA and math
- Grade 5, 7, 9 - Physical Fitness Test (“PFT”)
- English Language Learners: English Language Proficiency Assessments for California (“ELPAC”)

These examinations provide CCS with information for evaluation and future planning. These exams also indicate CCS’ effectiveness in carrying out its educational mission. Participation rates are critical to the success of our school. According to recent changes promulgated by the Every Student Succeeds Act (“ESSA”), signed into law in December 2015, a public school is required to achieve a participation rate of 95% on any state testing. If a school has less than 95% of its scholars participate in any assessment, the school receives a serious penalty by the state of California or federal government. The state of California has changed how it calculates the academic indicator for schools on the California Dashboard. California is now required to apply a penalty to the calculation of the Academic Indicator for any school that does not reach that 95% requirement. The state will assign the Lowest Obtainable Scale Score (LOSS) to each scholar needed to bring the participation rate of the school, district, and/or student group to 95 percent. This is akin to assigning a score of zero to each scholar who doesn't take the CAASPP. Please note, though, that scholars who did not test will NOT receive a LOSS on their individual California Assessment of Student Performance and Progress (CAASPP) student score reports - this impacts the school as a whole, not the individual scholar or the CAASPP Student Score Data File. Our state test scores are shared with our authorizing school districts that, under recent legislation, have the ability to deny the renewal of a charter school without further intervention. If a charter school’s state test participation rate is low, the authorizer may be more likely to decline charter renewal.

CCS administers all state standardized tests at sites geographically placed among our scholar locations. A testing schedule will be provided to our learning coaches. Individual scholar performance results on statewide assessments will be distributed to both learning coaches and STs and on the California Department of Education’s (“CDE”) web page at <http://www.cde.ca.gov/ta/>. Notwithstanding any other provision of law, a learning coach’s written request to CCS officials to excuse their scholar from any or all parts of the CAASPP assessments, including CAST, shall be granted.

Tests Proctored by Agencies Other Than CCS

Advanced Placement (“AP”)

A program offering college-level curricula and examinations to high school scholars. American colleges and universities often grant placement and course credit to scholars who obtain high scores (typically scores of 3 or better) on the examinations. The AP curriculum for each of the various subjects is created for the College Board by a panel of experts and college-level educators in that field of study. For questions on AP testing, registration and locations, please speak with the AP Coordinator.

Preliminary Scholastic Aptitude Test (“PSAT/NMSQT”)

The PSAT/NMSQT is the Preliminary SAT/National Merit Scholarship Qualifying Test. The test is usually taken in the junior year as practice for the SAT and is used to qualify scholars for the National Merit Scholarship. The PSAT is offered nationally every year in October. For questions on PSAT testing, registration, fee waiver and locations, please contact the College & Career Readiness Counselor.

Scholastic Aptitude Test (“SAT”)

A nationwide test used by some institutions to help determine college and university admission eligibility. However, please be advised that The California State University (CSU) and University of California (UC) no longer utilizes the SAT in determining admission eligibility for their campuses. The SAT is offered and administered by the College Board. It is the scholar’s responsibility to register and pay for this test. The test may be taken more than once. There are several different test dates between August and June. Scholars are encouraged to take the SAT as early as May or June of their junior year. Apply online at www.collegeboard.com. For questions on SAT testing, registration, fee waivers and locations, please contact the College & Career Readiness Counselor.

American College Test (“ACT”)

A nationwide test used by some institutions to help determine college and university admission eligibility. However, please be advised that The California State University (CSU) and University of California (UC) no longer utilizes the ACT in determining admission eligibility for their campuses. The ACT test content consists of English, math, reading, and science. There is also a writing portion available which many colleges require. There are several dates between September and July (different dates than the SAT). Scholars may take the test more than once. Apply online at www.actstudent.org. For questions on ACT testing, registration, fee waivers and locations, please contact the College Career Readiness Counselor.

California High School Proficiency Examination (“CHSPE”)

A test for scholars who need to verify high school level skills to earn the legal equivalent of a high school diploma. Scholars eligible to take the CHSPE must be at least 16 years of age and have been enrolled in the 10th grade for at least one (1) academic year, or will have completed one (1) academic year of enrollment in the 10th grade at the end of the semester during which the CHSPE regular administration (Spring/Fall) will be conducted. Prior to registering for the exam, please contact your counselor. For more information, visit <https://www.chspe.net/>.

College Level Examination Program (“CLEP”)

A credit by examination program that allows participants to demonstrate college level mastery of introductory courses and possibly earn college credit (note: high school credit is not awarded). Policies for accepting CLEP college credits vary from college to college, so please check with the targeted college first.

General Educational Development Test (“GED”)

A test which may be taken by scholars 18 years of age or older and no longer enrolled in high school for the purpose of earning a California High School Equivalency Certificate. Prior to registering for the exam, contact your counselor. For more information, visit <https://ged.com>.

High School Equivalency Test (“HiSET”)

Must be a California resident or a member of the Armed Forces to take this exam. A scholar must meet state eligibility requirements. Please view the link for details. Prior to registering for the exam, contact your counselor. For more information, visit <http://hiset.ets.org/requirements/ca>.

Contact Information & Communication Procedures

Methods of Communication

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

Email Expectations

- For the protection and safety of our staff and scholars, all scholars must use their school-issued CCS scholar email for all communication, access to live sessions via Zoom, CCS online platforms, such as Google Classroom, virtual workshops, engagement events, and more.
- We request that scholars (6-12th) and learning coaches use separate email addresses for email communication. The CCS issued email address is to be the primary email for all scholar communications (including 6-12). Learning coaches will need to use their own email addresses for email communication and cannot use the scholar’s email address to communicate.
- All scholars are expected to communicate respectfully with school staff and peers through all methods of communication by using appropriate language. Failure to do so may result in disciplinary action.
- Scholars are expected to reply to communication from school personnel within 24 hours.
- All scholars should include their name and grade when they are emailing school staff.

Unable to Contact

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

Notification Regarding Change of Contact Information

As stated in the Master Agreement Acknowledgement of Responsibilities, it is the responsibility of parents, guardians or adult foster care caregiver to inform the school of any change of address, telephone number or emergency information. Parents must provide a manner to receive both written

(U.S. Mail) and oral communication (telephone, cell, email) regarding their child(ren). For the protection of the scholar's health and welfare, and to facilitate immediate communication with the parent/legal guardian or caregiver, CCS, in accordance with Education Code Section 49408, requires the parent/legal guardian to provide current emergency information in the online enrollment application at the time of enrollment. Every parent/legal guardian or caregiver must complete an online enrollment application for each scholar at the time of enrollment. Emergency information should include, but is not limited to the following:

- Home address and current telephone, including cell phone
- Employment/business addresses and phone numbers
- Relative/Friend's name, address, and telephone numbers authorized to pick up and care for the scholar in an emergency situation, if the parent/legal guardian cannot be reached.

This information must be updated with the Records Department within five (5) business days to ensure timely communication with CCS staff. In order to request a change of contact information, the learning coach must complete the Change of Contact Information Form which is located on the Schools' website.

Parents of scholars with disabilities should also have the name of any other designated adult who can receive their child in case of an emergency. Scholars will only be released to a person listed on the emergency card unless the parent/legal guardian has provided written authorization on a case-by-case basis during testing and/or other engagement or enrichment events. Parents are required to update this information at least twice (2) per school year. The emergency phone number for the parents and relatives/friends and all other information, such as name or address can be changed through the [Change of Information Form](#) found on our website.

Proof of Residency

Learning Coaches must notify the Records Department to provide a proof of new residence. A form to submit these changes can be found on the School's website under Parent/Scholar Resources. Learning Coaches must complete the [Change of Information Form](#) to update their address and provide an updated proof of residence attached or emailed to records@compasscharters.org.

Academic Program

AVID

Advancement Via Individual Determination ("AVID"), is a college readiness system for elementary-aged scholars through higher education that is designed to increase school-wide learning and performance. The AVID College Readiness System ("ACRS") accelerates scholar learning, uses research-based methods of effective instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change. While typically found in brick-and-mortar schools, Compass is proud to be one of a select few who are offering this program online.

The AVID curriculum, based on rigorous standards, is driven by the Writing, Inquiry, Collaboration, Organization and Reading ("WICOR") method. AVID curriculum is used in AVID elective courses and in content-area courses (English language arts, math, science, and social studies) in AVID schools. Our teachers use AVID strategies in all of their instructional practices and encourage learning coaches to put

these strategies into practice at home. High school scholars can enroll in the AVID elective courses with use of educational support funds.

Digital Portfolio

Scholars must regularly share their educational experiences in their digital portfolios or directly to their ST. This portfolio should be a collection of experiences and work that is a source of pride for the scholar. This collection of the body of work for the school year is a portfolio of the breadth and depth of the scholar's learning. This body of work should be at the scholar's grade level and be a representation of the scholar's true level of learning. This will help guide the learning coach, scholar, and ST discussions on the scholar's progress and will help the ST determine final grades, as well as indicate if there is a need for additional support. It also provides insight regarding a scholar's interest or passion so that the ST can provide additional resources or support in those areas, if applicable.

Work to include in the body of work suggestions:

- Written assignment
- PowerPoint presentation
- Written work, essay, or test
- Completed project with a brief summary of learning
- Video* of lessons or activities that demonstrate learning
- Summary of educational field trip or excursion
- Photo and explanation of a science experiment
- Video* or audio of the scholar reading aloud or to a sibling or parent
- Video* of a scholar giving a speech
- Video* or audio of the scholar explaining a recently learned concept

*For video or audio submissions, please include a brief description of the topic covered and the activity.

Body of Work Guidelines

All grades: Scholars must turn in a minimum of one assignment per subject area, unless requested by the ST to submit additional assignments, in which case more may be required.

Work for the body of work should:

- Be from curriculum at the scholar's grade level/Master Agreement courses
- Be representative of the scholar's own work and abilities
- Be neat and legible
- Include the scholar's name on the page
- Not contain any religious teaching or references
- (For Math) Show problems worked out or explained in detail by the scholar
- NOT be multiple choice worksheets
- Be scored and/or have written evaluative comments by the learning coach (parent)
- For photos or Videos:
 - a. Be clear with sufficient light
 - b. Include the scholar with the project or work
 - c. Demonstrate the learning
 - d. Have a clearly written summary of the learning. (Use several photos if needed.)

Scholar Recognition

- Core Values (ARTIC) Awards are designed to celebrate scholars who exemplify CCS' ARTIC Values. These are awarded by teacher recommendation two times per year, once in the first semester and once in the second semester.
- Firebird of the Year is awarded by teacher recommendation based on demonstration of CCS' ARTIC values and being a scholar of the month recipient.
- Golden State Seal Merit Diploma (12th) - The Golden State Seal Merit Diploma is an award given to recognize public school graduates who have demonstrated their mastery of the high school curriculum in at least six (6) subject matter areas, four (4) of which are English language arts, mathematics, science, and U.S History, with the remaining two (2) subject matter areas selected by the scholar. The Golden State Seal Merit Diploma insignia is affixed to the diploma and transcript of each qualifying scholar. Seal should continue to be awarded to qualifying scholars per California Education Code Section 51454.
- Honor Roll recognition is awarded each semester to scholars who have earned a minimum 3.5 rubric average (TK-5) or a minimum 3.5 GPA (6-12).
- NHS Lifetime members must be inducted into CCS NHS Chapter and stay compliant with service hours as well as meeting attendance for 3+ Semesters
- Perfect Attendance award is given to scholars who attend 100% of the days during the award period.
- Presidential Award for Educational Achievement (Silver Seal) (8th, 12th) recognizes scholars who show outstanding education growth, improvement, commitment or intellectual development in their academic subject, but who do not meet the criteria for the President's Award for Educational Excellence. Teacher and Coordinator recommendation required.
- Presidential Award for Educational Excellence (Gold Seal) (8th, 12th) recognizes academic success by either grade point average of 90 on 100 scale, A- on letter scale, or 3.5 on a 4.0 scale, PLUS high achievement on state or nationally normed reading or mathematics examinations (or recommendations of a teacher plus one other staff member).
- Samaritan Award recipients must complete 50 hours of community service and apply for the award in order to be considered for this achievement.
- Scholar of the Month is awarded by teacher recommendation based on demonstration of CCS' ARTIC values.
- State Seal of Biliteracy (12th) - The State Seal of Biliteracy is an award given in recognition of scholars who have attained a high level of proficiency in two (2) or more languages. The State Seal of Biliteracy takes the form of a gold seal that appears on the transcript or diploma of the graduating senior, and is a statement of accomplishment for college admissions and future employers. Seal will be awarded to qualifying scholars per California Education Code sections 51460–51464.
- State Seal of Civic Engagement (11-12th) - The State Seal of Civic Engagement is an award given in recognition of scholars who demonstrate excellence in civics education and participation, and an understanding of the United States Constitution, the California Constitution, and the democratic system of government. The State Seal of Civic Engagement takes the form of a seal that appears on either the scholar's transcript or diploma and is a statement of accomplishment for college admissions and future employers. The State Seal of Civic Engagement will be awarded to qualifying scholars per Education Code sections 51470–51474

- Teacher (ST) recognition awards will be determined based on recommendations and will highlight additional scholar success.
- Finding Your Compass, A Counseling Award - This recognition will be awarded to scholars that have consistently committed to their personal growth, academic development, school community, and college-career readiness through their participation in a minimum of 10 direct counseling services during the school year; such as learning labs and small group sessions. This will be awarded at the end of the school year.

Additional information about our recognition program can be found on our website. For the most up to date list of our scholar awards, please visit the Parent & Scholars section of our website.

Educational Support Funds

Each scholar is allocated Educational Support Funds for materials, and/or services. Educational Support Funds are to be used for the scholar's educational needs and shall be aligned with standards appropriate for their grade level. Learning coaches, STs, and scholars work together to make purchasing decisions based on academic goals, learning styles, grade-level standards, and academic progress. Families can choose from a wide range of school-approved providers offering educational products and services.

Scholars have access to \$2,200 for TK, \$2,800 (K-8 grades) or \$3,000 (high school) in educational support funds to support the purchase of educational materials and services needed to help the scholar achieve their Personalized Learning Plan (PLP). Allocated funds depreciate for scholars who do not start on the first day of school. Use of funds is spread through the year. The first half is available at the beginning of the first semester; the second half is made available just before the second semester begins. A freeze is typically placed on all orders during holiday breaks. Learning coaches also need to watch for ordering deadlines.

Before an LC is able to place their first order, they must have a signed Master Agreement and a signed Family Order Agreement (FOA) on file. Order requests will be denied without both. Also, orders will not be placed for scholars who are in violation of the Master Agreement (missing required or requested items from the body of works, missing logs, and/or unable to contact).

The FOA addresses responsibility when placing order requests as stated below.

For service providers learning coach are responsible for:

- Paying any provider fees NOT pre-approved by CCS on the purchase order
- Paying any provider fees that exceed amounts on purchase orders
- Reading and following the [Educational Support Funds Guidelines](#)
- Paying any fees after scholar withdraws from the Charter School
- Confirming provider's prices & payment schedule on emails and on purchase orders

For material providers, learning coaches are responsible for:

- Receiving ' orders that arrive checking materials that arrive by initialing it on the packing list
- Comparing the shipment contents with the materials ordered, and noting missing items on the packing slip
- Signing and dating the packing slip, then scanning/photographing that slip and sending it to your

- ST within two (2) days of receiving the order
- Returning (or paying for) any items the ST considers to be non-consumable upon withdrawal from Compass

Contact your ST immediately if you are unable to do this for any reason (e.g. no packing slip included).

If a family fails to correctly check off and scan a copy of signed packing slips to the ST, the privilege of having materials sent directly to the scholar's home will be revoked. The family will then have to make arrangements to pick up future ordered materials from the closest ST.

Requesting Services and Materials

Order requests may only be made for products and services from approved providers, and a signed FOA must be on file in order for material orders to be placed. Furthermore, there are guidelines to determine what materials and services are approved from these approved providers. CCS expects learning coaches to use Educational Support Funds in a reasonable manner. The learning coach submits an order request to the ST who reviews it and, if approved, submits it to the Community Providers Department for processing. When the appropriateness of requested materials or services is in doubt, the ST and their Supervisor will evaluate using their best professional judgment. A decision made at this level is final.

Material order totals must include approximately 20-25% to cover any shipping, taxes, and/or handling fees required by the provider. Once invoices are reconciled, any overages will return to the balance allocated for the scholar. In March/April, the allotment of funds will need to be finalized, as orders will close then.

Learning coaches should instruct their scholars on how to care for and respect any materials purchased by the Charter School for scholar use. They will be expected to monitor their scholar's use of the loaned materials, including computers, to ensure appropriate use for educational purposes. (Please be advised that the computer remains school property, and there is no reasonable expectation of privacy.)

The materials purchased with state Educational Support Funds are the property of Compass Charter Schools. The materials are loaned to the scholar while they are enrolled in the Charter School and are for their use for educational purposes. Once the scholar withdraws, the non-consumable materials must be paid for or returned within one (1) week; otherwise, the family will be billed for the cost of the materials. If any item purchased by the Charter School for instructional use is lost or broken by a scholar, the scholar must pay to replace the item.

Guidelines for Using Educational Support Funds

Approved providers list: Orders may only be placed with providers on our list of approved providers, available on our website. Additional limitations may apply for some providers. Ask your ST for details.

Our payment: Compass Charter Schools only pays for services when an approved purchase order (PO) has been generated and only for the dollar amount stated on the purchase order. (For example, if a scholar has taken classes in September and October, but the purchase order only states October, then the school will NOT be responsible for paying for those September activities.)

Core curriculum: Verify with your ST that you have your core curriculum (ELA, math, science, social studies, or any other course being taken for A-G credit) in place. Orders for extracurricular activities and materials will not be placed if core curriculum is not sufficient for the scholar's needs.

Registration of outside courses: Contact the service provider directly to discuss the fees and their registration process. You must register your scholar(s) for the courses and sort out the details, including dates and prices, directly with the provider. As part of that discussion with the provider, you must determine if the provider wants to be paid monthly (recommended) or in a lump sum at the end of the semester/session. Discuss the fees with them so it is very clear how much they will charge your scholar(s) for courses. Make sure they agree to the prices on any cost breakdown. This part is very important. Again, we **STRONGLY** recommend you get all information on fees in writing for your records.

First day of outside courses: If you plan to use allocated funds to pay for courses, be sure your scholar does not attend the course or lesson unless you have received an approved PO from your ST. We do not reimburse for materials or services ordered on your own without a PO. You are responsible for any payments before a PO is finalized, so please plan ahead.

Reimbursement: A learning coach (parent) cannot be reimbursed using state dollars for any out-of-pocket expenses that have already been paid at any time for any reason.

Quality materials: Materials ordered must be scholar-grade quality, which is the quality public schools are required to order.

Faith-based: No religious services or materials of any type are allowed: books, CD/DVDs, videos, posters, curriculum, etc. Compass Charter Schools' assessment on whether services or materials fall under this category is final.

Overspending: Families are not allowed to spend over the amount allotted for their scholar(s). Learning coaches should be in communication with their ST about the amount of funds remaining and must not submit order requests for services or materials that will put them over the remaining amount. If order requests are submitted that do not meet this requirement, it is at the ST's discretion to reject or modify the order as deemed appropriate. The Community Providers Department determines final approval of all orders and reserves the right to cancel any issued services in order to keep a family within their budget.

The list below is not an all-inclusive list, but rather is provided to give some guidelines to help with your orders. More details are provided in the Educational Support Funds Guidelines that are shared with each family. The ST, Community Providers Department, and/or Administration may deny an item not listed here if they feel it puts the school's compliance into question with the state or authorizing district.

Acceptable:

- Appropriate, non-sectarian educational curriculum appropriate to the scholar's course of study and grade level
- Courses/materials for core courses must be in place before enrichment can be ordered. (Core includes math, language arts, science, social studies.) The ST may need to see these core materials or services.
- Music and art lessons.
- PE classes offered through an insured instructor.
- Academic tutoring and small group instruction.
- Using only 25% of funds toward core subjects is allowed only when the ST has verified that the family has the scholar's core curriculum already on hand.

Not Acceptable:

- Using over 75% of funds toward a non-core service or product
- Sectarian (faith-based) materials
- Materials not educational in nature or to be used for something not related to the scholar's course of study
- Non-scholar-grade-level materials
- Quantities that are not within reason, as determined by the ST and/or Community Providers Department (for example, more than one computer for a scholar)

As a reminder, more specific information on the appropriate use of funds is provided in the Educational Support Funds Guidelines which are provided to each family and available upon request from your ST.

Requesting New Providers

If there is a service or materials provider that you would like added to our Approved Providers List, we will do our best to accommodate. Please ask the potential provider to complete the New Provider Preliminary Application form: <https://goo.gl/ebnsRc>. This link can also be found on our website. We recommend that families send the link directly to their provider of choice via email. Please double check that the potential provider is not already an approved provider.

When you request that a business offering a high risk activity become an approved provider, do know the process will be longer than usual because of additional insurance requirements. In addition, the following are banned services/activities thus CCS will not approve any orders for: 5-day a week multi-subject all-inclusive programs, kickboxing, outdoor rock climbing, boxing, aerial sports, tightrope walking, welding, and/or any similar high-risk activities.

Progress Monitoring

"Snapshots" of scholar progress can be viewed in the digital portfolio. Once assigned, a grade shall be final unless it comes to light that the scholar engaged in fraud or cheating, or if a mistake was made by the teacher assigning the grade. If the scholar or learning coach wants to challenge a grade, they may follow the process outlined within the School's Educational Records and Scholar Information Policy which is located within the CCS Board Policy Manual.

Multi-Tiered System of Support

A Multi-Tiered System of Supports ("MTSS"), including Response to Intervention ("RTI") and Positive Behavioral Intervention and Support ("PBIS"), is a systematic multi-tiered model which targets behavioral, social, emotional, and academic support for scholars. MTSS establishes a process for providing increasing levels of instructional time and intensity whereby the needs of all learners are identified, and supported early and effectively.

MTSS provides high quality standards-based core instruction and the use of data to identify scholars for appropriate acceleration and intervention. The MTSS model advances academic and behavioral achievement through frequent progress monitoring, ongoing data collection and analyses as well as providing immediate, evidence-based intervention.

In order to best support our scholars and ensure they are achieving academically and socially/emotionally, scholars receive support from different tiers throughout the framework.

The three (3) components within the CCS MTSS framework are:

- Informal and Formal Assessments
- Internal Benchmark Assessments
- CAASPP State Testing

High-Quality, Evidence-Based Instruction

- Tier 1 - Core Instruction (80%--universal interventions)
- Tier 2 - Supplemental Instruction (15%--targeted group interventions)
- Tier 3 - Intensive Instruction (5%--intensive individual interventions)

Data-Based Decision Making

- Leadership meets regularly to assure outcomes are achieved.
- Academic support sessions, social emotional learning, and behavioral groupings are provided on a regular-basis and supported by our Scholar Success Coordinator, and our Counseling Services Department through daily workshops and check-ins. Scholars invited to these support sessions are strongly encouraged to attend.

Grades

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

STs are responsible for setting objective standards for grading assignments and shall make these standards known to the Learning Coaches and scholars. Teachers are responsible for assigning grades to the scholars in their courses. Once assigned, a grade shall be final unless it comes to light that the scholar engaged in fraud or cheating, or if a mistake was made by the teacher assigning the grade. If the scholar or learning coach wants to challenge a grade, they may follow the process outlined within the School's Educational Records and Scholar Information Policy which is located within the CCS Board Policy Manual.

TK-5 Grading Policy

TK-5th grade scholars' final semester grades will be reported according to the following scale:

- Level 4 = Exemplary - Scholar consistently demonstrates an in-depth understanding of the grade-level standards, concepts, and skills taught during this reporting period.
- Level 3 = Proficient/Met - Scholar consistently demonstrates an understanding of the grade-level standards, concepts, and skills taught during this reporting period.
- Level 2 = Approaching Proficiency - Scholar is approaching an understanding of the standards, concepts, and skills taught during this reporting period.
- Level 1 = Non-Proficient/Below - Scholar does not yet demonstrate an understanding of the standards, concepts, and skills taught during this reporting period.

6-8 Grading Policy

Middle School Course Placement

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

Middle School Course Scheduling

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

Middle School Grading Scale

A standard percentage scale is used school-wide to determine grades. This ensures a standard of excellence toward which each scholar may strive to achieve. CCS does not use a plus/minus grading scale.

A	90-100	4
B	80-89	3
C	70-79	2
D	60-69	1
F	BELOW 60	0

Withdrawn (“W”) - This grade will be given when a scholar withdraws from CCS prior to completing 100% of the coursework.

Middle School Subject Requirements

An updated course list can be found on the School’s website.

9-12 Grading Policy

High School Graduation Requirements

Subject Requirements	Total Credits
English (4 Years Required)	40
Science (2 Years Required: Life & Physical Science)	20

Mathematics (3 Years Required; minimum Geometry)	30
History/Social Science (3 Years Required)	30
Foreign Language (1 Year Required)	10
Visual and Performing Arts (1 Year Required)	10
Physical Education (2 Years Required)	20
Health (1 Semester Required)	5
Electives	55
Total	220

High School Course Scheduling

When selecting courses each year, remember that course selection is a collaborative process that involves the scholar, Learning Coach, and counselor to ensure proper placement. Our academic program utilizes semester scheduling. No extensions are provided and all end dates are final.

High school scholars are eligible to enroll in up to three (3) Accelerate Education Online course(s) as well as the AVID elective with the use of educational support funds.

High School Grading Scale

Credit is earned for cumulative grades of A through D in all courses. Each semester course receives 5 credits for each course passed. Honors and Advanced Placement courses are weighted on a 5.0 scale. CCS does not use a plus/minus grading scale.

LETTER GRADE	PERCENTAGE	COLLEGE PREP	HONORS/AP
		Unweighted GPA	Weighted GPA
A	90-100	4	5
B	80-89	3	4
C	70-79	2	3
D	60-69	1	1
F	BELOW 60	0	0

Withdrawn (“W”)- This grade will be given when a scholar withdraws from CCS prior to completing 100% of the coursework.

Incomplete (“I”) - This grade will be granted only under extenuating circumstances and must be brought by the ST to the Director of Options Learning and the Director of Counseling Services who shall make the final decision.

Final Exam Policy

All scholars in grades 6-12 are required to take semester final examinations or complete a culminating/final project in all courses, as appropriate. The learning coach is encouraged to with the ST to ensure that the exam/project assigned on the PLP has been approved and assignment by the Supervising Teacher. Scholars may not “test out” of courses by only taking a final examination.

Repeat Policy

Scholars may repeat a course to improve their GPA only if the original grade was a D or F. To be accepted by the UC/CSU system, scholars may repeat the course only once. Once a course has been repeated, the grade earned in the original course will remain on the transcript, but will display with the CCS repeat code, as well as “0.00” credits earned. The original course will not be included in the computation of the GPA. The course taken to remediate the D or F will be displayed with the grade and credits earned.

High School Course Placement Guidelines

Course placement is based upon review of scholar’s assessments, transcripts, and teacher recommendations. All scholars must meet specific course prerequisites for all subject areas.

Course Placement

TK- 5th grade scholars are required to enroll in four (4) academic courses (language arts, mathematics, science, social science), and one (1) physical education course each semester of the academic school year.

Middle school scholars (6-8) are required to enroll in four (4) academic courses (language arts, mathematics, science, social science), one (1) physical education, and one (1) elective course each semester of the academic school year. In cases where enrollment occurs late in a semester and the scholar has not been working on an elective at his/her previous school, the ST and counselor may deem

it necessary to leave the elective course off the scholar's schedule for that semester. Our academic program utilizes semester scheduling for all tracks. No extensions are provided and all end dates are final.

High school (9-12) course placement is based upon review of scholar's assessments, transcripts, and ST recommendations. All scholars must meet specific course prerequisites for all subject areas. High school scholars will be placed into courses according to the credits the scholar has earned at his/her previous school(s) and takes into account the courses needed in order to meet graduation requirements. When selecting courses each year, remember that course selection is a team process that involves the scholar, learning coach, ST, and counselor to ensure proper placement. Our academic program utilizes semester scheduling for all tracks. End dates are final. No extensions are provided and all end dates are final.

9th Grade Mathematics Placement Policy

CCS recognizes that scholar achievement in math is important for preparing scholars for success after high school. The purpose of this policy is to create a fair, objective, and transparent procedure for placement in math courses for scholars entering 9th grade, in order to ensure the success of every scholar and to meet the Legislative intent of the California Mathematics Placement Act of 2015. CCS' complete policy is located within the CCS Board Policy Manual.

In determining the mathematics course placement for entering 9th grade scholars, Compass Charter Schools systematically takes multiple objective academic measures of the scholar's performance into consideration, including:

- Statewide mathematics assessments, including interim and summative assessments through the California Assessment of Student Performance and Progress ("CAASPP")
- Internal assessments that are aligned to state-adopted content standards in mathematics
- Classroom assignment and grades
- Final grade in mathematics on the scholar's official, end of the year 8th grade report card
- Results from all placement checkpoints, including at least one (1) placement checkpoint within the first month of the school year

The Superintendent & CEO or designee shall examine aggregate scholar placement data annually to ensure that scholars who are qualified to progress in mathematics courses based on their performance on objective academic measures included in this policy are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. Compass Charter Schools shall annually report the aggregate results of this examination to the Board of Directors.

Course Schedule Changes

Scholars need to plan their schedule carefully since schedule changes can only be processed within the first ten (10) calendar days from the start date of the course. Any additional schedule changes after this time frame will be reviewed on an individual basis.

Acceptable reasons for course schedule changes:

- Improper course placement

- Credit previously earned for the course
- Course prerequisites not met

ACOP – Accelerated Course Options Learning Program

This program allows scholars to accelerate and advance academically or recover unearned credits in their high school courses by adding additional credits to their schedule per semester. A scholar may add an additional course to their schedule no later than four (4) weeks prior to the end of a semester. Eligibility is dependent upon 75% completion in all other courses with good academic standing.

A scholar may add two (2) additional courses to their schedule no later than eight (8) weeks prior to the end of semester. Eligibility is dependent upon 50% completion in all other courses with good academic standing.

Counselor approval is required to participate in the program.

Counselors may approve a special circumstance request when a scholar may be eligible for additional course(s).

Community College Courses

In some cases, it is possible for high school scholars to enroll concurrently at a community college. Please see the school’s complete Concurrent Enrollment Policy for additional information about taking community college courses. The complete policy can be found on the school’s website in the Board Policy Manual.

A-G Requirements

The University of California (“UC”) must approve courses to meet A-G subject requirements that appear on the institution’s A-G course list. UC schools and California State Universities (“CSU”) check if freshmen applicants have taken courses from the A-G course list to meet admission requirements. 15 year-long courses must be completed with a C or better and 11 courses must be completed before the senior year. (Note: Scholars will only be awarded A-G credit for courses and providers included in the [Compass Charter Schools A-G Course Lists](#))

California College Admission Information

University of California and California State University “A-G” Admission Requirements

<p>U.S. History/Social Science 1 Year of World History 1 Year of U.S. History OR 1 Semester of U.S. History & 1 Semester of Civics or 1 Semester of American Government</p>	<p>2 Years</p>
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English	4 Years
Math Algebra I, Geometry, Algebra II, etc.	3 Years (4 Years Recommended)
*Laboratory Science (1 year of life science, 1 year of physical science) Biology, Chemistry, Physics	2 Years (3 Years Recommended)
*Visual and Performing Arts	1 Year
Foreign Language	2 years in the same language (3 years recommended)
College Preparatory Electives (Yearlong Course) Visual and Performing Arts, History, English, Social Science, Advanced Math, Lab Science, Languages other than English	1 Year
Courses are found on the UCOP website https://hs-articulation.ucop.edu/agcourselist	
All courses must be on the College Preparatory, Honors, or AP level with a grade of "C" or better. http://www.universityofcalifornia.edu/ www.calstate.edu/apply	

Cal Grant Program for College

A Cal Grant is money for college that does not have to be paid back. To qualify, a scholar must meet the eligibility and financial requirements as well as any minimum grade point average (“GPA”) requirements. Cal Grants can be used at any University of California, California State University, or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants.

In order to assist scholars applying for financial aid, all 12th grade scholars are automatically considered a Cal Grant applicant and each 12th grade scholar’s GPA will be submitted to the California Student Aid Commission (“CASC”) electronically by a school. A scholar, or the parent/guardian of a scholar under 18 years of age, may complete a form to indicate that they do not wish for the school to electronically send CASC the scholar’s GPA. Until a scholar turns 18 years of age, only the parent/guardian may opt out for the scholar. Once a scholar turns 18 years of age, only the scholar may opt out themselves, unless the parent/guardian remains their educational rights holder. The scholar can also opt in if the parent/guardian had previously decided to opt out the scholar. All 12th grade scholars’ GPA will be sent to CASC by October 1 of each year. Scholars currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the scholar (or parent, if the scholar is under 18) has opted out by or before February 1.

Information Regarding Financial Aid

The Charter School shall ensure that each of its scholars receives information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application, as appropriate, at least once before the scholar enters 12th grade. The Charter School will provide a paper copy of the FAFSA or the California Dream Act Application upon request.

- The FAFSA form and information regarding the FAFSA are available at:
 - <https://studentaid.gov/h/apply-for-aid/fafsa>
- The California Dream Act Application and information regarding the California Dream Act is available at:
 - <https://www.csac.ca.gov/post/resources-california-dream-act-application>

CCS CEEB Codes

A CEEB code is a standardized ID number that is assigned to a high school, college or university. These codes are used to identify the high school a scholar attends. The CEEB code is needed for college entrance exams such as the SAT or ACT.

CCS School Name	CEEB Code
Compass Charter Schools of Los Angeles	054907
Compass Charter Schools of San Diego	054738
Compass Charter Schools of Yolo	053634

NCAA – The National Collegiate Athletic Association

The National Collegiate Athletic Association (“NCAA”) is an athletic association that consists of three (3) divisions (division I, II, and III) and oversees 23 college sports. For current NCAA academic requirements, visit eligibilitycenter.org. CCS scholars are eligible for scholarships to play sports at the collegiate level.

Additional Information about the Academic Program

Concurrent/Dual Credit Enrollment

Concurrent enrollment in another public or private K-12 school is prohibited at CCS. If a scholar is found to be enrolled in two (2) schools, they will be withdrawn from CCS using the involuntary removal process outlined within this Handbook.

Transfer Credits

Transfer credits are awarded based upon official transcripts from previous schools. Transcript analysis may require CCS to perform research and contact previous schools to determine eligibility of transfer credits.

Homeschool Credit Transfer

All scholars from non-accredited/independent homeschool situations must provide records which include transcript (showing courses completed), a description of the curriculum, a copy of the Private School Affidavit, and a body of work for review by CCS administration.

International Records

International records may require translation and/or evaluation prior to being considered for transfer credits. International transcripts and supporting documentation will be reviewed in order to grant appropriate credit for subjects studied in other countries. The transcripts must show that subjects were studied at the secondary level. Credits will be granted for subjects equivalent to the courses listed in the course catalog in meeting graduation requirements.

Transcripts/Records

To request transcripts and/or records, please submit a completed request form located on our website. Transcript requests are processed within ten (10) business days and records within five (5) business days. Outstanding CCS fees and/or materials may delay processing of requests.

Transcripts reflect both a weighted and unweighted grade point average (GPA):

- Traditionally, GPA is calculated on an unweighted scale. Unweighted GPA is measured on a scale of 0 to 4.0. It doesn't take the difficulty of a scholar's coursework into account. An unweighted GPA represents a 4.0 whether it was earned in an honors course or a lower level course.
- Weighted GPA takes into account course difficulty rather than providing the same letter grade to GPA conversion for every scholar. Weighted GPA is measured on a scale of 0 to 5.0 and is only provided for Advanced Placement and Honors level courses.

Note: CCS policy is to not rank scholars by GPA.

Work Permits

Scholars under the age of 18 must obtain a work permit from CCS after securing an opportunity for employment. Please visit <https://www.cde.ca.gov/ci/ct/we/workpermitsforstudents.asp>, https://www.dir.ca.gov/dlse/Application_for_Entertainment_Work_Permit_for_Minor.htm for more information. You can also see the School's complete Work and Entertainment Permit Policy for additional information about obtaining a work permit. The complete policy can be found on the school's website in the Board Policy Manual.

English Language Development ("ELD")

Compass is committed to the success of its English Learners ("ELs") and support will be offered both within academic courses and in supplemental settings for scholars who need additional support via live instruction with EL tutors for English language acquisition and development. Compass will meet all applicable legal requirements for ELs as they pertain to annual notification to parents, scholar identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Compass will implement policies to assure proper placement, evaluation, and communication regarding EL's and the rights of scholars and parents.

Adult Scholars (18 Years of Age and Older)

Scholars who are 18 years of age or older have many legal rights and responsibilities, such as the ability to sign legal documents, including but not limited to medical releases and IEPs. However, adult scholars must continue to follow policies in place for all scholars at CCS, including attendance and discipline policies.

In order for CCS to release any information related to the adult scholar's academics to their designated learning coach and/or parent(s)/guardian(s), we must first receive permission from the adult scholar to do so. This release form can be found on our parent/scholar portal or by contacting the Records Department.

California Healthy Youth Act

The California Healthy Youth Act requires that comprehensive sexual health education and human immunodeficiency virus ("HIV") prevention education be taught to scholars at least once in middle school and once in high school, beginning no later than grade seven. Instruction and materials must be medically accurate, objective, age-appropriate and inclusive of all scholars, as defined by law. The law requires that instruction and materials must encourage scholars to communicate with parents, guardians or other trusted adults about human sexuality. Learning coaches can preview the School Health course syllabus and scope and sequence by request.

A parent/learning coach of a scholar has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
 - a. The date of the instruction
 - b. The name of the organization or affiliation of each guest speaker
 - c. Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure scholars' health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the scholar's attitudes concerning or practices relating to sex) may be administered to scholars in grades 7-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A scholar may not attend any course in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on scholar health behaviors and risks, if the Charter School has received a written request from the scholar's parent or guardian excusing the scholar from participation. An alternative educational activity shall be made available to scholars whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

For our CCS scholars in the Options Learning Program, the CHYA content is provided for integration into the science course for 7th graders and the Health course for 9th graders.

Scholars with Special Needs

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

CCS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the School. Any scholar who has an objectively identified disability

which substantially limits a major life activity, including, but not limited to, learning is eligible for accommodations by CCS. The learning coach of any scholar suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation in writing to the scholar's Teacher, Counselor, or directly to the Scholar Support Coordinator.

Pursuant to the IDEA and relevant state law, CCS is responsible for identifying, locating, and evaluating children enrolled at CCS with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any scholar from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact the Director of Special Education at 855-937-4227.

A copy of the School's Section 504 Policies and Procedures and the School's Special Education Policy is available upon request at the Central Office and on the School's website within the CCS Board Policy Manual.

Education of Homeless Scholars

The term "homeless children and youth" means individuals who lack a fixed, regular, and adequate nighttime residence. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

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

School Liaison

The Superintendent & CEO designates the following staff person as the School Liaison for homeless scholars (42 U.S.C. § 11432(g)(1)(J)(ii)):

Karla Gonzalez | Scholar Community Advocate
850 Hampshire Road, Suite R
Thousand Oaks, CA 91361
805-372-0620
kgonzalez@compasscharters.org

The School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

- Homeless scholars are identified by school personnel and through coordination activities with

other entities and agencies, and through the annual housing questionnaire administered by the Charter School.

- Homeless scholars enroll in and have a full and equal opportunity to succeed at CCS.
- Homeless scholars and families receive educational services for which they are eligible including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by CCS, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
- Learning coaches are informed of the educational and related opportunities available to their scholars and are provided with meaningful opportunities to participate in the education of their scholars.
- Public notice of the educational rights of homeless children is disseminated at places where children receive services, such as schools, shelters, and soup kitchens and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
- Enrollment/admissions disputes are mediated in accordance with law, the CCS charter, and Board policy.
- Learning coaches and any unaccompanied youth are fully informed of all transportation services, as applicable.
- School personnel providing services receive professional development and other support.
- The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
- Unaccompanied youth are enrolled in school, have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, and are informed of their status as independent scholars under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>.

Housing Questionnaire: Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of scholars and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a scholar has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the scholars enrolled at Charter School speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a scholar's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled.

High School Graduation Requirements: Homeless scholars who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the scholar is reasonably able to complete the Charter School's graduation requirements by the end of the scholar's fourth year of high school.

To determine whether a homeless scholar is in their third or fourth year of high school, either the number of credits the scholar has earned to the date of transfer or the length of the scholar's school enrollment may be used, whichever will qualify the scholar for the exemption.

Within thirty (30) calendar days of the date that a scholar who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the scholar, the scholar's educational rights holder, and the School Liaison of the availability of the exemption and whether the scholar qualifies for an exemption.

The Charter School shall notify scholars who are exempted from the Charter School's additional graduation requirements and the scholar's educational rights holder of how many of the requirements that are waived will affect the scholar's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any scholar who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the scholar enrollment in, or the ability to complete, courses for which the scholar is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible scholar's request for the exemption at any time if the scholar qualifies, regardless of whether the scholar previously declined the exemption. An eligible scholar's exemption from the Charter School's additional graduation requirements will continue to apply while the scholar is enrolled in the Charter School or if the scholar transfers to another school even after the scholar no longer meets the definition of a homeless child.

The Charter School shall not require or request that a scholar transfer schools in order to qualify the scholar for the exemption. Nor shall a scholar, a scholar's parent/guardian or educational rights holder, or a scholar's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a scholar who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the scholar's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the scholar graduate before the end of the scholar's fourth year of high school.

If the Charter School determines the scholar is reasonably able to complete the Charter School's graduation requirements by the end of the scholar's fifth year of high school, the Charter School shall do the following:

- Inform the scholar of the scholar's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.

- Inform the scholar, and the educational rights holder for the scholar, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the scholar's ability to gain admission to a postsecondary educational institution.
- Provide information to the scholar about transfer opportunities available through the California Community Colleges.
- Permit the scholar to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the scholar, if the scholar is 18 years of age or older, or, if the scholar is under 18 years of age, upon agreement with the educational rights holder for the scholar.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless scholar.

The Charter School will provide homeless scholar credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the scholar did not complete the entire course, the Charter School shall not require the scholar to retake the portion of the course the scholar completed unless the Charter School, in consultation with the holder of educational rights for the scholar, finds that the scholar is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless scholar shall be enrolled in the same or equivalent course, if applicable, so that the scholar may continue and complete the entire course. These scholars shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

For any homeless scholar who enrolls at the CCS, a copy of the Charter School's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the Central Office and on the School's website within the CCS Board Policy Manual.

Education of Foster and Mobile Youth

Definitions: For the purposes of this annual notice the terms are defined as follows:

1. "Foster youth" refers to any of the following:
 - a. A child who is the subject of a petition filed has been removed from their home pursuant Welfare and Institutions Code ("WIC") section 309 (whether or not the child has been removed from the child's home by juvenile).
 - b. A child who is the subject of a petition filed pursuant to WIC section 602, has been removed from the child's home by the juvenile court, and/or is in foster care.
 - c. A nonminor the subject of a petition filed under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
 - i. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
 - ii. The nonminor is in foster care under the placement Welfare and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, Institutions Code section 300 or tribal

organization.

- iii. The nonminor is participating in a transitional independent living case plan.
 - d. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization⁶⁰². This includes children who are the subject of a petition filed in the tribal cases in dependency court and juvenile justice court.[1]
 - e. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
2. “Former juvenile court school pupils” refers to a scholar who, upon completion of the scholar’s second year of high school, transfers from a juvenile court school to the Charter School.
 3. “Child of a military family” refers to a scholar who resides in the household of an active duty military member.
 4. “Currently Migratory Child” refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, in order that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
 5. “Pupil participating in a newcomer program” means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

Within this notice, foster youth, former juvenile court school pupils, a child of a military family, a currently migratory child, and a pupil participating in the newcomer program will be collectively referred to as “Foster and Mobile Youth.” Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a “parent.”

Foster and Mobile Youth Liaison: The Superintendent & CEO or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

Karla Gonzalez | Scholar Community Advocate
850 Hampshire Road, Suite R
Thousand Oaks, CA 91361
805-372-0620
kgonzalez@compasscharters.org

The Foster and Mobile Youth Liaison’s responsibilities include but are not limited to the following:

- Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
- Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

School Stability: The Charter School will work with foster youth and their parent/guardian to ensure that each pupil is placed in the least restrictive educational programs, and has access to the academic

resources, services, and extracurricular and enrichment activities that are available to all pupils, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking re-enrollment in the Charter School as the scholar's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the scholar's ability to meet normal enrollment documentation or uniform requirements (e.g. producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

- For scholars in Kindergarten through eighth grade, inclusive, the scholar will be allowed to continue in the school of origin through the duration of the academic year in which the scholar's status changed.
- For scholars enrolled in high school, the scholar will be allowed to continue in the school of origin through graduation.

Graduation Requirements: Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and pupils participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the scholar is reasonably able to complete the Charter School's graduation requirements by the end of the scholar's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the scholar has earned to the date of transfer or the length of the scholar's school enrollment may be used, whichever will qualify the scholar for the exemption. In the case of a pupil participating in a newcomer program, enrollment in grade 11 or 12 may be used to determine whether the scholar is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a scholar who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the scholar, the parent/guardian, and where applicable, the scholar's social worker or probation officer, of the availability of the exemption and whether the scholar qualifies for an exemption.

The Charter School shall notify scholars who are exempted from the Charter School's additional graduation requirements and the scholar's parent/guardian how any of the requirements that are waived will affect the pupil's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any scholar who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the scholar enrollment in, or the ability to complete, courses for which the scholar is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible scholar's request for the exemption at any time if the scholar qualifies, regardless of whether the scholar previously declined the exemption. An eligible scholar's exemption from the Charter School's additional graduation requirements will continue to apply while the scholar is enrolled in the Charter School or if the scholar transfers to another school even after the court's jurisdiction terminates or the scholar no longer meets the definition of a child of military family, a currently migratory child or a pupil participating in a newcomer program.

The Charter School shall not require or request that a scholar transfer schools in order to qualify the scholar for the exemption. Nor shall a scholar, a scholar's parent/guardian or educational rights holder, or a scholar's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a scholar who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the scholar's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the scholar graduate before the end of the scholar's fourth year of high school.

If the Charter School determines the scholar is reasonably able to complete the Charter School's graduation requirements by the end of the scholar's fifth year of high school, the Charter School shall do the following:

- Inform the scholar of the scholar's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
- Inform the scholar, and the educational rights holder for the scholar, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the scholar's ability to gain admission to a postsecondary educational institution.
- Provide information to the scholar about transfer opportunities available through the California Community Colleges.
- Permit the scholar to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the scholar, if the scholar is 18 years of age or older, or, if the scholar is under 18 years of age, upon agreement with the educational rights holder for the scholar.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the

United States, and/or a nonpublic, nonsectarian school or agency. If the scholar did not complete the entire course, the Charter School shall not require the scholar to retake the portion of the course the scholar completed unless the Charter School, in consultation with the holder of educational rights for the scholar, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the scholar may continue and complete the entire course. These scholars shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Scholar Records: When the Charter School receives a transfer request and/or scholar records request for the educational information and records of a foster youth from a new local educational agency (“LEA”), the Charter School shall provide these scholar records within two (2) business days. The Charter School shall compile the complete educational record of the pupil, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the pupil’s special education records including assessments, IEPs, and/or 504 plans. All requests for scholar records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth’s grades as a result of the scholar’s absence due to a verified court appearance, related court ordered activity, or a change in the placement of the scholar made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the scholar made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the scholar left the Charter School.

In accordance with the Charter School’s Educational Records and Scholarly Information Policy, under limited circumstances, the Charter School may disclose scholar records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parent/guardian consent. Scholars who are 16 years of age or older or have finished 10th grade may access their own school records.

Discipline Determinations: If the Charter School intends to extend the suspension of any foster/ youth pending a recommendation for expulsion, the Charter School will invite the scholar’s attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a scholar with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the scholar’s attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School’s Uniform Complaint Policy and Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the Central Office and on the school website within the CCS Board Policy Manual.

Availability of Complete Policy: For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School’s complete Education for Foster Youth Policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the Central Office and on the school website within the CCS Board Policy Manual.

Academic Integrity and Plagiarism

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

Some examples include:

- Using or turning in another person’s work and claim as your own;
- Copying from text, a website, or other course material;
- Using or attempting to use unauthorized materials or information in any academic exercise;
- Hiring someone to write a paper;
- Buying a paper or project;
- Sharing files;
- Copying from another person’s work;
- Letting a friend or learning coach do the work for you.

What is Plagiarism?

Merriam-Webster online dictionary defines plagiarism as “the act of using another person's words or ideas without giving credit to that person: the act of plagiarizing something.”

To plagiarize means:

- to steal and pass off (the ideas or words of another) as one's own;
- to use (another's production) without crediting the source;
- to commit literary theft or fraud; or
- to present as new and original an idea or product derived from another source.

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

How to Avoid Plagiarism

Scholars must give credit to the source for any information that is not either the result of original research or common knowledge. For example, it would be necessary to give credit to an author who provided an argument about the importance of the Emancipation Proclamation in the American Civil War. Conversely, major historical facts, such as the dates of the American Civil War, are considered common knowledge and do not require that credit be given to a particular author. If a scholar borrows the exact words of another author, the scholar must cite the source. If scholars are unsure whether or not they should cite, they should ask their teachers for guidance. Teachers will dictate which citation format should be used and what the guidelines are for their course.

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

Prevention of Plagiarism

All scholars and learning coaches are given a copy of this CCS Options Scholar Handbook which outlines the scholar will be permitted to re-submit the work.

Consequences for Academic Dishonesty

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

In each of the offenses, the work that is deemed as plagiarized will not be accepted.

1st Offense - Warning

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

2nd Offense

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

3rd Offense

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

4th Offense

- If a scholar is caught violating academic integrity a fourth time the teacher will notify the learning coach, Coordinator and Director of Options Learning.
- The course is locked until a recommendation is made by the Disciplinary Action Committee ("DAC"). The scholar will receive a behavior contract notifying them of this via certified mail.
- The scholar goes before the DAC to determine whether further discipline will be recommended, using the processes outlined in the CCS charter document, available on the CCS website and at the Central Office.

Academic Probation

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

Field Trips

Participation

Scholars enrolled in CCS (and their legal guardians, extended family members, and siblings based on age and capacity) may attend School field trips. Legal guardians, extended family members, and siblings must cover their own costs to attend. Educational Support Funds cannot be used to pay for field trips. Once CCS has made payments to the field trip venue, no refunds for those additional costs will be processed.

Permission Slips

No scholar will be permitted to go on a field trip or excursion without a permission slip signed by the scholar's legal guardian. A new permission slip must be submitted for every scholar for each field trip. One (1) copy of the permission slip shall be filed with the Engagement Department, and one (1) copy shall be given to the staff member(s) going on the field trip.

Supervision

The sponsoring staff member(s) must be present to supervise the field trip or excursion. The emergency contact for each scholar will be designated on the event permission slip.

Scholars are under the jurisdiction of the School at all times during the field trip and school rules are to be adhered to at all times.

Transferring Tickets

No person attending the field trip can independently transfer a ticket purchased for a field trip event to other individuals. Please inform the Engagement Department if you are unable to attend a field trip. The Engagement Department will then determine how to transfer tickets, if possible.

Role of Volunteer Learning Coaches on Field Trips

Volunteers are needed to participate in all field trips and excursions to assist with supervision of scholar(s). The CCS group and those assisting in supervising scholars shall receive clear information regarding their responsibilities from the Engagement Department or sponsoring staff member. Prior to the field trip or excursion, the Engagement Department or sponsoring teacher may hold a required meeting for these volunteer learning coaches/approved adults scheduled to accompany CCS group as supervisors to discuss, among other things, safety and the importance of safety-related rules for the field trip or excursion, how to keep a group together and what to do if an emergency occurs.

In any situation, volunteer learning coaches and/or approved adults shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying and/or supervising scholars on a field trip or excursion.

Scholar Organizations and Clubs

Scholar Leadership Council

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

Scholar Clubs

Scholars may establish organizations or clubs, so long as approval is obtained by the Engagement Department. Scholars can sign themselves up to participate in scholar clubs and/or learning coaches can sign scholars up to participate in scholar clubs. Learning coaches should have a conversation with their scholar(s) about which club(s) they would like to join and support their scholars' club registration(s) as needed.

Approval

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

Fundraising

The Board shall provide for the supervision of all funds raised by any student body or scholar organization using CCS' name. CCS shall also be responsible to periodically audit the funds of the organization. All fundraising must receive prior approval of the Superintendent & CEO. Further, fundraising activities shall not be conducted during instructional time.

Revocation of Privileges

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

Nondiscrimination Statement

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

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

CCS does not discourage scholars from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. CCS shall not encourage a scholar currently attending CCS to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School’s charter and relevant policies.

CCS does not request nor require scholar records prior to a scholar’s enrollment.

CCS shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or scholar over the age of 18 at the following times: (1) when a parent, guardian, or scholar over the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a scholar.

CCS is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex), Titles VI, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin), The Age Discrimination Act of 1975, the IDEA, and Section 504 and Title II of the ADA (mental or physical disability). The School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. CCS does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying by any employee, independent contractor or other person with which CCS does business, or any other individual, scholar, or volunteer. This applies to all employees, scholars, or volunteers and relationships, regardless of position or gender. CCS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures (“UCP”) Compliance Officer:

J.J. Lewis | Superintendent & CEO
 850 Hampshire Road, Suite R
 Thousand Oaks, California 91361
 (818) 824-6233
jlewis@compasscharters.org

A copy of the complete policy shall be available free of charge at CCS’ Central Office and on the School’s website within the CCS Board Policy Manual.

The lack of English language skills will not be a barrier to admission or participation in Charter School’s programs or activities. Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation. A copy of the complete non-discrimination statement shall be available free of charge at CCS’ Central Office and on the School’s website within the CCS Board Policy Manual.

Scholar Grievances

Compass Charter School has three (3) complaint policies: General Complaint Policy, the Uniform Complaint Policy, and the Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy. A copy of the complete policies shall be available free of charge at CCS' Central Office and on the School's website within the CCS Board Policy Manual.

General Complaint Policy

CCS has adopted a General Complaint Policy to address concerns about the Charter School generally or regarding specific employees. For complaints regarding harassment or perceived violations of state or federal laws, please refer to the Charter School's Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy and/or the Charter School's Uniform Complaint Procedures. For all other complaints, the General Complaint form and accompanying procedures will be available at its Central Office and on the CCS website within the CCS Board Policy Manual (Section 40).

Uniform Complaint Procedure (Annual Notice)

CCS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs.

CCS shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Board of Directors. The UCP shall be used to resolve the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any CCS program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
 - a. Accommodations for Pregnant, Parenting, or Lactating Scholars;
 - b. Adult Education;
 - c. Career Technical and Technical Education;
 - d. Career Technical and Technical Training;
 - e. Child Care and Development Programs;
 - f. Consolidated Categorical Aid;
 - g. Education of Scholars in Foster Care, Scholars who are Homeless, former Juvenile Court Scholars now enrolled in a public school;
 - h. Every Student Succeeds Act;
 - i. Migrant Education Programs;
 - j. Regional Occupational Centers and Programs;
 - k. School Safety Plans; and/or
 - l. State Preschool Programs.

3. Complaints alleging noncompliance with laws relating to pupil fees. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:
 - a. A fee charged to a pupil as a condition for registering for school or courses, or as a condition for participation in a course or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
 - b. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, course apparatus, musical instrument, clothes, or other materials or equipment.
 - c. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints of noncompliance with laws relating to pupil fees may be filed with the Superintendent & CEO.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or Local Control and Accountability Plans ("LCAP") under Education Code sections 47606.5 and 47607.3, as applicable. If Charter School adopts a School Plan for Student Achievement ("SPSA") in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.
5. Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.
6. Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Complaints other than complaints relating to pupil fees must be filed in writing with the following compliance officer:

J.J. Lewis | Superintendent & CEO
850 Hampshire Road, Suite R
Thousand Oaks, California 91361
(818) 824-6233
jlewis@compasscharters.org

Only complaints regarding pupil fees or LCAP compliance may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees or LCAP.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date

of the alleged violation is the date on which Charter School's Board of Directors approved the LCAP or the annual update was adopted by Charter School.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and the Charter School's UCP Policy. The Compliance Office shall provide the complainant with the final written investigation report within sixty (60) calendar days from the Charter School's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal CCS's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of Charter School's written Decision, except if Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with the Charter School, a copy of Charter School's decision, and the complainant must specify and explain the basis for the appeal of the decision, including at least one of the following:

1. Charter School failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, Charter School's decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in Charter School's decision are not supported by substantial evidence.
4. The legal conclusion in Charter School's decision is inconsistent with the law.
5. In a case in which Charter School's decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals Charter School's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal decision.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected scholar and/or parent/guardian as applicable.

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints

arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the Complainant's right to file a complaint in accordance with 5 CCR 4622.

A copy of the UCP shall be available upon request free of charge at CCS's Central Office and on the School's website within the CCS Board Policy Manual. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Superintendent & CEO.

Title IX, Harassment, Intimidation, Discrimination & Bullying Policy

Board Policy #:37

Adopted/Ratified: October 3, 2019

Revision Date: N/A

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with scholars' ability to learn and negatively affect scholar engagement, diminish school safety, and contribute to a hostile school environment. As such, Compass Charter Schools prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration and citizenship status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, CCS will make reasonable efforts to prevent scholars from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. CCS school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, CCS will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which CCS does business, or any other individual, scholar, or volunteer. This Policy applies to all employees, scholars, or volunteer actions and relationships, regardless of position or gender. CCS will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

J.J. Lewis | Superintendent & CEO
850 Hampshire Road, Suite R
Thousand Oaks, California 91361
(818) 824-6233
jlewis@compasscharters.org

Definitions

Prohibited Unlawful Harassment

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

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. § 106.1 *et. seq*) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by CCS.

CCS is committed to providing an educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

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

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.

- Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting a scholar to unwelcome sexual attention or conduct or intentionally making the scholar's academic performance more difficult because of the scholar's sex.
- Sexual or discriminatory displays or publications anywhere in the educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the educational environment.
 - Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a scholar or group of scholars that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more scholars that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable scholar* or scholars in fear of harm to that scholar's or those scholars' person or property.
2. Causing a reasonable scholar to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable scholar to experience substantial interference with his or her academic performance.
4. Causing a reasonable scholar to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by CCS.

* "Reasonable scholar" is defined as a scholar, including, but not limited to, an exceptional needs scholar, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies

using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and/or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
 - b. Creating a credible impersonation of another actual scholar for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a scholar for the purpose of bullying the scholar and such that another scholar would reasonably believe, or has reasonably believed, that the scholar was or is the scholar who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious scholar or a profile using the likeness or attributes of an actual scholar other than the scholar who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a scholar to another scholar or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Grievance Procedures

1. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any scholar who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

J.J. Lewis | Superintendent & CEO
850 Hampshire Road, Suite R
Thousand Oaks, California 91361
(818) 824-6233
jlewis@compasscharters.org

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Scholars are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any scholar who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the Superintendent/CEO, the Coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this Policy.

CCS acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

CCS prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

2. Investigation

Upon receipt of a report of misconduct prohibited by this Policy from a scholar, staff member, parent, volunteer, visitor or affiliate of CCS, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other scholars or employees, including the type and extent of discipline issued against such scholars or employees.

All records related to any investigation of complaints under this Policy are maintained in a secure location.

3. Consequences

Scholars or employees who engage in misconduct prohibited by this Policy will be subject to disciplinary action.

4. Uniform Complaint Procedures

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures complaint form at any time during the process.

5. Right of Appeal

Should the reporting individual find the Coordinator's resolution unsatisfactory, he/she may follow the Dispute Resolution Process found in UCP.

Scholar Records, including Records Challenges and Directory Information (Annual Notice)

The Family Educational Rights and Privacy Act (“FERPA”) affords Learning Coaches and scholars who are 18 years of age or older (“eligible scholars”) certain rights with respect to the scholar’s education records. These rights are:

1. The right to inspect and review the scholar's education records within five (5) business days after the day CCS receives a request for access. Learning Coaches or eligible scholars should submit to the CCS Superintendent & CEO or designee a written request that identifies the records they wish to inspect. The CCS official will make arrangements for access and notify the Learning Coach or eligible scholar of the time and place where the records may be inspected.
2. The right to request an amendment of the scholar’s education records that the Learning Coach or eligible scholar believes are inaccurate, misleading, or otherwise in violation of the scholar’s privacy rights under FERPA.

Learning Coaches or eligible scholars who wish to ask CCS to amend a record should write to the CCS Superintendent & CEO or designee, clearly identify the part of the record they want changed, and specify why it should be changed. If CCS decides not to amend the record as requested by the Learning Coach or eligible scholar, CCS will notify the Learning Coach or eligible scholar of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the Learning Coach or eligible scholar when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible scholar, the Superintendent & CEO must order the correction or the removal and destruction of the information and inform the parent or eligible scholar of the amendment in writing.

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

One exception, which permits disclosure without consent, is disclosure to CCS officials with legitimate educational interests. A CCS official is a person employed by CCS as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors. A CCS official also may include a volunteer, consultant, vendor, or contractor outside of CCS who performs an institutional service or function for which CCS would otherwise use its own employees and who is under the direct control of CCS with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms and/or services; a parent or scholar volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, scholar, or other volunteer assisting CCS official in performing an institutional service or function. A CCS official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

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

Note that CCS will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

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

scholar Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW Washington, DC 20202

5. The right to request that the Charter School not release scholar names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

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

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a scholar seeks or intends to enroll so long as the disclosure is for purposes related to the scholar's enrollment or transfer. When a scholar transfers schools, the Charter School will mail the original or a copy of a scholar's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the scholar intends to enroll. The Charter School will make a reasonable attempt to notify the parent or eligible scholar of the request for records at the parent's or eligible scholar's last known address, unless the disclosure is initiated by the parent or eligible scholar. Additionally, Charter School will give the parent or eligible scholar, upon request, a copy of the record that was disclosed and give the parent or eligible scholar, upon request, an opportunity for hearing;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a scholar's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);

6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent scholar as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible scholar of the order or subpoena in advance of compliance, so that the parent or eligible scholar may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former scholar, a short-term residential treatment program staff responsible for the education or case management of a scholar, and a caregiver (regardless of whether the caregiver has been appointed as the scholar's educational rights holder) who has direct responsibility for the care of the scholar, including a certified or licensed foster parent, an approved relative or unrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Charter School for scholar and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by Charter School; and/or
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School disclose the final results of the disciplinary proceeding, regardless of whether Charter School concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. CCS may disclose the personally identifiable information that it has designated as directory information without a parent's or eligible scholar's prior written consent. CCS has designated the following information as directory information:

1. Scholar's name
2. Scholar's address
3. Learning Coach's address
4. Telephone listing
5. Scholar's electronic mail address
6. Learning Coach's electronic mail address
7. Photograph/video
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Degrees, honors, and awards received
12. Participation in officially recognized activities and sports
13. The most recent educational agency or institution attended
14. Scholar ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A scholar's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want CCS to disclose directory information from your scholar's education records without your prior written consent, you must notify the School in writing at the time of enrollment or re-

enrollment. Please notify the Superintendent & CEO at jlewis@compasscharters.org. A copy of the complete Policy is available upon request at the Central Office and on the School's website within the CCS Board Policy Manual.

Withdrawal from CCS

1. If a scholar decides to withdraw, the scholar's learning coach communicates the decision through their ST and/or counselor.
2. The teacher notifies the Registrar who sends the learning coach an email and form to confirm the withdrawal.
3. For scholars in grades 9-12, the counselor will hold a voluntary exit conference with the learning coach to ensure the scholar receives the appropriate academic consultation.
4. Once the withdrawal is completed the Attendance Coordinator will email the Learning Coach a letter showing the scholar has been withdrawn that can be given to the scholar's new school.
5. If a scholar willfully damages CCS' property or the personal property of a CCS employee, or fails to return a textbook, library book, computer/tablet or other CCS property that has been loaned to the scholar, the scholar's parents/guardians are liable for all damages caused by the scholar's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the scholar's parent or guardian in writing of the scholar's alleged misconduct and affording the scholar due process, CCS may withhold the scholar's grades, transcripts, and diploma until the damages have been paid. If the scholar and the scholar's parent/guardian are unable to pay for the damages or to return the property, CCS will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the scholar's grades and diploma will be released.
6. If a scholar and/or a learning coach makes the decision to withdraw from CCS prior to the end of the semester, they are automatically forfeiting their right to a letter grade for any courses still in progress, and will receive a withdrawn (W) on their transcript. Any coursework completed for courses still in progress during a withdrawal will be lost, and cannot be transferred to a new academic institution. If the course has been 100% completed and letter grade provided by the instructor, the scholar will be awarded the credits earned. Please contact your counselor before you choose to withdraw from CCS.

Involuntary Removal Process

No scholar shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the scholar has been provided written notice of intent to remove the scholar no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the scholar or the scholar's parent or guardian or, if the scholar is a foster child or youth or a homeless child or youth, the scholar's educational rights holder. The Involuntary Removal Notice shall include the charges against the scholar and an explanation of the scholar's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. If the scholar's parent, guardian, or educational rights holder requests a hearing, the scholar shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the scholar has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the scholar has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the scholar or the scholar's parent or guardian or, if the scholar is a foster child or youth or a homeless child or youth, the scholar's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the scholar will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the scholar will be disenrolled effective the date of the hearing.

If as a result of the hearing the scholar is disenrolled, notice will be sent to the scholar's last known district of residence within thirty (30) days.

A hearing decision not to disenroll the scholar does not prevent the Charter School from making a similar recommendation in the future should scholar truancy continue or reoccur.

Parent and Family Engagement Policy

The Charter School aims to provide all scholars in our school significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure scholar success. A copy of the Charter School's complete Policy is available upon request in the Central Office and on the school website within the Board Policy Manual.

Employee Interactions with Scholars

Board Policy #: 12

Adopted/Ratified: October 3, 2019

Revision Date: March 22, 2020, March 28, 2021, June 21, 2021

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:

1. Examples of PERMITTED actions (NOT corporal punishment)
 - a. Stopping a scholar from fighting with another scholar;
 - b. Preventing a scholar from committing an act of vandalism;
 - c. Defending yourself from physical injury or assault by a scholar;
 - d. Forcing a scholar to give up a weapon or dangerous object;
 - e. 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;
 - f. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.
2. Examples of PROHIBITED actions (corporal punishment)
 - a. Hitting, shoving, pushing, or physically restraining a scholar as a means of control;
 - b. Making unruly scholars do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
 - c. 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 administrators. 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)

- Giving gifts to an individual scholar that are of a personal and intimate nature
- Kissing of any kind
- Any type of unnecessary physical contact with a scholar in a private situation
- Intentionally being alone with a scholar away from the school
- Making or participating in sexually inappropriate comments
- Sexual jokes
- Seeking emotional involvement with a scholar for your benefit
- Listening to or telling stories that are sexually oriented
- Discussing inappropriate personal troubles or intimate issues with a scholar in an attempt to gain their support and understanding
- Becoming involved with a scholar so that a reasonable person may suspect inappropriate behavior
- Driving scholars (see policy herein)
- Discussing personal, religious, and/or political beliefs with scholars

Unacceptable Staff/Scholar Behaviors without Parent and Supervisor Permission

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

- Giving scholars a ride to/from school or school activities.

- Being alone in a room with a scholar at school with the door closed.
- 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.)

- Being alone in a room with a scholar at school with the door closed. The only exception to this rule is if it is required for special educational purposes, related to a scholar's Individual Education Plan (IEP). The School Psychologist or employee working in the Special Education Department must have written permission from the scholar's guardian.
- Remarks about the physical attributes or development of anyone.
- Excessive attention toward a particular scholar.
- Sending emails, text messages or letters to scholars if the content is not about school activities.

Acceptable and Recommended Staff/Scholar Behaviors

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

Suicide Prevention Policy

Board Policy #: 22

Adopted/Ratified: October 3, 2019

Revision Date: August 11, 2021

The Board of Directors of Compass Charter Schools recognizes that suicide is a leading cause of death among youth and should be taken seriously. To attempt to reduce suicidal ideation and behavior, and its impact on scholars and families, CCS has developed measures and strategies for suicide prevention, intervention, and postvention. This policy shall be reviewed and revised as indicated, at least annually.

In compliance with Education Code section 215, this policy has been developed in consultation with CCS and community stakeholders, school-employed mental health professionals (e.g school counselors, psychologists, social workers, nurses), administrators, other staff members, learning coaches, scholars, local health agencies, mental health agencies and professionals, the county mental health plan, law enforcement, and community organizations in planning, implementing, and evaluating CCS' strategies for suicide prevention and intervention. CCS must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

Prevention and Instruction

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

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

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

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

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide.
2. Identify alternatives to suicide and develop coping, self-esteem, and resiliency skills.
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent.
4. Identify trusted adults, CCS resources, and/or community crisis intervention resources where youth, including those at high risk, such as youth bereaved by suicide; youth with disabilities, mental illness, or substance use disorders; youth experiencing homelessness or in out-of-home settings such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth can get help, and recognize that there is no stigma associated with seeking mental health, substance abuse, gender identity, or other support services.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, CCS shall appoint an individual (or team) to serve as the suicide prevention point of contact for CCS. The suicide prevention point of contact for CCS and the Superintendent & CEO shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a scholar who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Staff Development

CCS along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff). Training shall include the following:

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
2. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
3. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
 - a. Suicide risk factors, warning signs, and protective factors.
 - b. How to talk with a scholar about thoughts of suicide.
 - c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any scholar judged to be at risk for suicide and an immediate referral for a suicide risk assessment.
 - d. Emphasis on immediately referring (same day) any scholar who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member.
 - e. Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide.
 - f. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
 - g. Information regarding groups of scholars judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - i. Youth affected by suicide.

- ii. Youth with a history of suicide ideation or attempts.
 - iii. Youth with disabilities, mental illness, or substance abuse disorders.
 - iv. Lesbian, gay, bisexual, transgender, or questioning youth.
 - v. Youth experiencing homelessness or in out-of-home settings, such as foster care.
 - vi. Youth who have suffered traumatic experiences.
4. In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
- a. The impact of traumatic stress on emotional and mental health.
 - b. Common misconceptions about suicide.
 - c. Charter School and community suicide prevention resources.
 - d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines).
 - e. The factors associated with suicide (risk factors, warning signs, protective factors).
 - f. How to identify youth who may be at risk of suicide.
 - g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a scholar about their thoughts of suicide and (based on CCS guidelines) how to respond to such thinking; how to talk with a scholar about thoughts of suicide and appropriately respond and provide support based on CCS guidelines.
 - h. Charter School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal scholar should be constantly supervised until a suicide risk assessment is completed.
 - i. Charter School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention).
 - j. Responding after a suicide occurs (suicide postvention).
 - k. Resources regarding youth suicide prevention.
 - l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide.
 - m. Emphasis that any scholar who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

Employee Qualifications and Scope of Services

Employees of CCS must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Intervention and Emergency Procedures

CCS designates the following administrators to act as the primary and secondary suicide prevention liaisons:

- 1. Director of Counseling Services
- 2. School counselor

Whenever a staff member suspects or has knowledge of a scholar's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Superintendent & CEO or designee, who shall then notify the scholar's parent/guardian as soon as possible if appropriate and in the best interest of the scholar. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the scholar is not endangered by parental notification.

The suicide prevention liaison shall also refer the scholar to mental health resources at CCS or in the community.

When a scholar is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

Scholars shall be encouraged to notify a teacher, administrator, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another scholar's suicidal intentions. CCS staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to scholars and discuss with the scholar, and parent/guardian, about additional resources to support the scholar.

Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a scholar's suicidal intentions, he/she shall promptly notify the primary or secondary suicide prevention liaisons.

Although any personal information that a scholar discloses to a school counselor shall generally not be revealed, released, referenced, or discussed with third parties, the School counselor and Director of Counseling Services shall report to the scholar's learning coach (parents/guardians/caregivers) when he/she has reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of any scholar when appropriate and in the best interest of the scholar. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the scholar is not endangered by parental notification.

In addition, the counselor may disclose information of a personal nature to psychotherapists or other health care providers for the sole purpose of referring the scholar for treatment. The School counselor or Director of Counseling Services may also refer the scholar to mental health resources at CCS or in the community.

When a suicide attempt or threat is reported, on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the scholar's physical safety by one or more of the following, as appropriate:
 - a. Securing immediate medical treatment if a suicide attempt has occurred.

- b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened.
 - c. Keeping the scholar under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
 - d. Remaining calm, keeping in mind the scholar is overwhelmed, confused, and emotionally distressed.
 - e. Moving all other scholars out of the immediate area.
 - f. Not sending the scholar away or leaving him/her alone, even to go to the restroom.
 - g. Providing comfort to the scholar, listening and allowing the scholar to talk and being comfortable with moments of silence.
 - h. Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
 3. Follow up with the parent/guardian and scholar in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a scholar who is a Medi-Cal beneficiary.
 4. After a referral is made, CCS shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the scholar. If parents/guardians refuse or neglect to access treatment for a scholar who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, CCS may contact Child Protective Services.
 5. Provide access to counselors or other appropriate personnel to listen to and support scholars and staff who are directly or indirectly involved with the incident at CCS.
 6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the CCS campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in CCS's safety plan. After consultation with the Superintendent & CEO or designee and the scholar's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of scholar record information, the Superintendent & CEO or designee may provide scholars, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. CCS staff may receive assistance from CCS counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with scholars.

In the event a suicide occurs or is attempted off the CCS campus and unrelated to school activities, the Superintendent & CEO or designee shall take the following steps to support the scholar:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like CCS to respond to the attempt while minimizing widespread rumors among teachers, staff, and scholars.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected scholars.
6. Offer to the scholar and parent/guardian steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the scholar and parent/guardian about any specific requests on how to handle the situation; informing the scholar's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the scholar); appropriate staff maintaining ongoing contact with the scholar to monitor the scholar's actions and mood; and working with the parent/guardian to involve the scholar in an aftercare plan.

Supporting Scholars during or after a Mental Health Crisis

Scholars shall be encouraged through the education program and in CCS activities to notify a teacher, the Superintendent & CEO, another CCS administrator, psychologist, CCS counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another scholar's suicidal intentions. CCS staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to scholars and discuss with the scholar, and parent/guardian, about additional resources to support the scholar.

Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a scholar or staff member) can have devastating consequences on the school community, including scholars and staff. CCS shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

Coordinate with the Superintendent & CEO to:

1. Confirm death and cause;
2. Identify a staff member to contact the deceased's family (within 24 hours);
3. Enact the Suicide Postvention Response; and
4. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).

Coordinate an all-staff meeting, to include:

1. Notification (if not already conducted) to staff about suicide death;
2. Emotional support and resources available to staff;
3. Notification to scholars about suicide death and the availability of support services (if this is the protocol that is decided by administration); and
4. Share information that is relevant and that which you have permission to disclose.

Prepare staff to respond to the needs of scholars regarding the following:

1. Review of protocols for referring scholars for support/assessment;
2. Talking points for staff to notify scholars; and
3. Resources available to scholars (on and off campus).

Identify scholars significantly affected by suicide death and other scholars at risk of imitative behavior.

Identify scholars affected by suicide death but not at risk of imitative behavior.

Communicate with the larger school community about the suicide death.

Consider funeral arrangements for the family and school community.

Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other scholars should be considered.

Identify media spokesperson if needed.

Include long-term suicide postvention responses:

1. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
2. Support siblings, close friends, teachers, and/or scholars of deceased
3. Consider long-term memorials and how they may impact scholars who are emotionally vulnerable and at risk of suicide

Scholar Identification Cards

CCS will include the three (3) digit dialing code for the National Suicide Prevention Lifeline 988 and the National Domestic Violence Hotline (1-800-799-7233) on all scholar identification cards. CCS will also include the number for the Crisis Text Line which can be accessed by texting HOME to 741741 and a local suicide prevention hotline on all scholar identification cards.

Suspension and Expulsion Policy (Full Board Policy)

Board Policy #: 24

Adopted/Ratified: October 3, 2019

Revision Date: N/A

This Scholar Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all scholars at CCS. In creating this policy, CCS has reviewed Education Code Section 48900 *et seq.* which describes the offenses for which scholars at non-charter schools' may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* CCS is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which scholars are subject to suspension, expulsion or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a scholar from CCS. This shall serve as CCS' policy and procedures for scholar suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comply with legal requirements.

Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all scholars. This Policy and its Procedures will be printed and distributed annually as part of the Scholar Handbook which will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling scholars. Corporal punishment shall not be used as a disciplinary measure against any scholar. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a scholar. For purposes of 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 school property.

CCS administration shall ensure that scholars and their parents/guardians are notified in writing upon enrollment of all discipline and involuntarily removal policies and procedures. The notice shall state that this Policy and its Procedures are available upon request at the Superintendent/CEO's office..

Suspended or expelled scholars shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A scholar identified as an individual with disabilities or for whom CCS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who qualifies under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education scholars except when federal and state law requires additional or different procedures. CCS will follow all applicable federal and state laws, including, but not limited to,

the IDEA, Section 504, the applicable provisions of the Education Code, and their implementing regulations, when imposing any form of discipline on a scholar identified as an individual with disabilities, for whom CCS has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such scholars.

No scholar shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the scholar has been provided written notice of intent to remove the scholar no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the scholar or the scholar's parent/guardian or, if the scholar is a foster child or youth or a homeless child or youth, the scholar's educational rights holder, and shall inform the scholar, the scholar's parent/guardian, or educational rights holder of the basis for which the scholar is being involuntarily removed and the scholar's parent/guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a scholar's parent's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the scholar. If the scholar's parent, guardian, or educational rights holder requests a hearing, the scholar shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not remove for misconduct which may be grounds for suspension or expulsion as enumerated below. Scholars may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the scholar's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Scholars

A scholar may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Scholars may be suspended when it is determined the scholar:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a scholar.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall apply to scholars in any of grades 9 to 12, inclusive.
- l) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a scholar who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that scholar from being a witness and/or retaliating against that scholar for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a scholar organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective scholar. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for their immediate family’s safety, or for the protection of school

property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to scholars in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to scholars in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a scholar or group of scholars to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or scholar(s) by creating an intimidating or hostile educational environment. This provision shall apply to scholars in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a scholar or group of scholars which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more scholars that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable scholar(defined as a scholar, including, but is not limited to, a scholar with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of his or her age with exceptional needs) or scholars in fear of harm to that scholar's or those scholars' person or property.
 - ii. Causing a reasonable scholar to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable scholar to experience substantial interference with their academic performance.
 - iv. Causing a reasonable scholar to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:

- (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual scholar for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a scholar for the purpose of bullying the scholar and such that another scholar would reasonably believe, or has reasonably believed, that the scholar was or is the scholar who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious scholar or a profile using the likeness or attributes of an actual scholar other than the scholar who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a scholar to another scholar or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A scholar who aids or abets, as defined in Section 31 of the Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a scholar who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to provisions a) and b), above.
- w) Possessed, sold, or otherwise furnished any knife or other dangerous object of not reasonable use to the scholar unless, in the case of possession of any object of this type, the scholar had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Scholars must be suspended and recommended for expulsion when it is determined the scholar:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the scholar had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.
 - b) Brandished a knife at another person
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Scholars may be recommended for expulsion when it is determined the scholar:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of the scholar's own prescription products by a scholar.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
 - l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - m) Harassed, threatened, or intimidated a scholar who is a complaining witness or

witness in a school disciplinary proceeding for the purpose of preventing that scholar from being a witness and/or retaliating against that scholar for being a witness.

- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a scholar organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective scholar. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to scholars in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to scholars in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a scholar or group of scholars to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or scholar(s) by creating an intimidating or hostile educational environment. This provision shall apply to scholars in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct,

including communications made in writing or by means of an electronic act, and including one or more acts committed by a scholar or group of scholars which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more scholars that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable scholar (defined as a scholar, including, but is not limited to, a scholar with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or scholars in fear of harm to that scholar's or those scholars' person or property.
 - ii. Causing a reasonable scholar to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable scholar to experience substantial interference with their academic performance.
 - iv. Causing a reasonable scholar to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual scholar for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a scholar for the purpose of bullying the scholar and such that another scholar would reasonably believe, or has reasonably believed, that the scholar was or is the scholar who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious scholar or a profile using the likeness or attributes of an actual scholar other than the scholar who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a

scholar to another scholar or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - u) A scholar who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a scholar who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to provisions(a)-(b), above.
 - v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the scholar unless, in the case of possession of any object of this type, the scholar had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee’s concurrence.
- 4) Non-Discretionary Expellable Offenses: Scholars must be recommended for expulsion when it is determined that the scholar:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the scholar had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee’s concurrence.
 - b) Brandished a knife at another person[LAC1] .
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a scholar has brought a

firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or to have possessed a firearm or destructive device on campus, the scholar shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the scholar shall be provided due process rights of notice and a hearing as required in this policy.

The following terms shall have the following definitions:

The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Superintendent or designee with the scholar and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the scholar to the President & CEO or designee.

The conference may be omitted if the Superintendent or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of scholars or Charter School personnel. If a scholar is suspended without this conference, both the parent/guardian and scholar shall be notified of the scholar’s right to return to school for the purpose of a conference.

At the conference, the scholar shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the scholar waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a scholar for failure of the scholar’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended scholar shall not be contingent upon attendance by the scholar’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, the Superintendent or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a scholar is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the scholar and the date and time when the scholar may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Superintendent or designee, the scholar and the scholar's guardian or representative will be invited to a conference to determine if the suspension for the scholar should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the scholar or the scholar's parents, unless the scholar and the scholar's parents fail to attend the conference.

This determination will be made by the Superintendent or designee upon either of the following determinations: 1) the scholar's presence will be disruptive to the education process; or 2) the scholar poses a threat or danger to others. Upon either determination, the scholar's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the scholar, or the affected scholar, a teacher shall provide to a scholar in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the scholar would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the scholar either upon the scholar's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the scholar's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), scholars recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the scholar should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A scholar may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the scholar nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any scholar found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Scholars recommended for expulsion are entitled to a hearing to determine whether the scholar should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent or designee determines that the scholar has committed an expellable offense and recommends the scholar for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Governing Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all scholar confidentiality rules under FERPA) unless the scholar makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the scholar and the scholar's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the scholar. The notice shall include:

1. The date and place of the expulsion hearing
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based
3. A copy of CCS' disciplinary rules which relate to the alleged violation
4. Notification of the scholar's and/or parent/guardian's obligation to provide information about the scholar's status at the school to any other school district or school to which the scholar seeks enrollment
5. The opportunity for the scholar and/or the scholar's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor
6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the scholar's behalf including witnesses

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

CCS may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the scholar.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. CCS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, CCS must present evidence that the witness' presence is both desired by the witness and will be helpful to CCS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be

conducted in the public at the request of the scholar being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the scholar committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused scholar, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

- I. The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel the scholar shall immediately be returned to their previous educational program.

J. Written Notice to Expel

The Superintendent or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the scholar or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the scholar; and (b) Notice of the scholar's or parent/guardian's obligation to inform any new district in which the scholar seeks to enroll of the scholar's status with the Charter School.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) The scholar's name; and (b) The specific expellable offense committed by the scholar.

K. Disciplinary Records

CCS shall maintain records of all scholar suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The scholar shall have no right of appeal from expulsion from CCS as the CCS Board of Directors' decision to expel shall be final.

M. Expelled scholars/Alternative Education

Parents/guardians of scholars who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. CCS shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Scholars who are expelled from CCS shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the scholar may reapply to CCS for admission.

O. Readmission or Admission of a Previously Expelled Scholar

The decision to readmit a scholar after the end of the scholar's expulsion term or to admit a previously expelled scholar from another school district or charter school who has not been readmitted/admitted to another school or school district at the end of the scholar's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Superintendent or designee and the scholar and parent/guardian or representative to determine whether the scholar has successfully completed the rehabilitation plan and to determine whether the scholar poses a threat to others or will be disruptive to the school environment. The Superintendent or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The scholar's readmission is also contingent upon the CCS' capacity at the time the scholar seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each scholar who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Involuntary Removal for Truancy

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after five (5) missed assignments, an evaluation is held to determine whether it is in the best interest of the scholar to remain in independent study. If it is determined that it is not in the scholar's best interest to remain in independent study, the Charter School may involuntarily remove the scholar after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. scholars who are involuntarily removed for truancy shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion of Scholars with Disabilities

1. Notification of SELPA
CCS shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any scholar with a disability or scholar that CCS or the SELPA would be deemed to have knowledge that the scholar had a disability.
2. Services During Suspension
Scholars suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the scholar to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the scholar's IEP would reflect this change), and to progress toward meeting

the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of scholar conduct, CCS, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the scholar's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If CCS, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If CCS, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and CCS agree to a change of placement as part of the modification of the behavioral intervention plan.

If CCS, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the scholar's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then CCS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to scholars without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or CCS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may

request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the scholar or the manifestation determination has been requested by either the parent/guardian or CCS, the scholar shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and CCS agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

CCS personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of scholar conduct.

The Superintendent or designee may remove a scholar to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the scholar's disability in cases where a scholar:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The scholar's interim alternative educational setting shall be determined by the scholar's IEP/504 Team.

7. Procedures for Scholars Not Yet Eligible for Special Education Services

A scholar who has not been identified as an individual with disabilities pursuant to IDEA and who has violated CCS' disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if CCS had knowledge that the scholar was disabled

before the behavior occurred.

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

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

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

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

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

Signature Page

Please sign and date below to indicate that you have read the TK-12 Options Learning Program Scholar Handbook, which includes the annual notices, and are aware of the school expectations for learning coaches and scholars.

Sign this page and return it to CCS.

Learning Coach Name: _____ Date: _____

Learning Coach Signature: _____

Scholar Name: _____ Date: _____

Scholar Signature: _____

211 = 1688 233=1864

2022-23 Support Staff Schedule									
STEP	Specialist II			Specialist I			Assistant		
	Hourly	211	233	Hourly	211	233	Hourly	211	233
0 (-10%)	\$25.40	\$42,882	\$47,353	\$21.09	\$35,597	\$39,308	\$17.34	\$29,265	\$32,317
1	\$28.23	\$47,648	\$52,617	\$20.92	\$35,320	\$39,003	\$19.27	\$32,521	\$35,912
2	\$28.93	\$48,836	\$53,927	\$24.02	\$40,543	\$44,771	\$19.75	\$33,331	\$36,806
3	\$29.66	\$50,059	\$55,278	\$24.62	\$41,551	\$45,883	\$20.24	\$34,158	\$37,719
4	\$30.39	\$51,300	\$56,649	\$25.23	\$42,594	\$47,035	\$20.75	\$35,021	\$38,673
5	\$31.16	\$52,595	\$58,079	\$25.86	\$43,655	\$48,207	\$21.26	\$35,885	\$39,626
6	\$31.94	\$53,908	\$59,529	\$26.51	\$44,752	\$49,419	\$21.79	\$36,784	\$40,619
7	\$32.74	\$55,257	\$61,018	\$27.17	\$45,868	\$50,650	\$22.35	\$37,719	\$41,652
8	\$33.56	\$56,642	\$62,548	\$27.85	\$47,019	\$51,921	\$22.90	\$38,655	\$42,685
9	\$34.39	\$58,045	\$64,097	\$28.55	\$48,188	\$53,212	\$23.48	\$39,626	\$43,758
10	\$35.25	\$59,502	\$65,706	\$29.26	\$49,393	\$54,543	\$24.06	\$40,615	\$44,850
Increase	2.50%			2.50%			2.50%		

Longevity Stipend		Higher Ed. Stipend	
2 - 5 Years	\$2,000.00	Masters	\$1,500.00
6 - 10 Years	\$4,000.00	Doctorate	\$2,500.00
10+ Years	\$6,000.00		



Business Signature Card

ACCOUNT TITLE ("DEPOSITOR") (DBA(s) on the following page(s) if applicable)
COMPASS CHARTER SCHOOLS

ACCOUNT NUMBER 837509568
ACCOUNT TYPE Chase Platinum Business Checking
TAXPAYER ID NUMBER 45-3643984
DATE OPENED 05/03/2022
FORM OF BUSINESS C-Corporation
ISSUED BY JPMorgan Chase Bank, N.A (703)
EAST THOUSAND OAKS B - 741080
RONALD MOORE JR
(844) 249-3709
05/03/2022

BUSINESS ADDRESS
850 HAMPSHIRE RD STE R
THOUSAND OAKS, CA 91361-6006
United States/US Territories

Table with 5 columns: ID TYPE, ID NUMBER, ISSUER, ISSUANCE DATE, EXPIRATION DATE. Rows include Website Documentation and None.

ACKNOWLEDGEMENT - By signing this Signature Card, the Depositor applies to open a deposit account at JPMorgan Chase Bank, N.A. (the "Bank"). The Depositor represents and warrants that (i) the signatures appearing below are genuine or facsimile signatures of the person(s) authorized to transact business and (ii) all necessary actions or formalities, where necessary, have been taken to authorize the named person(s) to so act.

Table for signatures with columns: PRINTED NAME, TAXPAYER ID #, TITLE, DATE, SIGNATURE. Includes entries for LISA FISHMAN and JAMES J LEWIS.

Coversheet

Approval of May 21, 2022 Regular Meeting Minutes

Section: II. Consent Items
Item: B. Approval of May 21, 2022 Regular Meeting Minutes
Purpose: Approve Minutes
Submitted by: J.J. Lewis
Related Material: Minutes for Board Meeting on May 21, 2022

RECOMMENDATION:

N/A - motion covered through consent items motion.

APPROVED



Compass Charter Schools

Minutes

Board Meeting

Date and Time

Saturday May 21, 2022 at 10:00 AM

The Charter School Board of Directors determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to improve or recommend measures to promote social distancing.

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

<https://zoom.us/j/93637666494>

Please join the meeting from your phone:

Meeting ID: 936 3766 6494

One tap mobile

+12532158782,,93637666494# US (Tacoma)

For questions or requests regarding accessibility, please call Josue Garcia at (805) 341-6053.

Directors Present

B. Dennett (remote), L. Rowell (remote), T. Arnett (remote), T. Christopher (remote)

Directors Absent

R. Pugh

Ex Officio Members Present

J. Lewis (remote)

Non Voting Members Present

J. Lewis (remote)

Guests Present

J. Garcia (remote)

I. Opening Items

A. Call the Meeting to Order

T. Arnett called a meeting of the board of directors of Compass Charter Schools to order on Saturday May 21, 2022 at 10:01 AM.

B. Record Attendance and Guests

C. Welcoming Inclusion Activity

Mrs. Rowell led the Board of Directors and attendees in a Welcoming Inclusion Activity.

II. Consent Items

A. Consent Items

T. Christopher 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

T. Christopher Aye

L. Rowell Aye

T. Arnett Aye

R. Pugh Absent

B. Approval of March 26, 2022 Regular Meeting Minutes

T. Christopher made a motion to approve the minutes from Board Meeting on 03-26-22.

B. Dennett seconded the motion.

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

Roll Call

T. Christopher Aye
L. Rowell Aye
T. Arnett Aye
B. Dennett Aye
R. Pugh Absent

C. Approval of April 22, 2022 Special Meeting Minutes

T. Christopher made a motion to approve the minutes from Special Meeting on 04-22-22.

B. Dennett seconded the motion.

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

Roll Call

T. Christopher Aye
T. Arnett Aye
B. Dennett Aye
L. Rowell Aye
R. Pugh Absent

III. Public Comment

A. Public Comment

No public comment.

IV. Closed Session

A. Public Employee Performance Evaluation

The Board of Directors recessed into Closed Session at 10:08 am.

V. Reconvene from Closed Session

A. Closed Session Report

The Board of Directors reconvened from Closed Session at 10:13 am.

Mr. Arnett shared there is nothing to report out from the Closed Session.

VI. Communications

A. Board Member Communication

Mr. Arnett shared he has met with Mr. Lewis for regular monthly meetings, and discussed items related to Compass as well as trends within K-12 education.

B. Parent Advisory Council Update

Mr. Lewis shared the Parent Advisory Council Report.

C. Scholar Leadership Council Update

Ms. KristiLynn Effie shared the Scholar Leadership Council Report.

VII. Superintendent's Report

A. Superintendent's Report

Mr. Lewis shared the Superintendent's Report.

VIII. Public Hearing

A. 2022-23 Local Control Accountability Plans (LCAPs)

The Public Hearing on the 2022-23 Local Control Accountability Plans opened at 10:59 am.

Mr. Lewis presented the draft 2022-23 Local Control Accountability Plans, and received feedback from members of the Board and the public.

The Public Hearing closed at 11:38 am.

B. FY23 Operating Budget

The Public Hearing on the FY23 Operating Budget opened at 11:39 am.

Ms. Fishman presented the draft FY23 Operating Budget, and received feedback from members of the Board and public.

The Public Hearing closed at 11:52 am

IX. Presentations

A. IT Department Presentation

Mr. David Brasch, Director of IT, provided the board a video to explore the IT Department: <https://youtu.be/Q-bViofSmOA>

B. Special Education Department Presentation

Ms. Lauren Jeffries and Ms. Leslie Sharma, Acting Co-Directors of Special Education, provided the board a video to explore the Special Education Department: <https://youtu.be/-0wJmvxMD88>

X. Academic Services

A. Review and Approval of Accelerate Education

T. Christopher made a motion to approve Accelerate Education as the Online Curriculum for the 2022-23 school year.

T. Arnett seconded the motion.

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

Roll Call

R. Pugh	Absent
T. Arnett	Aye
B. Dennett	Aye
T. Christopher	Aye
L. Rowell	Aye

XI. Operations

A. Review and Approval of the April 2022 Financial Statements

T. Christopher made a motion to approve the April 2022 Financial Statements.

B. Dennett seconded the motion.

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

Roll Call

B. Dennett	Aye
R. Pugh	Absent
T. Christopher	Aye
L. Rowell	Aye
T. Arnett	Aye

XII. Executive

A. Review and Approval of the Amended Compass Charter Schools By-Laws

L. Rowell made a motion to approve the amended Compass Charter Schools By-Laws.

T. Christopher seconded the motion.

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

Roll Call

T. Christopher	Aye
R. Pugh	Absent
B. Dennett	Aye
L. Rowell	Aye
T. Arnett	Aye

B. Review and Approval of the Revised Board Policy 1 - Board Governance

T. Christopher made a motion to approve the revised Board Policy 1 on Board Governance.

B. Dennett seconded the motion.

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

Roll Call

T. Arnett Aye
B. Dennett Aye
L. Rowell Aye
R. Pugh Absent
T. Christopher Aye

C. Review and Approval of the Revised 2022-23 Staff Salary Schedules

B. Dennett made a motion to approve the revised 2022-23 Staff Salary Schedules.

T. Christopher seconded the motion.

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

Roll Call

R. Pugh Absent
T. Christopher Aye
B. Dennett Aye
L. Rowell Aye
T. Arnett Aye

D. Review and Approval of the Learner-Centered Collaborative Proposal

T. Christopher made a motion to approve the Learner-Centered Collaborative Proposal, supporting the Framework for the Future.

T. Arnett seconded the motion.

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

Roll Call

R. Pugh Absent
B. Dennett Aye
L. Rowell Aye
T. Christopher Aye
T. Arnett Aye

E. Review and Approval of Parent Advisory Council Scholarship Recipients

T. Christopher made a motion to approve the Parent Advisory Council Loud & Proud and Rising Firebird Scholarship recipients.

B. Dennett seconded the motion.

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

Roll Call

T. Christopher Aye
T. Arnett Aye
L. Rowell Aye
R. Pugh Absent

Roll Call

B. Dennett Aye

F. Review and Approval of Resolution 2021-05: Discretionary Bonuses for Staff Resolution

L. Rowell made a motion to approve Resolution 2021-05: Discretionary Bonuses for Staff.

T. Christopher seconded the motion.

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

Roll Call

T. Christopher Aye

B. Dennett Aye

L. Rowell Aye

R. Pugh Absent

T. Arnett Aye

G. Review and Approval of the 2021-2026 Fixed Term Employment Agreement Amendment #1 for the Superintendent

L. Rowell made a motion to approve the 2021-26 Fixed Term Employment Agreement Amendment #1 for the Superintendent & CEO.

T. Christopher seconded the motion.

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

1. Salary: \$192,291

2. Health benefits: Same as staff

3. Stipends/Allowances: Higher Education (\$2,500) and Longevity (\$4,000); same as staff

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

Roll Call

T. Arnett Aye

L. Rowell Aye

R. Pugh Absent

T. Christopher Aye

B. Dennett Aye

XIII. Closing Items

A. Upcoming Meetings

The next Annual Meeting of the Board of Directors will be on Saturday, June 25 at 10 am in Carson, CA. Agenda items will include:

- Approve 2022-23 LCAPs
- Approve FY23 Operating Budget

- Approve 2022-23 CDE Consolidated Applications
- Approve 2022-23 Scholar Handbooks
- Annual Awards
- Election of Officers
- Review 9th Grade Math Placement Policy Final Report

B. Optimistic Closure Activity

Mrs. Rowell led the Board of Directors and attendees in an Optimistic Closure Activity.

C. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 1:07 PM.

Respectfully Submitted,
J. Garcia

Coversheet

Parent Advisory Council Update

Section: VI. Communications
Item: B. Parent Advisory Council Update
Purpose: FYI
Submitted by: J.J. Lewis
Related Material: 2021-22 PAC Year in Review.pdf

RECOMMENDATION:

N/A - FYI-only; open for Board discussion.



2021-22

A Year in Review

PARENT ADVISORY COUNCIL

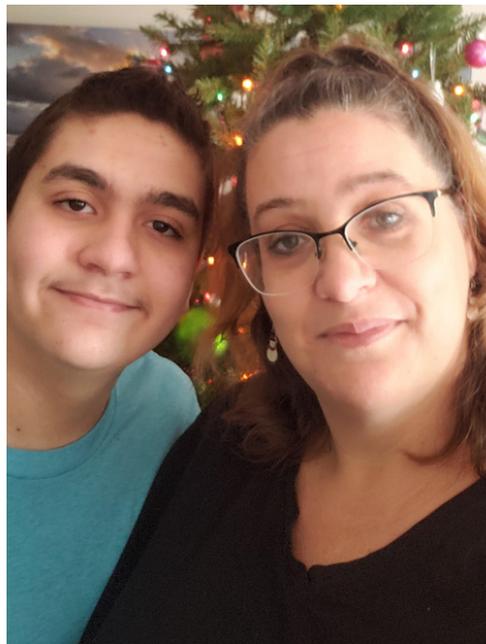


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Proud Parent
Compass Charter Schools



MISSION • VISION • VALUES



Mission

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

Vision

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.

Values

Achievement | Respect | Teamwork | Integrity | Communication



A WORD FROM OUR SUPERINTENDENT & COUNCIL CHAIR

Compass Charter Schools values families as an integral part of the scholar educational experience. Partnering with parents and seeking feedback from learning coaches and families has enabled Compass to gain a vital perspective when creating policies and procedures, evaluating impacts on scholars and families, and establishing quality engagement opportunities.

The Parent Advisory Council (PAC) members are a diverse group of parents representing a wide variety of families enrolled in the multiple programs offered through Compass. PAC members provide staff and administration with feedback and suggestions on a variety of topics impacting families and scholars. PAC also serves as a platform for new ideas and a forum for bringing new and existing resources to light in the Compass family community. The PAC serves in an advisory capacity to staff, making recommendations and providing insight throughout the school year.

The PAC is composed of parents of scholars from both the Online and Options Learning Programs. The PAC utilizes these parents' experiences and expertise to learn from one another and explore every perspective. They conducted elections this past October and elected Randi Pugh as their chair.

Along with review and feedback on a variety of compliance items, this year the PAC was invited to partner with staff and engage with The Learner-Centered Collaborative in the Compass Framework for the Future initiative and Scholar Profile project.

The PAC members look forward to another year of collaboration and teamwork. We are working continually to give parents a voice, and bring to each meeting the Compass core ARTIC values of achievement, respect, teamwork, integrity, and communication.

Forever Loud and Proud,



J.J. Lewis, Superintendent & CEO



Randi Pugh, Council Chair



ABOUT THE PARENT ADVISORY COUNCIL

Randi Pugh - Council Chair

Mrs. Pugh is a "Loud and Proud" Firebird parent! Pugh holds a bachelor's degree in business administration management and has played varying roles in many industries, including non-profit, retail management, human resources, and data research. In recent years she has focused on facilitating the education of her youngest child, who has autism and was no longer being appropriately served in the brick & mortar public education system.



Pugh advocates and acts as a voice for parents who seek the best educational opportunities for their children regardless of ability. Her passion is that all scholars have the opportunity to develop a life-long love of learning, enabled by embracing the whole spectrum of learning methods, educational choices, and enrichment engagements.

Pugh serves the Compass community as the chair of the Parent Advisory Committee, a member of the Special Education Advisory Committee, and as a parent representative to the El Dorado County Charter SELPA Parent Advisory Committee.

Mariercor Agravante - Council Member

Mrs. Agravante is a work-from-home Mom, thanks to her Bachelor of Science degree in Biology, her Master of Science degree in Organizational Leadership, and her professional experience as a writer, editor, designer (art and photography) and online educator. She likewise has several years of experience serving on the boards of many nonprofit organizations, not just locally and regionally but also, more recently, nationwide. Her children have been attending Compass since their Kindergarten years and are proud Firebirds!



Teresa Cabral - Council Member

I am mother to two boys with exceptional needs. I am also a Chapman University graduate with a degree in Social Science. I am a certified special needs parent advocate. I serve on the the Special Education Advisory Committee here at Compass. I love the opportunity Compass allows our scholars, to learn the way that best fit their individual needs. I am excited to continue to be a part of the learning here at Compass.



Renee Cervantez - Council Member

I am a full-time stay at home mom of 3 in SoCal. I have a masters degree in Education & 7 years of classroom teaching experience. Currently, I am a contracted educator for the FKCE program at both Ventura & Oxnard College. My older 2 children are part of the options program with Compass and we are loving it. My husband & I enjoy camping and traveling to show the kids the beauty of nature and historic places within our state.



ABOUT THE PARENT ADVISORY COUNCIL, CONT.

Joy Elizabeth Sterling Effie - Council Member



Ms. Sterling is a passionate parent and dedicated learning coach of two high achieving Compass Charter Schools scholars. Although San Diego natives, her children initially enrolled with Compass of Los Angeles in 2014 as the family had an unpredictable schedule working in the entertainment business, acting and modeling. In 2018, they returned to their hometown, enrolling in Compass of San Diego. Both children have found the curriculum challenging, yet always maintained 4.0 GPA's. Ms. Sterling served in the United States Marine Corps and attended the University of San Diego becoming a certified Paralegal. She is a professional photographer, model, actress, and member of the Women Marines Association. She strongly advocates for School Choice, completed the Compass Learning Coach Academy, received the Compass Excellent Parent Participation Award and has been a member of the Parent Advisory Council for the past three years.

Galit Gordon - Council Member



I have been a proud Learning Coach for my daughter at Compass for several years and love every minute of it, even the challenging moments. I graduated from the University of Phoenix with a Bachelors of Science in Computers and a Masters of Science in Computers with a specialty in eBusiness. I am an Army veteran of six years, have lived in Australia, Israel, Germany, US Virgin Islands, Maryland, Washington, DC, Raleigh, NC, San Francisco and currently in beautiful Carlsbad, California. My son (who graduated Kuma Sum Laude with a degree in Computer Programming) and I have created a video game news website in 2013 and have over 35,000 followers. I am very excited about being on the Parents Advisory Council because I strongly believe that it we, the Learning Coaches, who truly understand what makes our children grow and thrive as online learners and we have a wealth of knowledge and advice to share with the learning community.

Samantha Herrod - Council Member



I have been a proud parent of a scholar at Compass, for the past 3 years. I received two BFA's in Illustration from the University of San Francisco and The College of the Arts (CCA) in San Francisco. I am a Los Angeles native who has several occupations, along with being a home educator, I also teach painting classes and work in the Marketing and Customer Service field.

Brianne Manning - Council Member



I am a mother and learning coach to 5 wonderful and wild boys in Southern California. We have been with Compass for 4 years now and we love it. I have a degree in nutritional science, and a student with ASU pursuing my bachelors degree. I plan to become a college professor after the kids grow up and get families of their own. My family and I love to get outdoors and explore new places, we are always traveling.

ABOUT THE PARENT ADVISORY COUNCIL, CONT.



Ty Metzli - Council Member

Ms. Metzli is a proud stay at home mom with three kids and two dogs. She is an autism and women's rights activist. Her family loves camping, hiking and are big movie and video game lovers. She currently involves herself in activism for women's rights. Two of her children are in the spectrum, one non-verbal. Her children teach us how to see the world differently every day. She hopes more will join us to help children with ASD feel more comfortable in this world.



Leann Oh - Council Member

Leann Oh is a parent of two Compass scholars in the options program since 2020 and has been enjoying being co-learning coach with her husband. She holds an MBA from Cornell University, a Masters of Music from Manhattan School of Music and a Bachelors of Music from USC. She currently works at Capital Group as a Senior Manager for a Data Analytics team and in her free time enjoys hiking with her family and DIY projects.



Lacey Scott - Council Member

Lacey's twins have been with Compass Charter Schools since Kindergarten. Her family loves learning through travel and life experiences. She believes kids learn best in a low stress, hands on and playful environment where they can choose their own learning style. After 20 plus years of being self employed in the Real Estate and home building industry she's considered an industry expert. She currently serves her community by sitting as City Commissioner and Vice Chair of the Parks and Recreation Commission in the small Northern California town her family lives in. She looks forward to serving the Compass community as a parent representative for the Yolo County branch.



Leah Smith - Council Member

Leah Smith considers it a pleasure to serve on the PAC and aspires to bring the voice of other Options families to each meeting. She's a long time Home educator of five with two graduates and one on the way. Creative, crafty, keeps plants alive most of the time and loves a fun field trip. When she's not elbow deep in a hands-on-project, you can find her assisting her husband in Real Estate and Mortgage.



Roann Vanderwath - Council Member

She is a very proud parent of a special needs child and they have been with Compass for a few years, as the brick and mortar no longer fit his unique abilities and challenges. She finds it very rewarding to work on helping her child reach his full potential, while advocating for his specific and unique needs. Apart from being creative and having a passion for teaching, writing and research. She is heartfelt in her mission to helping other parents navigate the sometimes unforgiving and all consuming road of Special needs, so that they too have a voice. She works, as well as volunteers and is an advocate for Domestic Violence survivors and plays a Mentor and support role for those women on their path to safety and recovery. She is proud and honored to be a member of the PAC and part of the Compass Family. She hopes her role will help Parents, Scholars and Staff navigate the Compass Experience.



HIGHLIGHTS OF THE YEAR

The Parent Advisory Council serves to provide parent feedback on school policies and procedures at Compass Charter Schools to ensure that they are consistent with its mission, vision, and values. Members act as a committed group of advisors to the staff and administration regarding issues that affect the scholars and school of Compass. They provide feedback and insight from the parent's perspective on the school process, policies, and initiatives to ensure that the needs of parents and their families are included as decisions are made. They also serve as an advisory, not a decision-making body, that makes recommendations, encourages brainstorming, and provides opportunities for parent involvement on committees.

During the 2021-22 school year, the Parent Advisory Council met on the third Friday of every other month at 3 pm. At each meeting, recurring agenda items included hearing updates from the Superintendent and the opportunity to share parent feedback on the Compass Experience with staff. There are several highlights from meetings this year:

The Parent Advisory Council:

- Provided feedback on the inaugural Weeks of Welcome (WOW) Program in September 2021
- Reviewed and provided feedback on the draft ESSER III Expenditure Plan in September 2021.
- Engaged in a robust discussion around what is working and how Compass adapted to AB 130 / AB 167 in November 2021.
- Heard from Rebecca MacAlpine, Director of Engagement, and Ashley Daugherty, Orientation Coordinator, about the Learning Coach Academy Program in November 2021.
- Launched their annual parent survey over Winter Break.
- Heard from Catina Hancock from the Learner-Centered Collaborative on the Scholar Profile project. The PAC engaged in several thought-provoking design activities, which Catina facilitated at the January 2022 meeting.
- Spent time at each meeting in the Spring to review and analyze the parent survey results.
- Heard from Catina Hancock from the Learner-Centered Collaborative on the Scholar Profile project. The PAC engaged in several thought-provoking activities to bring meaning to the draft profiles, which Catina facilitated at the March 2022 meeting.
- Reviewed the results of the 2021-22 Planning Survey in March 2022.
- Reviewed the Loud & Proud and Rising Firebird Scholarship applications and named the following graduating seniors as the 2021-22 recipients:
 - Loud & Proud Scholarship - Alexys Vivian and Hannah Smith
 - Rising Firebird Scholarship - Miavalery Alvarez Becerra, Christian Carter, KristiLynn Effie, and Lyric Hearne-Hooker
- Reviewed, discussed, and provided feedback on the draft 2022-23 Local Control & Accountability Plans (LCAPs) in May 2022.



FRAMEWORK FOR THE FUTURE



The Framework for the Future is a large, multi-year initiative which started this year, of which the PAC provided robust feedback on throughout the year. A key feature of the Framework is the Compass Scholar Profiles, which defines the aspirational, whole-learner outcomes, centered on attending to the social, emotional, cognitive, and mental health needs of all scholars.

The four profiles are *Community Leader*, *Effective Collaborator*, *Confident Learner*, and *Innovator*. Each of these profiles has specific definitions, which sets the north star of Compass and expands upon our Gold Standard-work:

Community Leader - I understand that I am a member of a global society and feel a sense of responsibility to make a contribution both at the local level and in the wider world.

Effective Collaborator - I participate in collaborative forums, to build understanding of concepts and to complete authentic tasks; communicating effectively (using active listening, striving to understand others, and seeking to be understood), thereby creating a safe environment in which everyone feels valued and inspired to achieve a common goal.

Confident Learner - I strive to be my best self and recognize my purpose and value both in and outside of school; thinking critically and skillfully to evaluate data and information as a guide to my beliefs and action.

Innovator - I seek to create something new and better in service of achieving my goals; synthesizing information and exploring multiple perspectives to find creative and realistic solutions.



LEARNING COACHES OF THE YEAR

Compass staff nominate learning coaches who have stood out as leaders and have excelled in supporting their scholars throughout the year. Join us in celebrating our **2021-22 Learning Coaches of the Year:**

Los Angeles

Online Learning Program: Jack Ayers Alexei

"Jack has been such a joy to work with this past year," shares Erica Angelo, a middle school teacher. "He is passionate, caring, and knowledgeable. Jack supports his scholar Lily each and every day by monitoring her progress and always staying by her side to ensure that she can get through the materials. In addition, he is always available for connection meetings. Thank you for your excellent work as a learning coach Jack!"

Options Learning Program: Sarah Carney

"Sarah Carney has gone above and beyond in her role as a learning coach," shares Brianna Attalla, supervising teacher. "She started her homeschooling journey last year hesitantly with many concerns about managing three scholars at different grade levels. I have seen her confidence grow tremendously, and her scholars have also grown in their confidence. Her eldest scholar, who used to avoid and despise writing, is now writing three-page research papers with joy! Her youngest scholar, who struggled with letter recognition, is now reading full books because of her support, encouragement, and guidance. Sarah is creative and willing to try new things. After trying so many different curriculums, she is now a curriculum expert! She is loud and proud about Compass and has encouraged other families to join our Compass family. She shares her son's journey going through cancer with such strength and respect and is his biggest supporter! Sarah shares her knowledge with the community around her and seeks wisdom and guidance to continually better herself. It is an honor having Sarah as a learning coach, and I feel privileged to be able to cheer her on in her journey!"

San Diego

Online Learning Program: Maryse Bonniwell

"Maryse is a dedicated learning coach who supports her scholars with a great deal of love and focus," shares Elaine Amari, high school coordinator. "She is always a pleasure to work with and has built strong relationships with her scholars' teachers and counselor to lead her girls to confidence, self-advocacy, and academic success!"



LEARNING COACHES OF THE YEAR, CONT.

San Diego, cont.

Options Learning Program: Jessica Yglesias

"I believe Jessica Yglesias deserves learning coach of the year because even though she has four scholars enrolled in Compass, in four different grades, she goes above and beyond in the work she does with them," shares Lisa Olsen, supervising teacher. "All of her scholars regularly engage in science experiments, and she reports on the results. They complete research projects on topics of their choice, and she even had her third-grader write out a business plan for a lemonade stand, complete with costs, pricing, and the potential profit. Not only are many of their work samples examples of deeper learning, but her feedback on these goes beyond just a score at the top. Jessica goes through her scholars' essays sentence by sentence, and there are notes for feedback for incorrect questions as evidence of the care and time put into her scoring. In addition, every sample in Seesaw submitted for the month has the grade-level standard for that work added as a comment, going above and beyond what I expect of parents. Again, she does this even though she has four scholars to whom she uploads work for every learning period. Jessica deserves this award for the high-quality work she enables her children to do, the depth of care she puts into her scoring, and her willingness to add an extra step to her uploads to take a small burden off of me."

Yolo

Online Learning Program: Jennifer Simoni

"Jennifer has been a great support for her scholar Sabrina," shares Janae Smith, Director of Online Learning. "Through her efforts, Sabrina was able to graduate and earn the Presidential Award for Academic Excellence this year. Jennifer has helped to provide an opportunity for her scholar to find the best educational experience to continue to learn and grow."

Options Learning Program: Marcie Franich

"Marcie Franich is amazing," shares Robin McCarthy, supervising teacher. "This learning coach is new to the Options Program this year and has provided amazing learning for her kindergarten scholar. Her well-planned lessons have not only covered kinder standards but have provided enriching and engaging lessons for Nolan. Marcie has gone above and beyond by providing work samples of Nolan's progress, lessons, and activities. I feel as though I have walked alongside this family since day one. Marcie exemplifies each of our school's ARTIC values daily, weekly, and monthly. I am grateful to have partnered with their family this year."

"Congratulations to our Learning Coaches of the Year: Jack Ayers Alexei, Sarah Carney, Maryse Bonniwell, Jessica Yglesias, Jennifer Simoni, and Marcie Franich, for receiving this honor. You each are an integral part of your scholar's academic success," shares J.J. Lewis, Superintendent & CEO. "Your guidance, support, and teamwork with our teachers and staff are immensely appreciated; continue the incredible work. Please join us in celebrating our Learning Coaches of the Year, thanking them for being our partners along this educational journey and role models for their fellow learning coaches!"



JOIN THE PARENT ADVISORY COUNCIL



Join PAC to serve Compass and provide feedback on school policies and procedures, to ensure that they are consistent with Compass Mission, Vision, and Values.

Members make recommendations, encourage brainstorm, and provide opportunities for parent involvement.

If you are interested in serving on the PAC, please contact J.J. Lewis, Superintendent & CEO, at jlewis@compasscharters.org to learn how to get involved.





GIVING BACK

Compass is proud to offer our Loud and Proud and Rising Firebird scholarships for our graduating seniors.

GIVE TODAY!
SUPPORT A GRADUATING SENIOR!

SUPPORT OUR INCREDIBLE SCHOLARS
WITH THE RISING FIREBIRD AND LOUD
AND PROUD SCHOLARSHIPS! SIX WILL BE
AWARDED A SCHOLARSHIP TOWARDS A
COLLEGE OR UNIVERSITY!

COMPASS
CHARTER SCHOOLS

**Please donate and support our incredible scholars at:
compasscharters.org/giving/
Thank you for making a difference in a scholar's life!**

COMPASS CHARTER SCHOOLS



Proud Parent

Compass Charter Schools

FOR MORE INFORMATION, CONTACT:

Compass Charter Schools
850 Hampshire Road, Suite R
Thousand Oaks, CA 91361
855-937-4227
info@compasscharters.org

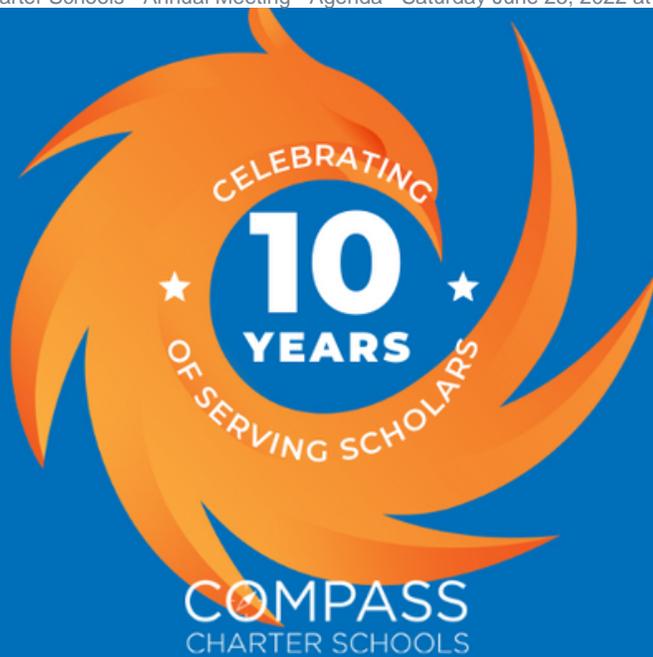
Coversheet

Scholar Leadership Council Update

Section: VI. Communications
Item: C. Scholar Leadership Council Update
Purpose: FYI
Submitted by: J.J. Lewis
Related Material: 2021-22 SLC Year in Review.pdf

RECOMMENDATION:

N/A - FYI-only; open for Board discussion.



2021-22

A Year in Review

SCHOLAR LEADERSHIP COUNCIL



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Proud Scholar

Compass Charter Schools

MISSION • VISION • VALUES



Mission

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

Vision

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.

Values

Achievement | Respect | Teamwork | Integrity | Communication



A WORD FROM OUR SUPERINTENDENT & COUNCIL CHAIR

Here at Compass Charter Schools, what we value most is our scholar's voice; listening to and learning from our scholars is what fuels us to strive for greatness and improve in every way possible. The Scholar Leadership Council (SLC) provides scholar feedback on school policies and procedures at Compass to ensure that they are consistent with our mission, vision, and values. Members act as a committed group of advisors to the staff and administration regarding issues that affect their peer scholars at Compass. They provide feedback and insight from the scholar's perspective on school processes, policies, and initiatives to ensure that the needs of scholars are included as decisions are made.

SLC serves as an advisory, not a decision-making body, that makes recommendations, encourages brainstorming, and provides opportunities for scholar involvement on committees. Within the past year, the SLC has heard from various members of Compass, as well as thought partners, to gain insight and perspective in regards to the activities and interests of the school and has used this information to make better-informed decisions and recommendations.

The SLC is composed of scholars from multiple grade levels in both the Online and Options Learning Programs. The SLC utilizes these scholars' experiences to learn from one another and explore every perspective. They conducted their elections this past October and elected KristiLynn Effie as Chair and Taia Saurer as Vice-Chair.

The SLC also conducted their annual scholar survey and used the results and feedback to address issues Compass scholars have expressed. As a result of many in-depth conversations, the SLC has made multiple recommendations to Compass in the hopes of addressing these issues and improving the scholar experience as a whole. In reflecting upon this past year, the SLC is excited and hopeful for the next year and generation of Firebirds and is looking forward to continuing their work to improve Compass. The SLC is always open and accepting of new members and encourages Compass scholars to become involved in the SLC's goal of improving Compass Charter Schools.

Forever Loud and Proud,



J.J. Lewis, Superintendent & CEO



KristiLynn Effie, Council Chair



ABOUT THE SCHOLAR LEADERSHIP COUNCIL



KristiLynn Effie - Council Chair

I have been with Compass Charter Schools since 2014, and this is my fourth year on the Scholar Leadership Council (SLC). I have a 4.0 GPA and am in the National Honors Society. As part of the SLC, I want to be a voice for other scholars in representing Compass by giving ideas and feedback. I enjoy working on my schoolwork online, specifically English and Science, which fascinates me. I strive to exceed and to be the best version of myself possible. Outside of my studies, I have a passion for creative arts and am also committed to volunteering within my community.



Taia Saurer - Vice Chair

Hi, my name is Taia; I'm a 7-grade scholar in the Compass Options Program, which I love because I have plenty of flexibility and time to follow my passions. A few of the things that I enjoy doing are reading, writing, dreaming, traveling, all things space-related, soccer, sailing, singing, playing the piano and guitar. While I love all of these things, my newest passion is indoor skydiving! I'm excited to be on the SLC to advocate for my fellow Firebirds. I'm looking forward to an amazing year, and I hope to meet many of you at upcoming events (I'll be the one wearing the NASA t-shirt.)



Brayden Bereki - Council Member

I have been an online learner since first grade and have been attending Compass Charters Schools since I was in elementary school. While at Compass, I have been on the honor roll for numerous years; this is my first year on the Student Leadership Council. Compass has improved me in many ways, and I would like to return the favor and help improve my school. My goal in life is to go to medical school and become a doctor.



Alexis Gordon - Council Member

I have been an online learner going on eight years, the past five years with Compass. This is also my second year with the Student Leadership Council. I strongly believe that we, the scholars, should advise and contribute to our learning environment to help shape Compass into the best school it can possibly be.



Lyric Hearne-Hooker - Council Member

I have been a proud Compass scholar since 5-grade. In two years, I hope to be a graduate of Compass as well. Diversity and acceptance are very important to me, and by volunteering in my West Hollywood community, I hope to demonstrate those principles. Here at Compass, I have served as President of the Virtual Field Trips Club, been on the Scholar Leadership Council since 9-grade, and currently serve as Co-VP of the NHS. Through Compass, I have also had the opportunity to earn a scholarship from the Carson Scholars Fund. In my spare time, I am busy running my Etsy shop, which specializes in recycled materials and green retail. My dream career would be one that allows me to thrive in a creative environment and travel the world.



ABOUT THE SCHOLAR LEADERSHIP COUNCIL, CONT.

Alex Iihara - Council Member

I have been with Compass since 4-grade, and this has been my home for two years. I love baseball, snowboarding, swimming, and reading books. This school has allowed a flexible curriculum to pursue my favorite subject, math, although I have busy weekends playing on one of the top travel baseball teams. Thinking of the best academic path for each scholar sometimes means extra work for teachers, counselors, and other school staff. I am grateful for all of them. I am honored to join this Scholar Leadership Council and excited to work with other great members. This leadership council is very important, especially for this type of school, as most scholars are physically located away from each other. I want to listen to other scholars' opinions and work hard to make this school better for everyone. Go Compass!

Aure Ruediger - Council Member

Compass has been my school since kindergarten, and it is wonderful being a Firebird (that's our school mascot). There are many exciting things I get to do at Compass, like join our school's clubs and explore many of my scholarly interests now through the Options program. For instance, in the past, I have been in the Arts+Crafts Club, Chess Club, Cooking Club, Creative Writing Club, Lego Club, Minecraft Club, Photo Club, Sewing Club, and Virtual Field Trips Club. Outside of school, I used to be an avid grower of guppies, bettas, and lots of fish while also practicing some horseback riding. I still love to ice skate. More recently, I have turned to gardening, cooking and baking, art, reading, music, canine training, and movie reviewing. When I'm a grown-up, I would like to have a science degree like my Mom or an engineering degree like my Dad.

Cricht Ruediger - Council Member

I have been here at Compass since kindergarten. I like that I have sweet and helpful teachers here at my school. It's epic how we attend class remotely, with all my teachers and schoolmates living all over California! I used to be a very keen fishkeeping hobbyist, but now my hobbies have changed. I am still into my hobbies of baking, creating art, gardening, and playing video games. I also read more and listen to music more now, and I like watching movies full of action and comedy. Because both of my Grandfathers owned businesses of their own, I hope to be in good business, too.

Avery Stansbury - Council Member

Avery is an 8-grade scholar at Compass Charter Schools. He has been part of the Compass family for three years. When he is not in learning labs and completing school work, he enjoys playing the piano, reading, and is determined to be a YouTuber. Avery is part of the SLC because he wants to represent his peers at Compass, help make the school a better place, and learn new leadership skills.

ABOUT THE SCHOLAR LEADERSHIP COUNCIL, CONT.



Madison Wilkes - Council Member

Hi! I'm Madison Wilkes. I'm in 7-grade and 11 years old, and I joined the council because I love to make improvements. I always have lots of good ideas and hope to make a difference at Compass. My hobbies include drawing, writing, and doing crafts.



Trent Yee - Council Member

Hi, My name is Trent; I am 11 years old and in 5-grade. This is my first year at Compass. I enjoyed my first semester, and I'm looking forward to the next. I have been a scholar of the month and am president of The Virtual Field Trip, and We Dine together clubs. Compass is a great school that boosts my reading and writing skills in a fun way. The curriculum allows me to take breaks, interact with other scholars, and, most importantly, have fun! I am very excited and happy to be on the SLC because I am VERY social and love to collaborate with other scholars. I look forward to listening to the ideas and concerns of teachers and scholars to help improve the Compass environment. I will make helpful suggestions to improve the scholar experience. My hobbies include: playing with my two dogs, rollerblading, ice skating, playing outside, watching tv, playing video games, and traveling.



Airis Yeung - Council Member

Hello, my name is Airis, and I am in 11-grade. I have been with Compass since first grade and have enjoyed all the surprises that the school has to offer! Being at Compass has allowed me to have a unique educational experience and try new things that I would normally not encounter. From the very beginning, Compass has opened many doors for me to improve myself and light a path to my future and career. I am grateful to be a part of the Scholar Leadership Council because I love being a leader by adding input, insight, and most importantly, listening to other people's ideas. When everyone cooperates, it brings me happiness and teaches me how to work with others. It is an honor to be a part of the council, and I look forward to another awesome year at Compass!



HIGHLIGHTS OF THE YEAR



The Scholar Leadership Council serves to provide scholar feedback on school policies and procedures at Compass Charter Schools to ensure that they are consistent with its mission, vision, and values. Members act as a committed group of advisors to the staff and administration regarding issues that affect their peer scholars at Compass. They provide feedback and insight from the scholar's perspective on school processes, policies, and initiatives to ensure that the needs of scholars are included as decisions are made. They also serve as an advisory, not a decision-making body, that makes recommendations, encourages brainstorming, and provides opportunities for scholar involvement on committees.

During the 2021-22 school year, the Scholar Leadership Council met on the second Tuesday of the month at 2 pm. At each meeting, recurring agenda items included hearing updates from the Superintendent and the opportunity to share scholar feedback on the Compass Experience with staff. There are several highlights from meetings this year:

The Scholarship Leadership Council:

- Reviewed the 2021-22 ESSER III Expenditure Plan and provided feedback on the draft plan, which included a discussion on our homeless scholar population and how scholars can help their fellow scholars in September 2021.
- Elected their officers for the year. They were led by KristiLynn Effie (chair) and Taia Saurer (vice-chair).
- Discussed plans for the 10th Anniversary Celebration in October 2021.
- Discussed ways to increase scholar involvement with the SLC at the November 2021 meeting.
- Heard from Rebecca MacAlpine, Director of Engagement, and Danielle DelNegro, Engagement Coordinator, on scholar engagement opportunities and offerings for the current school year in December 2021.
- Launched their annual scholar survey over Winter Break.
- Spent time at each meeting in the Spring to review and analyze the results of the scholar survey.



HIGHLIGHTS OF THE YEAR, CONT.



The Scholarship Leadership Council, cont.:

- Heard from Catina Hancock from the Learner-Centered Collaborative on the Scholar Profile project. The SLC engaged in a number of thought-provoking design activities, which were facilitated by Catina at the January 2022 meeting.
- Planned National School Choice Week programming at the January 2022 meeting.
- Planned National School Choice Week programming in January 2022.
- Provided recommendations regarding enhancing school communications, including the Firebird Report and the Monday Morning Update in February 2022.
- Discussed ways to enhance awareness of offerings to scholars and learning, including finding additional, creative ways to inform and engage scholars and learning coaches and encouraging teachers to bring their classes to the monthly virtual assemblies to increase attendance and participation in March 2022.
- Heard from Catina Hancock from the Learner-Centered Collaborative on the Scholar Profile project. The SLC engaged in a number of thought-provoking activities to bring meaning to the draft profiles, which were facilitated by Catina at the March 2022 meeting.
- Reviewed the results of the 2021-22 Planning Survey at the April 2022 meeting.
- Reviewed, discussed, and provided feedback on the draft 2022-23 Local Control & Accountability Plans (LCAPs) at the May 2022 meeting.



FRAMEWORK FOR THE FUTURE



The Framework for the Future is a large, multi-year initiative which started this year, of which the SLC provided robust feedback on throughout the year. A key feature of the Framework is the Compass Scholar Profiles, which defines the aspirational, whole-learner outcomes, centered on attending to the social, emotional, cognitive, and mental health needs of all scholars.

The four profiles are *Community Leader*, *Effective Collaborator*, *Confident Learner*, and *Innovator*. Each of these profiles has specific definitions, which sets the north star of Compass and expands upon our Gold Standard-work:

Community Leader - I understand that I am a member of a global society and feel a sense of responsibility to make a contribution both at the local level and in the wider world.

Effective Collaborator - I participate in collaborative forums, to build understanding of concepts and to complete authentic tasks; communicating effectively (using active listening, striving to understand others, and seeking to be understood), thereby creating a safe environment in which everyone feels valued and inspired to achieve a common goal.

Confident Learner - I strive to be my best self and recognize my purpose and value both in and outside of school; thinking critically and skillfully to evaluate data and information as a guide to my beliefs and action.

Innovator - I seek to create something new and better in service of achieving my goals; synthesizing information and exploring multiple perspectives to find creative and realistic solutions.



TEACHER OF THE YEAR

CONGRATULATIONS BETH FOSTER!
Mrs. Foster was voted by scholars as our
Scholars' Choice Employee of the Year!



Foster is a beloved online middle school teacher at Compass; read to what some of her scholars and families have to say:

"I would like to nominate Ms. Beth Foster because, from the beginning of school, she took the time to get to know us scholars and our families. I have been a Compass scholar for six years, and she has been the best homeroom, social studies, and math teacher I have ever had. She is always available when I have questions and need help. With other teachers, I was kinda afraid to ask for help, but Ms. Foster is always patient and kind. She will take time from her busy schedule not only for school but taking care of her family. She has encouraged me to know that if I work hard and keep practicing difficult assignments, I can get better at them. I am sad that I will not have her as a teacher when I go to the high school courses, but I have learned a lot from her that I will do well in high school. I hope she gets employee of the year, as she really deserves it."

"Mrs. Foster did a great job teaching. She had two Q&A sessions a week, one for math and one for history. She was always ready to help me and answer my questions. If I asked her a question through G-Chat, I would get a response less than 2 hours later. She would walk us through the harder assignments, and she made the courses well-paced. We also had two learning labs a week and made sure that everyone was participating in answering questions. At the end of each class, everyone would participate in a self-paced Quiz. These quizzes were helpful for practice. She always gave us lots of resources to help us with our courses. Thank you, Mrs. Foster!"

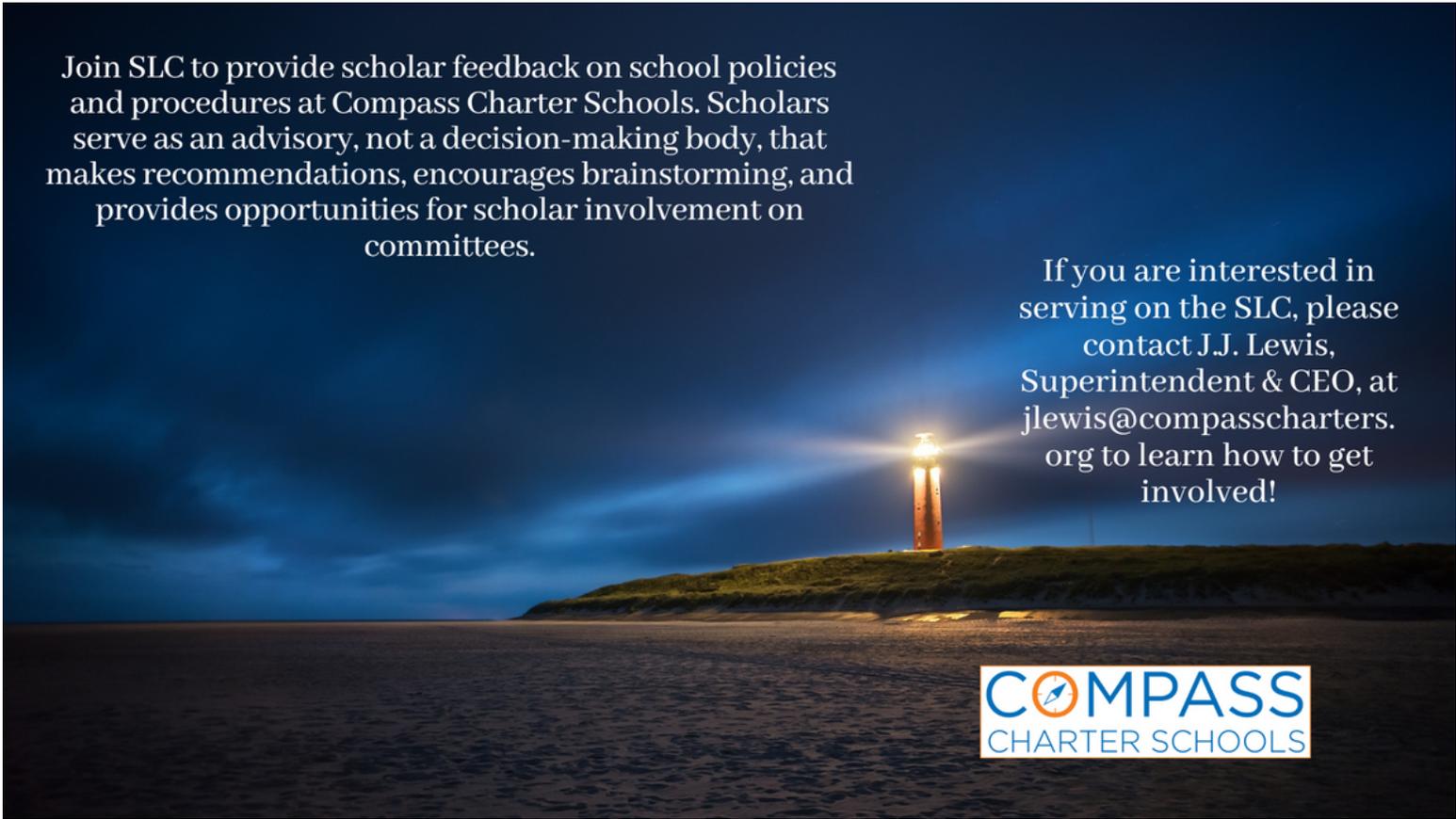


JOIN THE SCHOLAR LEADERSHIP COUNCIL



Join SLC to provide scholar feedback on school policies and procedures at Compass Charter Schools. Scholars serve as an advisory, not a decision-making body, that makes recommendations, encourages brainstorming, and provides opportunities for scholar involvement on committees.

If you are interested in serving on the SLC, please contact J.J. Lewis, Superintendent & CEO, at jlewis@compasscharters.org to learn how to get involved!



COMPASS CHARTER SCHOOLS



Proud Scholar

Compass Charter Schools

FOR MORE INFORMATION, CONTACT:

Compass Charter Schools
850 Hampshire Road, Suite R
Thousand Oaks, CA 91361
855-937-4227
info@compasscharters.org

Coversheet

Superintendent's Report

Section: VII. Superintendent's Report
Item: A. Superintendent's Report
Purpose: FYI
Submitted by: J.J. Lewis
Related Material: Superintendents Report.pdf
Additions & Terminations Report - June 2022.pdf
LCC Partner Forum - Compass Charter Schools Presentation.pdf

RECOMMENDATION:

N/A - FYI-only; open for Board discussion.



Superintendent's Report June 25, 2022

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

Academic Services

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

Operations

- Lisa Fishman, Chief Operations Officer
- Operations Division Update Agenda
 - Community Providers Updates
 - Finance Updates
 - IT Updates
 - Operations Updates

People

- Sophia Trivino, Chief People Officer
 - One (1) supervising teacher completed the Riverside County Office of Education CTI program, to clear their teaching credential. This program is provided to all instructional staff who need it, to clear their credential, by Compass through professional learning funds (and through our Educator Effectiveness Grant over the next five (5) years).
 - Intent to Return Memos were sent to all staff in late May and returned in early June. Eight (8) employees out of 214 shared their intention to not return this upcoming school year.

- Salary Memos were shared with all staff, who replied ‘yes’ on their Intent to Return Memo, last Friday, June 17. Memos included their step on their respective salary schedule (which was Board-approved at the May meeting) as well as stipends which they were eligible for (higher education and/or longevity).
- Our Community Relations Coordinator is leading a podcast project, and collaborating with a number of staff to prepare for its launch in the upcoming school year.
- We are working with the Learner-Centered Collaborative on a number of projects:
 - We completely rewrote job descriptions for all staff, to align with the new Framework for the Future. Revised job descriptions were shared with all staff at the end of May.
 - We have created a new Employee Success Model, which provides a visual for both professional growth and development, and employee performance.
 - We are finalizing our new Employee Growth & Development Plan template, which aligns to the Framework for the Future and speaks to personalized professional growth and development for all employees. These plans will launch at the All-Staff Retreat in August.
- Organizational changes have transpired since the last meeting. *See enclosed worksheet.*

Executive

- 169 of our Academic Services staff recently completed the four (4)-part AVID Elevate training on ‘Fostering an Equitable and Engaging Culture in Classrooms.’ To earn the digital badge for this training, staff were required to attend all four (4) sessions, and complete both the synchronous and asynchronous work. A Google Form Evaluation was shared with staff to complete to share insights on this professional learning experience.
- I attended the El Dorado County Charter SELPA CEO Council Meeting on Thursday, May 26, in San Diego.
- Our partnership with the Learner-Centered Collaborative continues. We are working on the following projects:
 - Our Director of Staff Support, Kasey Wingate, Training & Development Manager, Debra LaCroix, myself, and Catina Hancock from the Learner-Centered Collaborative met in late-May to begin the process of aligning our professional learning work at Compass. They will be working on our vision for professional learning, crafting a strategy, creating operational plans, and finally creating tactics for our three (3)-year plan in alignment with the Framework for the Future.
 - Our AVID ToSA, Andrea Lomeli, myself, and Catina Hancock will be met in early June to begin identifying AVID strategies which can be embedded into the various educator pathways (personalized learning, authentic learning, competency-based learning, and inclusive & equitable learning).

The goal is to increase alignment of AVID, as an AVID school, and the Framework for the Future and its professional learning pathways.

- We were invited to take over the Instagram and Twitter accounts for the Learner-Centered Collaborative (@LCCollaborative) on Wednesday, June 8. There were 10+ posts shared on both platforms, highlighting Compass.
- I was invited to speak at the Learner-Centered Collaborative's Partner Forum on Monday, June 10. I shared insights into our long-term partnership with the LCC and in-depth information on our Framework for the Future work this year along with a preview of what is to come over the next four (4) years. *See enclosed presentation.*
- Catina Hancock and Cesar Morales facilitated a Framework for the Future Virtual Workshop with all of our coordinators, managers, directors, and chiefs on Tuesday, June 21. The outcomes for this workshop consisted of having a deeper understanding of the Framework for the Future, an understanding of the new Employee Success Model, and an understanding of and comfort with our new professional learning strategy.
- Catina Hancock and Cesar Morales facilitated our Coaching Celebration of Learning this past Wednesday, June 22. All of our coordinators and managers participated in a coaching program this Spring, and had the opportunity to celebrate their growth with our Leadership Team and Cabinet.
- The Cabinet and I met with our CCS of Los Angeles authorizer, Acton-Agua Dulce USD, on Wednesday, June 8. We reviewed a number of items, including year-end benchmark results, use of one (1)-time state and federal dollars, scholar engagement, and more. The visit was very positive, including hearing about her Spanish 1 learning lab observation from March, which was also extremely positive.
- We received our Interim Audit Update, from our auditors Christy White Associates. It is a fairly clean update. I met with our auditors in early June for our Exit Conference with Lisa Fishman, to discuss the update and next steps in the audit process. As a matter of process, we are in audit season until the final audit is presented in the fall.
- I met with the San Diego County Office of Education (SDCOE) in early June to discuss the Williams Settlement Review. They will be conducting the in-person FIT (Facility Inspection Tool) of our OCLC on Tuesday, September 20 starting at 9:30a. They will be reviewing three (3) classrooms (chosen at random) and all common areas.
- I was honored to join our Engagement Team and staff for six (6) virtual scholar celebrations in early June, including our Virtual Kinder Promotion Celebration and Virtual 5th Grade Culmination Celebration. I was also honored to join our team for our in-person scholar celebrations last week, which consisted of a Commencement Ceremony and 8th Grade Promotion Ceremony per charter, in Poway, Carson, and Lafayette.
- I attended the National Charter Schools Conference in Washington, DC with our Compass delegation this past week.

- Our partnership with Parsec Education continues. We are working on the following projects:
 - Ryan Royer from Parsec Education will be facilitating a Data Capacity Workshop with our Leadership Team, Cabinet, Data Team, and IT Team on Thursday, July 7. The major component of this workshop is to gain a deeper understanding of ParsecGO.
 - Eugene Park from Parsec Education will be facilitating a two (2)-day in-person Data Intensive Workshop with our Data Team on Wednesday and Thursday, July 13 and 14. The IT Team will be joining for the first day of this workshop.
- I'd like to recognize and thank our Committee Chairs, who led our various committees this year: Andrea Lomeli (AVID Site Team), Sarah Eagleton (Diversity, Equity & Inclusion Committee), Jeanne Richardson (English Learner Support), Jennifer Hobson (Online Learning Advisory Committee), Kelli McCaulley (Options Learning Advisory Committee), Michelle Bateman (School Counseling Advisory Committee), Lynn Jabuka (Special Education Advisory Committee), and Rachel Bartlett (Special Events Committee).
- I'd like to recognize and thank the members of our Staff Advisory Committee, who met each month to share department updates with one another and collaborate on ideas and suggestions to improve the Compass Experience for our scholars, learning coaches and staff: Silvia Pearsall (Academic Support), Mandi Schwartzberg (Counseling Services), Danielle DelNegro (Engagement), Donnell Tyler (Community Providers/Finance), Marco Mattaliano (IT), Katie Hooper (Online Elementary School), Andrea Lomeli (Online Middle School/AVID), Rosette Sowell (Online High School), Nora Barnhart (Operations), Kristy Smith (Options – Team Bee), Melissa Collier (Options – Team Roberts), Lindsey Chalco-Paz (Options – Team Hurtado), Krista Harman (Options – Team Winberry-Litt), Heather Hardy (Orange County Learning Center), Kim Miles (Special Education), and Kelly Cortese (Staff Support).

We recently closed out the 2021-22 academic year, and have made great strides to increase the impact of our educational experiences. My thanks to our team for everything they do each and every day! As we look ahead, I am extremely excited about our work which aligns to our Framework for the Future and Blueprint for Success. We have our north star, and a great team assembled to meet our mission and vision through our values, all in service to those we serve – our scholars!

Respectfully Submitted,



J.J. Lewis
Superintendent & CEO

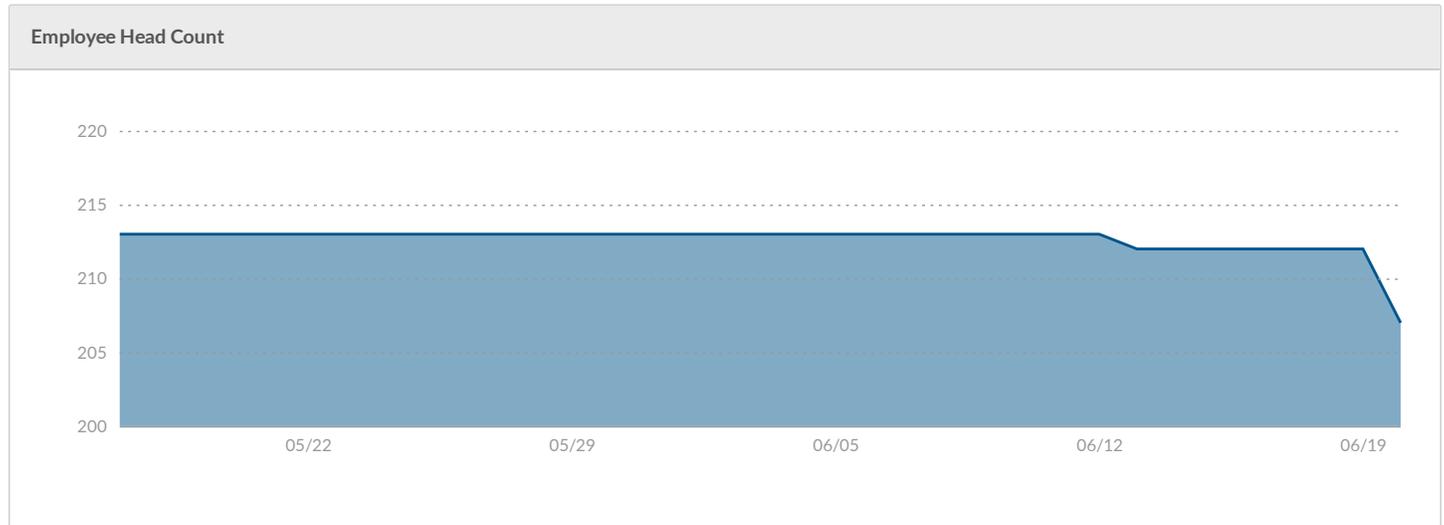
06/21/2022

Additions & Terminations



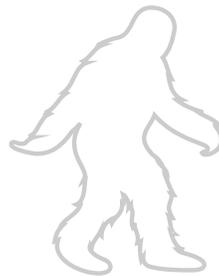
Dates

2022-05-17 - 2022-06-20



Additions (0)

Name	Employment Status	Department	Division	Location	Job Title	Hire Date ↓
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06/21/2022

Additions & Terminations



Terminations (6)

There are no employees that match your selected filter options. Please

Name	Employment Status	Department	Division	Location	Job Title	Hire Date	Termination Date ↓
Fletcher, Ashley	Full-Time Exempt (11 month)	Online Program	Academic Services	Remote	High School Teacher	12/09/2019	06/20/2022
McCarthy, Robin	Full-Time Exempt (11 month)	Options Program	Academic Services	Remote	Supervising Teacher	08/16/2021	06/20/2022
Barrett, Allison	Full-Time Exempt (11 month)	Options Program	Academic Services	Remote	Supervising Teacher	08/01/2019	06/20/2022
Alcala, Tamitha	Full-Time Exempt (11 month)	Special Education	Academic Services	Remote	Educational Specialist	01/31/2022	06/20/2022
Fisher, Meghan	Full-Time Exempt (11 month)	Online Program	Academic Services	Remote	Elementary School Teacher	10/28/2014	06/20/2022
Smith, Rouba	Part-Time - Non Exempt	Online Program	Academic Services	Remote	High School Teacher	11/16/2020	06/13/2022

Additions & Terminations

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June 13, 2022

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Agenda

- Mission, Vision & Values
- Overview of Compass
- Overview of Partnership with the Learner-Centered Collaborative
- Framework for the Future
- Follow Up
- Q & A



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.





Our Values

COMPASS CHARTERS



Achievement: Engage in and take charge of your learning.



Respect: Be respectful in all interactions with fellow scholars, learning coaches, faculty, and staff.



Teamwork: Work cooperatively with all persons involved in your education. *Teamwork makes the Dreamwork*



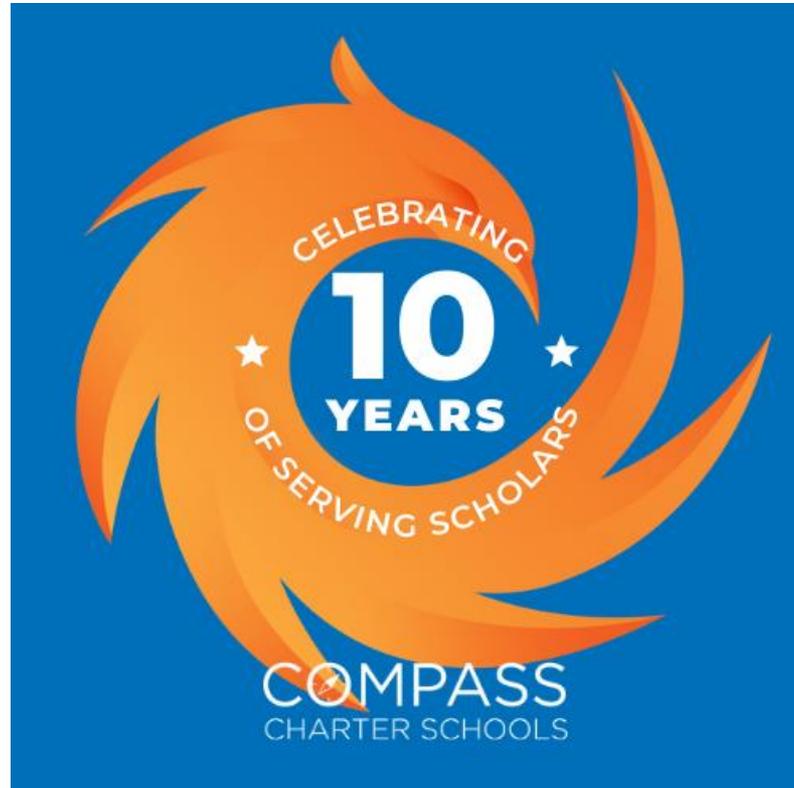
Integrity: Behave following strong ethical principles, values, and academic honesty.



Communication: Frequently and proactively communicate with all persons involved in your education.



Overview of Compass



Incorporated October 28, 2011





Overview of Compass



➤ Los Angeles
852 scholars

➤ San Diego
853 scholars

➤ Yolo
660 scholars

2021 Annual Report – data as of October 6, 2021





Overview of Partnership

SOCIAL MEDIA TAKEOVER

J.J. Lewis
Superintendent | Compass Charter Schools

Wed. June 8 | 10 am PT to 3 pm PT
Instagram & Twitter: [@LCCollaborative](#)





Framework for the Future

Blueprint for Success

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.

SCHOLAR OUTCOMES:

Innovator, Effective Collaborator, Confident Learner, Community Leader

WIG #1:

100% of staff will report increased coherence, improved culture and greater connectedness by the end of the 2022-2023 school year.

Strategic Plan Goals

- Build trusting relationships and a culture of collaboration, innovation, and ongoing learning.
- Provide equitable support for all scholars by leveraging the full Compass community to advance each individual scholar's academic and social emotional progress.
- Position Compass to meet the growing demand for personalized virtual learning while proactively adapting to political changes.
- Become a recognized leader in personalized virtual learning within California and across the U.S.

WIG #2:

100% of eligible scholars will graduate by the end of the 2022-2023 school year.

Learning Experiences

- **Inclusive & Equitable**
Learning communities are collaborative and culturally relevant, where every scholar feels they belong and can tap into their full academic and social potential, contributing to the collective success of their community.
- **Authentic Learning**
Meaningful, relevant learning grounded in real-world challenges and applications for authentic audiences.
- **Competency-based**
Learning is driven by evidence-based instruction, assessment, and feedback cycle based on progress toward desired knowledge, skills and dispositions.
- **Personalized**
Learning is co-constructed based on each scholar's unique strengths, skills interests and needs.

Core Values: Achievement, Respect, Teamwork, Integrity, Communication

Enabling Conditions: Coherence, Culture, Connectedness

LCAP: (fiscal and physical measurement)

Our Mission:

Is to inspire and develop innovative, creative, self-directed learners, one scholar at a time



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Framework for the Future

Proud Scholar
Compass Charter Schools

Proud Parent
Compass Charter Schools

Proud Staff
Compass Charter Schools





Framework for the Future



COMPASS
CHARTER SCHOOLS



Framework for the Future

FIRE BIRD

GOLD RUSH

OUTCOMES:

1. Build community and connection
2. Gain familiarity with the Framework and how it connects to roles, responsibilities + my personal growth and development
3. Provide opportunities for team needs (determined by team leads)
4. Create synergy and excitement among the Compass staff to kick off the 2022-2023 school year



Framework for the Future





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Website: www.compasscharters.org





Questions?



Contact:

J.J. Lewis | Superintendent & CEO

(818) 824-6233

jlewis@compasscharters.org



Coversheet

Academic Services Update

Section: IX. Academic Services
Item: A. Academic Services Update
Purpose: FYI
Submitted by: Aviva Ebner
Related Material: Academic Services Division Board Report - June 2022.pdf
Academic Services Division Detailed Report - June 2022.pdf

RECOMMENDATION:

N/A - FYI-only; open for Board discussion.



Academic Services Division Report
June 25, 2022

The members of the Academic Services Division continue to work hard to support scholars in having a successful school year. This report highlights several of the functional areas with updates for the Board of Directors:

- The Universal Pre-K Plan has been submitted for Board review; Our Transitional Kindergarten (TK) staff has been vetted and selected for our first TK-only rosters, which will be staffed at a 12:1 ratio (scholars to teacher).
- The Academic Support, Staff Support, Online Learning, and Options Learning department heads collaborated on developing a flow of action and responsibility for implementation of the dyslexia screener and follow-up support/resources for scholars.
- We are thrilled to announce that Lexia, our English Language Development (ELD) program, has provided Compass limited seats for Lexia English as part of a free trial offer available through July 31, 2022. English Learner (EL) emergent scholars were invited to participate based on being a good fit for usage or those that may need additional support.
- Our team is excited about the addition of “Academic Bootcamps” that will begin in September. The goal is to provide academic support opportunities based on end of year benchmark results so that we can launch tutoring early this next scholar year.
- As of June 15, 2022, we had a reclassification (RFEP) rate this school year of 14.7%, up from 4.7% from last year; that is more than triple the rate of the prior year, which we attribute to the combination of our ELD curriculum and our direct support EL sessions with our EL tutors.
- 70% of all scholars that met usage targets in Lexia for ELD advanced one or more grade levels this school year.
- All three Compass Charter Schools experienced increases of 3% - 13% in the number of scholars completing A-G requirements.
- All three Compass Charter Schools experienced increases in the number of scholars classified as “prepared” for College Career Readiness; an increase of 9% - 12% was noted across all three schools for improvement in A-G completion rates.
- Compass continued the tradition of taking part in a network of over 1500 events nationwide to honor Decision Day. This celebration highlighted our scholars who have made the commitment to continue their plans after high school to attend a university, community college, other educational institution, training program,

workforce or the military. Currently, at least 46% of our scholars are college/university bound.

- The Compass overall graduation rates increased from 73% last year to our highest rate of 86%.
- Virtual celebrations for Kindergarten and 5th-grade were held June 10 and each had an author guest speaker. In-person ceremonies for 8th-grade and 12th-grade were held on June 14, 15, and 16.
- Engagement data preliminarily reflects that the scholars who attended some type of Compass engagement event were more likely to earn higher grades (have a higher GPA) than those who did not.
- The Online Learning Department started an initiative after spring break that focused on Positive Behavioral Intervention and Supports (PBIS) incentives and recognized classes each week with the highest percentage of scholars passing with a 60% or higher per grade span. These winners were highlighted in the MMU weekly and the teacher provides the PBIS incentive for that entire class.
- Summer Session has closed registration and will take place July 5 through July 29, 2022.
- The inclusion of the Online Connection Meetings this year has been well received by Online families and has had a direct, positive impact on scholar academic achievement.
- The Personalized Learning Plan (PLP) has been updated for next year to be more streamlined and highlights the California state standards; the Options Learning Advisory Committee formed a work group that created this product with input from Options Leadership and staff.
- The Options Learning Department was surveyed on their needs for best supporting scholars, and that information is being incorporated into the professional growth plan for next year.
- In February through April, the Education Specialists attended and since completed a three part series on transition planning for our scholars with transition needs.
- The Special Education Coordinators worked closely with the contracted advisor, Dr. William Gee, on systemizing protocols in the Special Education Department.
- Increases over prior years were observed in CAASPP English Language Arts (ELA) and Math Completion Rates and decrease in Opts Outs.
- Onboarding is starting in July for both our new Directors of Special Education and Options Learning; Aviva Ebner is planning robust “getting up to speed” training for both new directors.
- Most of our tiered re-engagement strategies worked so well that only a tiny percentage progressed past tier 1 (in Options, <3%).
- Our directors are still working with our Data and Assessment Department on analyzing recently collected end of year data, so additional data analysis related to correlations with academic grades, subgroup performance, etc. is expected to be reported in September.

Extensive hard work continues, 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,

Aviva Ebner, Ph.D.
Assistant Superintendent
& Chief Academic Officer



COMPASS
CHARTER SCHOOLS



Academic Services Division June Update June 2022

(855) 937- 4227

CompassCharters.org

COMPASS
CHARTER SCHOOLS



Agenda

- Mission and Vision
- Values
- Academic Support
- Counseling Services



Agenda, continued

- Engagement
- Online Learning
- Options Learning
- Special Education
- Staff Support
- Q & A



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.



Our Values

COMPASS CHARTERS

- A**chievement: Engage in and take charge of your learning.
- R**espect: Be respectful in all interactions with fellow scholars, learning coaches, faculty, and staff.
- T**eamwork: Work cooperatively with all persons involved in your education. *Teamwork makes the Dreamwork*
- I**ntegrity: Behave following strong ethical principles, values, and academic honesty.
- C**ommunication: Frequently and proactively communicate with all persons involved in your education.



Academic Support Highlights

English Language Learners

- With support from the English Learner (EL) Committee, an EL curriculum guide was developed this year to help support STs with vetted curricular choices and resources for integrated ELD.
- As of June 15, 2022, we have a reclassification (RFEP) rate of 14.7%, up from 4.7% from last year in 2020/21. This number will continue to climb (our K-2 ELPAC scores are still outstanding and will be calculated). Final RFEP data will be presented in the fall.
- 35% of EL scholars went up at least one English Learner Progress Indicator (ELPI) (awaiting more scores from K-2).



Academic Support Highlights

English Language Learners

- 70% of all scholars that met usage targets, advanced one or more grade levels this school year.
- 53 scholars started the year working on below grade level material. With consistent usage of Lexia Core5, these scholars made substantial literacy gains. Since the beginning of the school year:
 - 51% of these scholars advanced at least 1 grade level of skills
 - 23% caught up to grade-level or above



Academic Support

English Language Learners

- Our 6th -12th graders had a marked improvement in their (English Language Development) ELD courses via Lexia PowerUp with an improvement of 3% increasing our overall combined passing rate to 94%.
- 36% of ELs were attending at least 25% or more of their live sessions up from 30% from Semester 1. The increase in attendance may have impacted the increase of the ELD passing rates; we are analyzing for correlations.
- At the start of the year, 48% of scholars were working on some Foundational Zone (K-2) skills in at least one strand.
- By the end of the year, 31% of scholars are still working on some Foundational Zone (K-2) skills in at least one strand.
- 30% of all scholars moved up at least two zones from BOY to EOY.
- 45% of scholars that met the minimum usage moved up at least two zones from BOY to EOY.



Academic Support Highlights

Scholar Success

- Of the scholars who attended both intervention tutoring and resource groups, 46.6% of reading and 48.5% of scholars tested out of tiered intervention
- Overall, 27% tested out of tutoring (no longer needed it)
- 34% of scholars working in Freckle Math and 23% of scholars working in Freckle Reading tested out of tiered intervention.
- 39% of math scholars and 24% of reading scholars who attended 6 or more tutoring/resource sessions tested out of tiered intervention.



Academic Support Highlights

Scholar Support

- The number of 504 scholars increased this year from **72** in 2020-21 to **114** in 2021-22.
- **110** 504 meetings were held this year (compared to **90** from 20/21).
- **36** new 504 referrals this year (compared to **25** from 20/21).
- Some potential explanations for an increase in 504 plan referrals:
 - Collaboration between the Scholar Support Coordinator and the SPED Coordinators to develop a tracking system and plan of action for scholars who did not qualify for IEPs, but still required supports for disabilities has contributed to the increase of scholars with 504 plans.
 - Scholars with possible disabilities (not all qualify for an IEP) who are struggling to access the general education curriculum are referred by Counseling and other departments for consideration of a Section 504 plan.



Academic Support Highlights

Scholar Support

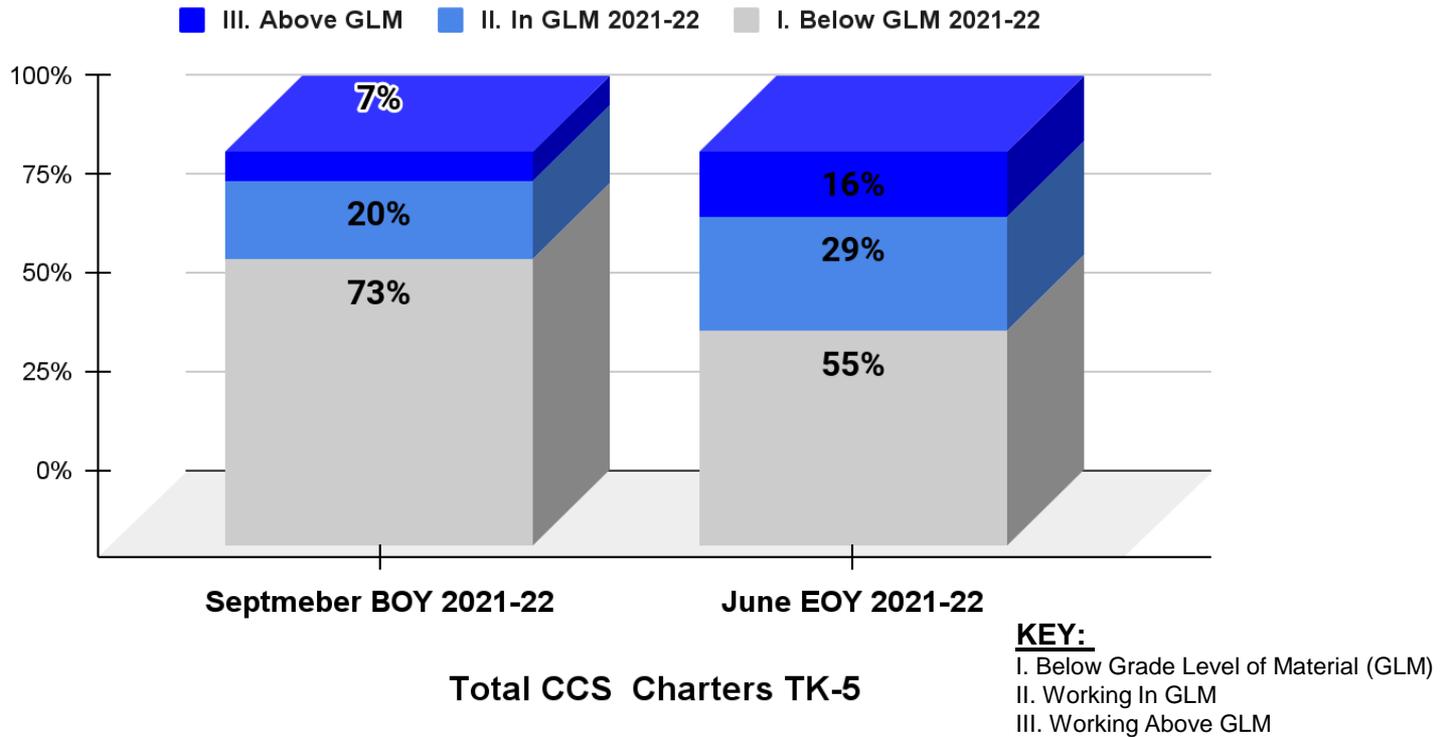
- **31** referrals for dyslexia screening im 2021-22 compared to **13** from 2020-21
- **12** scholars actively participated in the DRIP (Dyslexia Reading Intervention Program), completing a total of **2, 758** minutes of intervention via Nessy, MaxScholar, or Lalilo.
 - **93%** of the participants improved their benchmark scores from BOY to EOY
- We have used this to process to help with planning for the implementation of SB 237 coming this Fall.
- A Dyslexia Friendly Curriculum Guide was created in collaboration with the Staff Support Department.



Academic Support

EL Support

TK-5 Total Progress in Lexia Core5 from BOY to EOY



Total CCS Charters TK-5

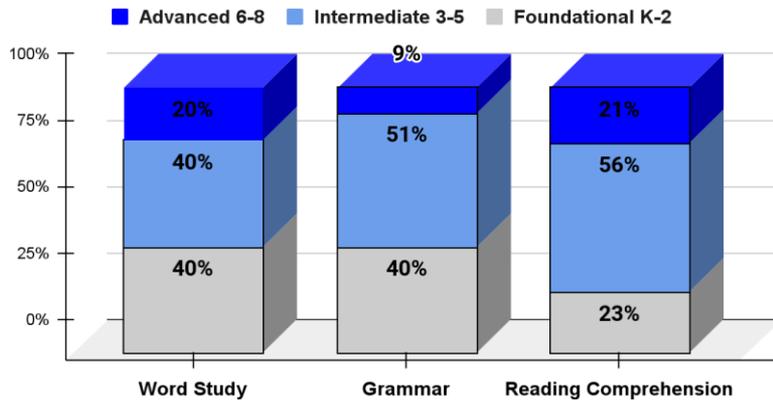




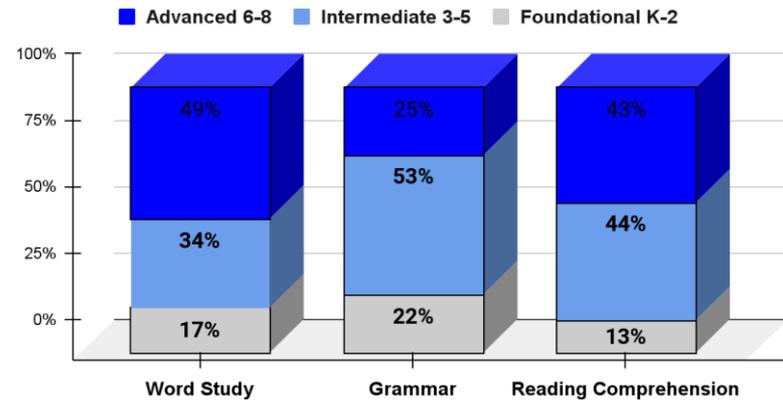
Academic Support

EL Support

6-12th Progress in Lexia PowerUp from BOY to EOY



Total CCS- September 2021



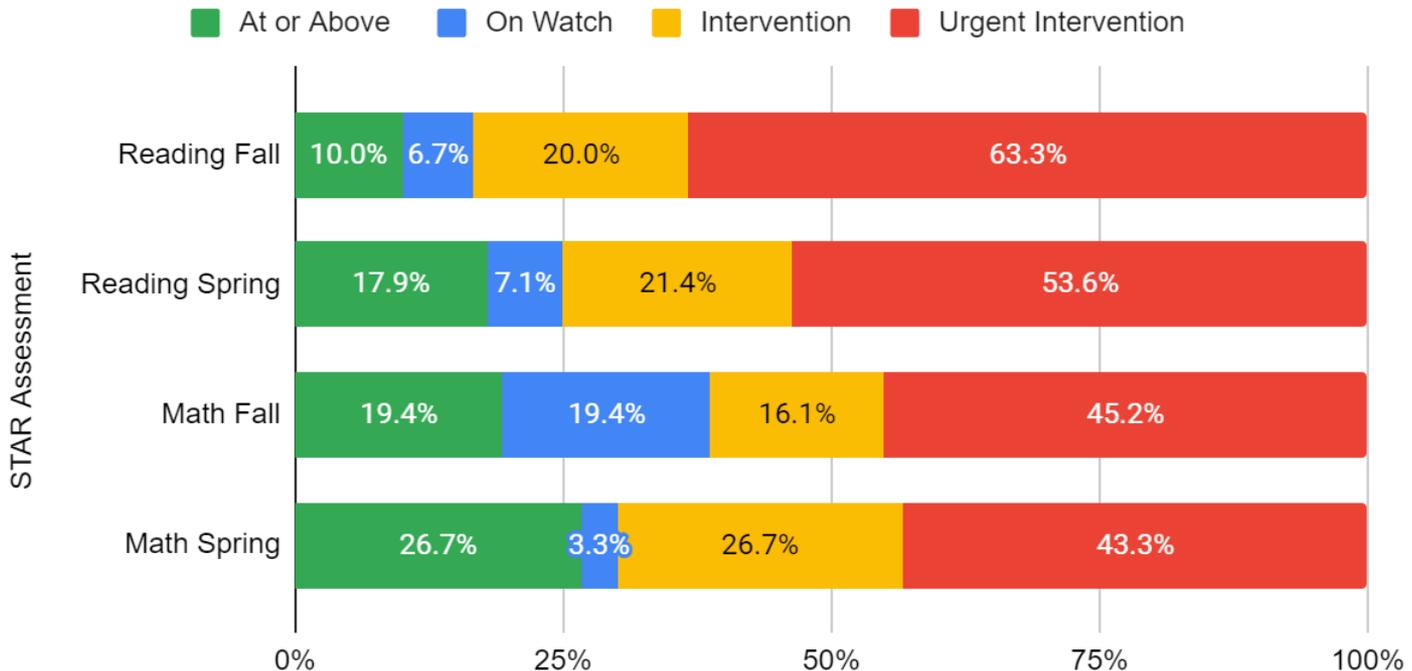
Total CCS- June 2022



Comparison Fall v. Spring

English Learner Scholar Proficiency

Compass Charter Schools of Los Angeles

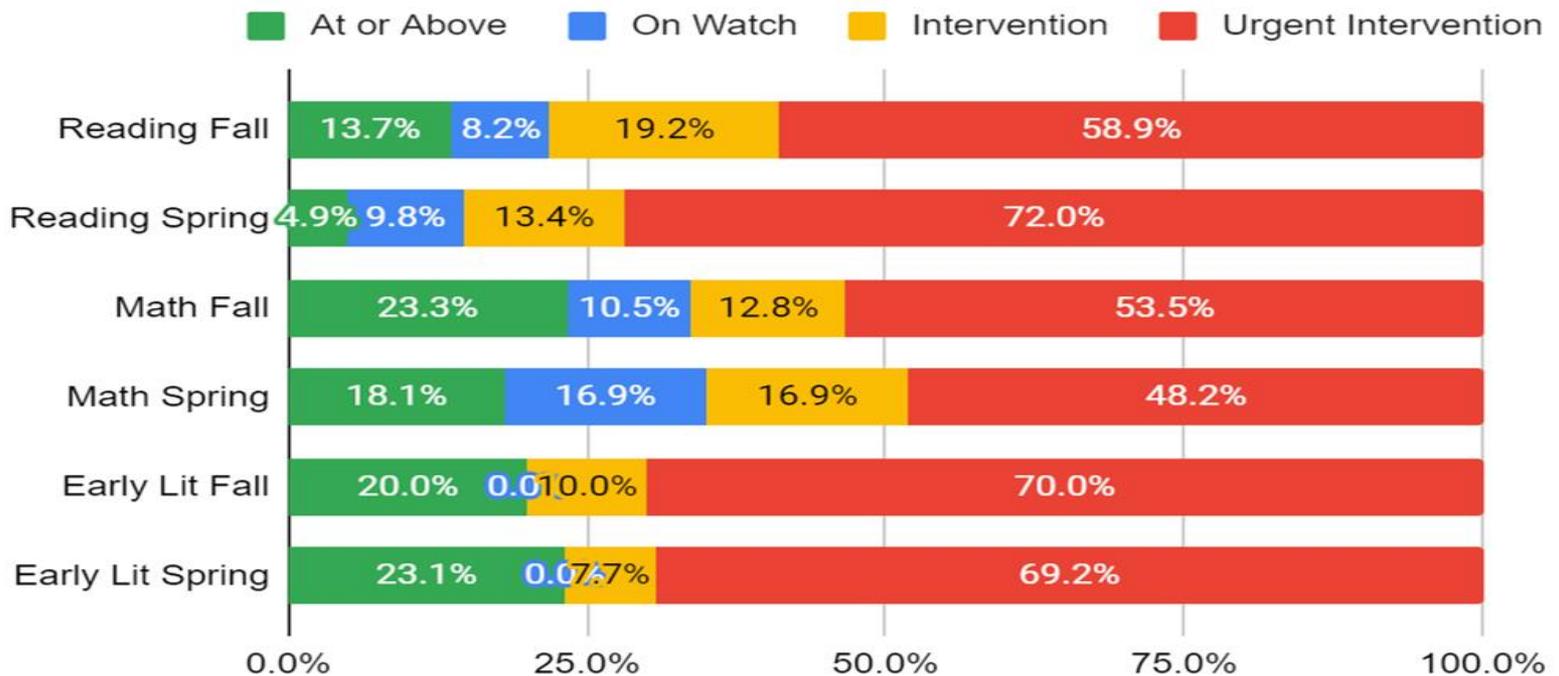




Comparison Fall v. Spring

English Learner Scholar Proficiency

Compass Charter Schools of San Diego

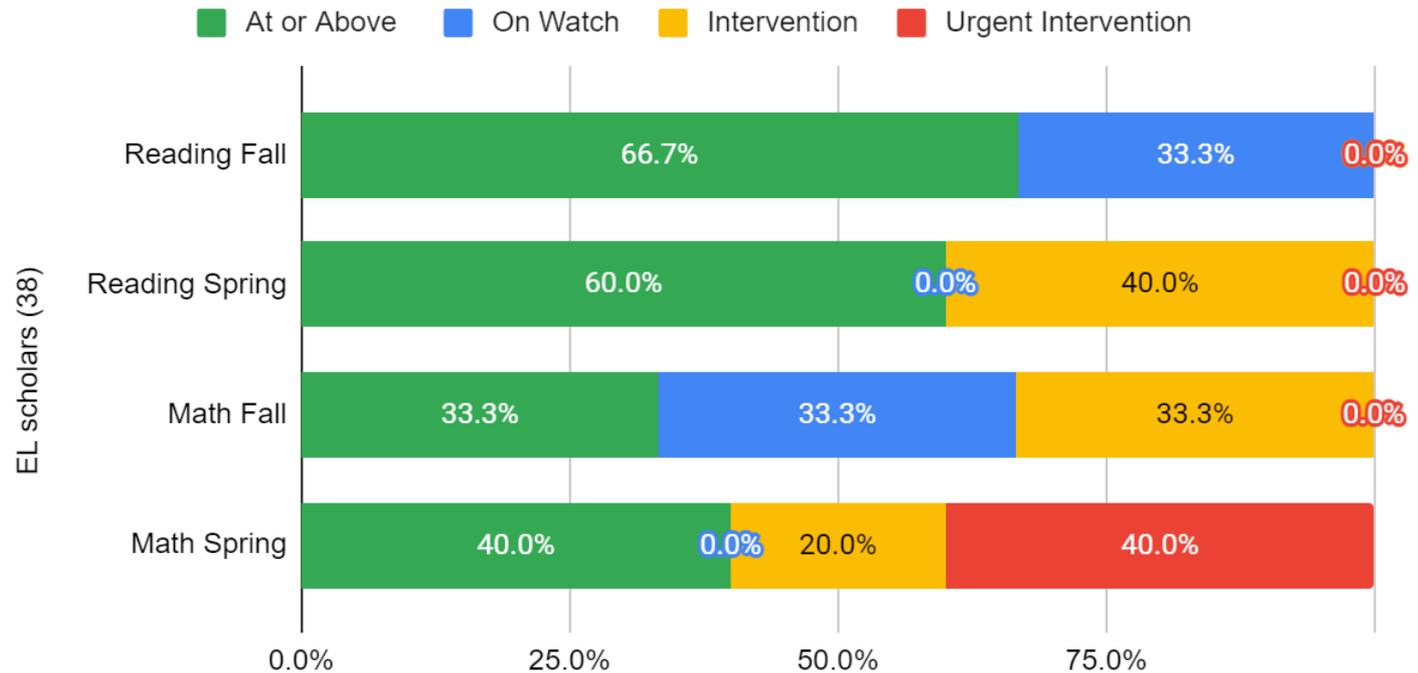




Comparison Fall v. Spring

English Learner Scholar Proficiency

Compass Charter Schools of Yolo





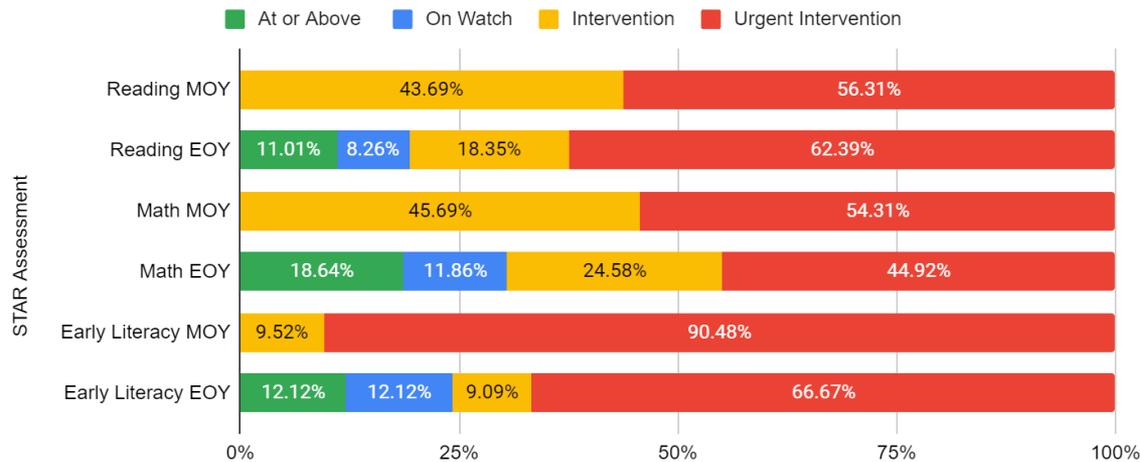
Academic Support

Scholar Success

STAR Benchmark: Comparison MOY to EOY

Tutored Scholars MOY vs EOY Proficiency

Compass Charter Schools



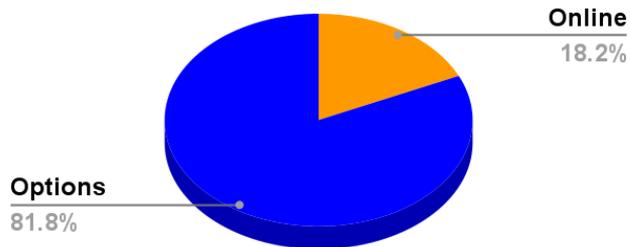


Academic Support

Scholar Support

Current Total of SST Referrals

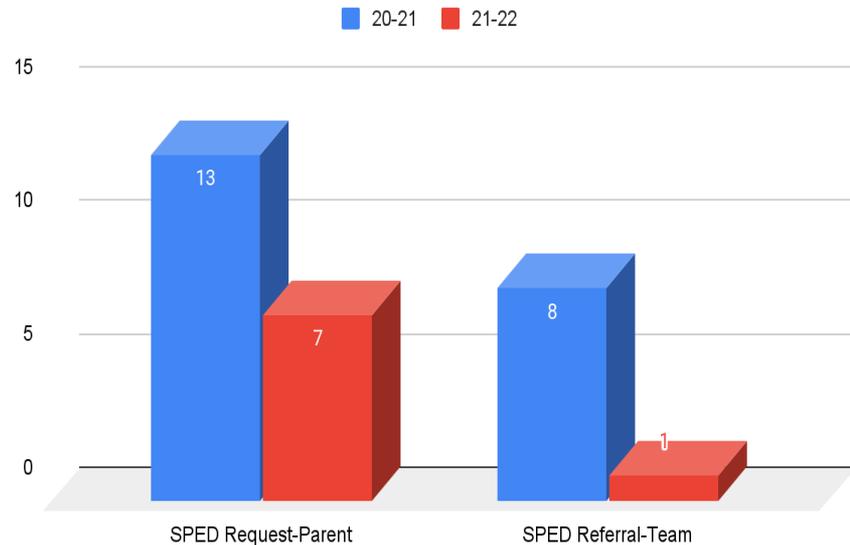
SST Referrals: Count by Program



Total SST Referrals: 55
Online: 10 Options: 45

Total SST Meetings: 52

SST Referrals



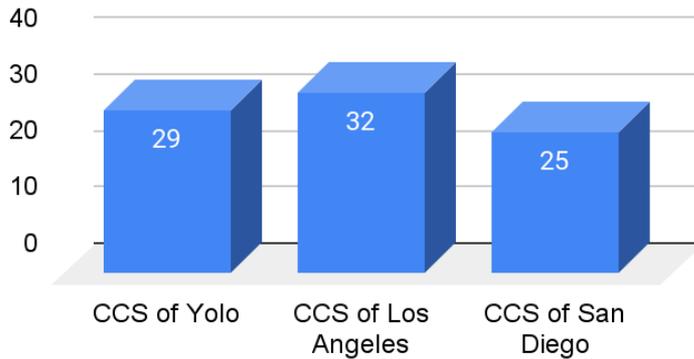


Academic Support

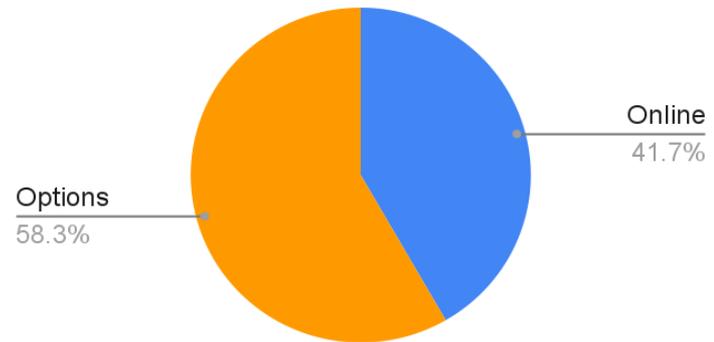
Scholar Support

Current Total of 504 Plans by Charter

504 Plan: Count by CCS School



504 Referrals by Program



Current Total 504 Plans: 86

Online: 43 Options: 43

Total 504 Meetings: 110

Source of Referrals:

IEP DNQ: 12

SST: 4

UDS: 2

Other: 18

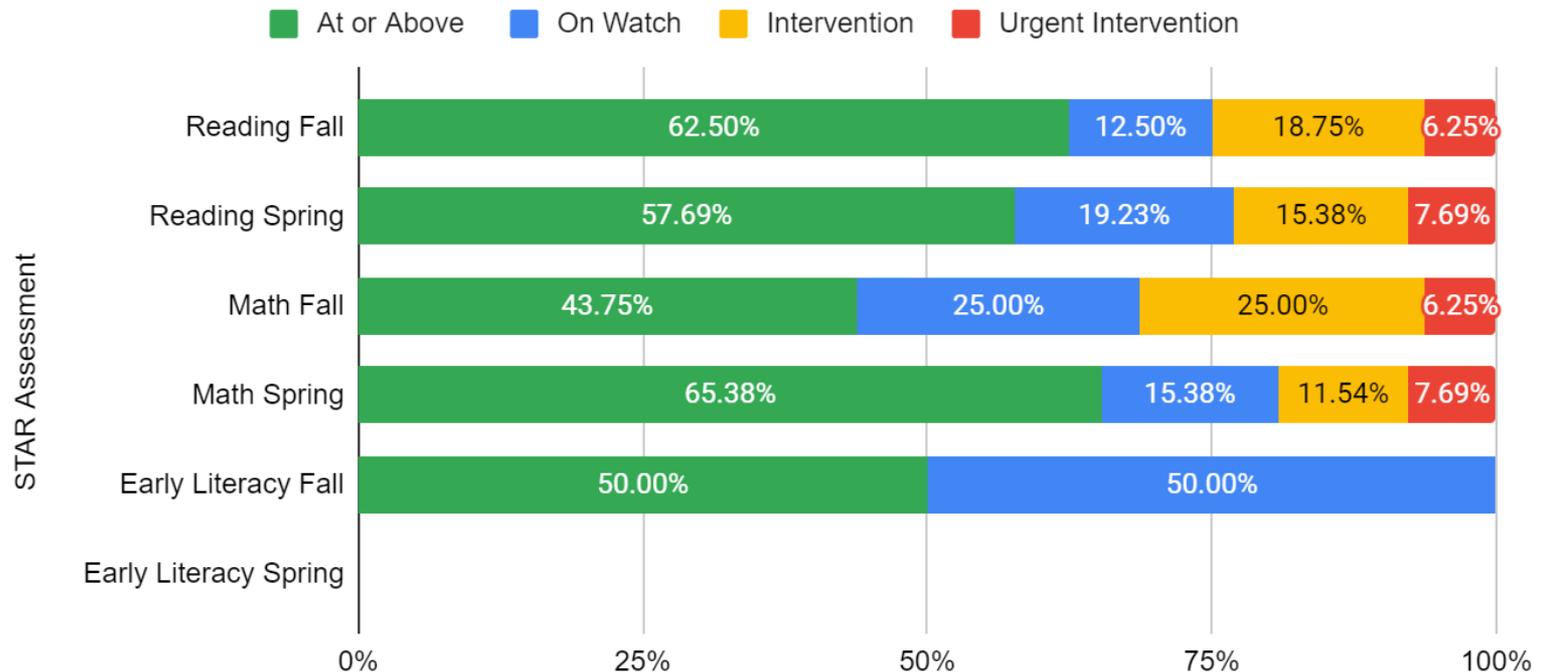




Comparison Fall v. Spring

504 Scholar Proficiency

Compass Charter Schools of Los Angeles

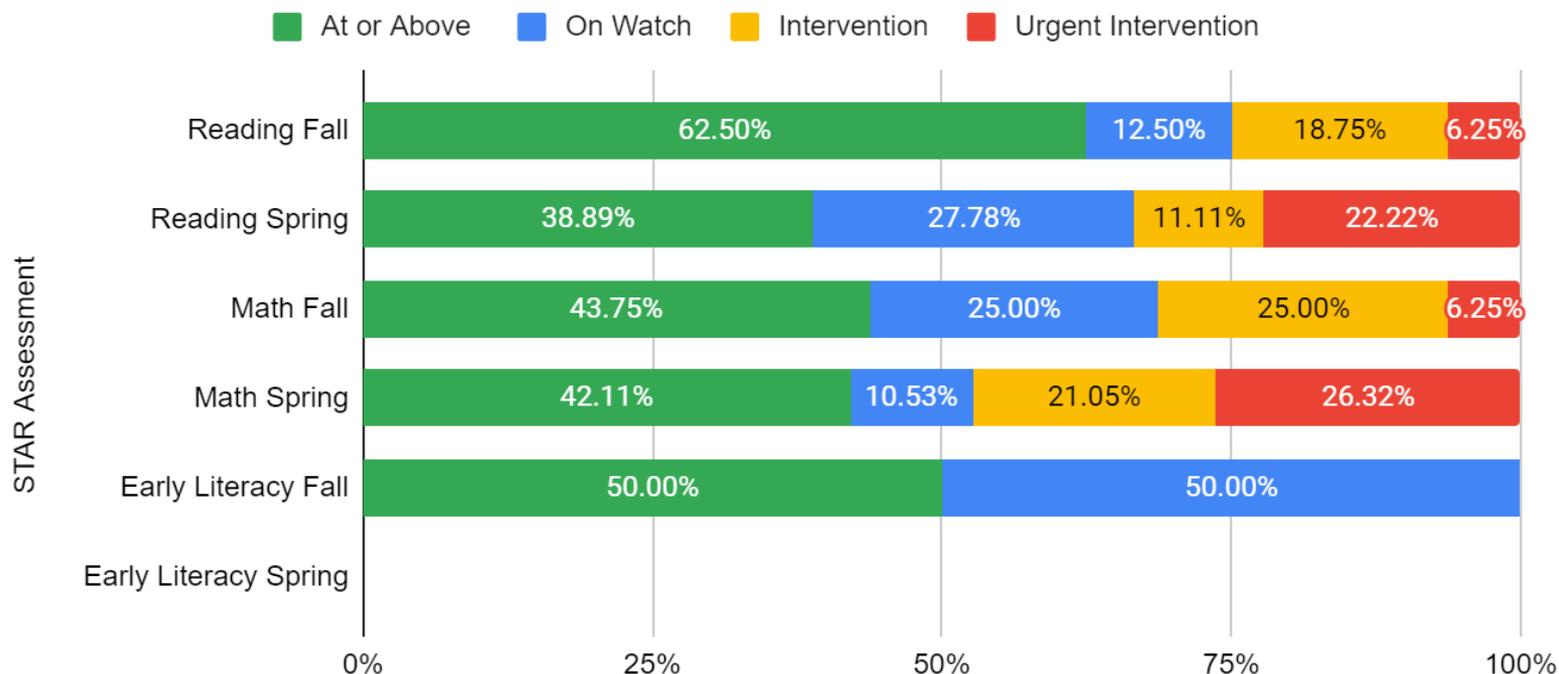




Comparison Fall v. Spring

504 Scholar Proficiency

Compass Charter Schools of San Diego

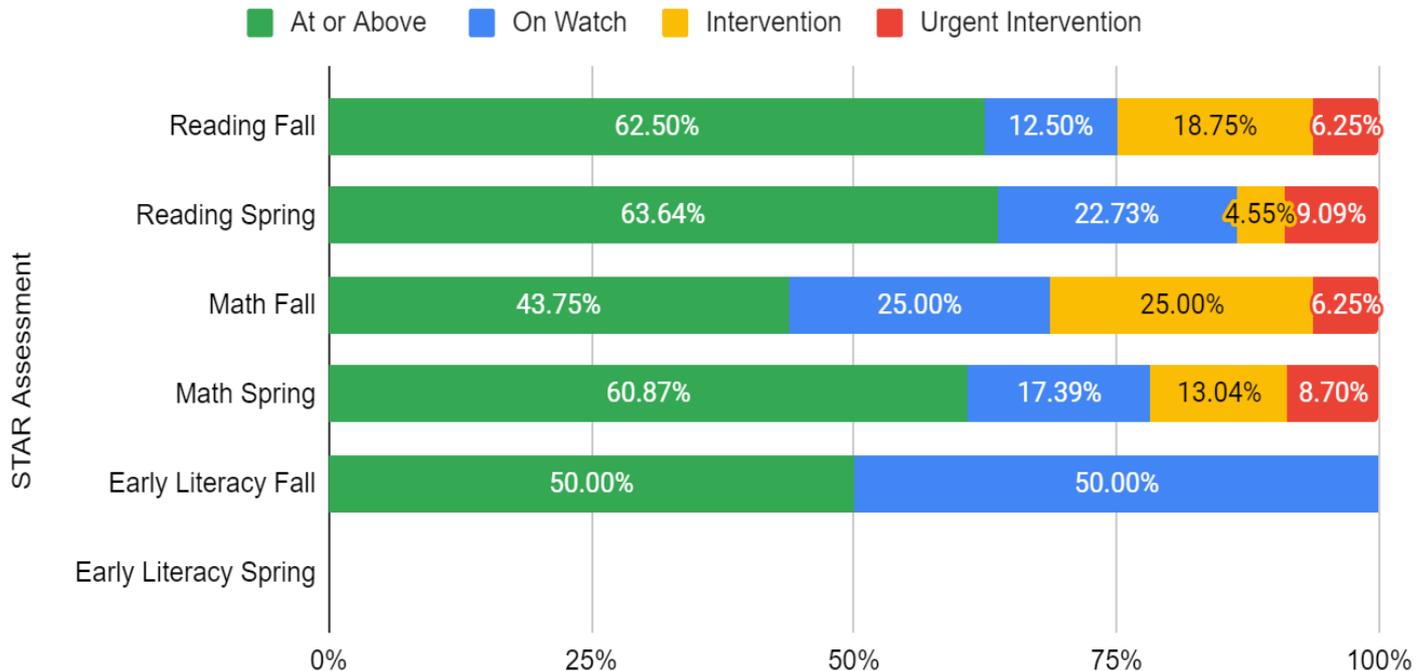




Comparison Fall v. Spring

504 Scholar Proficiency

Compass Charter Schools of Yolo





Counseling Services Highlights

- Based on the current year (2021-22) and prior year data (2020-21), the graduation rate *increased* overall from 73% to 86% (+13%).
 - CCS of Los Angeles reflected a 17% increase in graduation rates from 62% (2020-21) to 79% (2021-22).
 - CCS of San Diego reflected a 10% increase in graduation rates from 82% (2020-21) to 92% (2021-22).
 - CCS of Yolo reflected no change in graduation rate from current to prior year and remained at 88%.



Counseling Services Highlights

- Based on the current year (2021-22) and prior year data (2020-21), the performance level for college career readiness for senior scholars *increased* in the “Approaching Prepared” and “Prepared” categories.
 - CCS of Los Angeles reflected a 12% increase in the “Prepared” category from 5% (2020-21) to 17% (2021-22).
 - CCS of San Diego reflected a 9% increase in the “Prepared” category from 7% (2020-21) to 16% (2021-22) and a 15% increase in the “Approaching Prepared” category from 13% (2020-21) to 28% (2021-22).
 - CCS of Yolo reflected reflected a 10% increase in the “Prepared” category from 21% to 31% and a 18% increase in the “Approaching Prepared” category from 7% to 25% (2021-22).



Counseling Services Highlights

- Based on the current year (2021-22) and prior year data (2020-21), the percentage of high school scholars has *increased* in meeting A-G subject requirements to enroll in a UC or CSU university.
- Based on the current year (2021-22) and prior year data (2020-21), the percentage of high school scholars in grades 10th-12th who participated in concurrent enrollment *increased* in CCS of Los Angeles.



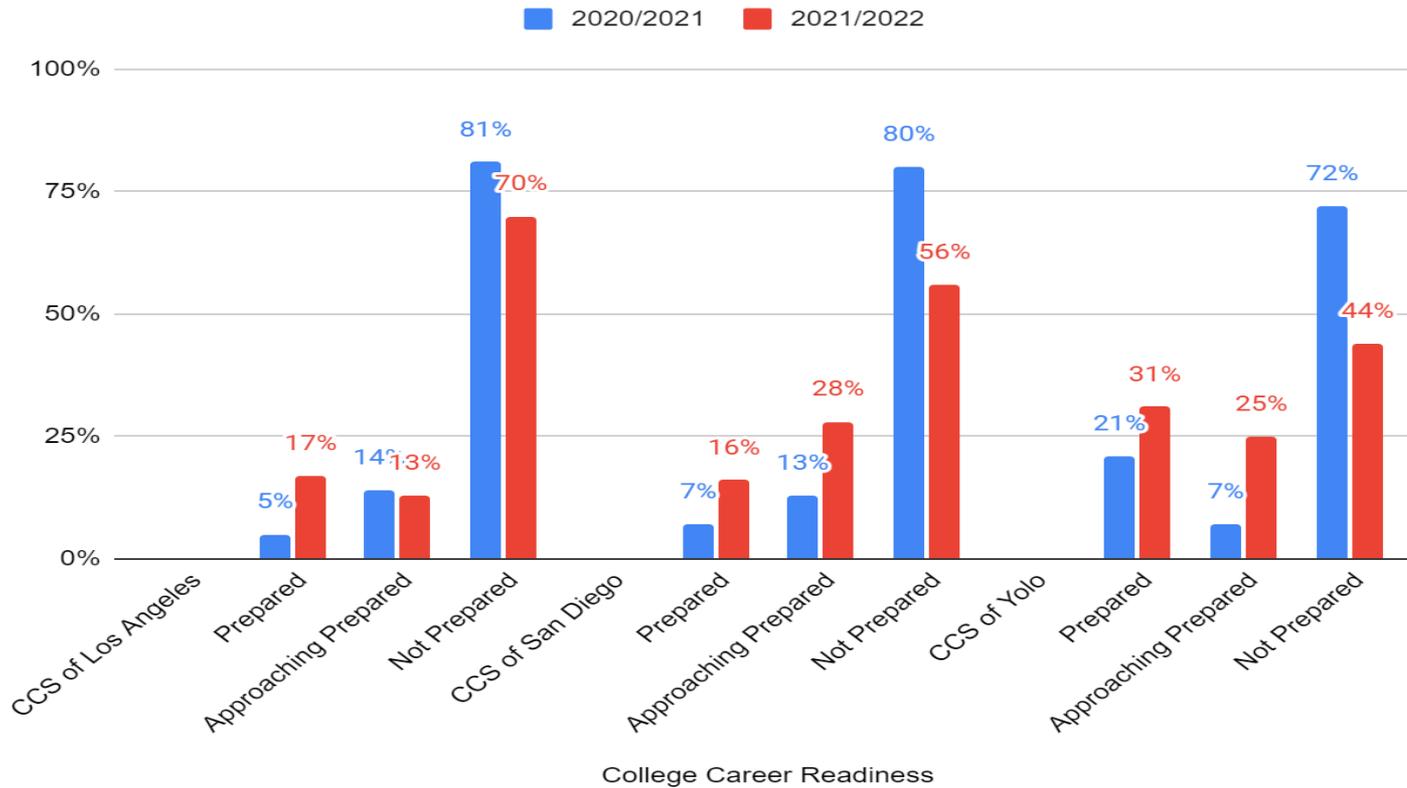
Counseling Services

Graduation Data 2021/2022

CCS of Los Angeles	CCS of San Diego	CCS of Yolo	Compass Charter Schools
2021/2022 Grad Rate	2021/2022 Grad Rate	2021/2022 Grad Rate	2021/2022 Grad Rate
79%	92%	88%	86%
3-Yr Cohort	3-Yr Cohort	3-Yr Cohort	3-Yr Cohort
7%	0%	13%	4%
4-Yr Cohort	4-Yr Cohort	4-Yr Cohort	4-Yr Cohort
76%	93%	80%	85%
5-Yr Cohort	5-Yr Cohort	5-Yr Cohort	5-Yr Cohort
13%	7%	7%	9%
6-Yr Cohort	6-Yr Cohort	6-Yr Cohort	6-Yr Cohort
4%	0%	0%	2%
HiSET/Certificate of Completion	HiSET/Certificate of Completion	HiSET/Certificate of Completion	HiSET/Certificate of Completion
2%	0%	0	2%
AB 104 (minimum graduation requirements)			
39%	20%	13%	27%
Non Grad Rate	Non Grad Rate	Non Grad Rate	Non Grad Rate
21%	8%	12%	14%



Counseling Services





Counseling Services

College Career Readiness - Graph Explanation

Current graduates classified as “Prepared” showed an increase in college career readiness by either:

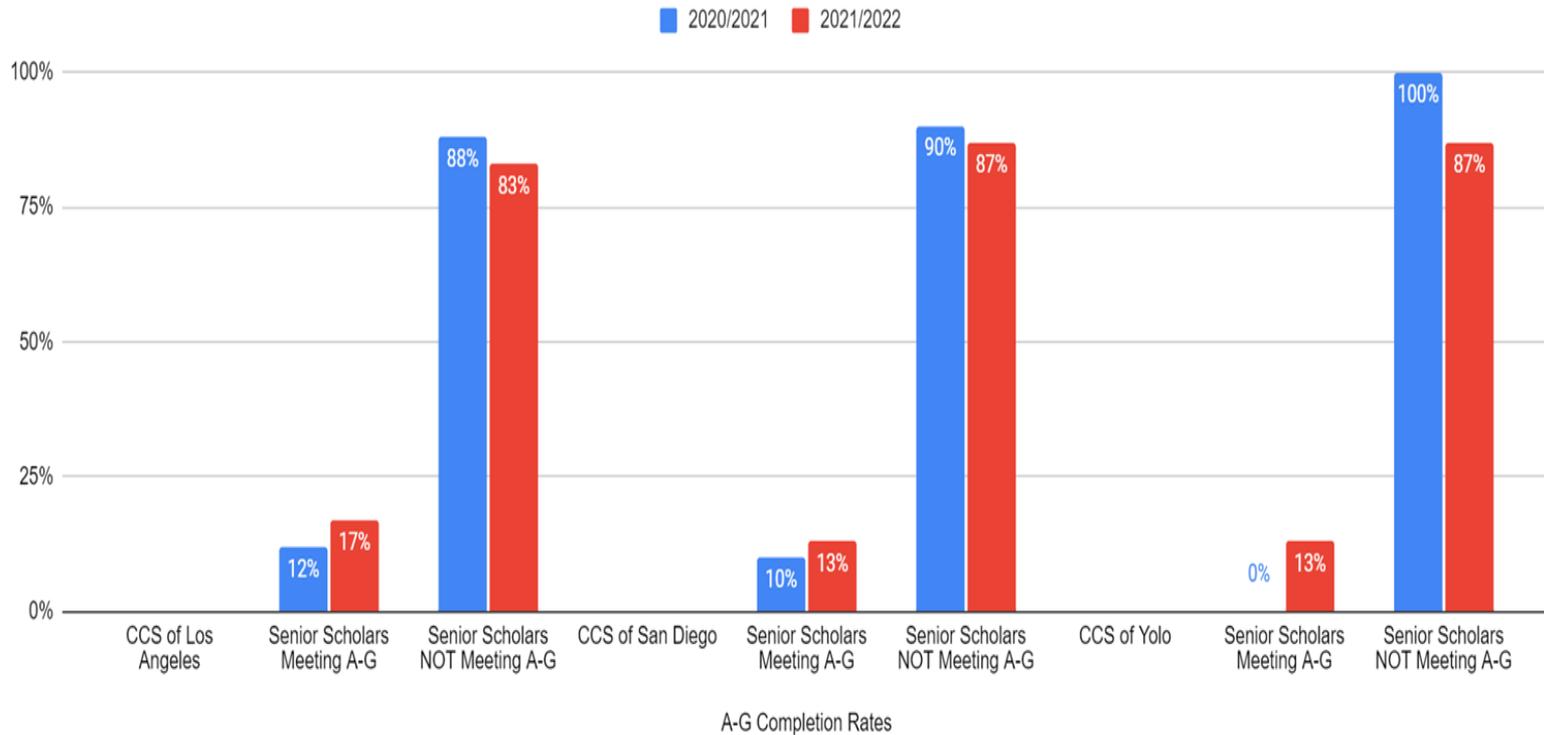
1. Smarter Balanced Summative Assessments Score of Level 3 “Standard Met” or higher on both English language arts/literacy (ELA) and mathematics
2. Two semesters of College Credit Courses with a grade of C- or better where college credits were awarded

Current graduates classified as “Approaching Prepared” showed an increase in college career readiness by either:

1. Smarter Balanced Summative Assessments Score of Level 2 “Standard Nearly Met” on both English language arts/ literacy (ELA) and mathematics
2. One semester, two quarters, or two trimesters of college coursework with a grade of C- or better where college credits were awarded
3. Completed a–g course requirements with a grade of C- or better.



Counseling Services





Counseling Services

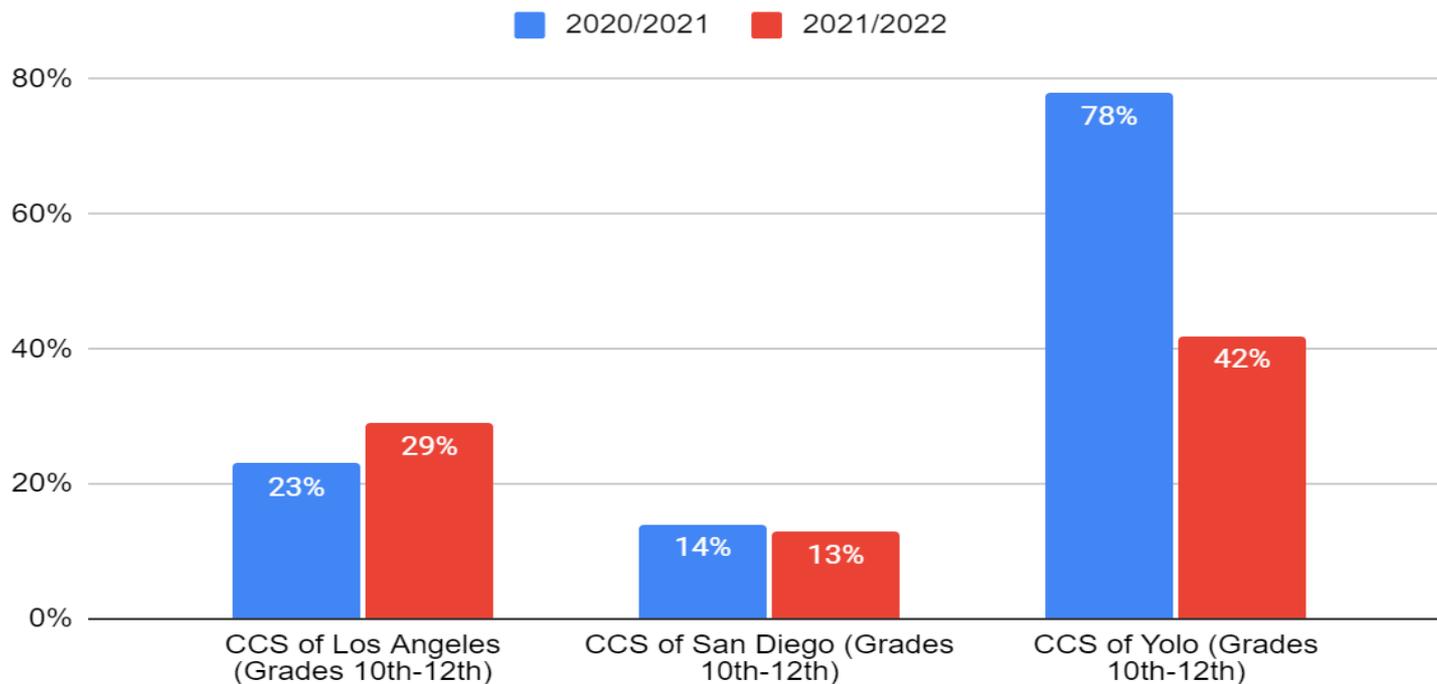
A-G Completion Rates - Graph Explanation

A strong commitment to A-G sequencing and credit recovery have elevated our A-G rates over the past year.

- CCS of Los Angeles reflected a 5% increase in graduating scholars meeting A-G requirements from 12% (2020-21) to 17% (2021-22).
- CCS of San Diego reflected a 3% increase in graduating scholars meeting A-G requirements from 10% (2020-21) to 13% (2021-22).
- CCS of Yolo reflected a 13% increase in graduating scholars meeting A-G requirements from 0% (2020-21) to 13% (2021-22).



Counseling Services



Concurrent Enrollment Participation Rates





Counseling Services

Concurrent Enrollment Participation Rates - Graph Explanation

- CCS of Los Angeles reflected a 6% **increase** in high school scholars in grades 10th-12th participating in concurrent enrollment within the California Community College system from 23% (2020-21) to 29% (2021/22).
- CCS of San Diego reflected a 1% **decrease** in high school scholars in grades 10th-12th participating in concurrent enrollment within the California Community College system from 14% (2020-21) to 13% (2021-22). This is not a significant change.
- CCS of Yolo reflected a 36% **decrease** in high school scholars in grades 10th-12th participating in concurrent enrollment within the California Community College system from 78% (2020-21) to 42% (2021-22). (**significant decrease in the senior population enrolling in concurrent enrollment during 2021-22; will examine this*).



Engagement Highlights

- Learning Coach Initiatives
 - LCA - 26 LCA sessions held this school year
- Virtual Awards Ceremonies
 - 4 ceremonies held via Zoom
 - Online Elem, Online MS/HS, Options Elem, and Options MS/HS
 - 1,124 scholar recipients across all ceremonies
- Kindergarten and 5-Grade Culmination
 - Held via Zoom on Friday, June 10
 - 445 scholars celebrated across both ceremonies



Engagement Highlights

- 8th Grade Promotion and 12th Grade Graduation
 - 6 ceremonies held from June 14 -16
 - 127 scholars invited to participate in Class of 2022 celebration (12th grade Graduation)
 - 224 scholars invited to participate in Class of 2026 celebration (8th grade Promotion)
- Scholar Clubs
 - 257 scholar club meetings held during the 2021-22 SY
- Field Trips
 - 52 field trips held during the 2021-22 SY



Engagement Highlights

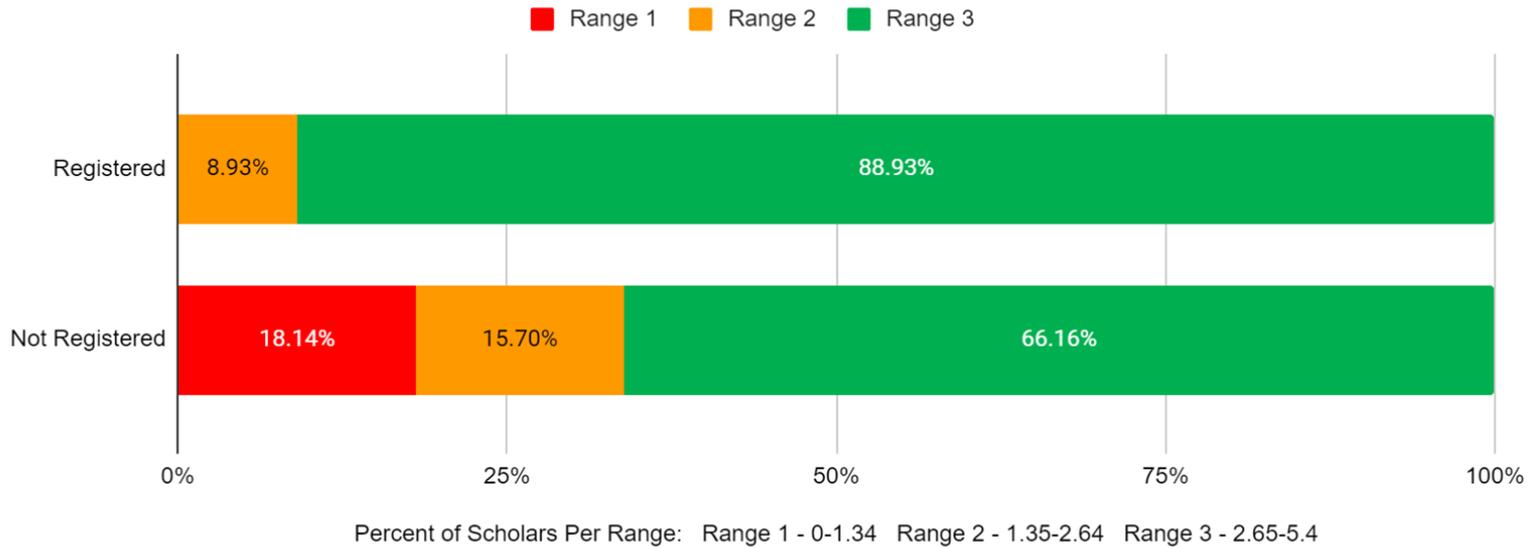
- Scholars who registered for Engagement events tended to have higher GPAs overall than those who did not.
 - Will explore correlations, if possible
- Virtual Scholar Workshops
 - 48 virtual scholar workshops held during the 2021-22 SY
- Scoreboard Highlights
 - Averaged “green” (met goal) for the school year
 - Engagement rating = 100% green
 - Satisfaction rating = 100% green



Engagement

GPA Comparison: Scholars Registered VS Not Registered for Engagement Offerings

Compass Charter Schools of Los Angeles

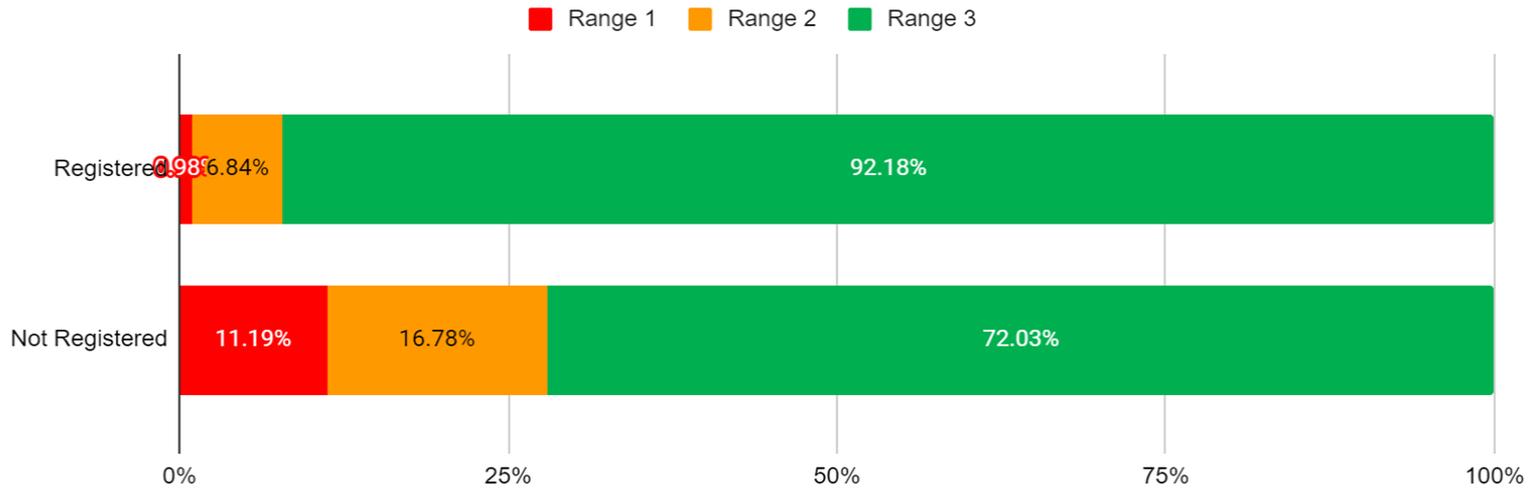




Engagement

GPA Comparison: Scholars Registered VS Not Registered for Engagement Offerings

Compass Charter Schools of San Diego



Percent of Scholars Per Range: Range 1 - 0-1.34 Range 2 - 1.35-2.64 Range 3 - 2.65-5.4





Engagement

GPA Comparison: Scholars Registered VS Not Registered for Engagement Offerings

Compass Charter Schools of Yolo





Online Learning Highlights

- Proud to continue using the personalized learning lens and supporting scholars through re-engagement efforts.
 - Tier 2 meetings and holistic, personalized action plans were effective; they provided additional support for families and built relational capacity with scholars and learning coaches.
 - Collaborative process across Online Learning, Academic Support, and Counseling departments
 - Scholars who were considered disengaged and truant in early Spring not only passed their classes, but many earned high marks



Online Learning Semester 2 Data

- Tiered Re-engagement:
 - The tiered re-engagement process continues to provide engagement support for scholars.
 - Although the percentage of Tiered re-engagement is similar to semester 1, the process provided consistency regarding scholar expectations
 - This Spring, there appears to be a direct correlation between the scholars who were provided a tiered re-engagement plan and increased passing rates



Online Learning Semester 2 Data

- Of the Online scholars who met with the Director of Online Learning and were provided a Tiered re-engagement plan (as a Tier 2 intervention):
 - 61% of scholars passed 4 or more courses
 - Of those scholars, 42% passed all of their courses.
 - 14% of the scholars who passed all of their courses were seniors who then graduated with the class of 2022!



Online Learning Highlights

- WIG Scoreboard
 - Implementing tools during Pick your Pathway (instructional strategies shared via professional learning) to leverage tier 1 interventions
 - There has been an increase in engagement and higher rate of scholars passing courses with a C/3 or higher.
 - By focusing on having a C/3 or higher, this percentage of scholars is better prepared for the next grade level due to meeting or exceeding grade level standards.



Online Learning Semester 2 Data

- Scholars identified as an “At-Risk Concern”:
 - The action plans created for each scholar helped target scholar needs and increased learning engagement.
 - Further, the support of multiple departments helped motivate scholars to continue working.
 - Teachers provided additional one on one support towards the end of the year which greatly increased the final percentage of scholars passing courses.
 - The overall awareness and communication with families regarding concerns each learning period helped increase scholar and learning coach engagement.



Online Learning Semester 2 Data

- Semester 2 Final grades: Passing rates D/2 or higher
 - This is the highest percentage of Online CCS scholars to date passing their courses with a D/2 in the Online Learning Department.
 - Comparing semester 2 to semester 1, there is an 18% increase in passing percentage
 - This increase is attributed to the tiered re-engagement efforts and action plans created during cross-departmental collaboration (including supports providing by Academic Support and Counseling Services).



Online Learning Semester 2 Data

- Semester 2 Final grades: Passing rates C/3 or higher
 - This is the highest percentage of scholars passing their courses with a C/3 in the Online Learning Department.
 - Comparing semester 2 to semester 1, there is a 22% increase in this percentage
 - This increase appears to correlate with teachers purposefully utilizing technology tools to implement tier 1 strategies during all instruction; additional analysis is necessary.



Online Learning Semester 2 Data

- Synchronous Instruction
 - This inaugural year of Synchronous Instruction (Homeroom), in addition to content-focused learning labs, has provided more opportunities to review skills, technology best-practices, and AVID strategies to target scholar learning needs.
 - This additional “face” time helped increase scholar engagement and scholars expressed looking forward to attending these sessions, where they had additional opportunities to interact with their peers and teachers.



Online Learning Semester 2 Data

- Connection Meetings
 - During the Spring semester, the Online Learning Department saw a slight decline in connection meeting attendance.
 - This slight decrease was due to a variety of reasons that included CAASPP testing and Spring Break.
 - These Online connection meetings appear to have contributed to the increased percentages in scholars academic achievement; scholars could showcase their learning and were able to receive frequent feedback on their academic progress, allowing for improving their work.
 - This also provided an opportunity to coordinate additional efforts for scholars to resubmit assignments to show mastery of the standards.



Online Learning WIG Scoreboard

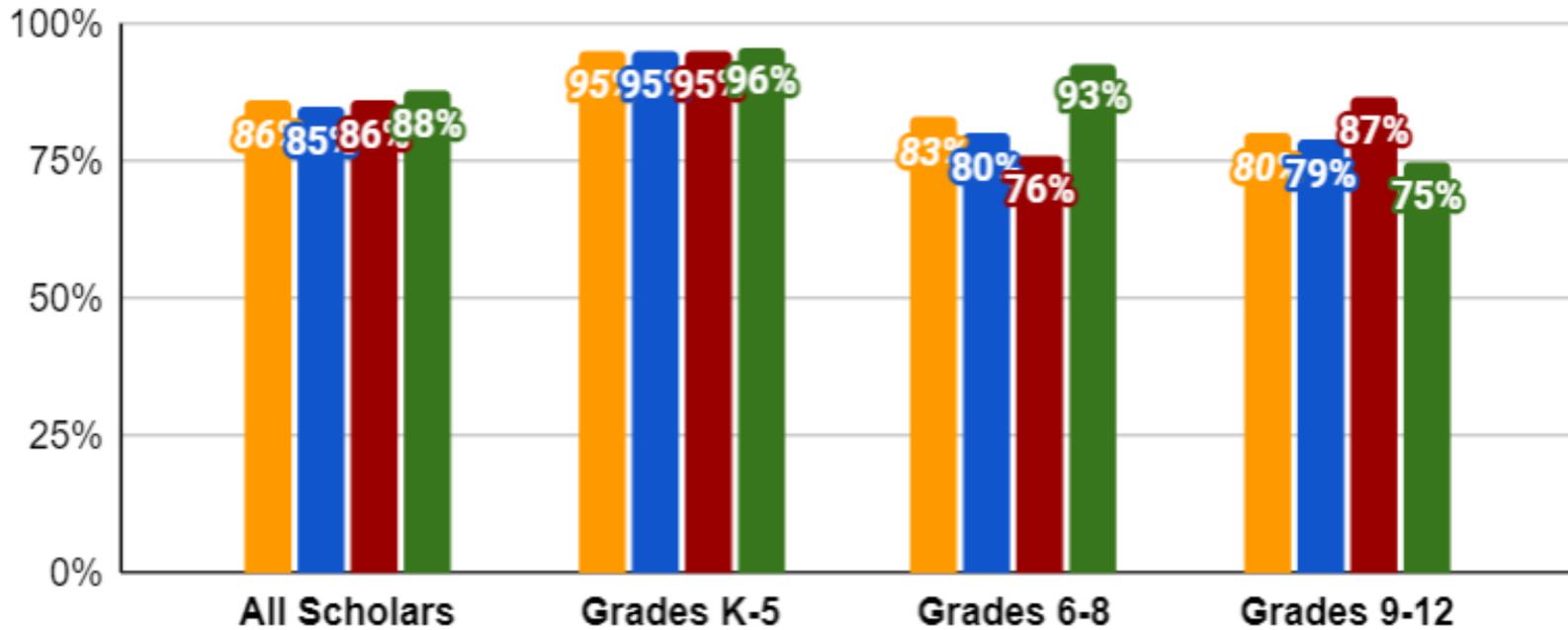
Great Place to Learn	Great Place to Work	Great Systems for Efficiency & Effectiveness	Scoring	Scoring January	Scoring May
85% of Teachers will self report monthly on the positive impact of instructional strategies and tools that are developed and shared from Staff Support and/or Directors during team meeting time.			Nov: 82%		90%
85% of scholars identified as "at risk" at the beginning of the learning period, will attend their connection meeting and receive notices during the learning period			LP 3: 78%	76% Barrier to moving to green: What does it mean to be an "at risk" concern online? What supports will target and support scholars most? Revising "At Risk" concern indicators based on Online Advisor discussion for semester 2 Revising support monitoring to include scholar collaboration next step plans, connection meetings, and academic supports	85%



Online Learning

2021-22 Semester 2 Online Passing Rates D/2 or higher

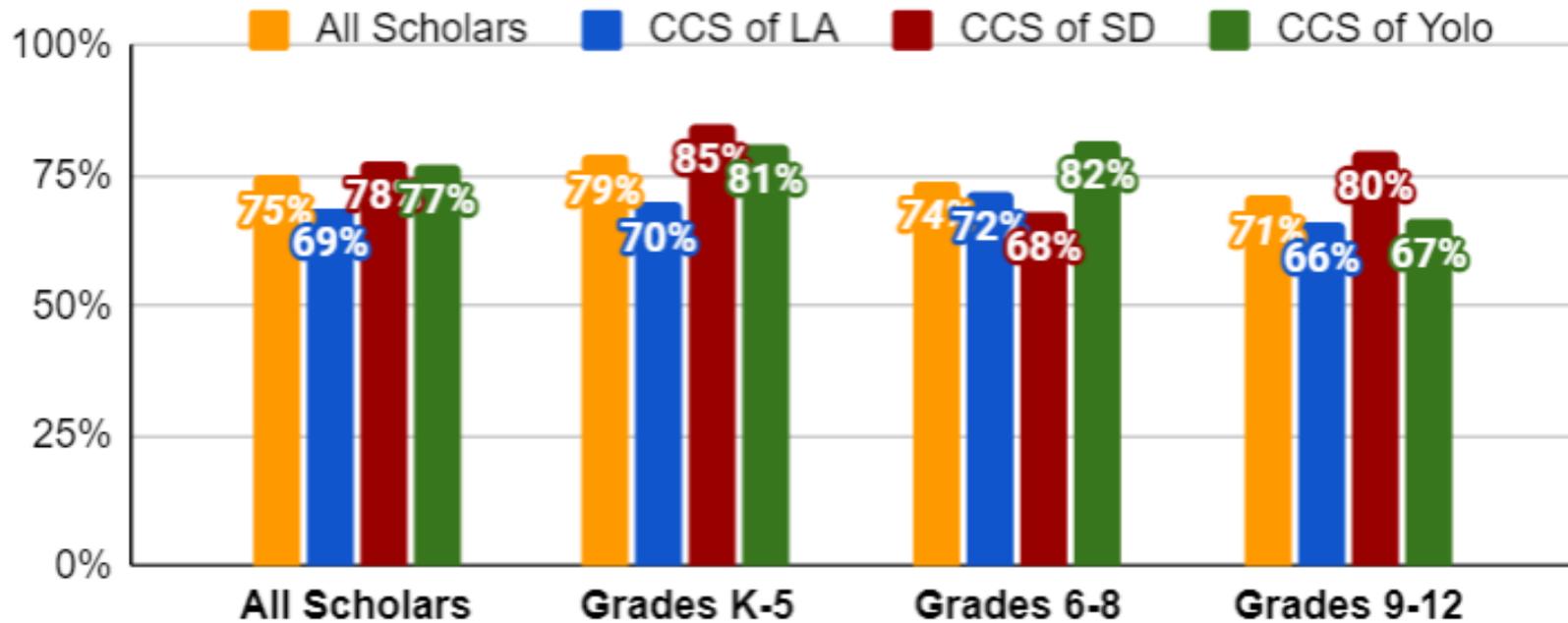
■ All Scholars ■ CCS of LA ■ CCS of SD ■ CCS of Yolo





Online Learning

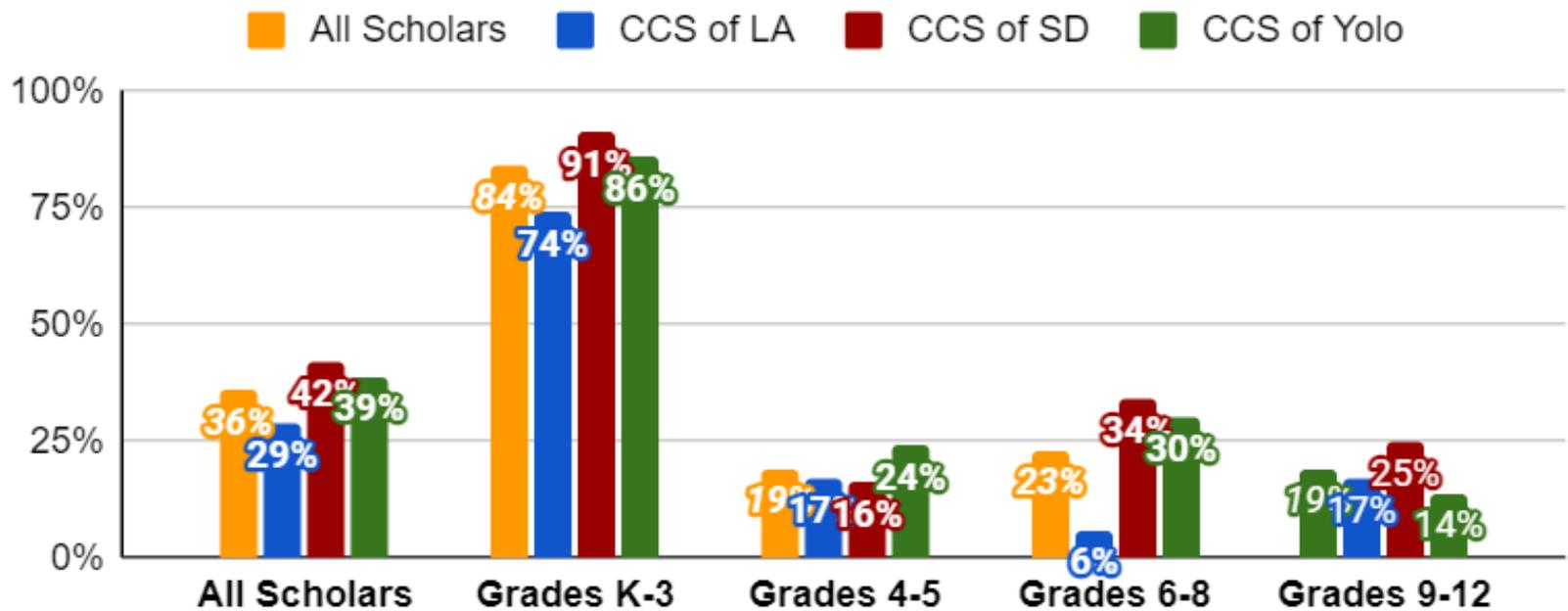
2021-22 Semester 2 Online passing rate C/3 or higher





Online Learning

2021-22 Semester 2 Online Scholars who participated in 30% or more of their synchronous instruction



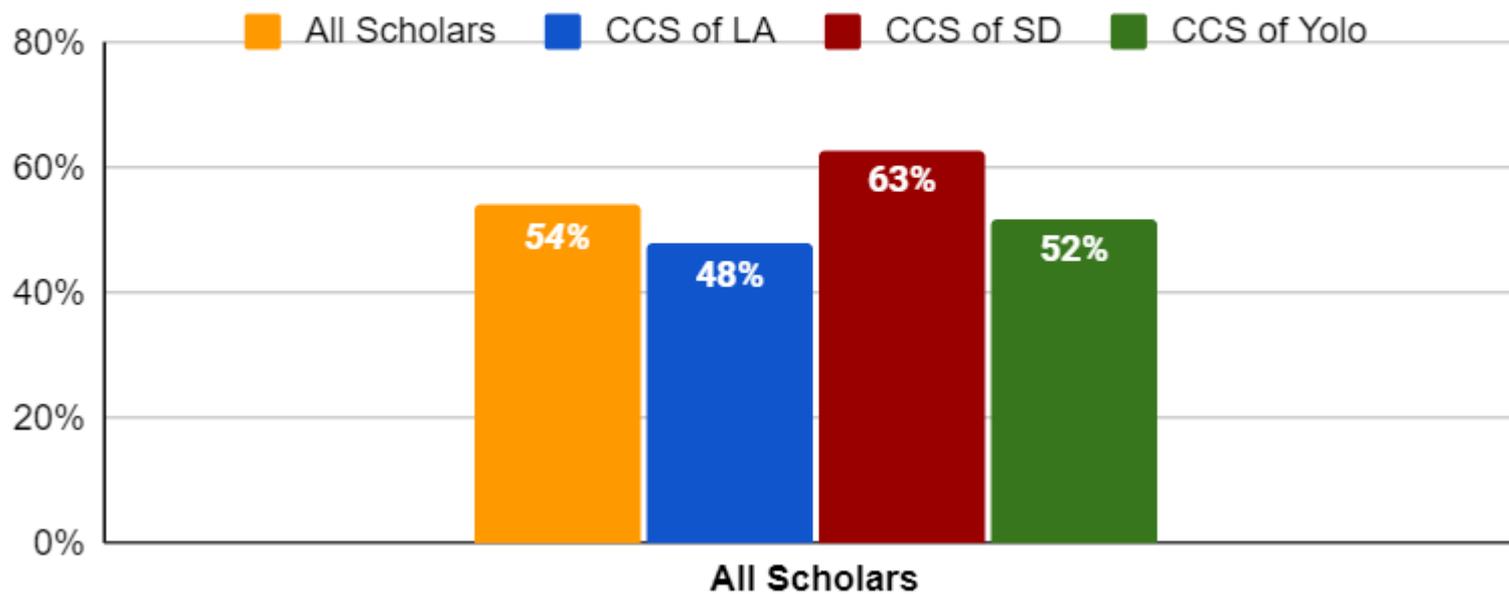
**This participation is in addition to Online learning labs





Online Learning

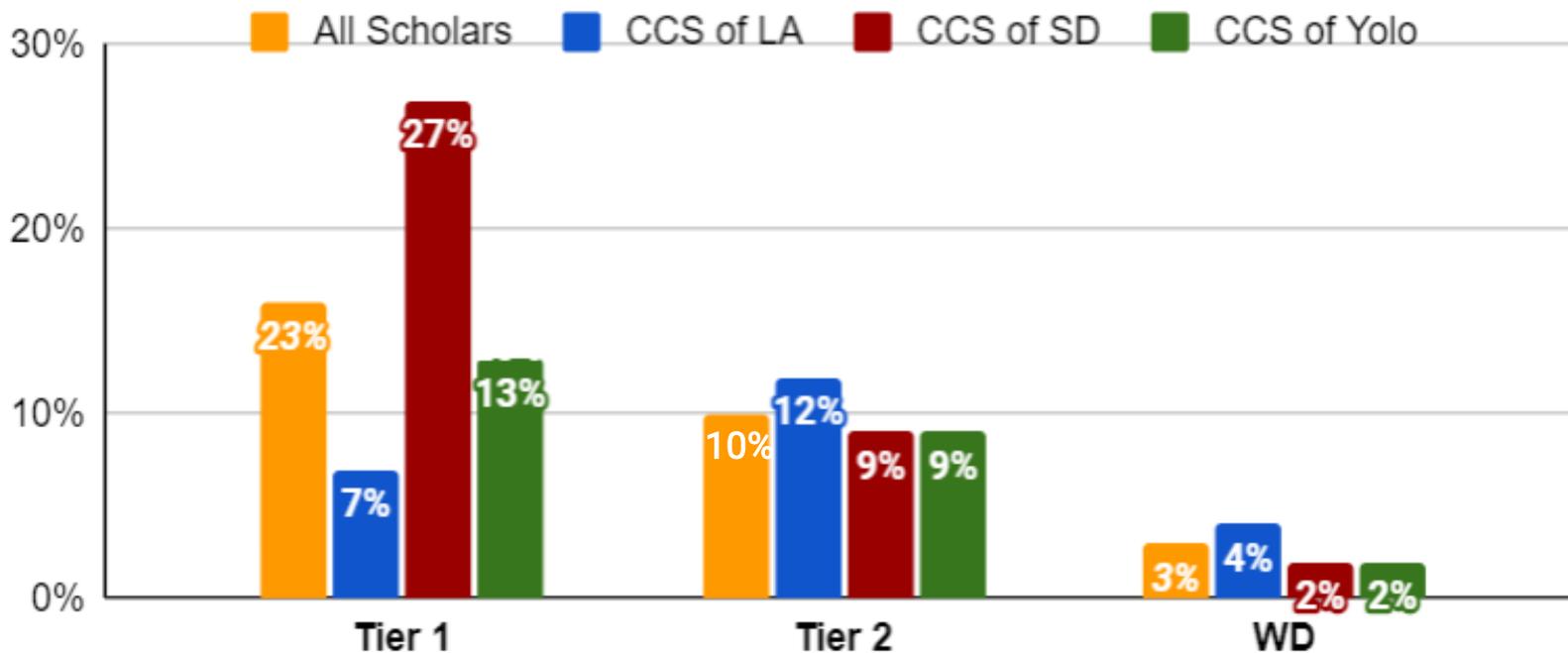
2021-22 Semester 2 Online Connection Meetings





Online Learning

2021-22 Semester 2 Online Tiered Re-engagement





Options Learning Highlights

- Growth seen in leadership and administrative skills of our Options coordinators via the Leadership Mentoring program, led by Dr. Aviva Ebner
 - By the end of the program 100% of participants found the sessions helpful and were able to highlight their biggest gain
- Between Fall and Spring semester
 - Passing with a C or higher: 5% increase
 - 14% increase in scholars attending connection meetings
- Tiered re-engagement interventions were highly successful in preventing withdrawals and increasing scholar engagement with learning.



Options Learning

- Tiered re-engagement success
 - More than 50% decrease in tier 1 re-engagement
 - 3% or less or tiered re-engagement ended in a withdrawal
 - Collaboration across departments was a contributing factor, specifically with Academic Support and Counseling Services
- New PLP created with dropdowns of grade level standards and designated spaces for quarterly progress reports, for implementation in 2022-23
- Decrease in Connection meetings at very end of the school year attributed to the shorter learning period.



Options Learning

- Smooth collaboration between Options Advisory and Options Leadership, allowing for highly productive outcomes
- Feedback from Options staff and Options Advisory is being integrated into processes and procedures for the new school year



Options Learning WIG Scoreboard

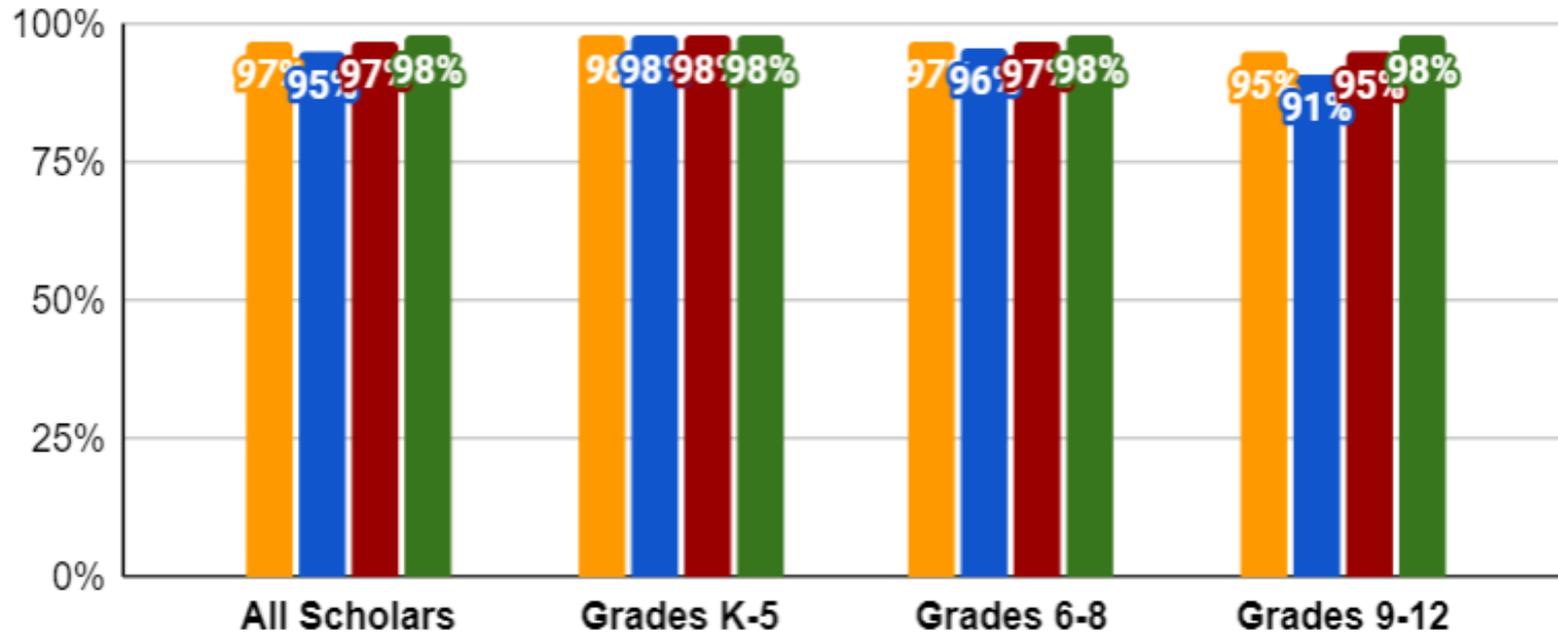
	Great Place to Learn	Great Place to Work	Great Systems for Efficiency & Effectiveness	LP 8-9	Report LP 8 (May 2022)	Report LP 7 (April 2022)
85%+ is green 70-84 is orange 50-69 is yellow 49 and below is blue	85% of Options scholars identified as 'on-watch' will work in Freckle 3 days a week / 1 hour a week (i.e. 20 min MWF) to increase their STAR benchmark			25%	Percent of identified scholars working in all 3 Freckle areas 10mins or more during the LP: 22%	Percent of identified scholars working in all 3 Freckle areas 10mins or more during the LP: 25%
85%+ is green 70-84 is orange 50-69 is yellow 49 and below is blue	85% of Options Learning Coaches will attend their monthly connection meeting to discuss scholar progress towards grade level standards.			85%	Connection meetings held, all scopes 75%	Connection meetings held, all scopes 63%



Options Learning

2021-22 Semester 2 Options Passing Rates D/2 or higher

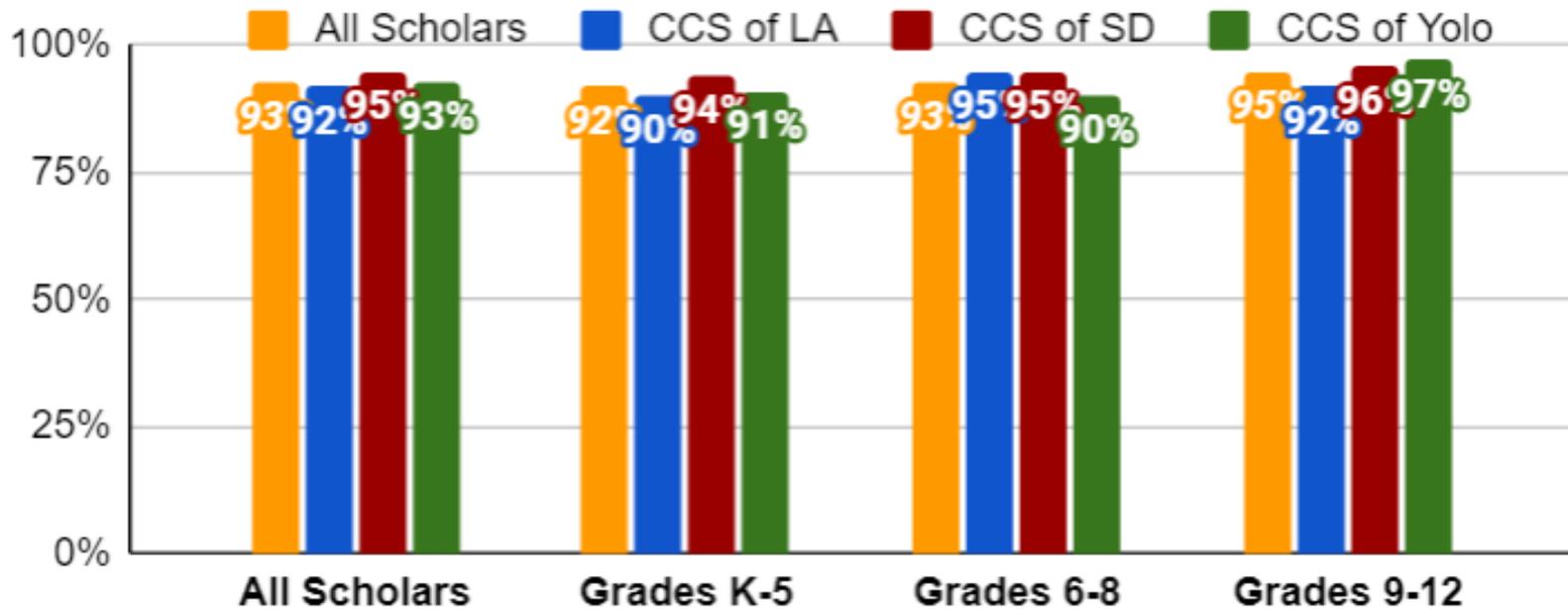
■ All Scholars ■ CCS of LA ■ CCS of SD ■ CCS of Yolo





Options Learning

2021-22 Semester 2 Options passing rate C/3 or higher

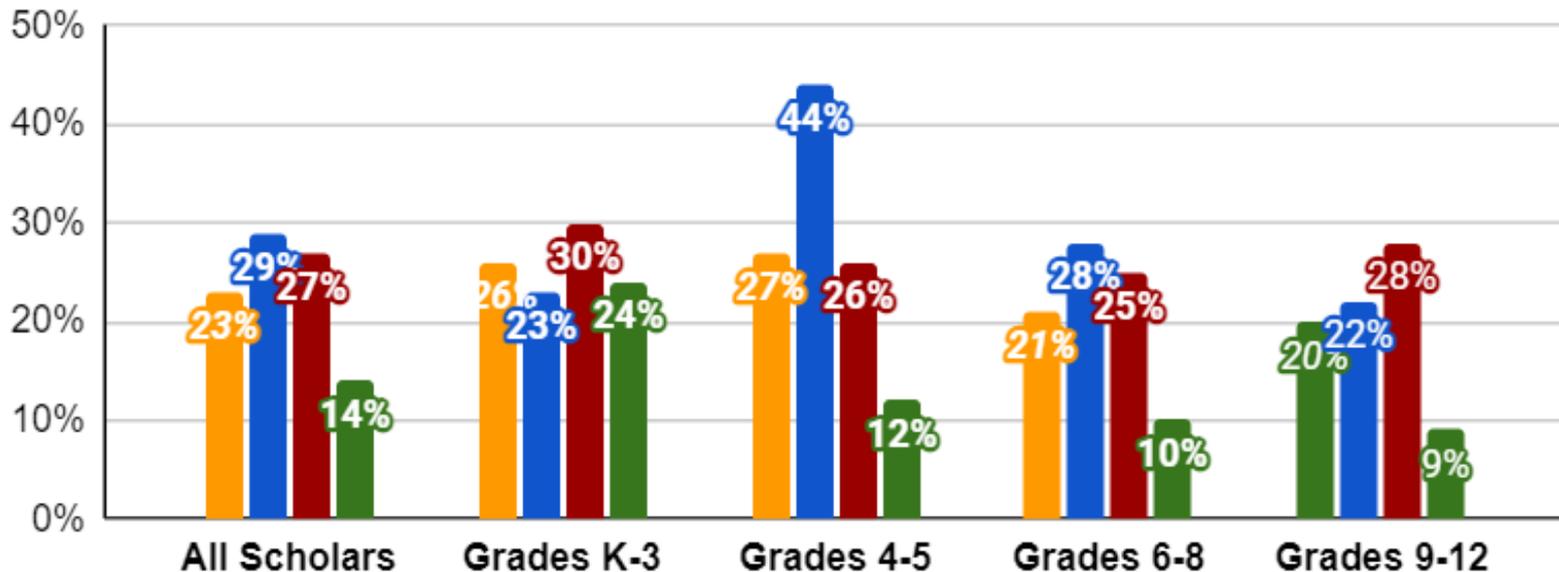




Options Learning

2021-22 Semester 2 Options Scholars who participated in 30% or more of their synchronous instruction

■ All Scholars
 ■ CCS of LA
 ■ CCS of SD
 ■ CCS of Yolo

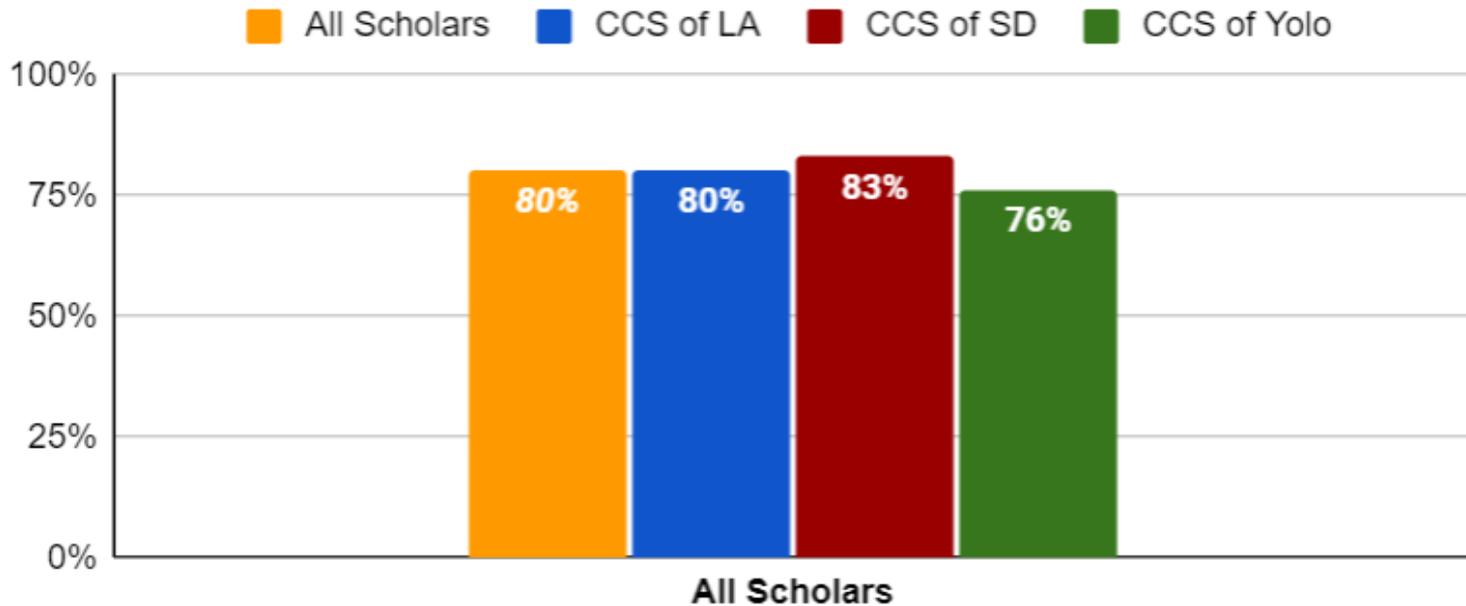




Options Learning

Connection Meetings Held Semester 2

2021-22 Semester 2 Options Connection Meetings

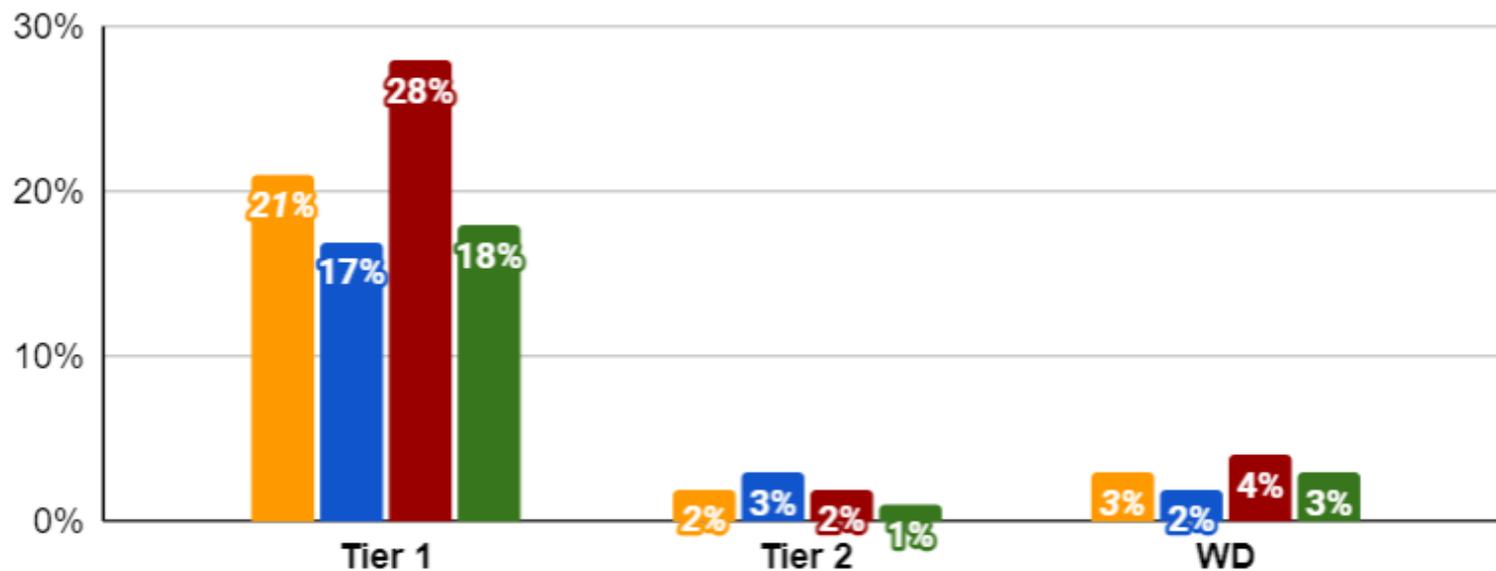




Options Learning

2021-22 Semester 2 Options Tiered Re-engagement

■ All Scholars ■ CCS of LA ■ CCS of SD ■ CCS of Yolo





Special Education Highlights

- Highest percentage of services across schools continues to be Specialized Academic Instruction (SAI), followed by Speech-Language Therapy
- SAI is being tracked as live interaction, in compliance with AB 130.
- Supplemental curricula targeting math and reading that were used during SAI, specific to scholars with IEPs include Learning Ally, Read Naturally, Ascend Math, and MaxScholar. We look forward to analyzing the impact of these on overall scholar achievement.
- Compensatory minutes owed were reduced due to SPED instructional aides supporting SAI time in addition to SAI held by education specialists.



Special Education Highlights

- As of June 10, 2022, Compass had 427 scholars with IEPs across all three schools.
- Most prevalent eligibility category continues to be Specific Learning Disability, followed by Autism and Speech-Language Impairment.
- The average caseload for our Education Specialists is 27 scholars, though providers have carried additional scholar caseloads; our goal is to staff for 2022-23 so that all Compass scholars have Compass education specialists.
- Of the multiple NPAs with which we contract to provide related services for our scholars, Oxford and Presence Learning serve the most scholars.





Special Education

- From BOY to EOY:
- In CCS of Los Angeles, the percent of scholars with IEPs scoring at or above grade levels on benchmark **increased** by 11.4% in Reading, 6.6% in Math, and **decreased** 18.8% in Early Literacy from Fall to Spring; some scholars did not retest in Early Literacy and, instead, took the Reading assessment, contributing to this change.
- In CCS of San Diego, the percent of scholars with IEPs scoring at or above grade level **decreased** by 6.9% in Reading, by 2.4% in Math, and by 2.2% in Early Literacy from Fall to Spring. We will research the causes.
- In CCS of Yolo, the percent of scholars with IEPs scoring at or above grade level **increased** by 0.2% in Reading and 7.6% in Math, but **decreased** by 8.3% in Early Literacy from Fall to Spring (same reason as noted for CCS of Los Angeles).



Special Education

- In CCS of Los Angeles, scholars with IEPs scored 24.3% lower in Reading, 24.6% lower in Math, and 18.1% lower in Early Literacy than other scholars.
- In CCS of San Diego, scholars with IEPs scored 11.8% lower in Reading, 20% lower in Math, and 23.4% lower in Early Literacy than other scholars.
- In CCS of Yolo, scholars with IEPs scored 28.1% lower in Reading, 42% lower in Math, and 25% lower in Early Literacy than other scholars.
 - These differences in performance are expected due to the nature of the scholars' disabilities and their qualification for an IEP.



Special Education

- In CCS of Los Angeles, scholars with IEPs had a **2% greater gain in reading from fall to spring compared to the entire population**; scores decreased by 19% in early literacy. Math gains were about the same.
- In CCS of San Diego, scholars with IEPs had a 4% decrease in reading from fall to spring when compared to the entire scholar population, and 2% decrease in both math and early literacy. However, in comparison with our entire scholar population, our scholars with IEPs had a 2% gain in early literacy.



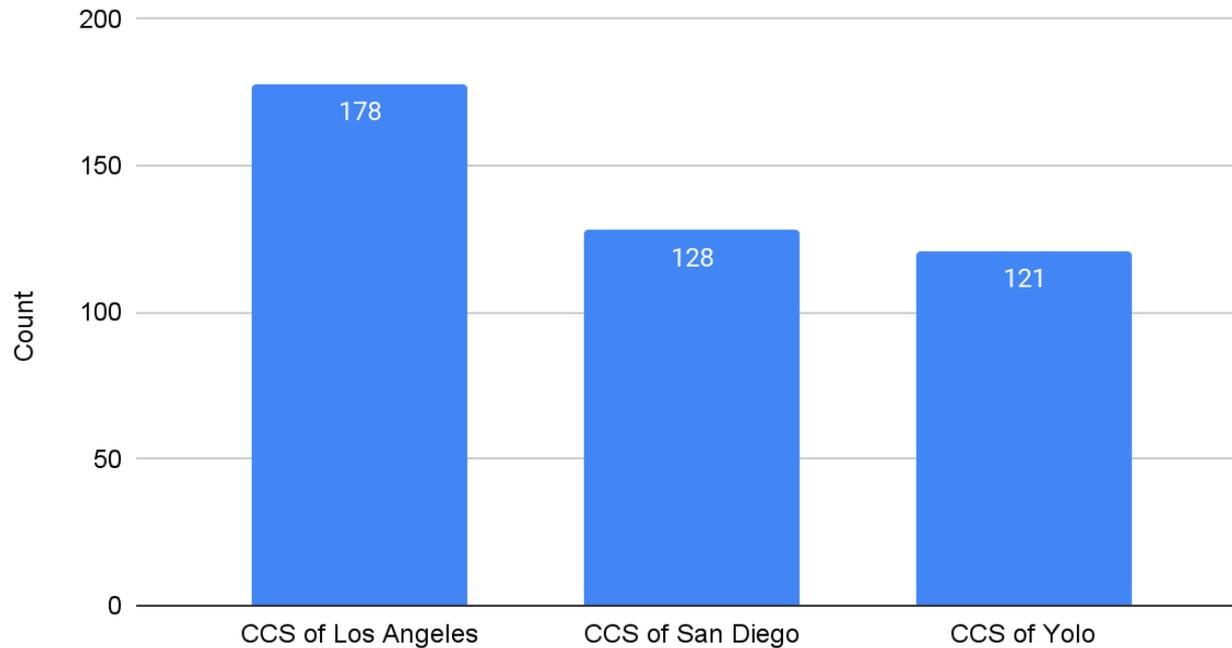
Special Education

- In CCS of Yolo, scholars with IEPs had no significant gains in reading from fall to spring compared to the entire scholar population. In math, they had a **4% gain compared to the entire scholar population**. In early literacy, similar to the entire scholar population, scholars with IEPs had no significant gains in early literacy.
 - We are delving into the data to determine influencing factors for improvement



Special Education

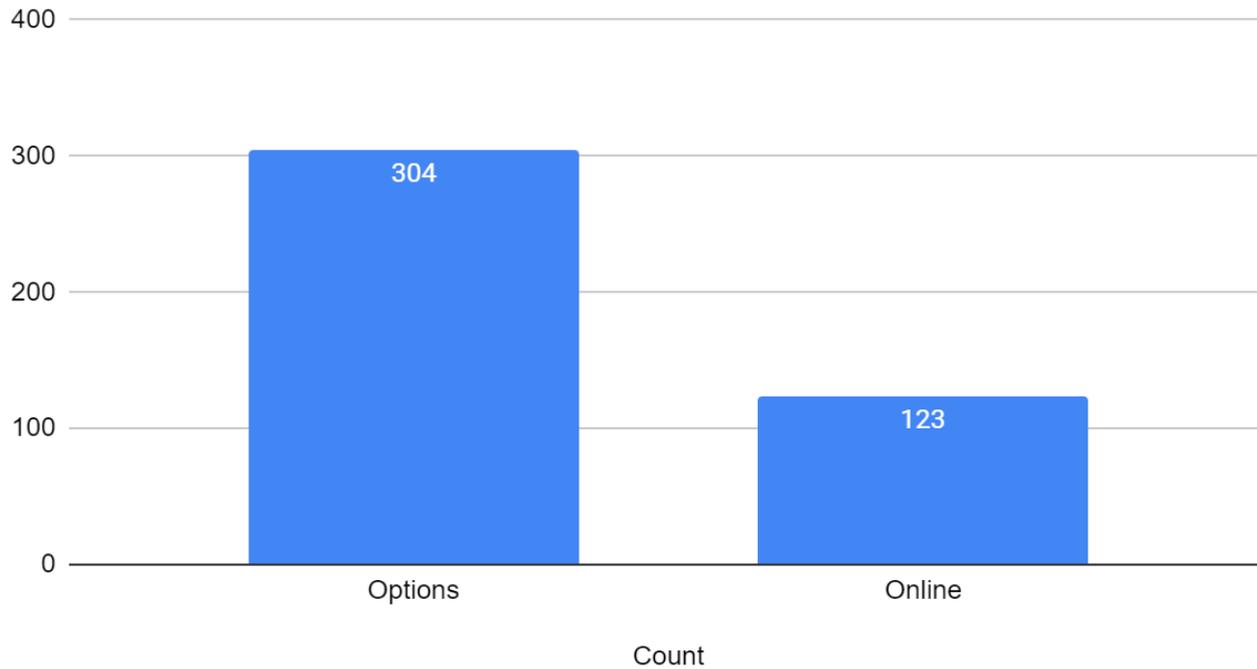
Scholars in Special Education Count by Campus





Special Education

Count by Program

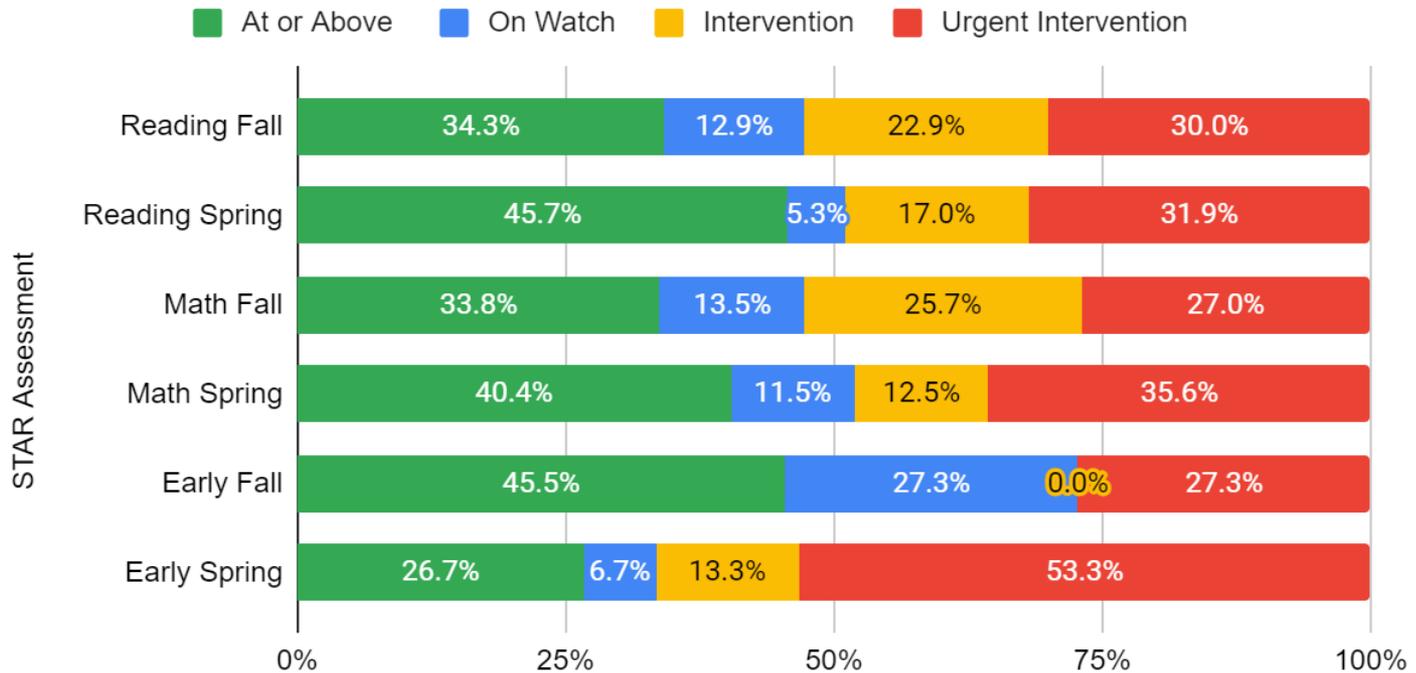




Special Education

Special Education Scholar Proficiency

Compass Charter Schools of Los Angeles

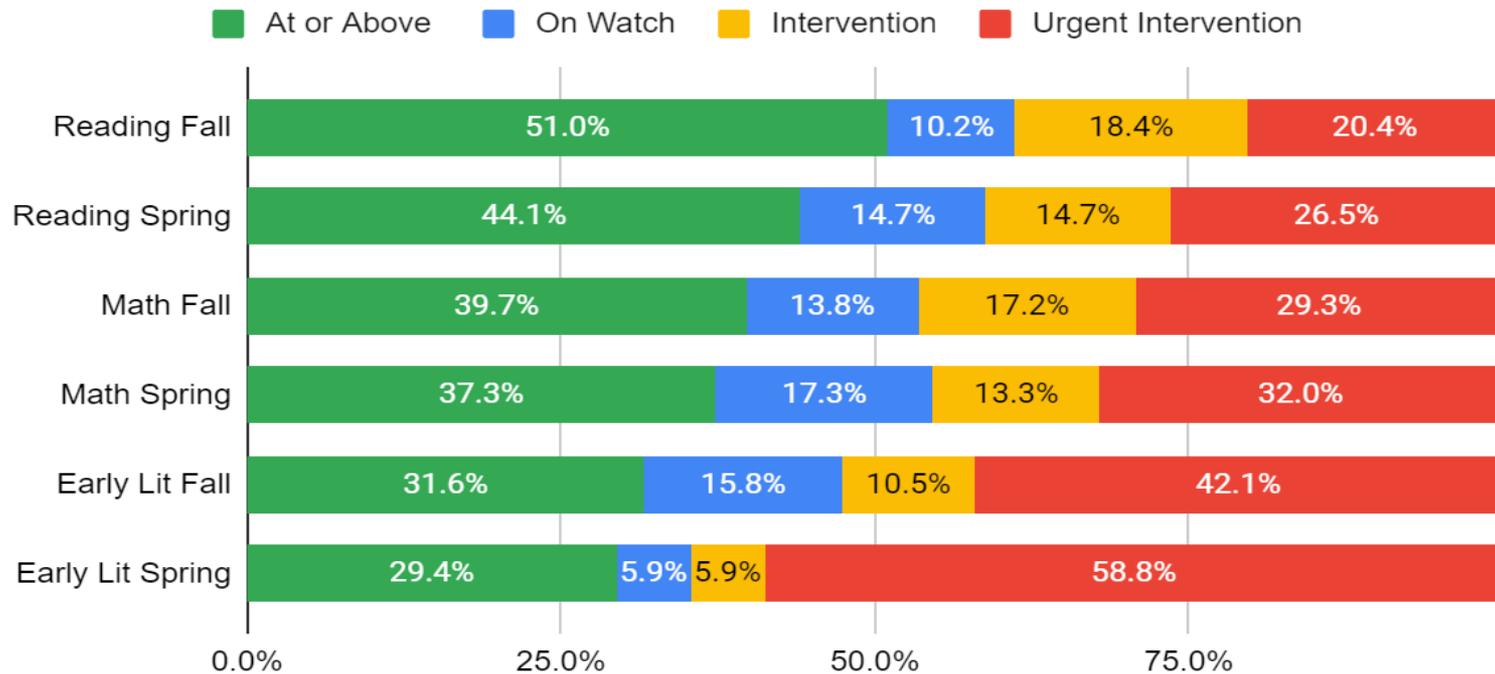




Special Education

Special Education Scholar Proficiency

Compass Charter Schools of San Diego

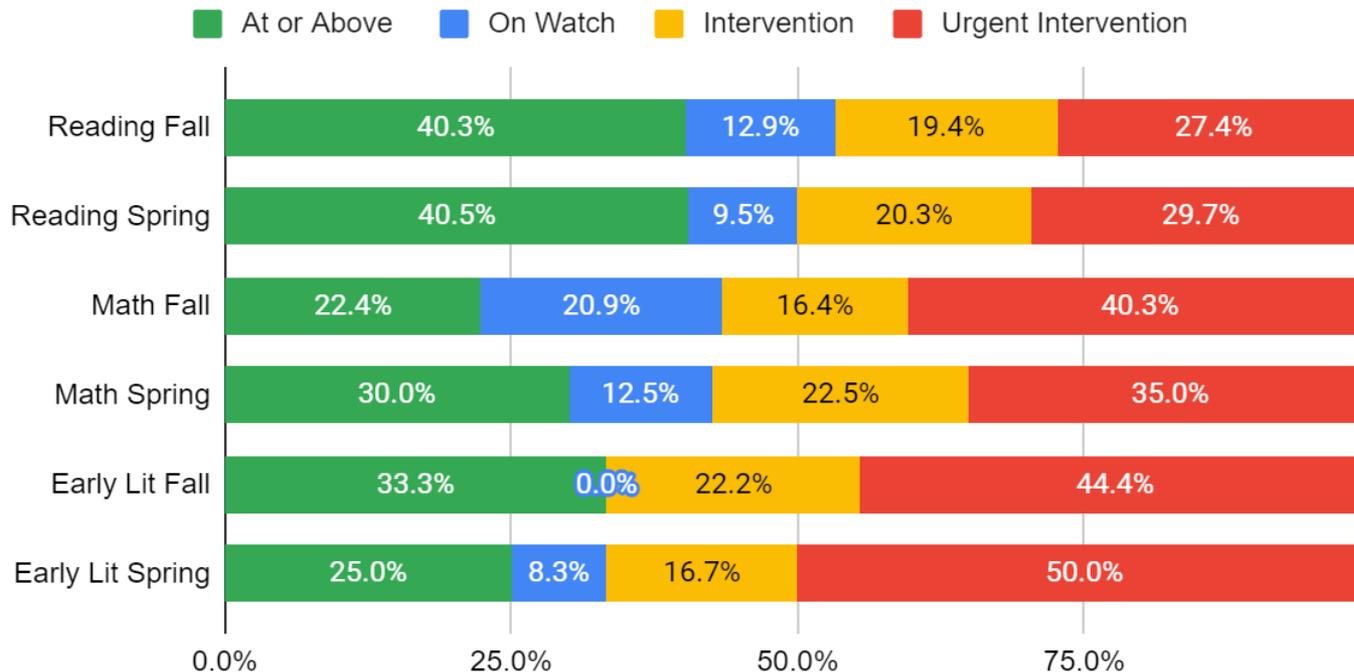




Special Education

Special Education Scholar Proficiency

Compass Charter Schools of Yolo

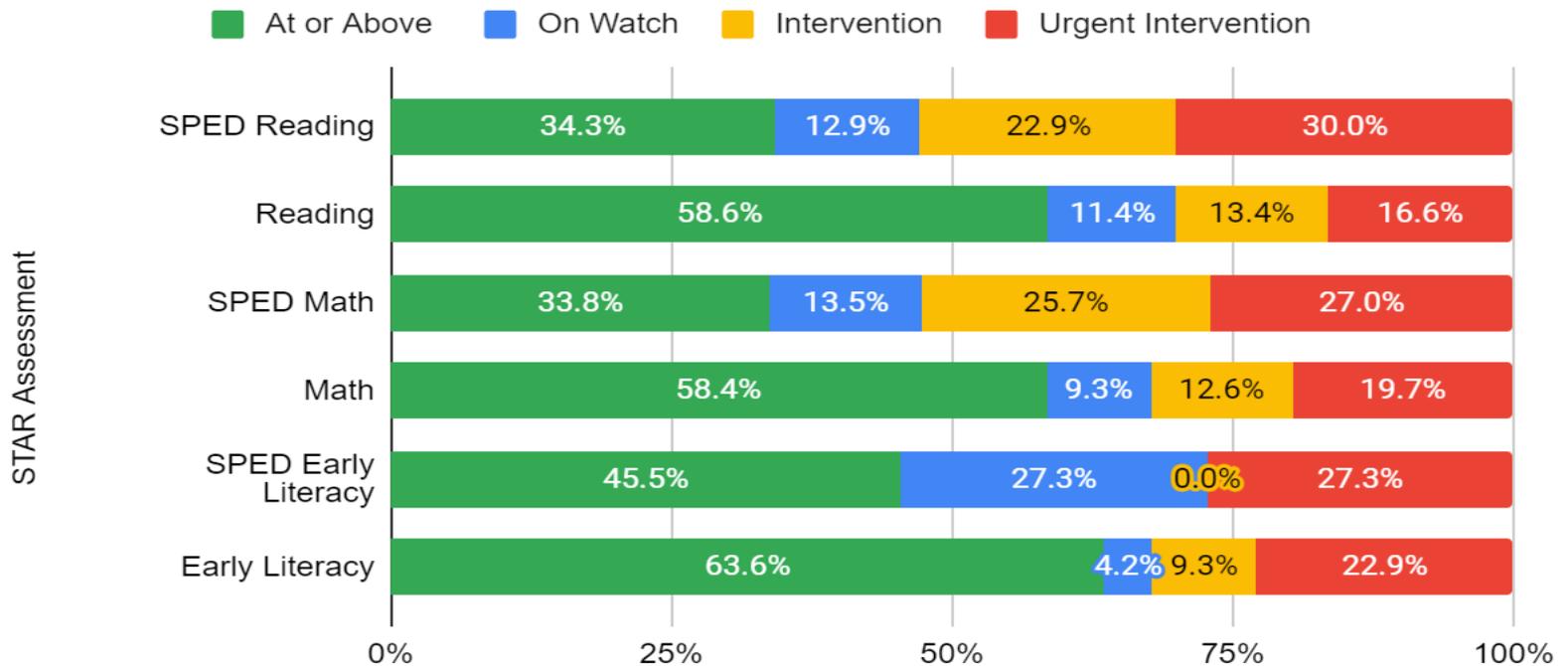




Special Education

School Proficiency SPED VS Total Scholars

Compass Charter Schools of Los Angeles

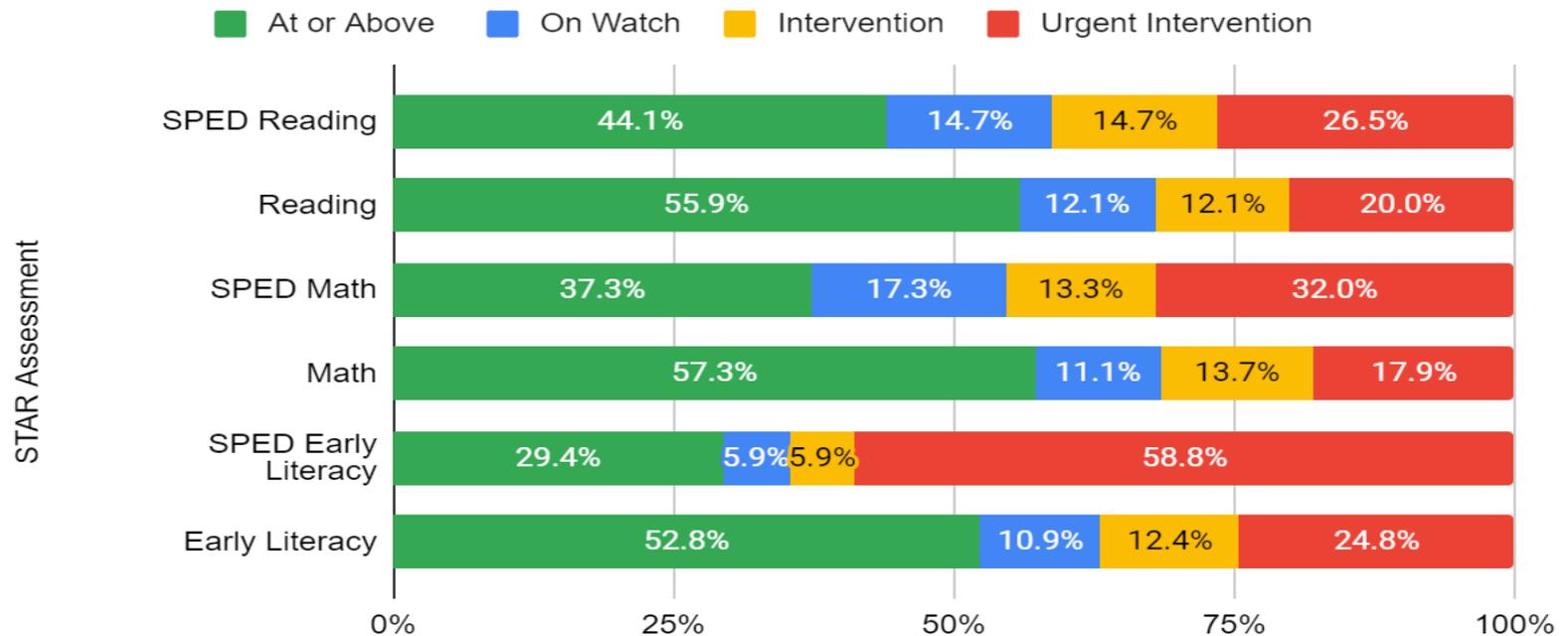




Special Education

School Proficiency SPED VS Total Scholars

Compass Charter Schools of San Diego

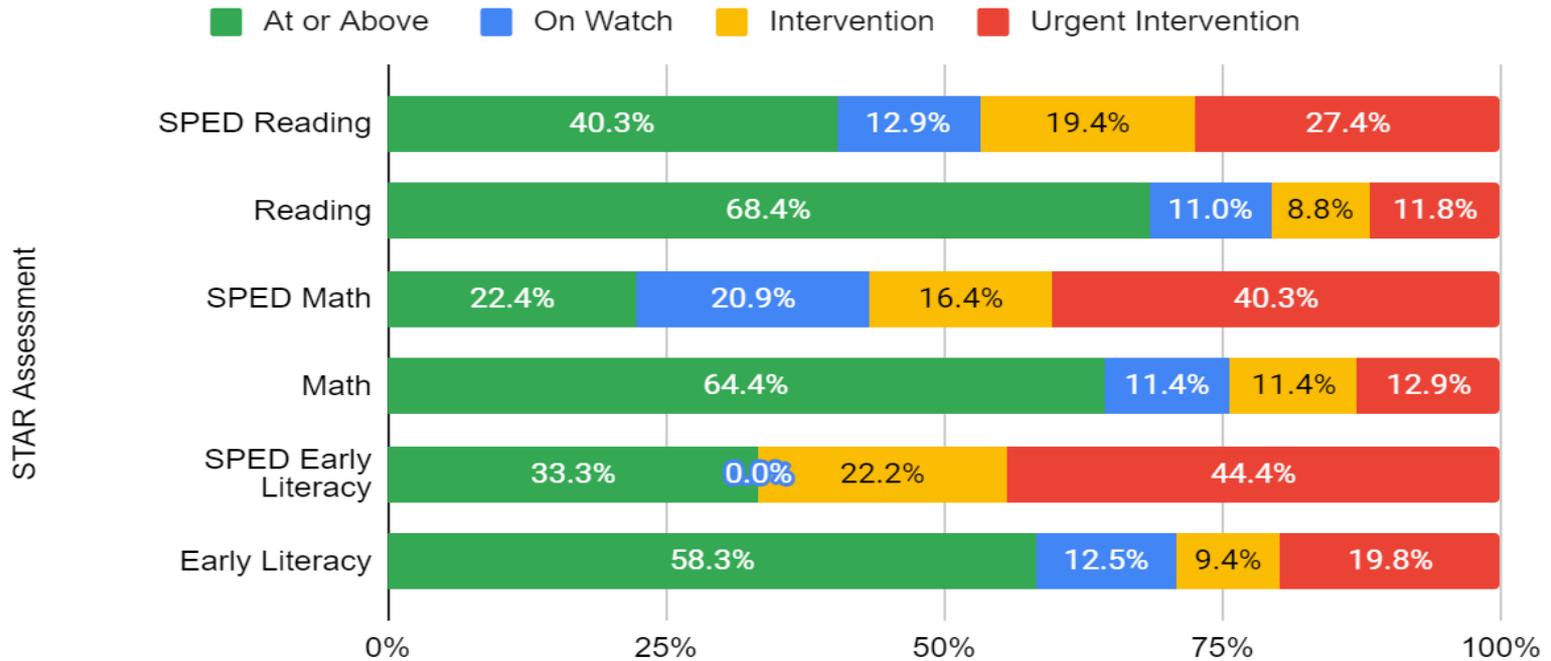




Special Education

School Proficiency SPED VS Total Scholars

Compass Charter Schools of Yolo





Staff Support Highlights

- Our Instructional Coaches supported 15 STs this year to complete their first Instructional Coaching cycle. They worked 1:1 to enhance teaching practices and impact scholar achievement. The coaches received positive feedback from the coachees, indicating the direct impact on scholars, and increase in meaningfulness of professional learning because ‘they know what we [STs] do. The support is direct and encouraging.’
- Our Curriculum Developer completed edits of project-based mental health units for Options for both middle and high school to support compliance with SB224, as well as conducted an A-G Google Classroom audit. She provided curriculum recommendations to support scholars with dyslexia, which were used to create a resource document for STs. She also completed micro-credentials/certification in UDL and Curriculum Development.



Staff Support Highlights

- Our AVID and Training and Development ToSAs supported our ‘Pick Your Pathway’ sessions by facilitating AVID breakout sessions, showing teachers how to create engaging lessons using Peardeck and Nearpod using the 5Es model
- Our Assessment ToSAs scheduled 20 CAASPP make-up test sessions after Spring break, and sent personalized emails to Learning Coaches explaining the testing impact. This increased participation from 66% to 94% for eligible scholars for all 3 schools as of mid-May.
- CAASPP 2020-21 to 2021-22
 - 38% decrease in opt outs
 - 9% increase in overall participation
 - 42% decrease in number of scholars not tested (not including opt outs) - this helps our standing on the CA Dashboard



Staff Support Highlights

- Freckle - STAR Growth
 - About 83% of our active Freckle scholars are growing in math, and have grown by 1.1 grade levels. About 48% of our active Freckle scholars are growing in reading, and have grown by .77 grade levels.
 - Online: 4% increase in minutes from April to May; 1,529 to 1,586
 - Options: 21% increase in minutes from April to May; 39,443 to 48,826
 - Decrease in the total number of 'on watch' scholars in reading
 - April: 95 scholars 'on watch'
 - June: 73 scholars 'on watch' (23% decrease)
 - 28% of scholars who were identified as 'on watch,' were accessing Freckle. 70% of those scholars are no longer identified as 'on watch,' per the EOY benchmark



Staff Support - Correlational Data

- The Staff Support Team worked with our data analytics consultant, Parsec Education, to conduct a correlational analysis study to determine if various efforts and initiatives directly impacted scholar achievement on our mid-year benchmarks (end of year data is not yet analyzed, as it has just been collected). Our sample size was too small to determine a direct, strong correlation between specific supports with academic achievement on the benchmark assessments.
 - We look forward to continuing to analyze the data and hold for different variables to determine which subgroups are benefitting from various supports.



Staff Support - Correlational Data

- We did note a very slight positive correlation between implementation of all accommodations for 504 scholars (tracked via STs adding updates to the 504 Headquarters) and growth in the mid-year reading benchmark.
 - The most notable correlation was .01 (weak correlation) for our 504 scholars having regular check-ins, compared to an increase in their mid year benchmark.
- We will be able to better analyze this trend for a stronger correlations when we review disaggregated EOY data over the summer.



Staff Support - Correlational Data

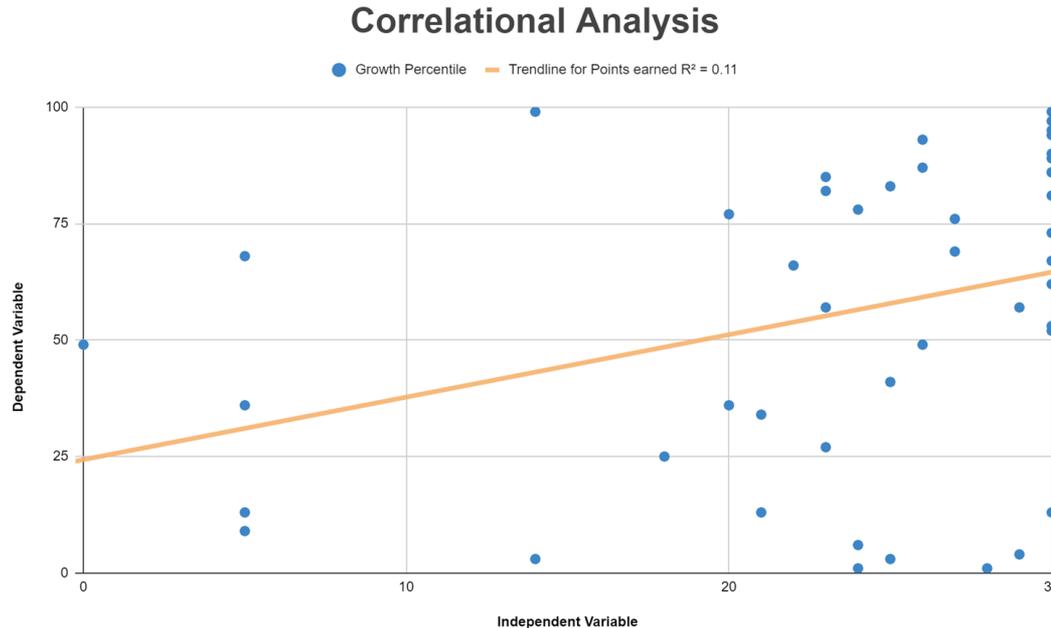
Correlation Coefficient (r)	Description (Rough Guideline)
+1.0	Perfect positive + association
+0.8 to 1.0	Very strong + association
+0.6 to 0.8	Strong + association
+0.4 to 0.6	Moderate + association
+0.2 to 0.4	Weak + association
0.0 to +0.2	Very weak + or no association
0.0 to -0.2	Very weak - or no association
-0.2 to - 0.4	Weak - association
-0.4 to -0.6	Moderate - association
-0.6 to -0.8	Strong - association
-0.8 to -1.0	Very strong - association
-1.0	Perfect negative association



Staff Support - Correlational Data

Scholars with 504s - Reading Benchmark Correlation

- Independent Variable (check-in) Dependent Variable (Growth Percentile)

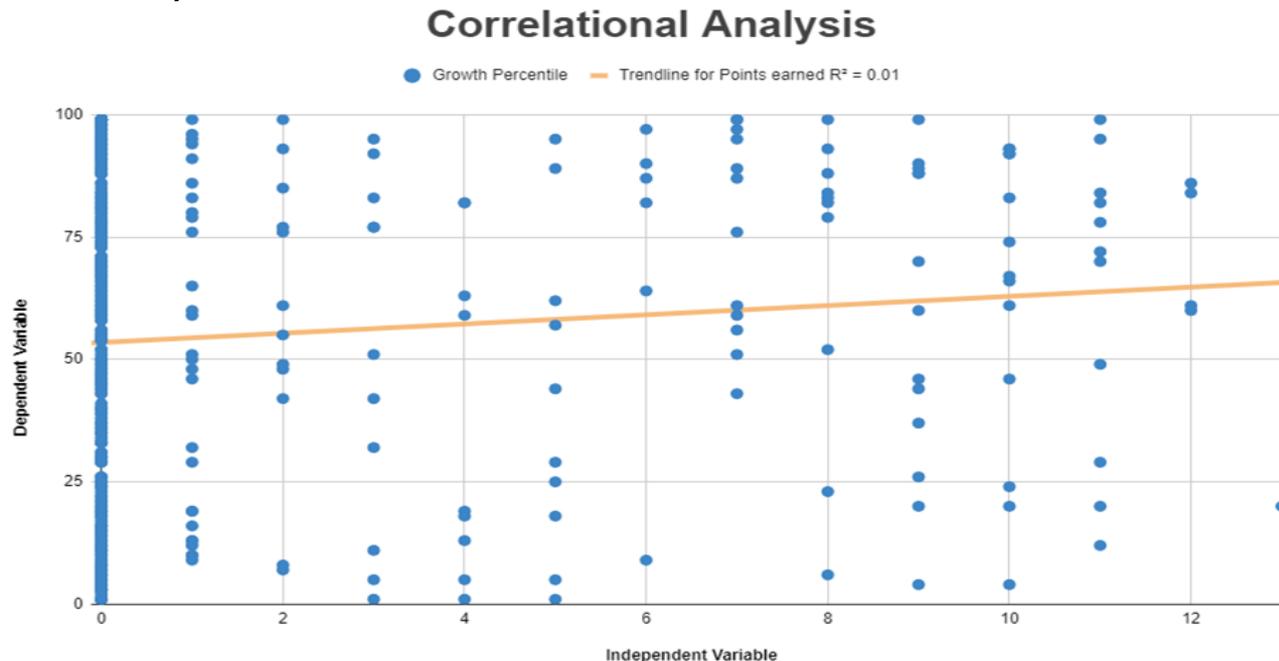




Staff Support - Correlational Data

Scholars Attending Reading Tutoring - Reading Benchmark Correlation

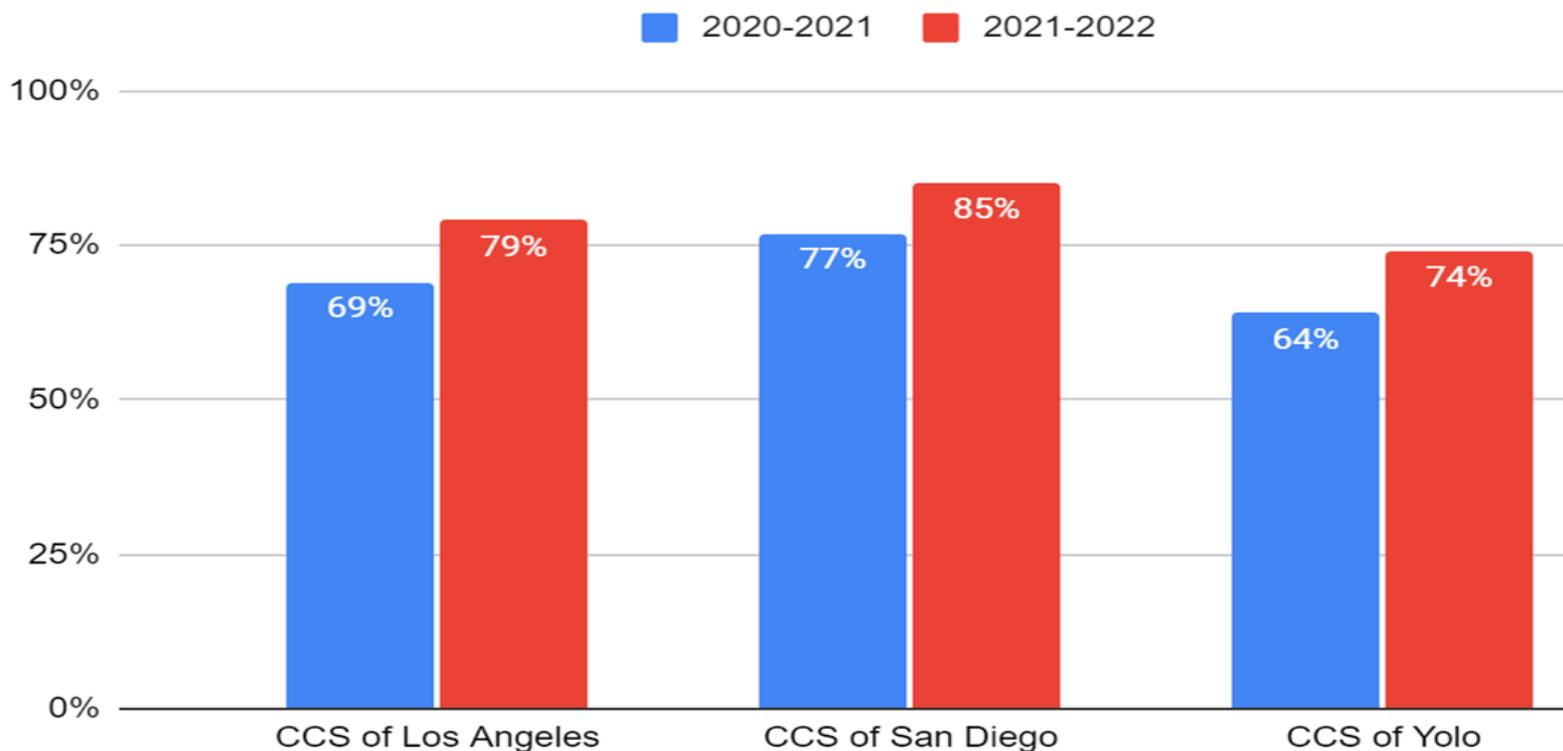
- Independent Variable (attendance) Dependent Variable (Growth Percentile)





Staff Support

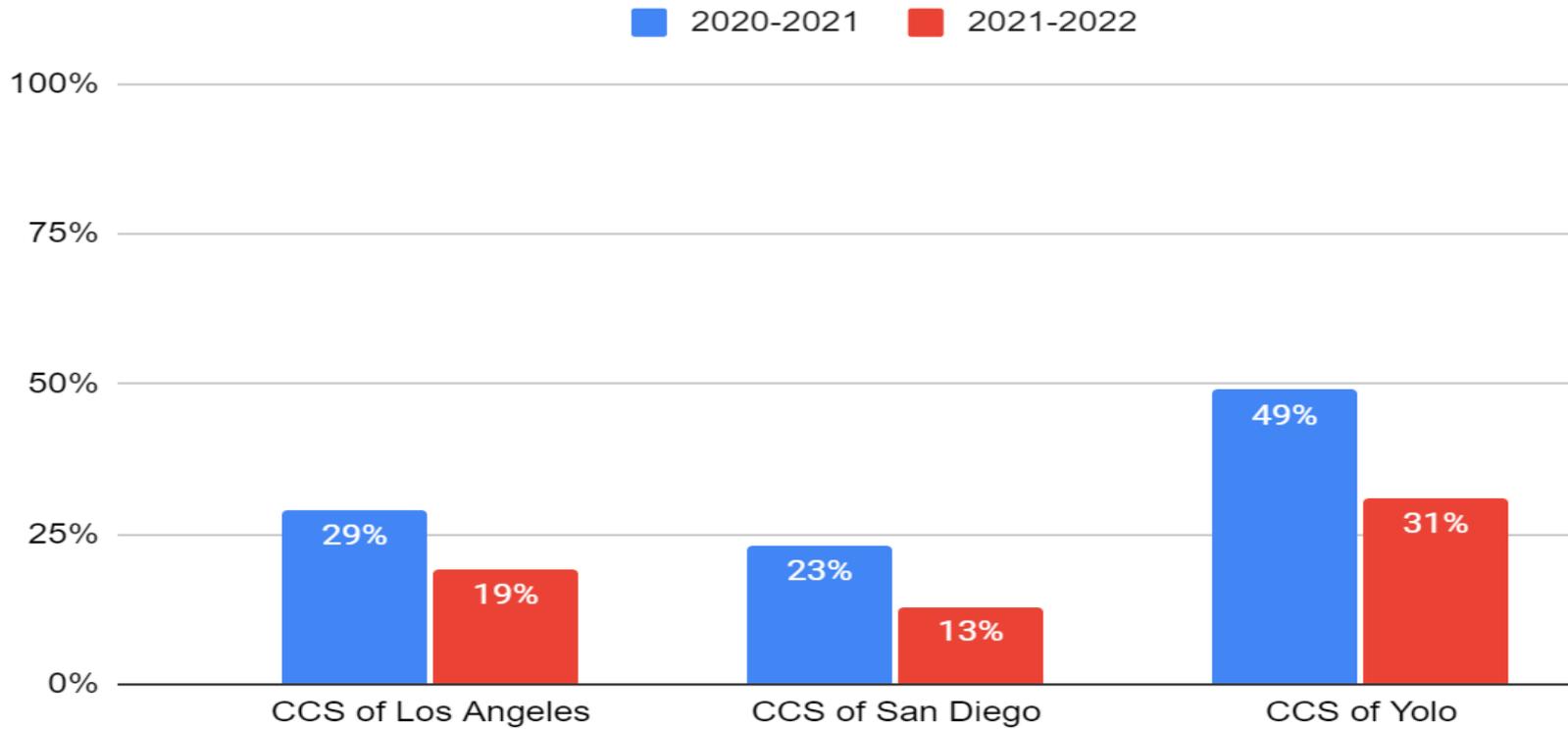
CAASPP Participation Growth





Staff Support

CAASPP Opt Outs

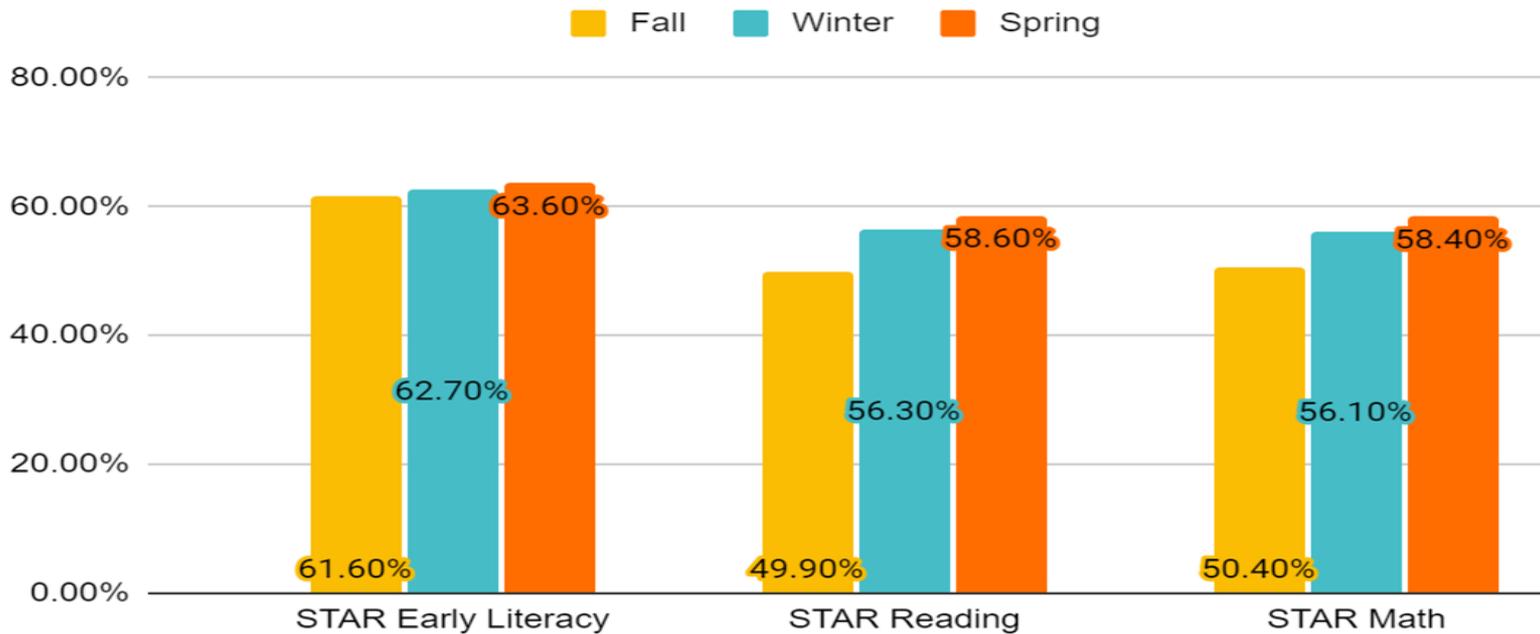




Staff Support Benchmark Growth

Percent of Proficiency

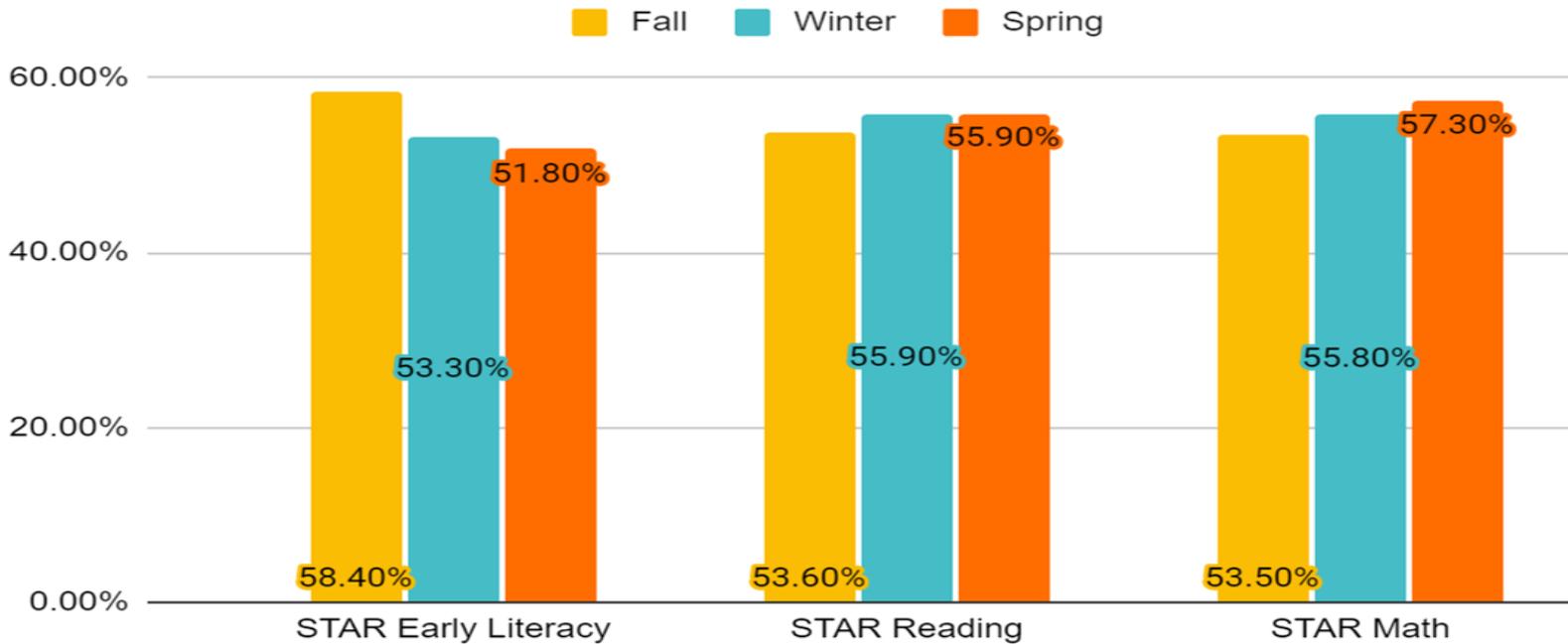
Compass Charter Schools of Los Angeles





Staff Support Benchmark Growth

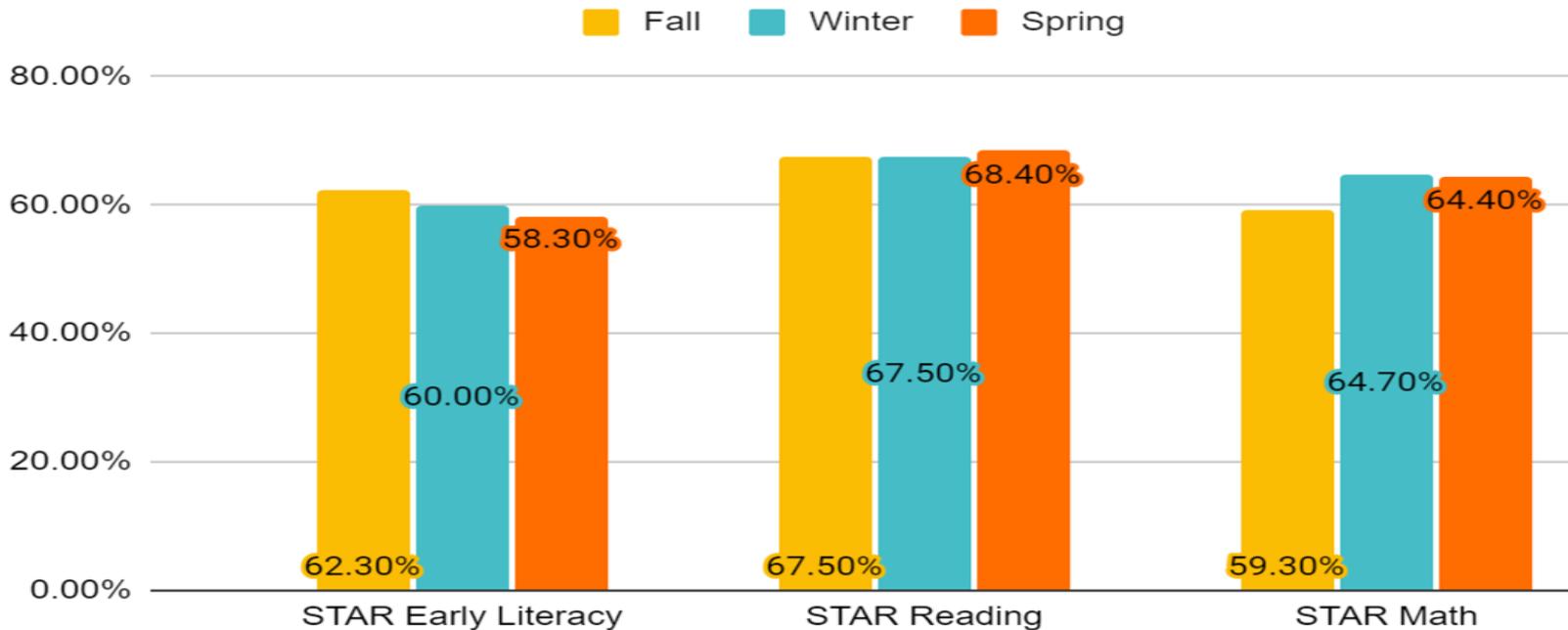
Percent of Proficiency
Compass Charter Schools of San Diego





Staff Support Benchmark Growth

Percent of Proficiency
Compass Charter Schools of Yolo





Questions?



Contact:

Aviva Ebner, Ph.D. | Assistant Superintendent &
Chief Academic Officer

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aebner@compasscharters.org

@aviva_ebner



Coversheet

Review and Discussion of the 9th Grade Math Placement Policy Final Report

Section: IX. Academic Services
Item: B. Review and Discussion of the 9th Grade Math Placement Policy Final Report
Purpose: FYI
Submitted by: Debra Stephan
Related Material: 2021-2022 Math Placement Final Year End Policy Review.pdf

RECOMMENDATION:

N/A - FYI-only; open for Board discussion.



Memorandum

To: J.J. Lewis, Superintendent & CEO
From: Debra Stephan, Director of Counseling Services
Date: June 3, 2022
RE: **9th Grade Math Placement – 2021-22 Final Report**

The Counseling Services Department performed a 30-day checkpoint for our 9th grade scholars per our 9th Grade Math Placement Policy, based on the following indicators:

- Star by Renaissance math diagnostic test
- Course progress/performance evaluation
- Multi-Tiered System of Supports

In accordance with the high school course placement guidelines for 9th grade scholars, 4 scholar course placement level changes occurred during the 2021-22 academic school year:

- 2 scholars from Algebra 1 to Pre-Algebra
 - Compass Charter Schools of Los Angeles (2 scholars)
- 2 scholars from Pre-Algebra to Algebra
 - Compass Charter Schools of Yolo (2 scholars)

Coversheet

Review and Discussion of the Universal Prekindergarten Planning and Implementation Grant Program Plan

Section: IX. Academic Services
Item: C. Review and Discussion of the Universal Prekindergarten Planning and Implementation Grant Program Plan
Purpose: Discuss
Submitted by: Aviva Ebner
Related Material: Compass UPK Planning Template - 2022-23.pdf

RECOMMENDATION:

N/A - FYI-only; open for Board discussion.

Universal Prekindergarten Planning and Implementation Grant Program - Planning
Template

**Compass Charter Schools Universal Prekindergarten
Planning and Implementation Grant Program – Planning
Template**

A Resource for Local Educational Agencies

Released – December 17, 2021

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Universal Prekindergarten Planning and Implementation Grant Program - Planning
Template

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Universal Prekindergarten Planning and Implementation Grant Program - Planning Template

Universal Prekindergarten in California

Decades of research demonstrate that an early and strong foundation for learning matters. Children who have effective learning opportunities before kindergarten have an advantage in school and in life over children who do not, especially children with adverse childhood experiences. Children who attend quality preschool programs are more prepared for school in terms of their early literacy, language, and math skills, their executive function, and social emotional development. In some cases, preschool participants are less likely to be identified for special education services or to be held back in elementary school than children who do not attend developmentally-informed preschool programs that include strong educational components.

California is poised to realize universal prekindergarten (UPK) for all four-year-old children, and to expand services for three-year-old children through bold leadership and the unprecedented investments in the Budget Act of 2021, including universal transitional kindergarten (UTK) and expansion of the California State Preschool Program (CSPP).

The tumult of the COVID-19 pandemic accelerated a call to action to ensure a strong educational foundation for all children, emphasizing the critical role of our education system in supporting children and families' needs and how local flexibility fuels community capacity to meet their needs. California's leaders responded with historic investments in family support, child development and care, and education. Yet, as the Master Plan for Early Learning and Care highlights, realizing the promise of early childhood investments will require all partners—across early learning and care, early education, elementary education, and expanded learning and extended care communities—to work together to create a stronger system designed to meet the needs of the whole child.

The California Universal Prekindergarten Planning and Implementation Grant Program – Overview

California seeks to set children on a trajectory of lifelong success by investing in early and equitable learning experiences, including infant and toddler supports, such as family leave and access to infant and toddler care, universal preschool for all four-year-old children, and enhanced educational experiences across an aligned preschool to third grade system.

The 2021–22 State Budget package established the UPK Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding access to prekindergarten programs at local educational agencies (LEAs). This grant program provides \$200 million for the California Department of Education (CDE) to allocate directly to LEAs based on a statutory formula to support planning and implementation costs associated with expanding prekindergarten options, such as universally-available transitional kindergarten (TK), CSPP, and Head Start for eligible students, and other

Universal Prekindergarten Planning and Implementation Grant Program - Planning Template

local and community-based partnerships.¹ It is important for LEAs to include partners such as CSPP, Head Start, and other early learning and care providers in the co-creation of the local plan. Engaging all partners in the community will enhance resources for families and children and fully utilize and coordinate available resources, including facilities, staff, and funding.

Under the provisions of California *Education Code (EC)* Section 8281.5, grant funds are allocated to school districts, charter schools, and county offices of education (COEs) with kindergarten enrollment in specific years, according to a specified formula. In addition, funds are allocated to COEs to support countywide planning and capacity building around UPK.

Grant funds may be used for costs associated with creating or expanding CSPP or TK programs, or to establish or strengthen partnerships with other providers of prekindergarten education within the LEA, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children. Allowable costs include, but are not limited to: (1) planning costs, (2) hiring and recruitment costs, (3) staff training and professional development, (4) classroom materials, and (5) supplies.

As a condition of receiving grant funds, state law requires each LEA to create a plan articulating,

how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the After-School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs (*EC* Section 8281.5).

Under state law, the plan must be developed for consideration by the LEA's governing board or body at a public meeting on or before June 30, 2022, after which the LEA must provide data, as specified by the State Superintendent of Public Instruction, to the CDE. The CDE must encumber funds by June 30, 2024. LEAs will have until June 30, 2025, to use the funds.

In addition, the 2021–22 State Budget also established the Expanded Learning Opportunities Program (ELO-P). The intent of the program is that all LEAs offer all unduplicated students in classroom-based instructional programs access to comprehensive afterschool and intersessional expanded learning opportunities. The ELO-P requires LEAs to offer in-person before or after-school expanded learning opportunities that, when added to the core instructional day, are no fewer than nine

¹ In addition, \$100 million is available to LEAs for workforce development through a separate competitive request for applications (RFA). The \$100 million available for workforce development will not be addressed in this document.

Universal Prekindergarten Planning and Implementation Grant Program - Planning Template

hours of combined instructional time and expanded learning opportunities per instructional day (*EC* Section 46120).

In 2021–22, all LEAs must offer all TK through sixth grade (TK–6) classroom-based, unduplicated pupils an ELO-P and provide access to 50 percent of TK–6 enrolled, classroom-based, unduplicated pupils. Commencing in 2022–23, as a condition of apportionment, LEAs with an Unduplicated Pupil Percentage (UPP) at or above 80 percent must offer an ELO-P to all TK–6 classroom-based pupils and provide access to all TK–6 classroom-based pupils upon parent or guardian request. LEAs with an UPP below 80 percent must offer an expanded learning opportunity to all TK–6 classroom-based, unduplicated pupils and provide access to 50 percent of TK–6 enrolled classroom-based, unduplicated pupils. LEAs receiving ELO-P funding must meet all TK–6 requirements, which include, but are not limited to, offering a minimum of a nine-hour day for students TK–6 during the school year, providing pupil access, and offering 30 non-school days of programming, such as during summer and intersession periods.

Summer and intersession programming are also offered through many other early learning programs such as CSPP, Head Start, and early learning and care providers. Sharing costs, staff, and resources can support implementation of TK that provides for full-day supports while also meeting parental needs and supporting parental choice of program and setting type. LEAs should consider how these services will be offered as part of their UPK Plan. For key definitions related to UPK in California, see Appendix I.

Planning Template Purpose

The UPK Planning Template has been created to: (1) offer planning questions for LEA consideration in developing comprehensive plans for UPK that meet community and family needs, and (2) outline the data that will be required for submission to the CDE to meet the requirements of *EC* Section 8281.5.

This template includes recommended and required planning questions. Collectively, the recommended and required questions form a set of core planning questions the CDE believes are critical to supporting the development of a comprehensive, responsive, and community-centered UPK Plan.²

- Recommended Questions: LEAs are highly encouraged to incorporate answers to these questions in their UPK Plans. Responses to these questions are not required for submission to the CDE but do support more holistic planning that meets the intent of these funds.
- Required questions: LEAs will be required to answer the required data questions outlined in this template in a survey that will be issued by the CDE following the

² See Appendix II for additional planning questions for LEAs that are ready to develop more advanced UPK and preschool through third grade (P–3) plans.

Universal Prekindergarten Planning and Implementation Grant Program - Planning Template

June 30, 2022, deadline for LEAs to present their plans to their governing boards.³

The CDE will be collecting information on the answers to the required questions after July 30, 2022, in a survey. This will allow the CDE to learn about how LEAs are planning to implement UPK, and to identify what additional support may be needed to help LEAs as they move along the implementation process.

The questions required for submission to the CDE should be answered based on what the LEA plans to implement in the 2022–23 school year. However, the CDE encourages that LEAs, when developing their UPK Plan for consideration by their local governing board, look beyond the first year of implementation and lay the foundation for the full implementation period. The CDE also encourages LEAs to look to their Local Control and Accountability Plans (LCAPs) to identify where their LCAPs already include relevant opportunities for alignment, and to consider the results of the UPK planning and implementation efforts as it pertains to future updates to their LCAPs.

The UPK Planning Template is organized as follows:

1. Self-Certification
2. Projected Enrollment and Needs Assessment
3. Focus Area Planning
 - a. Vision and Coherence
 - b. Community Engagement and Partnerships
 - c. Workforce Recruitment and Professional Learning
 - d. Curriculum, Instruction, and Assessment
 - e. LEA Facilities, Services, and Operations
4. Technical Assistance Questions

The CDE encourages COEs to use this template as a guide for developing their own plans for how they will support the districts in their county to assess options, make decisions, and construct a plan that includes the required questions and considers the recommended questions found in this template.

³ The required questions referred to in this template are being provided to LEAs in advance of the survey to assist in the planning and Implementation process.

Universal Prekindergarten Planning and Implementation Grant Program - Planning Template

Accompanying Guidance

To help introduce LEA leaders to early education concepts, agencies, and structures, the CDE will release an accompanying Guidance Document in early 2022, that will include information on the following:

1. Local LEA indirect service agencies and partners (for example, child care local planning council [LPC], Resource and Referral program [R&R], Alternative Payment Program [APP]);
2. Allowable ways to layer funding sources and programs to achieve full-day programming for four-year-old children;
3. Requirements for TK and early education facilities;
4. UPK workforce requirements for CSPP and TK educators, including the Early Learning Career Lattice, Commission on Teacher Credentialing (CTC) Child Development Teacher Permit information, information on the Multiple Subject Teaching Credential requirements, and TK educator professional learning;
5. Other available resources for UPK Implementation:
 - a. Workforce development grants and funds that can be accessed to help candidates obtain early education and TK qualifications (for example, federal stimulus funds, Educator Effectiveness Block Grant, and others);
 - b. Funding sources that can be utilized for facilities;
 - c. Funding sources that can be utilized for extended learning and care;
6. Research on the importance of participating in quality early education and research demonstrating the long-term impact on attendance, behavior, graduation rates, and academic and career success; and
7. Other resources aligned with the questions presented in the UPK Planning Template.

Additionally, the CDE will work with partners to ensure the release of additional information and technical assistance in the form of guidance, resources, tools, and regularly-scheduled webinars. Topics will include workforce, support for multilingual learners, and inclusive early education practices, among others.

Universal Prekindergarten Planning and Implementation Grant Program - Planning Template

Directions, Timeline, and Suggested Planning Process

LEAs are encouraged to use this template to fulfill the *EC* Section 8281.5 requirement to create a UPK Plan that articulates how the LEA will facilitate access to full-day learning for all children the year before kindergarten, including their partnerships with CSPP, Head Start, other preschool partners, and extended learning and care partners. The CDE will disseminate a survey to collect responses to the required questions in this template following the June 30, 2022, deadline for presenting plans to the local governing board.⁴

The CDE recommends the following process and timeline after the release of this UPK Planning Template in December 2021:

1. LEAs convene a planning team, including staff from the early learning department and Head Start (if these exist), curriculum and instruction, student programs, workforce and human resources (HR), business services, special education, multilingual education, expanded and after-school learning, and facilities.
2. The CDE, along with partners, will release guidance, resources, and additional information to support LEAs in the development of their UPK plan. LEAs should review this guidance as part of their planning process, and COEs should use the guidance to inform the support they offer to LEAs.
3. COEs develop plans for how they will support LEAs in their county to assess options, make decisions, and construct plans that address the required questions and consider the recommended questions found in this template. COEs should communicate with the LEAs in their county about the types of information, resources, and technical assistance the COE is able to offer to support the UPK planning process.
4. LEAs conduct outreach and engagement activities with local R&Rs, LPCs, and existing extended learning and care providers including early learning and child care providers operating within the LEA's enrollment attendance boundary.⁵

⁴ The CDE may collect additional data related to UPK implementation in future years as well.

⁵ LEAs can obtain a list of licensed ELC providers operating within the LEA's enrollment zip codes by contacting their county R&R. LEAs can also collaborate with APPs in their county to share information about the engagement activities with ELC providers in the county. See the CDE Guidance Document to learn more about R&Rs and APPs and how to find the R&R(s) and APP(s) in your county. In addition, as local partnerships, LEAs should and can work with local Head Start grantees to discuss the Head Start needs assessment allowing for better coordination and collaboration.

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5. LEAs convene a public engagement process to gather input and perspectives to inform the plan. This engagement process should include parents, early learning communities (including CSPP, Head Start, and the Head Start Policy Council), and expanded learning communities (including the After-School Education and Safety [ASES] Program). To ensure meaningful engagement, the CDE recommends LEAs complete this by March 1, 2022.⁶
6. If the LEA wants technical assistance from their COE, the CDE recommends LEAs submit a draft of the UPK Plan to their COE for review by April 15, 2022.
7. Planning teams meet with the COE to discuss the LEA's draft, including local constituency input, by June 1, 2022.
8. Planning teams present a draft plan to the school board by **June 30, 2022**.
9. The plan shall demonstrate how families will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the ASES Program, CSPP, Head Start programs, and other community-based early learning and care programs.

Following the presentation of the plan to the LEA's school board, the LEA shall respond to the CDE's subsequent requests for information no later than July 31, 2022.

Key Considerations

Transitional Kindergarten Implementation Timeline

As a condition of receipt of apportionment, school districts and charter schools must implement universally available TK for all four-year-old children by 2025–26 (*EC* 48000[c][1]). LEAs are encouraged to consider how this implementation timeline will impact elements of their UPK Plan, including whether implementing UTK on a fast timeline will allow the LEA to reach economies of scale with regard to the number of classrooms and TK teachers needed. The table below illustrates the UTK implementation timeline, including eligibility and ratios.

⁶ The purpose of this engagement process is to ensure that diverse community voices and interests are uplifted and used to inform the development of a UPK Plan that meets families' and communities' needs. The LEA should develop a process that allows for authentic, inclusive, and meaningful input.

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Table: TK Eligibility, Ratio, and Class Size Requirements by Fiscal Year

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
Eligibility	Turn five between September 2 and December 2; at district discretion, turn five between December 3 and the end of the school year	Turn five between September 2 and February 2; at district discretion, turn five between February 3 and the end of the school year	Turn five between September 2 and April 2; at district discretion, turn five between April 3 and the end of the school year	Turn five between September 2 and June 2; at district discretion, turn five between June 3 and the end of the school year	Turn four by September 1
Ratios	Not specified	1:12	1:10**	1:10**	1:10**
Class Size	24	24	24	24	24

* average class size across the school site

** Subject to future legislative appropriation

Supporting a Preschool through Third Grade Continuum

The CDE recently launched a Preschool through Third Grade (P–3) Alignment Initiative rooted in research that suggests the gaps in children’s opportunities and learning outcomes demand system-level reform at the state, county, district, school, and community level. Through this work, the CDE hopes to disrupt inequities, address bias, and promote equitable opportunities for California’s early learners. UPK implementation presents a critical opportunity to strengthen P–3 alignment, as a means of sustaining and accelerating the improved child outcomes associated with high-quality, early learning experiences.

To ensure the LEA’s plan is aligned with the vision of a P–3 continuum, the development team for the LEA UPK Plan (for which this document is a template) should include staff from the early education department (if there is one), curriculum and instruction, student programs, workforce, HR, business services, special education, multilingual education, expanded learning and afterschool, and facilities. Furthermore, to create a strong UPK system that meets families’ needs, the voices and choices of parents should be centered. Furthermore, LEAs should conduct outreach to the early learning and care providers that operate within the zip codes that the LEA serves to include them in informing the development of the LEA’s UPK Plan.

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As a best practice, the CDE recommends LEAs convene a public engagement process to gather input and perspectives to inform the plan by March 1, 2022. This engagement process should include parents, early education communities (including CSPP and Head Start), expanded learning communities (including the ASES Program), and early learning and care (including center- and home-based child care) in order to gather information from impacted communities to inform the development of this plan.

Full-Day, Extended Learning and Care

State law does not require LEAs to operate a TK program that offers full-day early learning to all children the year before kindergarten; however LEAs must articulate how they plan to offer full-day, early learning programming to all students, and how they are partnering or plan to partner with other programs, such as those listed in the statute, to ensure that every child has access to extended learning and care that, combined, equates to a full-day of programming that meets the community's needs.

Additionally, starting in the 2022–23 school year, LEAs receiving ELO-P funding must offer nine hours of combined instructional time and expanded learning opportunities per instructional day to all unduplicated children enrolled in TK and at least 30 intersession days; however, LEAs are not required to exclusively use ELO-P funding to meet the requirement. LEAs can instead partner with Head Start, CSPP, ASES, or other community-based child care programs to fund and provide the additional extended learning and care hours needed to reach nine hours. (*EC Section 46120*). This would allow the LEA to use ELO-P funds to provide additional service hours or services for additional children.

Creating Joint or Aligned Plans

LEAs are permitted to partner in creating a joint UPK Plan and may submit the same plan for multiple LEAs. Small and rural LEAs serving similar communities, especially those with low TK or kindergarten average daily attendance (ADA), are strongly encouraged to consider creating a joint UPK Plan which includes non-district learning programs serving four-year-old children. LEAs are also encouraged to consider partnering with other nearby LEAs to submit a joint UPK Plan or with their COE to create a single, countywide plan. These joint plans should be developed in conjunction with CSPP, Head Start, other preschool programs, and early learning and care providers.

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Self-Certification

In the data collection survey submitted to the CDE, LEAs must self-certify they developed a plan that was presented for consideration by the governing board or body at a public meeting on or before June 30, 2022, for how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Compass Charter Schools	J.J. Lewis, Superintendent & CEO	jlewis@compasscharter.org	855-937-4227

1. Please complete the following table:

2. Did the LEA develop a joint plan with multiple LEAs (for example, multiple small and rural LEAs serving similar communities or countywide plans developed with support of the COE for all LEAs in the county)?

a. Yes

b. No

3. If the LEA answered Yes to Question 2, what other LEAs are part of this joint plan?

N/A

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Projected Enrollment and Needs Assessment

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What do existing data sources indicate about parental needs and preferences related to early learning and care programs for three- and four-year-old children in the LEAs attendance area? (LEAs are encouraged to work with local early learning and care partners such as CSPP, Head Start programs, LPCs, R&Rs, and APPs, and utilize data sources such as LPC Needs Assessment data, Head Start Needs Assessments, and so on)
 - a. Based on our historical data, we see limited interest in non-classroom based programs for four-year-olds and little to no interest in TK at our one learning center. The Orange County Learning Center, which is part of our San Diego charter, has limited room and has historically had few to no TK enrollees. As such, we are focusing on our nonclassroom-based TK program, which has generated more interest and has fairly steady enrollment. We are not currently partnering with any organization, and our family of charter schools serve 18 counties, so a comprehensive needs assessment is not feasible at this time.
2. Using the projected TK enrollment for the LEA provided by the CDE, make modifications to the LEA's TK student estimates and make cumulative facilities and staffing estimates needed each year from school year 2022–23 to 2025–26.⁷ Complete the following tables.⁸
 - a. Projections have been made based on current enrollment, expecting flat growth for 2022-23, since we already serve that age group, and 5% growth in subsequent years. No projections were provided by the CDE.

⁷ If the administration of kindergarten will be impacted by the implementation of UPK, (for example, through the use of combination classes), add additional rows to the table and develop estimates for the number of kindergarten students, classrooms, teachers, and teacher's assistants will be needed, in addition to those estimates that are required for reporting to CDE.

⁸ See the implementation schedule above for changes in teacher/adult ratios over the implementation period.

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Table: Projected Student Enrollment

Type of Student	2019–20	Current (TK-eligible children turn five between September 2 and December 2, inclusive)	2022–23 (TK-eligible children turn five between September 2 and February 2, inclusive)	2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive) ⁴	2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK-eligible children turn four by September 1)
TK Students	116 2020-21 =84	79	79	83	87	91
CSPP (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A

Table: Facilities Estimates (Cumulative)

Type of Facility	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK Classrooms	1	1	0	0	0	0
CSPP Classrooms	N/A	N/A	N/A	N/A	N/A	N/A
Head Start or Other Early Learning and Care Classrooms	N/A	N/A	N/A	N/A	N/A	N/A

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Table: Staffing Estimates (Cumulative)

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK	N/A*	N/A*	7	8	9	10
TK Teacher's Assistants	N/A	N/A	N/A	N/A	N/A	N/A
CSPP (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A
Other CSPP Classroom Staff (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A
Early Education District-level staffing (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A

*TK scholars were being served as part of TK-12 personalized learning rosters, so were spread among multiple staff members - there were no dedicated TK staff.

- As part of the ELO-P requirements, *EC* Section 8281.5 requires LEAs to offer or partner in offering in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

Consider your estimated number of TK students. Estimate the number of TK students that will utilize extended learning and care services in addition to the TK instructional minutes. Then, working with local early learning and care and expanded learning partners, estimate the number of slots available for TK students in the following programs: **N/A**

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Table: Projected Number of TK Students Utilizing Extended Learning and Care

2019–20	Current	2022–23	2023–24	2024–25	2025–26
0	0	0	0	0	0

Table: Projected Number of Slots Available for TK Students

Slot Type	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP	N/A	N/A	N/A	N/A	N/A	N/A]
Head Start	N/A	N/A	N/A	N/A	N/A	N/A]
ASES Program/ELO-P	N/A	N/A	N/A	N/A	N/A	N/A]

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

There are no required questions in this section.

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Focus Area A: Vision and Coherence

In order to provide equity of access for all students and their families, it is vital for the LEA, in partnership with early learning and care programs, to develop a coherent educational system that begins with UPK, includes access to TK and other options for all four-year-old children, and provides nine hours of programming per day through a combination of instructional time and extended learning and care opportunities for those families who choose this option.

In planning for UPK, consider how the LEA's administrative structure will support school leadership in building connections between them and expanded learning programs as well as early learning and care programs (CSPP, Head Start, other subsidized or privately administered preschool and child care programs) to provide UPK programming and before school and after-school, intersession, and summer learning and care.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What is the LEA's vision for UPK?

Compass Charter Schools' Universal Pre-Kindergarten (UPK) Program vision is to build an expanded program off of our current TK program that offers a quality personalized learning program for young scholars to embark on their educational journey. With support and guidance from our supervising teachers, scholars will become life-long learners and prepared to take responsibility for their future success. Our collaborative virtual learning community provides resources for scholars to thrive academically, socially, and emotionally. Our vision is to offer personalized learning choices for families for UPK so their children's individual needs are met.

2. In addition to TK, what service delivery models will be integrated to offer UPK programming, including the nine hours of total extended learning and care programming around the TK instructional time for families that opt in? In developing this component of the plan, LEAs should include partners such as CSPP, Head Start, and other early learning and care providers to ensure local services and funding are maximized and coordinated in response to parental needs and choice.

Since our offerings are completely personalized, our teachers and staff will be working with the families to develop a school day customized to meet that family's needs. Aside from the core academics and holistic support, additional materials, resources, enrichment activities, field trips, and other engagement programming/experiences are part of the personalized learning plan. We have a long list of providers with whom we

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have contracted after rigorous vetting. However, as we are nonclassroom-based charter schools, we do not participate in ELO-P.

3. Describe the planned administrative structure that will support and monitor the UPK program and facilitate connections with the ELO-P as well as non-LEA-administered early learning and care programs that will support the extended learning components of UPK.

Our supervising teachers will create personalized learning plans with each family. The supervising teachers will meet regularly with each family to assign and grade a body of work. The supervising teachers are overseen by program coordinators in our structure. Planned oversight includes monitoring of the program by our program coordinators. The coordinators are overseen by a director, who reports directly to the Assistant Superintendent & Chief Academic Officer. Our other directors will collaborate with those program directors and coordinators to ensure that additional support is provided as needed (ex: professional growth after identifying any needs/gaps; developing additional engagement activities; assessments; supplemental resources; etc.)

4. Identify and assign each individual that will be responsible for key functions pertaining to implementing UPK (for example, academic or educational services, early childhood, facilities, human resources and labor, special education, English learner or multilingual programs, partnerships, including early learning and care and ELO-P, assessment and data collection, professional learning, workforce recruitment and preparation support, or others).

The UPK program at Compass will consist of supervising teachers (STs) in a 12:1 student to teacher ratio the first year, and 10:1 for successive years. These teachers are responsible for direct instruction, creating a personalized learning plan, curriculum implementation, grading, scholar engagement, and attendance. Program coordinators will oversee the STs to provide teachers with coaching, mentoring, professional learning, and training opportunities (under the supervision of our program directors, and resources from the staff support team, and Human Resource Department); a team of staff, coordinators, and directors will support the program through data analysis (our Data and Assessment Department) and a focus on equity for special and underrepresented populations. The Chief Academic Officer oversees the entire Academic Services Division, including UPK. The Chief People Officer will oversee workforce recruitment, preparation, and retention of UPK teachers.

5. Identify how UPK leadership will be integrated in the decision-making process at the executive or cabinet level.

The Coordinators observe and meet with the STs on a regular basis. The Directors meet regularly with the coordinators to gather current feedback and information regarding upcoming decisions. The Directors meet regularly with and communicate with

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the Assistant Superintendent & Chief Academic Officer, who is a member of the Cabinet and meets regularly with the Superintendent & CEO, to ensure decisions are scholar-focused and based on teacher and family input, as well as data. Compass also has advisory committees who work directly with the administration, so there is collaboration on decisions that impact staff and scholars. Input from our Parent Advisory Council is shared with the Superintendent and disseminated to the administration to help drive decision-making and oversight. Reports are shared regularly with the Board of Directors and discussed at Board meetings.

6. Describe how the LEA's proposed UPK model will be integrated with the district's LCAP.

Compass Charter Schools has identified four (4) goals to support positive scholar outcomes that address state and local priorities. These goals include:

Goal 1: Increase scholar academic achievement in core academic subjects.

Goal 2: Increase scholar and parent engagement/involvement.

Goal 3: Increase college and career readiness for scholars.

Goal 4: Ensure that at promise scholars are making progress towards earning a high school diploma.

Since we already offer TK, Compass will continue to expand on the current program in terms of our LCAP outcomes, especially within Goal 1 and Goal 2.

Compass' LCAP goals and associated actions ensure equitable support for all scholars, including those in UPK. By maintaining ample standards-aligned curricula and resources, teachers will support academic achievement in core subjects. Furthermore, all scholars will be supported through Compass' Multi-Tier System of Supports (MTSS), with a focus on Positive Behavior Interventions and Supports (PBIS) and Social Emotional Learning (SEL). All staff will have access to professional learning through conferences and workshops, specifically focused on the academic, social, and emotional needs of TK scholars. Leadership will continuously monitor and evaluate our scholar populations and research and pilot additional ways to support scholar learning.

To increase scholar and parent engagement/involvement, Compass will offer a Learning Coach Academy program that covers support topics of interest for learning coaches. Compass will also provide a variety of extracurricular and enrichment activities to include community service opportunities, field trips, virtual scholar workshops, and scholar-led clubs.

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7. Describe how the LEA plans to ensure the inclusion of students with disabilities in UPK classrooms and who will be involved in the process.

Compass firmly believes in supporting the least restrictive environment for all scholars and a full inclusion model. Scholars with disabilities, including those with an IEP or 504, will be included in the general education setting with support through accommodations and/or modifications, depending on their IEP or 504 plan. Supervising teachers will participate in professional learning and training on the topic of supporting scholars with special needs, with a focus on full-inclusion in a virtual education setting. Progress monitoring check-ins will occur throughout the year between the special education case manager, parent, supervising teacher, and counselor (if applicable).

8. Describe how the LEA plans to support sites in building connections between them and ELO-P, as well as early learning and care partners.

N/A

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Which of the following model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning?
 - a. TK offered at all sites
 - b. TK offered at some sites
 - c. TK stand-alone classes** TK only; non-classroom based
 - d. TK and kindergarten combination classes
 - e. CSPP and TK combination classes (CSPP funding and ADA funding)
 - f. Locally-funded preschool and TK combination classes
 - g. CSPP stand-alone classes
 - h. Head Start stand-alone classes
 - i. Other [describe, open response]

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2. Does the LEA plan to implement full-day TK, part-day TK, or both?⁹ [select one]

a. Full Day TK

b. Part Day TK

c. Both

3. Describe how the model(s) of service delivery selected in the preceding two questions will be implemented across the LEA's sites and why.

Since we are nonclassroom-based, we can easily provide virtual service delivery across all three of our schools and have programming, resources, and supports available for full day TK. Services will be delivered via Zoom or other video conferencing platform; physical materials will be shipped to families; live synchronous instruction will be made available daily; and additional online supplemental resources will be accessible.

4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract?

a. Yes - the LEA applied to expand its existing CSPP contract in 2022–23

b. Yes - the LEA applied for a new CSPP contract in 2022–23

c. Yes - the LEA will apply to expand its existing CSPP contract in future years (if funding is appropriated by the legislature)

d. Yes - the LEA plans to apply to administer a CSPP contract in future years (if funding is appropriated by the legislature)

e. No - the LEA has no plans to begin or expand a CSPP contract in future years

f. No - the LEA plans to relinquish or reduce CSPP services in future years

5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? **N/A**

⁹ The minimum length of instructional time that must be offered to constitute a school day is 180 minutes (*EC* sections 46117 and 46201). By statute, the maximum school day in kindergarten is four hours (“part day”) (*EC* Section 46111). However, *EC* Section 8973 allows schools that have adopted an early primary program (extended-day kindergarten or “full day”) to exceed four hours. Furthermore, *EC* Section 48000 states that a TK shall not be construed as a new program or higher-level service. In general, the number of required instructional minutes for TK is 36,000 minutes per year.

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- a. Three-year-old children
 - b. Four-year-old children who will not be enrolled in TK in the current school year
 - c. Four-year-old children who will be enrolled in early admittance TK on their fifth birthday but who are not yet enrolled because their birthday does not fall in the range for which LEAs are fully funded to support TK. (Note: children whose birthdays fall outside of this range can be served in TK at LEA option from the beginning of the school year, but LEAs only generate ADA after the child's fifth birthday.)
 - d. Four-year-old children who are enrolled in TK, including early admittance TK (CSPP would provide extended learning and care in addition to the TK instructional day).
6. Please indicate if the LEA plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation (see implementation timeline above)?
- a. 2022–23 (Birthdays February 3 or after) **Between Feb. 3 and April 2**
 - i. **Yes**
 - ii. No
 - iii. Maybe
 - b. 2023–24 (Birthdays April 3 or after) [select one]
 - i. Yes
 - ii. No
 - iii. **Maybe**
 - c. 2024–25 (Birthdays June 3 or after) [select one]
 - i. Yes
 - ii. No
 - iii. **Maybe**

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Focus Area B: Community Engagement and Partnerships

To successfully implement UPK and create a P–3 continuum, LEAs will need to cultivate relationships and collaborate with both internal and external partners.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions below.

1. How does the LEA's UPK Plan prioritize parental needs and choices?

At Compass Charter Schools, parents/guardians are highly involved in their child's education. As a nonclassroom-based public charter school, parents/guardians are also the learning coaches for their child. Learning coaches have the ability to make choices regarding curriculum, teaching style, learning environment, and scheduling. Parents meet monthly with STs to discuss scholar progress, and STs ensure scholar and parent needs are met. Compass also offers several opportunities for parents/guardians to partner with Compass including a Learning Coach Academy, Parent Advisory Council, and Town Hall meetings with the Superintendent. These opportunities focus on collaboration amongst staff and parents, with a focus on scholar/parent needs and choices. Parents also often request additional providers be added to our provider list, and our Community Providers Department works on vetting those recommendations.

2. How does the LEA plan to meaningfully engage extended learning and care partners in the development of the LEA's UPK Plan?

As a nonclassroom-based LEA, our materials and resources can be accessed during extended hours; many are available 24/7. These resources include, but are not limited to, research and data-backed educational subscriptions, physical manipulatives, video recordings, live synchronous sessions, and field trips. As a nonclassroom-based LEA, we do not participate in ELO-P.

3. What actions does the LEA plan to take to partner with local R&Rs; LPCs; and existing early education, child care, and expanded learning providers within the LEA's attendance boundary to support parents to access services across LEA-administered and non-LEA-administered programs for extended learning and care and other supports?

N/A. We are not partnering due to the scope of the multiple counties we serve and the nonclassroom-based nature of our programs.

4. How does the LEA plan to create or grow partnerships with early learning and care providers serving children with disabilities (including how the LEA plans to

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collaborate with their SELPA to enroll more children with disabilities in inclusive UPK opportunities)?

We currently serve TK scholars with special needs and/or disabilities. We are already members of El Dorado County Charter SELPA, which is a state-wide SELPA. We already have relationships with multiple NPAs across the state. We will continue to serve all children, including those with disabilities.

5. Develop sample program schedules that describe how the requirements of the ELO-P will be met for UPK, including the use of ELO-P funds or other fund sources; how they will be combined with the instructional day to offer a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports); and how they will offer a minimum nine-hour summer or intersession day.

Due to the individualized nature of our program and the fact that we are nonclassroom-based, each child has a personalized learning plan (PLP) that is created in partnership with the learning coach (parent/guardian) and the ST. Every child's schedule will look different.

Required Questions

CDE will be requiring this information be completed and submitted to the CDE after the plan is presented to the governing board.

1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan.
 - a. Parent Teacher Association Meetings
 - b. Family or parent surveys
 - c. English Learner Advisory Committee (ELAC)
 - d. District English Learner Advisory Committee (DELAC)
 - e. Special Education Local Plan Area (SELPA)
 - f. School Site Council
 - g. District Advisory Committee
 - h. LCAP educational partners input sessions**
 - i. Tribal Community input session

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- j. Co-hosting events with community-based organizations (CBOs)
 - k. Hosting meet and greets with the early learning and care community
 - l. LPC Meetings
 - m. Local Quality Counts California (QCC) consortia meetings
 - n. First 5 County Commission meetings
 - o. Community Advisory Committee (CAC)
 - p. Head Start Policy Council meetings
 - q. Collaboration with parent engagement centers (for example, Parent Training and Information Center [PTIC], Community Parent Resource Center [CPRC], Family Empowerment Centers [FEC])
 - r. Other [describe, open response] Parent Advisory Committee**
2. Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care.
- a. Expanded learning programs on an LEA site (ASES, 21st Century Community Learning Centers [21st CCLC], ELO-P)
 - b. Expanded learning programs at a CBO site (ASES, 21st CCLC, ELO-P)
 - c. CSPP (on an LEA site)
 - d. CSPP (at a CBO site)
 - e. LEA- or locally-funded preschool
 - f. Head Start
 - g. LEA preschool funded with Title I of the Every Student Succeeds Act funds
 - h. Other CBO preschool
 - i. State subsidized child care (not including CSPP)
 - j. Other: N/A**

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Focus Area C: Workforce Recruitment and Professional Learning

Based on the projected enrollment and needs described in Focus Area A, LEAs should create a plan to recruit, train, and support the new TK, preschool, early learning and care, and expanded learning staff needed to support full-day early education options for all children the year before kindergarten.

(Note: All LEAs will need to plan for workforce development considerations as part of this planning work. There is a separate \$100 million allocation for the Prekindergarten Planning and Implementation Grant – Competitive, also known as the Early Education Teacher Development Grant, that will be competitively awarded and is not part of this planning template.)

EC Section 48000(g)(4) specifies that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2023, one of the following:

- a. At least 24 units in early childhood education, or childhood development, or both.
- b. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in subparagraph (a).
- c. A Child Development Teacher Permit issued by the CTC.

EC Section 8295 specifies that teachers in CSPP shall either possess a permit issued by the CTC authorizing service in the care, development, and instruction of children in a child care and development program; or meet the following criteria:

- a. Possess a current credential issued by the CTC authorizing teaching service in elementary school or a single subject credential in home economics; and
- b. Possess twelve units in early childhood education or child development, or both, or two years' experience in early childhood education or a child care and development program.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions below.

1. How does the LEA plan to recruit the educators needed to implement its UPK Plan (including CSPP teachers, assistant teachers, TK teachers, and TK teachers' instructional aides and assistants)?

We will first recruit from within our organization and offer the opportunity to experienced current employees who meet the specifications and have recent and relevant teaching experience at the TK level. Then, we intend to advertise any available positions via

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Edjoin, as well as reach out to universities for candidates who have recently or will be completing their programs through additional job posting boards.

2. How does the LEA plan to partner with CSPP, Head Start, and other early learning and care providers to offer joint professional learning opportunities?

We will access professional learning opportunities from the Los Angeles County Office of Education, San Diego County Office of Education, and Yolo County Office of Education.

3. What is the LEA's planned strategy for providing professional learning for educators across the LEA's P–3 continuum? Plans might include the following:
 - a. Who will receive this professional learning?
 - i. **By role: teachers, administrators, and coaches (if applicable)**
 - ii. **By grade: TK staff**
 - b. What content will professional learning opportunities cover?

Professional learning opportunities will cover most or all of the following topics:

- i. Effective adult-child interactions
- ii. Children's literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- iii. Children's developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- iv. Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- v. Implicit bias and culturally- and linguistically-responsive practice
- vi. Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice
- vii. Curriculum selection and implementation
- viii. Creating developmentally-informed environments

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- ix. Administration and use of child assessments to inform instruction
 - x. Support for multilingual learners, including home language development and strategies for a bilingual classroom
 - xi. Serving children with disabilities in inclusive settings, including Universal Design for Learning
 - xii. Engaging culturally- and linguistically-diverse families
- c. How will professional learning be delivered?

Professional learning will be delivered via multiple methods, up to and including:

- i. Coaching and mentoring
 - ii. Classroom observations and demonstration lessons with colleagues
 - iii. Workshops with external professional development providers
 - iv. Professional conferences
 - v. Webinars
 - vi. Internally-delivered professional learning workshops and trainings
4. How does the LEA plan to facilitate the development of a district early education leadership team (across grade levels and departments) and promote site-based horizontal and vertical articulation (P–3) teams to support student transitions, share strategies, and collaboratively monitor student progress?

We will have a coordinator(s) who will directly oversee the TK supervising teachers across our programs to ensure horizontal alignment. Additionally, those coordinators will meet regularly with coordinators overseeing other grade spans for vertical alignment. During those meetings, support for scholar transitions, appropriate strategies, and collaboration for monitoring student progress will be discussed. As the program progresses, we will evaluate the benefits of putting them together onto one team with one coordinator versus having them on different multi-grade level teams with several coordinators.

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Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential?
 - a. Partner with one or more local Institutions of higher education (IHEs) or the COE to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential
 - b. Apply for a California Classified School Employee Teacher Credentialing Program grant (<https://www.ctc.ca.gov/educator-prep/grant-funded-programs/Classified-Sch-Emp-Teacher-Cred-Prog>) on your own, with your COE, as part of a new collaborative, or by joining an existing Classified grant program to recruit teachers
 - c. Apply for a California Teacher Residency Grant Program (<https://www.ctc.ca.gov/educator-prep/grant-funded-programs/teacher-residency-grant-program>) on your own, as part of a new collaborative, or by joining an existing Teacher Residency Grant Program to recruit and prepare individuals with a bachelor's degree who want to become teachers in your LEA
 - d. Join an existing intern preparation program to recruit and prepare teachers for your LEA
 - e. Join an existing apprenticeship cohort program to recruit and prepare teachers for your LEA
 - f. Establish a relationship with other local LEAs to establish pathways for high school students interested in a career in CSPP or in P–3 teaching through clubs, registered apprenticeships, or other such early recruitment opportunities
 - g. Partner with the California Center on Careers to contact registrants who might be interested in becoming teachers for your LEA
 - h. Provide information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services

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- i. Apply for workforce development funding and competitive grant opportunities from the CDE
 - j. Provide a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential
 - k. Provide advising on credential requirements and options for how to meet these requirements**
 - l. Collaborate with IHEs to offer unit-bearing coursework at a local LEA site during times that work for teachers and other interested staff members [list IHEs, open response]
 - m. Partner with a local IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential
 - n. Partner with a COE to provide other services to candidates seeking to earn a multiple subject credential**
 - o. Other [describe, open response] the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators and also regularly creates an eligibility pool via posting on Edjoin and other job boards.**
 - p. None of the above, the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators
2. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under *EC* Section 48000(g)(4)?
- a. Partner with a local IHE offering eligible early childhood education or childhood development coursework
 - b. Partner with an IHE or COE to operate cohort models for LEA teachers earning 24 units
 - c. Provide information on scholarship and grant opportunities
 - d. Apply for workforce development funding and grant opportunities
 - e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
 - f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit**

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- g. Provide advising on requirements and how to meet the requirements
 - h. Offer unit-bearing IHE coursework at a local LEA site during times that work for teachers
 - i. Develop or work with an established mentorship program to support new TK teachers
 - j. Other [describe, open response] the LEA currently has enough Multiple Subject Teaching Credential holders who have at least 24 units in early childhood education, or childhood development, or both; professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described in subparagraph; when necessary, we establish an eligibility pool and advertise via edjoin and other job boards.**
 - k. None of the above; the LEA currently has enough Multiple Subject Teaching Credential holders who have at least 24 units in early childhood education, or childhood development, or both; professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described in subparagraph (a); or a Child Development Teacher Permit issued by the CTC
3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective **CSPP** teachers, including multilingual educators, to obtain a Child Development Teacher Permit
- a. Partner with a local IHE offering eligible early childhood education or childhood development coursework
 - b. Partner with an IHE or COE to operate cohort models for educators working towards a Child Development Teacher Permit
 - c. Provide information on scholarship and grant opportunities
 - d. Apply for workforce development funding and grant opportunities
 - e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
 - f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
 - g. Provide advising on requirements and planning for how to meet the Child Development Teacher Permit requirements

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- h. Offer unit-bearing coursework at a local district site during times that work for teachers
 - i. Other [describe, open response]
 - j. None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit**
4. On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year?
- a. Ages & Stages Questionnaire (ASQ)
 - b. BRIGANCE Early Childhood Screen
 - c. Desired Results Developmental Profile (DRDP)
 - d. Developmental Reading Assessment (DRA)
 - e. LEA-based, grade level benchmarks and a report card**
 - f. Teaching Strategies GOLD (TS GOLD)
 - g. Work Sampling System (WSS)
 - h. Other [describe, open response]
 - i. The LEA does not plan to offer professional learning on child observational assessments
5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals?
- a. Effective adult-child interactions
 - b. Children’s literacy and language development (aligned with the Preschool Learning Foundations and Frameworks)
 - c. Children’s developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
 - d. Children’s social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)**

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- e. Implicit bias and culturally- and linguistically-responsive practice
- f. ACEs and trauma- and healing-informed practice
- g. Curriculum selection and implementation
- h. Creating developmentally-informed environments
- i. Administration and use of child assessments to inform instruction
- j. Support for multilingual learners, including home language development and strategies for a bilingual classroom
- k. Serving children with disabilities in inclusive settings, including Universal Design for Learning
- l. Engaging culturally- and linguistically-diverse families
- m. Other [describe, open response]
- n. Site leaders and principals will not be offered professional learning on early childhood education

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Focus Area D: Curriculum, Instruction, and Assessment

It is critical for each LEA and preschool program partner to plan for how they will develop or select curriculum or curricula that are developmentally-informed and aligned with the strengths of all students, including multilingual students and students with disabilities, as well as how they will ensure curricula are implemented with fidelity to support intentional, quality instruction for all students. LEAs and preschool program partners should consider how they will provide coherent, culturally- and linguistically-responsive UPK curriculum or curricula anchored in the *California Preschool Learning Foundations* (<https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>) and the *California Preschool Curriculum Frameworks* (<https://www.cde.ca.gov/sp/cd/re/psframework.asp>) to support the development of skills across the domains outlined in those documents.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. Describe how the LEA will develop or select a curriculum for UPK classrooms that aligns with the *California Preschool Learning Foundations* and *California Preschool Curriculum Frameworks*.

As a nonclassroom-based personalized learning public charter school, there will be choices for curriculum. We offer online programs, where the curriculum is adapted from current online curricula to align with *California Preschool Learning Foundations* and *California Preschool Curriculum Frameworks*. The content will be customized to ensure full alignment. However, most of our families opt for a more personalized approach and will be provided with a list of recommended curricular options from approved providers, with alternatives requiring teacher approval. This list will be developed by reviewing the scope and sequence of various curriculum options from a wide range of publishers and compared to the standards for UPK learning. We will utilize “I Can Statements for TK,” developed by Compass’s credentialed teachers and based off of the *California Preschool Learning Foundations*, to ensure curriculum aligns with key standards for learning and development.

2. Describe the intended timeline for curriculum implementation, including steps for piloting and gathering input from UPK teachers, and a process for ensuring curriculum fidelity.

As a nonclassroom-based personalized learning public charter school, families have a choice of what curriculum they select, under the guidance of a supervising teacher. A family can choose an alternative curriculum if the teacher ensures it aligns with the *California Preschool Learning Foundations* and *California Preschool Curriculum Frameworks*. A personalized learning plan will be developed for each scholar before the

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start of school, or during the first week of school if the family is not reachable prior to school starting (or upon enrollment and assignment to a supervising teacher for late enrollees), to track and grade assigned curriculum standards covered throughout the year. Teachers will meet with families monthly to discuss curriculum progress and help fill in any gaps of learning.

We are already working on various curricular and program options. We curated a list of suggested curricula and currently utilized curricula (we already serve TK) that will continue to be developed in collaboration with TK-5 teachers and administrators, taking into account ongoing feedback from families currently using TK curricula, before August 2022. We also have a web-based core curriculum that is being further developed based on the *California Preschool Learning Foundations* and *California Preschool Curriculum Frameworks*. This is being developed collaboratively by TK-5 teachers and administrators, will integrate feedback shared by current TK teachers and families, and will be completed by August 2022.

For live synchronous instruction, lessons will be developed by the UPK team, with support from administration and our staff support team, utilizing a scope and sequence of topics to cover throughout the year. The lesson/unit cadence will be developed in August 2022 in preparation for the first week of school starting August 31st, with updates and changes made as necessary. Lesson content will be reviewed throughout the year to ensure alignment with the *California Preschool Learning Foundations* and *California Preschool Curriculum Frameworks*.

The TK teachers will meet regularly to collaborate with each other, review data and research, and discuss feedback from monthly meetings with families. The supervising administrators, as well as our Staff Support Department, will also provide support, research, and data.

3. What actions does the LEA plan to take to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students?

During live synchronous instruction, teachers will ensure a positive learning environment by utilizing as many of the the following practices as possible:

- Welcome each scholar by name and ask for a verbal or visual response (“hello”, wave, thumbs up, etc)
- Teach scholars new procedures, one step at a time
- Model preferred behaviors
- Practice correct behaviors and procedures
- Use visual cues and nonverbal communication as well as verbal communication

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- Front-load needed supplies so parents/scholars can gather everything at the start
- Utilize sounds and songs for transitions
- Celebrate scholar achievements
- Redirect scholars to correct behaviors
- Communicate with parents
- Provide translations of important communications to families so they can participate in the classroom
- Ensure IEP and 504 accommodations are implemented
- Promote heterogeneous grouping
- Integrate SEL strategies into lessons
- Integrate DEI strategies into lessons

Teachers will participate in ongoing collaboration to discuss best practices for classroom organization and management strategies, specific to the diverse needs of their scholars. Professional learning and training opportunities will also be provided on the topic of ensuring a positive learning environment for a diverse population of UPK scholars.

To promote positive learning experiences in the home-learning environment, teachers will provide ideas and support to learning coaches during monthly connection meetings. Learning coaches will also have the opportunity to participate in Learning Coach Academy, where they can learn ways to support their child's education at home.

4. Describe how classroom practices for UPK (TK and other preschool programs the LEA operates or has on site) will be integrated and aligned.

UPK teachers will collaborate to develop and utilize, during live synchronous instruction, shared lesson plans to ensure they are aligned and reflective of the *California Preschool Learning Foundations* and *California Preschool Curriculum Frameworks*. Teachers will observe each other's teaching to ensure classroom practices are integrated and consistent amongst classes. Teachers will collaborate to establish classroom best practices to be followed in all UPK classes. The UPK team will meet throughout the year to discuss classroom practices in terms of what has been successful and what needs to be adjusted to meet the diverse needs of their scholars. Ongoing research and training will inform practices. UPK teachers will also meet with teachers of other grade levels to ensure vertical alignment.

5. What instructional practices does the LEA plan to implement to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models, implementing social-emotional strategies such as the Pyramid Model)?

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In order to support children with disabilities in UPK, general education teachers will work collaboratively with special education case managers. General education teachers will focus on providing accommodations in the virtual classroom to ensure equitable access to learning for all scholars. A focus on social-emotional strategies will be integrated into lessons in order to maintain a growth mindset in the virtual classroom. Adaptations and supplementary instructional materials will also be provided to help meet the diverse needs of scholars. Special education case managers will support children with Individualized Education Plans (IEPs) through Specialized Academic Instruction (SAI) to work towards meeting these scholars' academic goals. Teachers and scholars will also have access to social emotional learning (SEL) programs and workshops to use with their scholars. Compass will use a full inclusion model. Additionally, a group of Compass staff members are being trained on Universal Design for Learning (UDL) and those practices will be shared with the TK team members.

6. What instructional practices does the LEA plan to implement to support the language and overall development of multilingual learners?

In order to support the language and overall development of multilingual learners, teachers will utilize a variety of instructional practices including:

- Visual and auditory cues and signals; nonverbal cues
- Integration of specially designed academic instruction in English (SDAIE) strategies into live synchronous instruction
- Predictable procedures
- Slow-paced speech and the use of gestures
- Opportunities for interaction, with longer wait time
- Culturally responsive teaching making a connection with each student
- Differentiated learning using multiple modalities
- Teacher consultation with the Compass English Language (EL) Support Coordinator
- Parent information meetings by the EL Coordinator
- Direct support sessions by EL tutors, as appropriate
- Access to language development resources

7. How does the LEA plan to assess dual language learners (DLLs) in areas other than English language acquisition? **N/A**

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

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1. Does the LEA plan to provide any of the following language model(s) for TK students?
 - a. Dual language program with a language allotment¹⁰ of 50/50 [open response for language offered]
 - b. Dual language program with a language allotment of 90/10 [open response for language offered]
 - c. Dual language program with a language allotment of 80/20 [open response for language offered]
 - d. Dual language program with a language allotment of 70/30 [open response for language offered]
 - e. English-only instruction with home-language support
 - f. None
 - g. Other: Language Acquisition Program: Structured English Immersion (SEI) program option (EC Section 305[a][2]).**

2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students?
 - a. Dual language program with a language allotment¹¹ of 50/50 [open response for language offered]
 - b. Dual language program with a language allotment of 90/10 [open response for language offered]
 - c. Dual language program with a language allotment of 80/20 [open response for language offered]
 - d. Dual language program with a language allotment of 70/30 [open response for language offered]
 - e. English-only instruction with home-language support

¹⁰ The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50% of instructional time is spent on each language).

¹¹ The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50% of instructional time is spent on each language).

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- f. **None N/A**
 - g. Other [describe, open response]
3. Identify methods the LEA plans to use to support the development of social-emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas.
- a. Provide training for staff on the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model
 - b. Implement the CSEFEL Pyramid Model in the classroom
 - c. **Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, use students' pictures or words in daily routines, feelings charts)**
 - d. **Promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings**
 - e. **Use developmental observations to identify children's emerging skills and support their development through daily interactions**
 - f. **Development of lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction**
 - g. **Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills**
 - h. **Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning**
4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming?
- a. **Implement Universal Design for Learning (once pilot program is completed)**
 - b. **Provide adaptations to instructional materials**

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- c. Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models
 - d. Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others
 - e. Provide additional staff to support participation in instruction (if indicated in IEP)**
 - f. Other [open response]
5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]
- a. ASQ
 - b. BRIGANCE Early Childhood Screen
 - c. DRDP
 - d. DRA
 - e. LEA-based grade level benchmarks and a report card
 - f. TS GOLD
 - g. WSS
 - h. Other
 - i. The LEA does not plan to use a common TK assessment
 - j. Unsure: Leaning toward Renaissance Early Literacy to align with our K-12 assessments, but will continue to research others.**

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Focus Area E: LEA Facilities, Services, and Operations

It is critical to ensure that LEA facilities, services, and operations are thoughtfully aligned to support the implementation of UPK and movement towards a P–3 continuum. It is also critical for early education programs currently operating to continue to be a part of California’s mixed-delivery system by creating shared space, blending funding and coordinating service delivery.

For Facilities:

For facilities planning, draw on the Projected Enrollment and Needs Assessment section of this document and the LEA’s Facilities Master Plan. The objectives of this section are to identify the availability of space for UPK, the adequacy of available space to meet the kindergarten facilities standards for meeting the needs of young children, and, if needed, to update the Facilities Master Plan to address any unmet need for developmentally-appropriate space.

Recommended Planning Questions

The CDE recommends districts prioritize these questions as part of their UPK Plan in addition to required questions.

1. What strategies does the LEA plan to employ to integrate younger children and older children on the same campus and ensure safety and appropriate commingling? **N/A**
2. Describe how the LEA plans to address transportation issues resulting from UPK implementation. **N/A**
3. What strategies does the LEA intend to implement to ensure TK students have access to meals and adequate time to eat (for example, adding additional meal services and time in the cafeteria, offering breakfast after the bell [students pick up a breakfast and bring it to the classroom])? (Note: The LEA must continue to comply with all health and safety, state, and federal Child Nutrition Program regulations while implementing meal service) **N/A**

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. To support an overall increase in UPK access, what efforts does the LEA plan to make to prevent the displacement of any early education programs on LEA campuses, including both LEA-administered and non-LEA-administered programs? **N/A We are nonclassroom-based**

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2. Does the LEA have adequate classroom space to meet the Projected Enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of this document, for the respective implementation year?

a. N/A We are nonclassroom-based

b. Yes

c. No

- i. If no, how many more classrooms does the LEA need? [identify number, open response]
- ii. If no, how might the LEA provide classrooms in the timeframe needed? [describe, open response]

3. Does the space meet the kindergarten standards described in *California Code of Regulations*, Title 5, Section 14030(h)(2)?

a. N/A We are nonclassroom-based

b. Yes

c. No

- i. If no, what modifications need to be made? What resources are needed to make them? (See Facilities Grant Program Funding at <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding>) [describe, open response]

4. Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment?

a. N/A We are nonclassroom-based; if required by an IEP, appropriate items would be sent to the child's home

b. Yes

c. No

- i. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]

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5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming?
 - a. **N/A We are nonclassroom-based**
 - b. Yes
 - c. No
 - i. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming? [describe, open response]

6. In which of the following areas does the LEA intend to make updates to facilities?
 - a. Turfed area
 - b. Paved area
 - c. Apparatus area
 - d. Land required for buildings and grounds
 - e. Total square feet required
 - f. **None of the above**

7. What transportation will the LEA offer to children enrolled in TK?
 - a. Transportation to and from the TK program
 - b. Transportation from the TK program to an extended learning and care opportunity on another LEA site
 - c. Transportation from the TK program to an extended learning and care opportunity on a non-LEA site (for example, a CBO that operates a preschool program)
 - d. **No transportation will be provided; N/A We are nonclassroom-based**

8. Will the LEA offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled at for TK? **No transportation will be provided; N/A We are nonclassroom-based**

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Technical Assistance Questions (Optional)

The CDE is collecting information on the type(s) and topics of technical assistance that LEAs need to support implementation of a robust UPK Plan and effective UPK program. This information will be used to leverage existing resources and inform future technical assistance opportunities provided by CDE partners, including COEs, to help ensure that the needs of LEAs are met.

The following questions are optional. However, unlike the recommended questions included in Focus Areas A through E, the CDE will be collecting any information that LEAs wish to provide in response to these questions via the survey that the CDE administers to collect the required data questions above.

1. What technical assistance would be most helpful related to projecting enrollment and assessing needs? [select all that apply]
 - a. Support for parent surveys to gauge interest in service delivery models
 - b. Data analysis capacity building to support staff to refine enrollment projections based on community context
 - c. Information on program eligibility requirements to project enrollment across programs

2. What technical assistance would be most helpful related to the elements included in Focus Area A: Vision and Coherence? [select all that apply]
 - a. Adjusting classroom practices to support the district's UPK model (for example, mixed-age classrooms)
 - b. Creating inclusive classrooms, including implementing Universal Design for Learning
 - c. Templates or framework for drafting a P–3 vision that partners and parents support
 - d. Models for administrative structures that support effective UPK programs and facilitate connections with the ELO-P and non-LEA-administered early learning and care programs
 - e. Support for developing and applying to administer a CSPP contract
 - f. Technical assistance on how to integrate UPK and P–3 in the district LCAP

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- g. Guidance on best practices for smooth transitions through the P–3 continuum
 - h. Considerations for TK early admittance
3. What technical assistance would be most helpful related to the elements included in Focus Area B: Community Engagement and Partnerships? [select all that apply]
- a. Support for parent surveys and engagement activities to understand parent needs and support authentic choice
 - b. Support for community engagement activities including best practices for coordination with LPCs, Local QCC Consortia, First 5 County Commissions, Head Start Policy Councils and other early learning and care leadership tables
 - c. Guidance on best practices for enrolling more children with disabilities in UPK classrooms and providing services in inclusive settings
 - d. Strategies for meeting the ELO-P requirements through different models of extended learning and care, including models of blending and layering funding to support the nine-hour day and ensuring developmentally-informed environments for young children
 - e. Increasing UPK enrollment and parent awareness of programs
4. What technical assistance would be most helpful related to the elements included in Focus Area C: Workforce Recruitment and Professional Learning? [select all that apply]
- a. Additional guidance on UPK workforce requirements (TK, CSPP, and other early learning and care providers)
 - b. Creating joint professional learning opportunities for preschool and elementary school teachers within LEAs or across LEA- and CBO-administered programs
 - c. Strategies to support the teacher pipeline, including, but not limited to, recruiting multilingual educators, cohort models, apprenticeships, or residency programs
 - d. Identifying the content, type, and frequency of professional learning opportunities given the needs of the community and the LEA's P–3 vision

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- e. Creating professional learning opportunities to provide site leaders with more early childhood knowledge
 - f. Building partnerships with IHEs or COEs to support professional learning opportunities and degree attainment
 - g. Support for communications to recruit prospective educators and share grant and scholarship opportunities to support degree attainment
5. What technical assistance would be most helpful related to support for professional learning opportunities on specific topics? [select all that apply]
- a. Effective adult-child interactions
 - b. Children's literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
 - c. Children's math and science development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
 - d. Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
 - e. Implicit bias and culturally- and linguistically-responsive practice
 - f. Trauma- and healing-informed practice
 - g. Curriculum selection and implementation
 - h. Creating developmentally-informed environments
 - i. Administration and use of child assessments to inform instruction
 - j. Support for multilingual learners, including home language development and strategies for a bilingual classroom
 - k. Serving children with disabilities in inclusive settings, including Universal Design for Learning
 - l. Engaging culturally- and linguistically-diverse families
6. What technical assistance would be most helpful related to support for specific professional learning delivery mechanisms? [select all that apply]

Universal Prekindergarten Planning and Implementation Grant Program - Planning Template

- a. Coaching and mentoring
 - b. Classroom observations and demonstration lessons with colleagues
 - c. Workshops with external professional development providers
 - d. Internally-delivered professional learning workshops and trainings
 - e. Operating an induction program
7. What technical assistance would be most helpful related to the elements included in Focus Area D: Curriculum, Instruction, and Assessment [select all that apply]
- a. Guidance on how to adopt the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks* into a specific UPK setting (for example, mixed-age classrooms)
 - b. Guidance on the selection, development, or integration of developmentally-informed curricula and aligning curricula across the early grades
 - c. Guidance and best practices on how to monitor and support curriculum fidelity in UPK settings
 - d. Guidance on how to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students
 - e. Guidance on instructional practices to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models, and implementing social-emotional strategies such as the Pyramid Model) and partnerships with early learning and care providers to support services for children with disabilities
 - f. Specific instructional strategies to support specific skills including, but not limited to, children's social-emotional development and home language development
 - g. Guidance on appropriate assessment selection and utilization
 - h. Guidance on creating dual language immersion or bilingual programs
8. What technical assistance would be most helpful related to implementing hands-on, interactive, and developmentally-informed early education experiences for UPK students? [select all that apply]

Universal Prekindergarten Planning and Implementation Grant Program - Planning Template

- a. Using manipulatives to develop fine motor skills
 - b. Incorporating a balanced approach to teaching and learning that includes both child-initiated and teacher-guided activities
 - c. Facilitating the development of critical thinking skills through the inquiry process (for example, the scientific method) to enhance children's learning experiences
 - d. Using differentiated groups that include individual, small, and large group experiences
 - e. Considering the structure of the daily routine to enhance individual and group learning experiences
 - f. Encouraging purposeful play, choice, social interactions, and collaboration
 - g. Creating time and space for children to develop gross motor skills inside the classroom and in the outdoor environment
 - h. Using child development knowledge to guide instructional approaches
 - i. Providing language- and literacy-rich environments
 - j. Intentional planning of developmentally-informed practices and curriculum to meet the individual needs of children in combination classrooms
 - k. Facilitating development and exploration through art
 - l. Incorporating inclusive practices
 - m. Supporting students' home language and English language development
 - n. Incorporating materials and manipulatives that are culturally representative of the children served to support dramatic play that inspires engagement, communication, and understanding of diversity
 - o. Universal Design for Learning
 - p. Integrated English language development
9. What technical assistance would be most helpful related to the elements included in Focus Area E: LEA Facilities, Services, and Operations? [select all that apply]
- a. Guidance on how to modify an elementary school classroom to serve young children

Universal Prekindergarten Planning and Implementation Grant Program - Planning Template

- b. Strategies to address transportation issues related to UPK access and enrollment
- c. Guidance to support strategies that ensure TK students have access to meals and adequate time to eat
- d. Making modifications to district data systems to support access to UPK assessment data and other relevant information across community and elementary school settings
- e. Best practices for preventing displacement of early learning education programs operated by non-LEA administrators on LEA campuses and transitioning programs to serve younger children

Universal Prekindergarten Planning and Implementation Grant Program - Planning Template

Appendix I - Definitions

The following definitions are critical for UPK planning efforts. Additional terms and definitions can be found in the Guidance Document:

- **Preschool through Third Grade (P–3):** P–3 is a continuum of learning from preschool through third grade that can be supported by intentional practices at the classroom, school, and leadership levels that align curricula, assessment, and professional learning opportunities to ensure instruction builds on the knowledge and skills that children acquire as they transition across grades and settings.
- **Universal prekindergarten (UPK):** UPK refers to universal TK as well as the expanded CSPP, Head Start, and early childhood special education services that families can choose from to create rich early learning opportunities for all three- and four-year-old children during the year or two years before kindergarten. In high-needs neighborhoods, the CDE strongly encourages LEAs to consider pairing TK programs with access to Head Start and CSPP for age- and income-eligible three- and four-year-old children to further bolster program quality, either through the LEA’s own Head Start or CSPP program or via a contract partnership with a CBO that administers a Head Start or CSPP.
- **Transitional kindergarten (TK):** TK means the first year of a two-year kindergarten program, serving four-year-old children regardless of income that uses a modified kindergarten curriculum that is age- and developmentally-appropriate (*EC* Section 48000 [d]).
- **Universal transitional kindergarten (UTK):** UTK refers to the expansion of TK by 2025–26 to serve all four-year-old children by September 1 of each year, regardless of income, providing a year of rich learning opportunities the year before kindergarten that families can choose from as part of California’s public education system.
- **California State Preschool Program (CSPP):** CSPP is the largest state-funded preschool program in the nation. CSPP includes both part-day and full-day services to eligible three- and four-year-old children. CSPP provides a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The program is administered through LEAs, colleges, community-action agencies, local government entities, and private, nonprofit agencies.
- **Expanded learning:** This includes before school, after-school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community

Universal Prekindergarten Planning and Implementation Grant Program - Planning Template

partners, and complement, but do not replicate, learning activities in the regular school day and school year.

- **Expanded Learning Opportunities Program (ELO-P):** ELO-P provides funding for after-school and summer school enrichment programs for TK through sixth grade. The ELO-P is defined as services provided in addition to the normal school day and school year operations, to provide full-day and full-year expanded learning programs to meet the needs of working families whose children are enrolled in TK through sixth grade and also provide expanded learning enrichment programming for students. A full day is defined as in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day.
- **Early learning and care:** This refers to the continuum of programs serving children from birth to preschool or school entry, as well as extended care to support school-age children with before school and after-school care as well as vacation schedules. This includes general child care, Early Head Start and Head Start, community-based early learning and care programs, family child care providers, and family, friend, and neighbor care.
- **Extended learning and care:** This refers to the continuum of programs and services (early learning and care options and expanded learning options) available in addition to the normal school day and school year operations, to provide full-day and full-year care to meet the needs of working families whose children are enrolled in TK or kindergarten. A full day is defined as in-person before school or after-school programming or care that, when added to daily instructional minutes, provide no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day. Funding to support extended learning and care for children enrolled in TK includes the ELO-P and the CSPP, as specified in guidance provided by the CDE's Early Education Division. Additional subsidized care opportunities may be available to families who qualify, such as child care vouchers and the General Child Care School Age program.

Universal Prekindergarten Planning and Implementation Grant Program - Planning Template

Appendix II - Additional Deeper Planning Questions

This section includes optional planning questions for LEAs that are ready to develop more advanced UPK and P–3 plans.

These additional questions are designed to support the LEA’s development of a more comprehensive local UPK Plan. LEAs can also use these questions as a tool for integrating UPK into existing LEA plans such as the LCAP. LEA’s should assess their readiness to include any of these deeper planning questions in their initial planning process and reassess their readiness throughout the implementation of their UPK Plan.

Focus Area A: Vision and Coherence

1. If an LEA has a California State Preschool Plan (as part of the LEA’s application for its CSPP contract) what updates would the LEA like to make to the LEA’s program narrative to reflect implementation of TK? [open response]
2. Does the LEA plan to establish, maintain, and facilitate ongoing LEA leadership teams to focus on effective P–3 articulation and coordination throughout the LEA? [open response]
3. How will the LEA support sites in providing well-coordinated transitions for all P–3 students as they move through grade levels? [open response]
4. How does the LEA plan to communicate the importance of the P–3 continuum across a broad spectrum of audiences (including audiences internal and external to the district)? [open response]
5. Identify the processes and tools the LEA will use to strengthen understanding of early childhood development and facilitate communication between preschool and elementary school (including TK) teachers, principals, and administrators to support P–3 alignment? [open response]

Focus Area C: Workforce Recruitment and Professional Learning

1. What strategies does the LEA plan to employ to recruit multilingual educators to teach in dual language programs? [open response]
2. How does the LEA plan to assess the implementation of its professional learning structures to ensure efficacy? [open response]

Focus Area D: Curriculum, Instruction, and Assessment

8. Describe how the LEA plans to establish and maintain a coherent, culturally- and linguistically-responsive P–3 continuum to provide a strong integrated curriculum anchored in the California Preschool Learning Foundations and the *California*

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Preschool Curriculum Frameworks, California Common Core State Standards, and the Curriculum Frameworks. [open response]

9. What actions does the LEA plan to take to establish or expand multilingual programs across the P–3 continuum based on student population and family needs? (If the LEA has no plans to establish or expand multilingual programs across the P–3 continuum, identify how the LEA will evaluate these opportunities moving forward.) [open response]
10. What planning and actions are needed to accommodate a positive meal service, and how will the LEA adapt their universal meal program for TK students? [open response]

Focus Area E: LEA Facilities, Services, and Operations

4. Describe what changes the LEA intends to make to the LEA's Facilities Master Plan to ensure it is consistent with P–3 goals of creating seamless transitions for children and families. [open response]
5. Identify how the LEA plans to ensure TK students are included in all provisions of Multi-Tiered Systems of Supports (MTSS) and, when necessary, special education instruction, with an emphasis on early intervention and inclusion practices to address supports and least restrictive environments. [open response]
6. Identify any modifications the LEA intends to make to the Student Information System (SIS) and the assessment data system to ensure teachers and administrators have access to data from preschool through third grade. [open response]

Coversheet

Review and Approval of the 2022-23 Nonpublic, Nonsectarian School/Agency Services Master Contracts

Section: IX. Academic Services
Item: D. Review and Approval of the 2022-23 Nonpublic, Nonsectarian School/Agency Services Master Contracts
Purpose: Vote
Submitted by: Lauren Jeffries and Leslie Sharma

Related Material:

Special Education Contractors-Providers Overview Memo.pdf
Amplio Compass Master Contract 22_23 .pdf
El Paseo Children's Center, Inc. Compass Master Contract 22_23 .pdf
Global Therapy _ Presence Learning Compass Master Contract 22_23.pdf
Oxford Compass Master Contract 2022_23.pdf

RECOMMENDATION:

A motion to approve the 2022-23 Nonpublic, Nonsectarian School/Agency Services Master Contracts with AmplioSpeech, El Paseo Children's Center, Global Teletherapy Consulting / Presence Learning, and Oxford Consulting Services.



Memorandum

To: J.J. Lewis, Superintendent & CEO
 From: Lauren Jeffries and Leslie Sharma, Acting Co-Directors of Special Education
 Date: June 25, 2022
 RE: **Special Education Contractors/Providers Overview**

Compass Charter Schools (Compass) has a number of scholars with IEPs that require services outside of the typical scope of our Education Specialists (Case Managers). These include speech and language therapy, psychological assessments, behavioral assessments, mental health assessments, occupational therapy, and specialized counseling, to name a few. The following are the providers with whom we contract for amounts nearing or exceeding \$100,000 annually:

Provider Overview:

- **Amplio**
 - Services Offered: Speech and Language Therapy
 - Scholar Count: Anticipated: 80; currently serve 76
 - Total Estimated Cost: \$150,000

- **El Paseo**
 - Services Offered: Speech and Language Therapy, Occupational Therapy, Physical Therapy, Mental Health Counseling
 - Scholar Assessment Count: Anticipated: 165 Assessments; provided 244 Assessments this school year
 - Total Estimated Cost: \$300,000

- **Oxford Consulting**
 - Services Offered: Speech and Language Therapy, Occupational Therapy, Physical Therapy, Mental Health Counseling
 - Scholar Count: Anticipated: 80; currently serve 76
 - Total Estimated Cost: \$150,000

- **Presence Learning**
 - Speech Therapy, Occupational Therapy, and Mental Health Counseling
 - Scholar Count: Anticipated: 850; currently serve 72
 - NOTE - Global Teletherapy, a previous provider, has merged with Presence Learning this year. We have combined our previous Global Teletherapy and Presence Learning numbers this year.
 - Total Estimated Cost: \$242,000

NONPUBLIC SERVICES MASTER CONTRACT

*General Agreement for Nonsectarian,
Nonpublic School and Agency Services*

LEA: Compass Charter Schools

NPA □ / NPS □: Amplio Learning

Contract Year: 2022 - 2023

RECITALS

THIS AGREEMENT is made and entered into as of the [1] day of [July] [2022], and commencing on that same day of [July] [2022], by and Compass Charter Schools (hereinafter “Compass” or “LEA”) and NPA/NPS (hereinafter “[Amplio Learning]” or “CONTRACTOR”). Collectively, Compass or LEA and CONTRACTOR shall be referred to as the “Parties”:

WHEREAS CONTRACTOR is a special education services company, performing related services and management, including Special Education administration and support, psychology services, counseling services, education specialists, instructional aides, speech therapy services, and other services as designated;

WHEREAS CONTRACTOR is a California certified non-public agency (“NPA”);

WHEREAS, as of [July 1, 2022], Compass will be a member of the El Dorado SELPA (“SELPA”) and deemed a local educational agency (“LEA”) pursuant to Education Code § 47641(a) for the purposes of compliance with federal law and for eligibility for federal and state special education funds, and;

WHEREAS Compass wishes to contract with CONTRACTOR to provide special education services to Compass students on an “under arrangements” basis, and to establish a program for providing special education services to enrolled students;

WHEREAS CONTRACTOR possess the requisite license, training and experience to provide the services called for in this Agreement, and is prepared to assume the responsibility of providing selected special education services for Compass student(s); and

NOW, THEREFORE, in consideration of Compass paying to CONTRACTOR the compensation and CONTRACTOR performing the duties specified herein, it is mutually covenanted and agreed by and between the parties hereto as follows:

AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS

1. MASTER CONTRACT

1.1 This Master Contract is entered into on [July 1, 2022] between COMPASS CHARTER SCHOOLS, hereafter referred to as the LOCAL EDUCATIONAL AGENCY (“LEA”), a member of the El Dorado Charter SELPA, and [Amplio Learning], a nonpublic, nonsectarian school/agency, hereafter referred to as NPA or “CONTRACTOR” for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 et seq. and Title 5 of the California Code of Regulations section 3000 et seq. It is understood that this Master Contract does not commit LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services for any student, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR on a student-by-student basis.

1.2 Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Services Agreement (hereinafter referred to as “ISA”). The ISA shall specify CONTRACTOR’s obligation to provide all or selected service(s) specified within the Student’s IEP. The ISA shall be executed within ninety (90) days of a student’s acceptance by the CONTRACTOR. LEA and CONTRACTOR shall enter into a separate ISA for each student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to Student’s IEPs and any other documentation and electronic database necessary to implement and document Student’s ISA. The ISA shall require CONTRACTOR to maintain the confidentiality of the Student’s educational records in accordance with the Families Educational Rights and Privacy Act of 2001 (“FERPA”) (20 U.S.C. § 1232g) and this Master Contract.

1.3 Nonpublic School Placement Costs: LEA is not responsible for the costs associated with nonpublic school placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement is appropriate, and the IEP is signed by the student’s parent. Notwithstanding the foregoing, LEA shall be responsible for the costs associated with nonpublic school placement as specified in (a) an order directing placement made by the Office of Administrative Hearings (hereinafter referred to as “OAH”), (b) a lawfully executed agreement between LEA and parent, or (c) the authorization by LEA for a transfer student pursuant to California Education Code section 56325.

2. CERTIFICATION AND LICENSES

2.1 CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as “CDE”) as a nonpublic, nonsectarian school/agency. All nonpublic school and nonpublic agency services shall be provided consistent with the

area of certification and licensure specified by CDE Certification, as defined in California Education Code, section 56366 *et seq.*, and within the professional scope of practice of each provider’s license, certification and/or credential. A current copy of CONTRACTOR’s nonpublic school/agency certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this Master Contract is executed by CONTRACTOR.

2.2 This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract.

2.3 Total student enrollment of the NPS operated by CONTRACTOR shall be limited to capacity as stated on CDE certification described in Section 2.1. Total student enrollment shall be limited to capacity as stated in Section 24 of this Master Contract.

2.4 In addition to meeting the certification requirements of the State of California, any program operated by CONTRACTOR outside of California shall be certified or licensed by the state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. § 1400 *et seq.*).

2.5 If CONTRACTOR is a licensed children’s institution (hereinafter referred to as “LCI”), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of California, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

2.6 With respect to CONTRACTOR’s certification in Section 2.1, failure to notify the LEA and CDE of any changes in any of the following may result in the suspension or revocation of CDE certification and shall allow LEA to suspend or terminate this Master Contract at the discretion of the LEA:

- 2.6.1 credentialed/licensed staff;
- 2.6.2 ownership;
- 2.6.3 management and/or control of the agency;
- 2.6.4 major modification or relocation of facilities; or
- 2.6.5 significant modification of the program.

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

3.1 During the term of this contract unless otherwise agreed, CONTRACTOR shall comply with the Individuals with Disabilities Education Act and all subsequent amendments and requirements and all applicable federal, state, and local statutes, laws,

ordinances, rules, policies, and regulations relating facilities for individuals with exceptional needs, as well as all applicable federal, state, and local statutes, laws, ordinances, rules, policies, and regulations relating to the provision of special education and/or related services as set forth in federal and state special education laws and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures unless, taking into consideration all of the surrounding facts and circumstances, a policy or policies or a portion of a policy does not reasonably apply to CONTRACTOR.

3.2 CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR's failure to comply with applicable LEA policies (e.g., those policies relating to, the provision of special education and/or related services, facilities for individuals with exceptional needs, student enrollment and transfer, student inactive status, corporal punishment, student discipline, and positive behavior interventions).

3.3 CONTRACTOR acknowledges and agrees that LEA may report to the CDE any violations of the provisions of this Master Contract; and that this reporting may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

4. TERMS OF MASTER CONTRACT

4.1 The term of this Master Contract shall be from July 1, 2022 to June 30, 2023 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. However, the parties acknowledge that any subsequent Master Contract shall be re-negotiated prior to June 30, 2023. In the event the contract is not renegotiated by June 30th, an interim contract may be made available as mutually agreed upon for up to 90 days from July 1 of the new fiscal year. (Title 5 California Code of Regulations section 3062(d).) In the absence of a successor or interim contract, this Agreement shall expire at the end of the Term.

Submission of an Application Packet for the development of a Master Contract does not guarantee that a Contract shall be issued. Applications will be considered on an individual basis.

Both parties agree to mutual intent to engage in the rate negotiation process as outlined in LEA's "NPS/NPA Rate Negotiation Process" for the subsequent contract year. However, no rate agreement of any kind (including a "contract to negotiate") will exist between the parties until they have signed a final formal written agreement. If the current master contract expires while actively negotiating rates, LEA shall continue to pay CONTRACTOR invoices that are properly submitted for services rendered to LEA

students at the last approved master contract rates until the mutually agreed rates are approved.

4.2 No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

4.3 The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR's ownership or authorized representative shall be provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

5.1 This Master Contract governs the administration of each Individual Services Agreement ("ISA"), and each and every ISA is incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties.

5.2 CONTRACTOR shall provide the LEA with information as requested in writing to secure a new Master Contract or a renewal. At a minimum, such information shall include copies of teacher credentials and background clearance documentation, insurance documentation and CDE certification. The LEA may require additional information as applicable. If the application packet is not completed and returned to the LEA, no Master Contract will be issued.

5.3 If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety-day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (California Education Code section 56366(c)(1) and (2)).

5.4 In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students at the discretion of the LEA.

6. INDIVIDUAL SERVICES AGREEMENT

6.1 This Master Contract sets forth the basic terms under which LSA may approve an ISA for each student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for students with the approval of the LEA

pursuant to Education Code section 56366 (a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students.

6.2 Any and all changes to a student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the student's IEP. At any time during the term of this Master Contract, a student's parent, CONTRACTOR, or LEA may request a review of a student's IEP subject to all procedural safeguards required by law.

6.3 The ISA shall specify which service(s) included in Student's IEP CONTRACTOR will provide. If CONTRACTOR is a NPS, CONTRACTOR will implement all special education and services identified in a Student's EIP unless agreed upon otherwise. In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within two (2) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to student as a result of lack of provision of services while student was served by the nonpublic school or agency.

6.4 Subject to CONTRACTOR's right to terminate this Master Contract or an ISA pursuant to Education Code section 56366, subdivision (a)(4) as set forth in Sections 6 and 14, if a parent contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall continue to serve the student pursuant to the student's ISA during the term of the Master Contract shall abide by the "stay-put" requirement of state and federal law unless the parent agrees otherwise or an interim alternative educational placement is deemed lawful and appropriate by LEA or OAH. CONTRACTOR shall adhere to LEA decisions concerning changes in placement. Nothing herein shall be construed to mean that CONTRACTOR consents to the jurisdiction of OAH.

6.5 When it is necessary to extend services beyond the ISA ending date, a "stay-put" ISA will be executed within ten (10) school days of the ending date of the CONTRACTOR's last executed ISA.

6.5 CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

6.6 Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract are to be settled by the Dispute Resolution procedure set forth in Section 64.

7. DEFINITIONS

- 7.1 The following definitions shall apply for purposes of this contract:
- a. The term “CONTRACTOR” means the nonpublic, nonsectarian school/agency identified in the first paragraph of this Master Contract, and its officers, agents and employees.
 - b. The term “authorized LEA representative” means a LEA administrator designated to be responsible for nonpublic school/agencies. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for the administration of this Master Contract, unless otherwise specified in this Master Contract.
 - c. The term “credential” means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the California State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).
 - d. The term “qualified” means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and designated instruction and services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which he or she is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including but not limited to the standards contained in the California Business and Professions Code.
 - e. Nothing in the foregoing definition of “qualified” shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations. (Title 5 of the California Code of Regulations Section 3001 (r)).
 - f. The term “license” means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses, and which authorizes the bearer of the document to refer to himself or herself using a specified professional title and to provide certain professional services including but not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has

standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(1).

- g. “Parent” means a biological or adoptive parent, unless the biological or adoptive parent does not have legal authority to make educational decisions for the child, a guardian generally authorized to act as the child’s parent or authorized to make educational decisions for the child, an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child’s welfare, a surrogate parent, a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child’s behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2). Parent does not include the state or any political subdivision of government or the nonpublic school or agency under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).
- h. The term “days” means calendar days unless otherwise specified.
- i. The phrase “billable day” means a school day in which instructional minutes meet or exceed those in comparable LEA programs.
- j. The phrase “billable day of attendance” means a school day as defined in California Education Code Section 46307, in which a student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.
- k. It is understood that the term “Master Contract” also means “Agreement” and is referred to as such in this document.

ADMINISTRATION OF CONTRACT

8. NOTICES

8.1 All notices provided for by this contract shall be in writing. Notices shall be mailed or emailed to the designated LEA representative and shall be effective as of the date of receipt by addressee.

8.2 All notices mailed to LEA shall be addressed to the person and address as indicated on the signature page of this Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

9.1 All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR

shall maintain all records for at least five (5) years after the termination of this Master Contract. CONTRACTOR shall electronically provide all of the following documents in its possession to the LEA for permanent storage: cumulative transcripts, including transcripts from other districts/charters; immunization card and verification of exemption from required immunization; and, birth certificate or other legal document(s) used to verify birth date.

9.2 For purposes of this Master Contract, “records” shall include, but not be limited to all of the following:

- 9.2.1 student records as defined by California Education Code section 49061(b) including electronically stored information;
- 9.2.2 cost data records as set forth in Title 5 of the California Code of Regulations section 3061;
- 9.2.3 registers and roll books of teachers and/or daily service providers;
- 9.2.4 daily service logs and notes and other documents used to record the provision of related services including supervision;
- 9.2.5 daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required;
- 9.2.6 bus rosters;
- 9.2.7 staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination;
- 9.2.8 records of employee training and certification, staff time sheets; non-paid staff and volunteer sign-in sheets;
- 9.2.9 transportation and other related services subcontracts;
- 9.2.10 school calendars;
- 9.2.11 bell/class schedules when applicable;
- 9.2.12 liability and worker’s compensation insurance policies;
- 9.2.13 state nonpublic school and/or agency certifications by-laws;
- 9.2.14 lists of current board of directors/trustees, if incorporated;
- 9.2.15 statement of income and expenses;
- 9.2.16 general journals;
- 9.2.17 cash receipts and disbursement books;
- 9.2.18 general ledgers and supporting documents;
- 9.2.19 documents evidencing financial expenditures;
- 9.2.20 federal/state payroll quarterly reports; and
- 9.2.21 bank statements and canceled checks or facsimile thereof.

9.4 Positive proof of attendance is required.

9.5 CONTRACTOR shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, and date/time of access for each individual requesting or receiving information from the student's record. Such log needs to record access to the student's records by: (a) the student's parent; (b) an individual to whom written consent has been executed by the student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors.

9.6 CONTRACTOR or LEA shall maintain copies of any written parental concerns granting or regarding access to student records. CONTRACTOR shall grant parents access to student records, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations.

9.7 CONTRACTOR agrees, in the event of school or agency closure, to forward student records within five (5) business days to LEA. These shall include, but not limited to, current transcripts, IEP/IFSPs, and reports. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

9.10 Upon at least ten (10) calendar days' prior written notice of the date of an upcoming IEP meeting, CONTRACTOR shall provide the LEA with goal progress reports, service logs and any additional relevant data no less than three (3) school days prior to the IEP meeting.

9.11 All student records and financial invoices and documentation must include the specific Compass school name in addition to the student's personally identifiable information.

10. SEVERABILITY CLAUSE

If any provision of this agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

11. SUCCESSORS IN INTEREST

This contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify the LEA of any change of ownership or corporate control.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this contract with venue in Ventura County.

13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES

This Master Contract may be modified or amended by the LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. LEA shall require the party seeking such modification to provide the LEA and CONTRACTOR thirty (30) days' prior written notice of any such demand for changes or modifications and a copy of the statute or regulation upon which the modification or changes are based.

14. TERMINATION

14.1 This Master Contract or an Individual Service Agreement may be terminated for cause by either party. For the purposes of this Master Contract, "cause" is defined as breach, misfeasance, or other inappropriate action of the other party. The term "cause" does not include any action or failure to act of the Student identified in the ISA, or of the Student's Parent.

14.2 This Master Contract or an ISA may not be terminated based upon the availability of a public class initiated during the period of this Master Contract, unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. The cause may also not be due the action or failure to act of the Student identified in the ISA, or of the Student's Parent.

14.3 To terminate this Master Contract for cause either party shall give the other party twenty (20) days prior written notice (California Education Code section 56366(a)(4)). In instances where an issue occurs at the NPS that the LEA determines is an immediate threat to student health or safety or when or when there is documentation that CONTRACTOR has been unable to provide services required on IEP/ISA, LEA may terminate a student's ISA and/or reassign student to an alternative educational setting without providing 20 days' notice. At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract.

14.4 All ISAs shall be deemed void upon termination of this Master Contract, as provided in Section 5 or 6.

15. INSURANCE

15.1 CONTRACTOR shall, at his, her, or its sole cost and expense, maintain in full force and effect, during the term of this Agreement, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better

rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof including but not limited to:

15.1.1 General and Professional Liability. General and professional liability insurance covering all activities of CONTRACTOR personnel during the executing of the obligations under this Agreement with coverage of not less than- One Million Dollars (\$1,000,000) for any incident, Two Million Dollars (\$2,000,000) annual aggregate per incident, and Three Million Dollars (\$3,000,000) excess liability policy for a maximum of Five Million Dollars (\$5,000,000) per aggregate limit.

15.1.2 Worker's Compensation. Worker's compensation insurance covering each employee providing in-person Services to LEA hereunder; workers' compensation insurance shall comply with all applicable legal requirements.

15.2 CONTRACTOR agrees to provide LEA with a Certificate of Insurance naming LEA as an additional insured on such general and professional liability insurance policies. Policies will be furnished to LEA for review upon request. LEA shall not obtain workers' compensation insurance on behalf of CONTRACTOR or CONTRACTOR's employees.

15.3 If the CONTRACTOR is a NPS or Residential Treatment Center ("RTC"), additional insurance must be secured in accordance with law and standard practice as directed by LEA.

15.4 If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may propose an amendment to this Agreement to modify the insurance obligations.

15.5 SELF-INSURANCE: When the self-insurance retention for the CONTRACTOR is to be \$100,000 or more, the CONTRACTOR shall submit, in writing, information on its proposed self- insurance program. The submission shall include:

- A complete description of the program, including types of risks, and limits of coverage
- The CONTRACTOR's latest financial statements
- Claims administration policy, practices, and procedures
- A disclosure of all captive insurance company and reinsurance agreements, including methods of computing costs.

Programs of self-insurance covering workers' compensation:

- An approved program of self-insurance must include coverage for any employer's liability not covered by commercial insurance.

For any claims related to the services performed in connection with this Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with respect to the LEA, its subsidiaries, officials and employees. Any insurance or self- insurance

maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.

All Certificates of Insurance shall contain a reference to the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate.

If LEA or CONTRACTOR determines that changes in insurance coverage obligations under this section are necessary, either party may reopen negotiations to modify the insurance obligations.

16. INDEMNIFICATION AND HOLD HARMLESS

16.1 To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors (“LEA Indemnities”) harmless against all liability, loss, damage and expense (including reasonable attorneys’ fees) resulting from or arising out of this Master Contract or its performance, or the performance of any ISA, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the CONTRACTOR. The LEA shall have the right in their sole discretion to select counsel of its choice to provide the defense at the sole cost of the CONTRACTOR or the applicable insurance carrier.

16.2 To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Officers, Board Members, administrators, employees, agents, attorneys, and subcontractors (“CONTRACTOR Indemnities”) harmless against all liability, loss, damage and expense (including reasonable attorneys’ fees) resulting from or arising out of this Master Contract or its performance, or the performance of any ISA, to the extent that such loss, expense, damage or liability was proximately caused by the negligent or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

17. INDEPENDENT CONTRACT

17.1 Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Agreement as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Agreement shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the

LEA and any individual assigned by CONTRACTOR to perform any services for the LEA.

17.2 If the LEA is held to be a partner, joint venturer, co-principle, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that holding, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding.

17.3 LEA and CONTRACTOR agree to the following rights consistent with an independent contractor relationship:

17.3.1 CONTRACTOR has the right to perform services for others during the term of this Agreement.

17.3.2 CONTRACTOR has the sole right to control and direct the means, manner and method by which the services required by this Agreement will be performed to the extent the provision of CONTRACTOR's services are consistent with the responsibilities set forth in the ISA.

17.3.3 CONTRACTOR has the right to hire assistants or to use employees to provide the services required by this Agreement.

17.3.4 CONTRACTOR or CONTRACTOR's employees shall perform the services required by this Agreement; LEA shall not hire, supervise or pay any assistants to help CONTRACTOR.

17.3.5 Neither CONTRACTOR nor CONTRACTOR's employees shall receive any training from LEA in the skills necessary to perform the services required by this Agreement.

17.3.6 LEA shall not require CONTRACTOR or CONTRACTOR's employees to devote full time to performing the services required by this Agreement.

17.3.7 Neither CONTRACTOR nor CONTRACTOR's employees are eligible to participate in any employee pension, health, vacation pay, sick pay or other fringe benefit plan of LEA.

18. SUBCONTRACTING

CONTRACTOR shall not subcontract duties assigned to CONTRACTOR pursuant to this Agreement or any ISA.

19. CONFLICTS OF INTEREST

19.1 CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated.

19.2 CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 and including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

19.3 Unless CONTRACTOR and LEA otherwise agree in writing, LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the student is performed or a report is prepared in the normal course of the services provided to the student by CONTRACTOR.

19.4 To avoid conflict of interest, and in order to ensure the independence and appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may, in its discretion, not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may, in its discretion, not fund services through the evaluator whose IEE the LEA agrees to fund.

19.5 Only when no other appropriate assessor is available, LEA may request, and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

19.6 In the event that CONTRACTOR is a Nonpublic Agency, CONTRACTOR acknowledges that its authorized representative has read and understands Education Code section 56366.3 which provides, in relevant part, that no special education and/or related services provided by CONTRACTOR shall be paid for by LEA if provided by an individual who was an employee of LEA within the three hundred and sixty five (365) days prior to executing this contract. This provision does not apply to any person who is able to provide designated instruction and services during the extended school year because he or she is otherwise employed for up to ten months of the school year by LEA.

19.7 CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

20. NON-DISCRIMINATION

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity or expression, physical or mental disability, genetic information or any other classification protected by federal or state law or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

21.1 LEA shall provide CONTRACTOR with a copy of the IEP including all relevant attachments of each student served by CONTRACTOR. CONTRACTOR shall provide to each student special education and/or related services (including transition services) within the nonpublic school or nonpublic agency consistent with the student's IEP and as specified in the ISA.

21.2 CONTRACTOR shall not accept a student if it cannot provide or ensure the provision of the services outlined in the student's IEP and ISA.

21.3 Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities for students, as specified in the student's IEP and ISA. CONTRACTOR shall impose no fee or charge of any kind to parents for special education and/or related services as specified in the student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the student's enrollment under the terms of this Master Contract).

21.4 LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student's IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the nonpublic school. CONTRACTOR shall provide school site-based training for student, teacher, support staff and parent on the use of the device. CONTRACTOR shall return device to LEA, as per issuance procedures, within two (2) working days of student termination or ceasing to qualify for device. CONTRACTOR shall file or attempt to file police reports for missing/lost/stolen device(s), providing documentation of attempt, and coordinate the provision of any police report number to LEA within five (5) working days of becoming aware of loss. LEA is not responsible for and shall not reimburse CONTRACTOR for any damage to or loss of devices owned or provided by CONTRACTOR, or for replacement of malfunctioning, damaged or stolen school-provided technology used for instruction or access (e.g., assistive technology). The equipment remains the property of the LEA and shall be returned to the LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the nonpublic school or transfers out of the LEA.

21.5 CONTRACTOR shall be solely responsible for ensuring that facilities are adequate to provide LEA students with an environment which meets all state and local health and safety regulations and guidance.

21.6 CONTRACTOR may only charge a student's parent(s) for services and/or activities not necessary for the student to receive a free appropriate public education after: (a) written notification to the student's parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written acknowledgment signed by the student's parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

21.7 Voluntary services and/or activities not necessary for the student to receive a free appropriate public education shall not interfere with the student's receipt of special education and/or related services as specified in the student's IEP and ISA unless the LEA, CONTRACTOR, and PARENT agree otherwise in writing.

22. GENERAL PROGRAM OF INSTRUCTION

22.1 All nonpublic school and nonpublic agency services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 et seq., and shall ensure that facilities are adequate to provide LEA students with an environment, which meets all pertinent health and safety regulations.

22.2 When CONTRACTOR is a nonpublic school, CONTRACTOR's general program of instruction shall:

- 22.2.1 utilize evidence-based practices and predictors and be consistent with LEA's standards regarding the particular course of study and curriculum;
- 22.2.2 include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services;
- 22.2.3 be consistent with CDE's standards regarding the particular course of study and curriculum;
- 22.2.4 provide the services as specified in the student's IEP and ISA.

22.3 Students shall have access to:

- 22.3.1 State Board of Education (SBE) - adopted Common Core State Standards ("CCSS") for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by a local education agency (LEA), that contracts with the nonpublic school;
- 22.3.2 college preparation courses;
- 22.3.3 extracurricular activities, such as art, sports, music and academic clubs;
- 22.3.4 career preparation and vocational training, consistent with transition plans pursuant to state and federal law; and

22.3.5 supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling.

22.4 When CONTRACTOR serves students in grades nine through twelve inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements.

22.5 CONTRACTOR shall not award a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

22.6 When CONTRACTOR is a nonpublic agency and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and predictors and be consistent with LEA and CDE guidelines and certification, and provided as specified in the student's IEP and ISA.

22.7 The nonpublic agency providing Behavior Intervention services shall develop a written plan that specifies the nature of their nonpublic agency service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA.

22.8 School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team.

22.9 Any services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present.

22.10 Section 22.9 shall not apply to services provided by a CONTRACTOR that is a licensed children's institution or to the provision of emergency services, provided CONTRACTOR has a written authorization signed by the parent or legal guardian to authorize emergency services as requested. Licensed Children's Institution ("LCI") CONTRACTORS shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract.

22.11 CONTRACTORS providing Behavior Intervention services must have a trained behaviorist or trained equivalent on staff. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

22.12 When CONTRACTOR is a nonpublic agency, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless the LEA and CONTRACTOR agree otherwise in writing.

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a nonpublic school, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the minimum instructional time requirements for Charter Schools in the state of California and shall be specified in the student's ISA developed in accordance with the student's IEP.

24. CLASS SIZE

When CONTRACTOR is a nonpublic school, CONTRACTOR shall ensure that class size shall not exceed a ratio of one (1) teacher per twelve (12) students, unless CONTRACTOR and LEA agree otherwise in writing.

25. CALENDARS

25.1 When CONTRACTOR is a nonpublic school, CONTRACTOR shall submit to the LEA/SELPA a school calendar with the total number of billable days not to exceed one hundred and eighty (180) days, plus extended school year billable days equivalent to the number of days determined by the LEA's extended school year calendar.

25.2 Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. Nothing in this Master Contract shall require or be interpreted to require the LEA to accept any requests for calendar changes.

25.3 Unless otherwise specified by the students' IEP, educational services shall occur at the CONTRACTOR's facility or in Student's home. A student shall only be eligible for extended school year services if such are included in his/her IEP and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP Team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

25.4 Student must have actually been in attendance during the regular school year and/or during extended school year and actually received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when LEA's school program is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any nonpublic school service. Any instructional days provided before the execution of this Agreement shall be at the sole financial responsibility of the CONTRACTOR.

25.5 LEA shall provide a school calendar to CONTRACTOR prior to the initiation of services. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall

provide related services to LEA students on only those days that the LEA is in session. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment.

26. DATA REPORTING

26.1 CONTRACTOR shall provide to the LEA all data related to student information and billing information with LEA. CONTRACTOR shall provide all data related to any and all sections of this Agreement and requested by and in the format required by the LEA.

26.2 It is understood that all nonpublic school and agencies shall utilize the LEA approved electronic IEP system, Special Education Information System (“SEIS”) for all IEP development and progress reporting, unless otherwise agreed to by the LEA. Additional progress reporting may be required by the LEA. The LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access.

26.3 The LEA shall provide the CONTRACTOR with approved forms and/or format for such data including, but not limited to, invoicing, attendance reports and progress reports. The LEA may approve use of CONTRACTOR’S forms in LEA’s sole discretion.

26.4 All data reporting and documentation must include the specific Compass school name in addition to the student’s personally identifiable information.

27. STATEWIDE ACHIEVEMENT TESTING

27.1 When CONTRACTOR is a nonpublic school, per implementation of Senate Bill 484, CONTRACTOR shall administer all Statewide assessments within the California Assessment of Student Performance and Progress (“CAASPP”), Desired Results Developmental Profile (“DRDP”), California Alternative Assessment (“CAA”), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, the English Language Proficiency Assessments for California (“ELPAC”), as appropriate to the student, and mandated by LEA pursuant to LEA requirements and state and federal guidelines.

27.2 CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. CONTRACTOR shall provide test administration by CONTRACTOR’S qualified staff in accordance with LEA test administration protocols. CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

28. MANDATED ATTENDANCE AT LEA MEETINGS

28.1 CONTRACTOR shall attend LEA mandated meetings (via teleconference) when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, and standardized testing and IEPs.

28.2 LEA shall provide CONTRACTOR with reasonable notice of mandated meetings.

28.3 Attendance at such mandated meetings does not constitute a billable service hour(s).

29. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

29.1 CONTRACTOR shall comply with the requirements of Education Code section 56521.1 and 56521.2, federal law and regulation, and LEA policy regarding Student behavior and discipline. This includes, but is not limited to, the completion of Behavior Emergency Reports, emergency interventions, implementation of Behavior Intervention Plans, parental notice and prohibitions against restraint and seclusion.

29.2 In the event of a pupil-involved incident for which law enforcement was contacted, CONTRACTOR shall notify CDE and the LEA of the incident, in writing, no later than one business day after the incident occurred.

29.3 CONTRACTOR shall document the training of staff who will have contact or interaction with pupils during the school day in the use of evidence-based practices and interventions specific to the unique needs of the CONTRACTOR's population. This training shall be provided within thirty (30) days of employment to new staff and annually to all staff who have any contact or interaction with pupils during the school day. The structure and content of the training shall comply with the requirements set forth in AB 1172. LEA shall annually verify that CONTRACTOR has completed this training and report to CDE that the LEA has completed this verification.

29.4 Effective January 1, 2020, CONTRACTOR shall notify CDE and the LEA of any pupil-involved incident at the NPS/NPA in which law enforcement was contacted. This notification shall be provided in writing, no later than one business day after the incident occurred. Education Code § 56366.1(i)(2).

29.5 Effective January 1, 2020, to be certified by CDE, a NPS serving pupils with significant behavioral needs or who have a Behavioral Intervention Plan ("BIP"), the NPS must have an individual onsite during school hours who is qualified, and responsible for the design, planning, and implementation of behavioral

interventions, as authorized under Section 3051.23 of Title 5 of the California Code of Regulations. Education Code § 56366.10.

30. STUDENT DISCIPLINE

30.1 CONTRACTOR shall maintain and abide by LEA's policy for student discipline.

30.2 CONTRACTOR shall not unilaterally suspend or recommend for expulsion any student without prior communication with and agreement of the LEA and pursuant to all procedures within the LEA's suspension/expulsion policy.

30.3 CONTRACTOR may not terminate this Agreement due to Student's behavior unless Parent is in agreement otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

31. IEP TEAM MEETINGS

31.1 An IEP team meeting shall be convened at least annually to evaluate:

31.1.1 the educational progress of each student served by CONTRACTOR;

31.1.2 whether or not the needs of the student continue to be best met by CONTRACTOR; and

31.1.3 whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (California Education Code sections 56366 (a) (2) (B) (i) and (ii)) and pursuant to California Education Code section 56345 (b) (4).)

31.2 Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding students for whom ISAs have been or may be executed.

31.3 At any time during the term of this Master Contract, the parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. It is understood that CONTRACTOR will join any meetings by teleconference or videoconference unless otherwise mandated by a Student's IEP, judicial order, or settlement agreement.

31.4 CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

31.5 It is understood that the CONTRACTOR shall utilize the approved electronic IEP system of the LEA for all IEP planning and progress reporting at the LEA's discretion. The SELPA shall provide training for any NPS and NPA to assure access to the approved system. The NPS and/or NPA shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system. When a student is no longer receiving services from CONTRACTOR, the NPS/NPA shall discontinue use of the approved system for that student.

31.6 Changes in any student's educational program, including instruction, services, or instructional setting provided under this Master Contract, may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

32. SURROGATE PARENTS AND FOSTER YOUTH

32.1 LEA shall comply with state and federal laws and regulations and LEA policies and procedures regarding surrogate parent assignments. CONTRACTOR shall comply with LEA surrogate parent assignments.

32.2 Per California Education Code sections 51225.1 and 51225.3, students who are homeless, in foster care, a former juvenile court school pupil, children of military families, migratory students, or a pupil participating in a newcomer program, as defined in section 51225.2, who transfer schools after their second year of high school and who cannot reasonably complete all LEA graduation requirements in four (4) years may be eligible to graduate by completing the minimum state graduation requirements per AB 216/167. Within five (5) days of contact by CONTRACTOR, the LEA will determine student eligibility for AB 216/167. CONTRACTOR will award partial or full credits to this student population for all work satisfactorily completed while in attendance at the nonpublic school. Once eligibility is established, the LEA will provide CONTRACTOR with AB 216 Notification Letter to review with the student and educational rights holder ("ERH"). CONTRACTOR will forward a copy of the signed AB 216 Notification Letter, indicating acceptance, rejection, or deferral of the exemption, to the LEA immediately upon completion for further handling. LEA shall comply with its Foster and Homeless Youth policies and state and federal law.

33. DUE PROCESS PROCEEDINGS

33.1 CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to

any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency.

33.2 Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

34. COMPLAINT PROCEDURES

34.1 CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of students with appropriate information (including complaint forms) for the following:

- 34.1.1 Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 et seq.;
- 34.1.2 Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a);
- 34.1.3 Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c);
- 34.1.4 Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a);
and
- 34.1.5 Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPAA").

34.3 CONTRACTOR shall provide written verification of the implementation of these procedures to the LEA.

34.2 Upon receipt of any complaint regarding an LEA student, CONTRACTOR shall notify the LEA within two (2) business days.

34.3 CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency.

34.4 CONTRACTOR shall immediately notify LEA of any complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of complaints, including any and all non-privileged reports generated as a result of an investigation.

35. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

35.1 CONTRACTOR shall provide to parents at least four (4) written progress reports/report cards annually and at least three (3) school days prior to any IEP meeting when LEA notifies CONTRACTOR at least ten (10) calendar days prior to the IEP

meeting. At a minimum, progress reports shall include progress over time towards IEP goals and objectives.

35.2 A copy of the progress reports/report cards shall be maintained at the CONTRACTOR's place of business and shall be submitted to the LEA and LEA student's parent(s).

35.3 The CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior intervention plans. The LEA may request such data at any time within five (5) years of the date of service. The CONTRACTOR shall provide this data supporting progress within five (5) business days of request. Additional time may be granted in the discretion of the LEA.

35.4 CONTRACTOR shall complete academic or other evaluations of the student ten (10) days prior to the student's annual or triennial review IEP team meeting for the purpose of reporting the student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices.

35.5 CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the annual or triennial review IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

35.6 CONTRACTOR is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting and development of present levels of performance. All assessments resulting from an assessment plan shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by the LEA at the LEA's sole discretion.

35.7 CONTRACTOR acknowledges and agrees that all billable hours must be in direct services to pupils as specified in the ISA. For Nonpublic Agency services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

35.8 CONTRACTOR shall not charge the student's parent(s) or LEA for the provision of progress reports, report cards, evaluations conducted in order to obtain present levels of performance, interviews, and/or meetings. The Parties agree that all billable hours shall be limited as specified on the ISA consistent with the IEP. It is understood that

copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

36. TRANSCRIPTS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall prepare transcripts at the close of each semester, or upon student transfer, for LEA students in grades nine (9) through twelve (12) inclusive, and submit them on LEA approved forms LEA for evaluation of progress toward completion of diploma requirements as specified in LEA's Charter.

37. STUDENT CHANGE OF RESIDENCE

37.1 Within five (5) school days after CONTRACTOR becomes aware of a student's change of residence, CONTRACTOR shall notify LEA of the student's change of residence as specified in LEA Procedures.

37.2 If CONTRACTOR had knowledge or should reasonably have had knowledge of the student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in Section 37.1, LEA shall not be responsible for the costs of services delivered after the student's change of residence.

38. WITHDRAWAL OF STUDENT FROM PROGRAM

38.1 CONTRACTOR shall immediately report electronically and in writing to the LEA within two (2) business days when an LEA student is withdrawn without prior notice from school and/or services, including student's change of residence to a residence outside of LEA service boundaries, and student's discharge against professional advice from a Nonpublic Schools/Residential Treatment Center ("NPS/RTC").

39. PARENT ACCESS

39.1 CONTRACTOR shall provide for reasonable parental access to students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and student living quarters.

39.2 CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

39.3 CONTRACTOR operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance.

39.4 CONTRACTOR shall facilitate all parent travel and accommodations and for providing travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through the LEA.

39.5 CONTRACTOR providing services in the student's home as specified in the IEP shall assure that at least one parent of the child, or an adult caregiver with written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations.

39.6 CONTRACTOR shall require the parent to inform the LEA of any changes of caregivers and provide written authorization for care in an emergency situation. CONTRACTOR agrees that any employee or volunteer associated with the NPS/NPA service provider cannot be as an adult caregiver.

39.7 For services provided in a pupil's home as specified in the IEP, CONTRACTOR must assure that the parent (or LEA-approved responsible adult) is present during the provision of services. All problems and/or concerns reported to parents, both verbal and written, shall also be provided to the LEA.

40. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT

CONTRACTOR is expected to provide all services at CONTRACTOR's facility or at another location as determined with Student and Parents. CONTRACTORS are not able to provide services at an LEA School Site.

41. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS

41.1 If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1(b), AB 1858 (2004), AB 490 (Chapter 862, Statutes of 2003), AB 1261 (2005), AB 1166 Chapter 171 (2015), AB 167 Chapter 224 (2010), AB 216 Chapter 324 (2013), AB 379 Chapter 772 (2015), AB 1012 Chapter 703 (2015), and the procedures set forth in the LEA Procedures.

41.2 An LCI shall not require that a pupil be placed in its nonpublic school as a condition of being placed in its residential facility.

41.3 If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a residential treatment center (hereinafter referred to as "NPS/RTC"), CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1412(a)(1)(A) and Education Code section 56000, et seq.; amended and reorganized by the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), 20 U.S.C. section 1401(29); Education

Code section 56031; Cal. Code Regs., Title 5, section 3001 et seq., Cal. Code Regs., Title 2, section 60100 et seq. regarding the provision of counseling services, including residential care for students to receive a FAPE as set forth in the LEA student's IEPs.

41.4 If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all LEA students, including those identified as eligible for special education. For those identified special education students, the list shall include: 1) special education eligibility at the time of enrollment and; 2) the educational placement and services specified in each student's IEP at the time of enrollment.

41.5 LEA is not responsible for the costs associated with nonpublic school placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement is appropriate, and the IEP is signed by the student's parent or another adult with educational decision-making rights. The foregoing limitation shall not apply, and LEA shall be responsible for the costs associated with non-school placement, as specified in an OAH order or a lawfully executed agreement between LEA and parent,

41.6 In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

42. STATE MEAL MANDATE

When CONTRACTOR is a nonpublic school, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49530, 49530.5 and 49550.

43. MONITORING

43.1 CONTRACTOR shall allow LEA representatives access to its facilities or virtual programming for periodic monitoring of each student's instructional program. LEA shall have access to observe each student at work, observe the instructional setting, interview CONTRACTOR, and review each student's records and progress. Such access shall include unannounced monitoring visits as determined in LEA's sole discretion. CONTRACTOR shall be invited to participate in the review of each student's progress.

43.2 If CONTRACTOR is also an LCI and/or NPS/RTC, the CDE shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

43.3 The State Superintendent of Public Instruction ("Superintendent") shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the

educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (a) CONTRACTOR shall complete a self-review in year one; (b) the Superintendent shall conduct an onsite review in year two; and (c) the Superintendent shall conduct a follow-up visit in year three.

43.4 CONTRACTOR shall participate in any LEA and CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j). This review will address programmatic aspects of the nonpublic school, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall diligently conduct any follow-up or corrective action procedures related to review findings.

43.5 CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, the following:

- 43.5.1 a review of core compliance areas of health and safety;
- 43.5.2 curriculum/instruction;
- 43.5.3 related services; and
- 43.5.4 contractual, legal, and procedural compliance.

43.6 When CONTRACTOR is a nonpublic school, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card as appropriate in accordance with California Education Code Section 33126.

43.7 If the LEA does not have any pupils enrolled at or receiving services through CONTRACTOR at the time of this Agreement, the LEA shall conduct the following:

- 43.7.1 An onsite visit to the NPS/NPA before placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement. [\[12\]](#)
- 43.7.2 At least one onsite monitoring visit during each school year to the CONTRACTOR at which the LEA has a pupil attending and with which it maintains a master contract. The monitoring visit shall include, but is not limited to:
 - 43.7.2.A A review of services provided to the pupil through the individual service agreement between the LEA and CONTRACTOR;
 - 43.7.2.B A review of progress the pupil is making toward the goals set forth in the pupil's Individualized Education Program ("IEP");
 - 43.7.2.C A review of progress the pupil is making toward the goals set forth in the pupil's BIP if the pupil has a BIP;
 - 43.7.2.D An observation of the pupil during instruction; and
 - 43.7.2.E A walkthrough of the facility.

43.7.3 The LEA shall report the findings resulting from the monitoring visit to CDE within 60 calendar days of the onsite visit.

44. INABILITY TO PROVIDE IN-PERSON SERVICES DUE TO EMERGENCY CIRCUMSTANCES

In the event CONTRACTOR is unable to fulfill its duty to provide in-person services as required by the ISA and/or the LEA student's IEP for more than ten (10) school days, CONTRACTOR agrees to provide virtual services to the greatest extent possible. If CONTRACTOR is unable or unwilling to provide virtual services, CONTRACTOR agrees to provide compensatory services equal to the amount of services missed due to the emergency circumstance. CONTRACTOR agrees that all decisions regarding whether in-person services may be provided shall be in accordance with state and local legislation and guidance from the CDE and California Department of Public Health ("CDPH"), as applicable.

PERSONNEL

45. CLEARANCE REQUIREMENTS

45.1 CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1, including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") for CONTRACTOR's employees, volunteers, subcontractors, transportation providers (i.e., bus, van taxi drivers), or any person with regular student contact employed directly or indirectly by it prior to service with any LEA student. CONTRACTOR hereby agrees that CONTRACTOR's employees, volunteers, subcontractors or any person employed directly or indirectly by it, or any regular outside service provider (such as Department of Probation, Department of Children and Family Services, and/or Los Angeles County Department of Children's Services), shall not come in contact with LEA students until CDOJ clearance and subsequent arrest notification are obtained and confirmed by the CONTRACTOR. CONTRACTOR shall certify in writing to LEA that none of its employees, volunteers, subcontractors or any person employed directly or indirectly by it who may come into contact with LEA students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Clearance certification for those providers who provide or supervise services billed to the LEA shall be provided electronically to the LEA within forty-eight (48) hours of account execution. CONTRACTOR shall submit to LEA a "Staff List and Clearance Form" for all CONTRACTOR's employees, volunteers, subcontractors, transportation providers (i.e., bus, van, or taxi drivers), or any person with regular student contact employed directly or indirectly. CONTRACTOR shall provide an updated "Staff List and Clearance Form" whenever there is a change in personnel covered by the document. In addition, notwithstanding the restrictions on sharing and destroying criminal background

check information, CONTRACTOR, upon demand, shall make available to the LEA and State Superintendent of Instruction evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the CONTRACTOR. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Proof of subsequent arrest notification, as required by California Penal Code section 11105.2, for all staff shall be provided upon request.

- 45.2 Any CONTRACTOR that operates a program outside of this State shall also comply with the legal requirements of the applicable State where the program is located for mandated background checks and clearance requirements in order to have direct contact with children.
- 45.3 Per California Health and Safety Code section 1596.7995, CONTRACTORS shall not allow a person to be employed or volunteer at a day care center, preschool, or extended day facility, who has not been immunized against influenza, pertussis, and measles. Each employee and volunteer shall obtain an influenza vaccination between August 1 and December 1 of each year. A person is exempt from this requirement of this section only if the person submits a written declaration that he or she had declined the Influenza vaccination.

46. STAFF QUALIFICATIONS

46.1 CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(y), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession, and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

46.2 CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections 45340 et seq. and 45350 et seq.

46.3 In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state and serving a student by this LEA shall be certified or licensed by that state to provide special education and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

47. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

47.1 Upon request, CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR.

CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools where parents of Students are domiciled.

47.2 CONTRACTOR shall notify LEA in writing within thirty (30) days when personnel changes occur which may affect the provision of special education and/or related services to students as specified in the LEA Procedures.

47.3 The LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period which such person is providing services under this Master Contract. Failure to notify the LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

48. STAFF ABSENCE AND TARDINESS

48.1 When CONTRACTOR is a nonpublic agency and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers.

48.2 LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make-up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

48.3 CONTRACTOR agrees to maintain and enforce a policy requiring CONTRACTOR's employees to report for duty on time, and employees with repeated tardiness shall be subject to discipline by CONTRACTOR. CONTRACTOR agrees that LEA shall have the right to refuse to work with any employee of CONTRACTOR whose repeated tardiness negatively impacts LEA, and in such event CONTRACTOR shall provide a replacement employee who can perform the services on a consistently timely basis.

49. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL FACILITY AND/OR IN THE HOME

It is understood that all employees, subcontractors, and volunteers of any certified nonpublic school or agency shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in LEA Board policies and/or regulations when made available to the CONTRACTOR.

HEALTH AND SAFETY MANDATES

50. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. Without limiting the foregoing, CONTRACTOR agrees to maintain and enforce appropriate health and safety protocols in an Infection Control Plan for COVID-19, or its equivalent, as required by applicable state and local health orders.

51. FACILITIES AND FACILITIES MODIFICATIONS

51.1 CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to:

- 51.1.1 illness prevention;
- 51.1.2 access by disabled persons;
- 51.1.3 fire, health, sanitation, and building standards and safety features and equipment;
- 51.1.4 fire alarm and suppression systems;
- 51.1.5 zoning permits; and
- 51.1.6 occupancy capacity.

51.2 When CONTRACTOR is a nonpublic school, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required complying with applicable federal, state, and local laws, regulations, and ordinances.

51.3 Failure to notify the LEA and CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

52. ADMINISTRATION OF MEDICATION

52.1 CONTRACTOR shall comply with the requirements of California Education Code section 49423 when CONTRACTOR serves a student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's parent(s) provides to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement.

52.2 CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each student to whom medication is administered. Such written log shall specify the student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication.

52.3 CONTRACTOR maintains full responsibility for assuring appropriate staff training in the administration of medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

53. INCIDENT/ACCIDENT REPORTING

Within 24 hours, CONTRACTOR shall submit any accident or incident report to the LEA via email or other electronic means of communication specified by LEA for that purpose. CONTRACTOR shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures. CONTRACTOR shall electronically report, using LEA platform, any time CONTRACTOR determines that a LEA pupil has committed an act as defined in Education Code sections 48900 et seq., regardless of whether the act results in a disciplinary action of suspension or expulsion.

54. CHILD ABUSE REPORTING

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, regarding child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq. and Education Code 44691. To protect the privacy rights of all parties involved (i.e., reporter, child and alleged abuser), CONTRACTOR agrees to maintain the confidentiality of reports as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA.

55. SEXUAL HARASSMENT

CONTRACTOR shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and state law. The policy shall include procedures to make complaints without fear of retaliation, and for prompt and objective

investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

56. REPORTING OF MISSING CHILDREN

CONTRACTOR assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

FINANCIAL

57. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES

57.1 CONTRACTOR shall assure that the school or agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to properly implement the IEP and ISA for each and every student.

57.2 CONTRACTOR shall comply with applicable laws and regulations governing enrollment, contracting, attendance reporting, service tracking and billing. Service tracking documentation shall be completed within five (5) school days of the scheduled event and service tracking session notes shall meet LEA standards for documenting services (i.e., listed on student's current IEP; relevant to the IEP goal; includes a brief description of the activity and an outcome statement; includes an objective measure of the student's progress toward the IEP goal and/or a reflection by the provider that is demonstrative of professional judgment specific to his/her own discipline; is consistent with professional standards established for each discipline.

57.3 CONTRACTOR agrees that billing shall conform to the requirements of electronic billing as specified by the LEA Procedures. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the student's IEP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and governed by all applicable federal and state laws.

57.4 CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this

contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment. The amount billed shall directly reflect the services actually delivered. Bulk or flat-rate billing is not permitted.

57.5 CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on an LEA form with signatures in the manner prescribed by LEA in the LEA Procedures. At a minimum, each invoice must contain the following information:

- 57.5.1 month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA;
- 57.5.2 name of staff who provided the service;
- 57.5.3 approved cost of each invoice;
- 57.5.4 total for each service and total for the monthly invoice;
- 57.5.5 date invoice was mailed;
- 57.5.6 signature of NPS/NPA administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification;
- 57.5.7 verification that attendance report is attached as appropriate;
- 57.5.8 indication of any made-up session consistent with this contract;
- 57.5.9 verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and
- 57.5.10 name or initials of each student for when the service was provided.

57.6 In the event services were not provided, CONTRACTOR shall explain to LEA in writing why the services were not provided.

57.7 Each invoice is subject to all conditions of this contract. At the discretion of the LEA, LEA may require CONTRACTOR to submit an electronic invoice for services, provided LEA has given CONTRACTOR reasonable advance written notice.

57.8 Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty- five (45) days of LEA's receipt of properly submitted copy of invoices prepared and submitted as specified in California Education Code Section 56366.5 and the LEA.

57.9 As needed, CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

57.10 In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond the following December 31st. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by the LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year.

57.11 CONTRACTOR shall pay all income taxes and FICA (Social Security and Medicare taxes) incurred while performing services under this Agreement. If CONTRACTOR is required to pay any federal, state or local sales, use, property, or value added taxes based on the services provided under this Agreement, the taxes shall be separately billed to LEA. CONTRACTOR shall not pay any interest or penalties incurred due to late payment or nonpayment of any taxes by LEA. LEA will not:

- 57.11.1 withhold FICA from CONTRACTOR's payments or make FICA payments on CONTRACTOR's behalf;
- 57.11.2 make state or federal unemployment compensation contributions on CONTRACTOR's behalf;
- 57.11.3 withhold state or federal income tax from CONTRACTOR's payments; or
- 57.11.4 pay or reimburse mileage for NPA employee.

57.12 All financial invoices and documentation must include the specific Compass school name in addition to the student's personally identifiable information.

58. RIGHT TO WITHHOLD PAYMENT

58.1 LEA may withhold payment to CONTRACTOR or require CONTRACTOR to return excess funds already paid under the following circumstances:

- 58.1.1 CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract;
- 58.1.2 CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services;
- 58.1.3 CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records;
- 58.1.4 CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366(c)(2);
- 58.1.5 education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified;
- 58.1.6 LEA has not received prior to school closure or contract termination, all documents concerning one or more students enrolled in CONTRACTOR's educational program;

- 58.1.7 CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change of residence to another district, but fails to notify LEA within five (5) days of such confirmation;
- 58.1.8 CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a student.
- 58.1.9 Students served in service tracking groups when group size exceeds allowable the group size limits as stipulated within this contract and/or the rate page "Exhibit A";
- 58.1.10 Service tracking documentation does not meet professional standards as described in this contract; or
- 58.1.11 The invoice costs of all outstanding assistive technology devices that are due to have been returned but have not been returned, or for which a police report has not been filed or lacking documented attempt to be filed, at the close of each semester, as described in this contract, will be recouped from the CONTRACTOR in a subsequent invoice.

58.2 CONTRACTOR agrees that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

58.3 Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations in Article 57 of this Agreement. In addition, final payment may be withheld by the LEA until completion of a review or audit, if deemed necessary by the LEA. Such review or audit will be completed within ninety (90) days of CONTRACTOR's final invoice. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

58.4 The amount which may be withheld by LEA or returned by CONTRACTOR with respect to Section 58.1 are as follows:

- 58.4.1 the value of the service CONTRACTOR failed to perform;
- 58.4.2 the amount of overpayment;
- 58.4.3 the entire amount of the invoice for which satisfactory documentation has not been provided by CONTRACTOR;
- 58.4.4 the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified;
- 58.4.5 the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the violation is cured; or
- 58.4.6 the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the student.

LEA may withhold or deny payment of any costs submitted to LEA on the basis of CONTRACTOR's failure to provide documentation of required training as set forth in

this Master Contract or CONTRACTOR's failure to deliver required services and/or from missing/incomplete or improper documentation of such services.

In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA (with the exception of parent or student refusal), the CONTRACTOR shall notify the LEA in writing within ten (10) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to student as a result of lack of provision of services by CONTRACTOR while student was served by the nonpublic school or agency, regardless of whether awarded to student through a Charter IEP, due process agreement, or CDE Required Corrective Action. LEA shall compensate CONTRACTOR for the compensatory service hours at the rates specified by the current contract unless billed for previously or included in a bundled rate.

58.5 If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies. If LEA determines, in LEA's sole discretion, that CONTRACTOR's written request shows good cause for an extension, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

58.6 If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that payment will be made, or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

58.7 After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

58.8 After sixty (60) business days: Disagreements between the LEA and CONTRACTOR concerning disputes under this section shall be subject to dispute resolution in accordance with Section 64.

59. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to students.

60. PAYMENT FOR ABSENCES

60.1 STAFF ABSENCE

60.1.1 Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to the LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher. CONTRACTOR may not provide coverage for an absent teacher by combining two classes when doing so would violate the maximum student to staff ratios defined in Section 24.

60.1.2 Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

60.2 STUDENT ABSENCE

60.2.1 If CONTRACTOR is a nonpublic school, no later than the tenth (10th) cumulative day or fifth (5th) consecutive day of a student's unexcused absence, CONTRACTOR shall notify the LEA of such absence as specified in the LEA Procedures.

60.2.2 Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on

which a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law, nor shall student be eligible for make-up services.

60.2.3 NON PUBLIC AGENCY NO SHOW OR LATE ARRIVAL POLICY: Unless the student provides timely notice, if the student fails to show for or is late to his/her scheduled appointment, CONTRACTOR will note appointment and arrival time (as applicable) and that the student did not attend or was late.

60.2.4 For virtual sessions, LEA will pay fifty percent (50%) of the virtual sessions rate for a student who does not attend or who is late to his/her session provided the student or LEA failed to provide timely notice to CONTRACTOR.

60.2.5 For in-person sessions, LEA will pay the full session rate for a student who does not attend or who is late to his/her session provided the student or LEA failed to provide timely notice to CONTRACTOR.

60.2.6 If a student does not show or arrives late, CONTRACTOR provide notice to the LEA contemporaneously with the missed session. CONTRACTOR will additionally submit an invoice for those sessions and provide written proof the student did not show or arrived late, along with including documented attempts to contact the family or student. There must be contact attempts documented in the therapy notes section.

60.2.7 SESSION CANCELLATIONS WITH 24+ HOURS NOTICE: Session cancellations with 24+ hours' notice must be rescheduled if possible, unless otherwise agreed upon in writing (e.g. Parent declines services for an extended period.) CONTRACTOR agrees to document attempts to rescheduled missed sessions and provide documentation to LEA.

61. INSPECTION AND AUDIT

61.1 The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

61.2 CONTRACTOR shall provide access to LEA to all records including, but not limited to:

- 61.2.1** student records as defined by California Education Code section 49061(b) including electronically stored information; cost data and fiscal records as set forth in Title 5 of the California Code of Regulations section 3061;
- 61.2.2** registers and roll books of teachers and/or daily service providers; daily service logs and notes used to record the provision of related services including supervision; daily service logs and notes or other documents used to record the provision of related services;

- 61.2.3 Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors;
- 61.2.4 absence verification records (parent/doctor notes, telephone logs, and related documents);
- 61.2.5 bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, dates of hire, and dates of termination; records of employee training and certification;
- 61.2.6 staff time sheets;
- 61.2.7 non-paid staff and volunteer sign-in sheets;
- 61.2.8 transportation and other related service subcontracts;
- 61.2.9 school calendars; bell/class schedules when applicable;
- 61.2.10 liability and worker's compensation insurance policies;
- 61.2.11 state nonpublic school and/or agency certifications;
- 61.2.12 by-laws; lists of current board of directors/trustees, if incorporated;
- 61.2.13 other documents evidencing financial expenditures related to LEA students;
- 61.2.14 federal/state payroll quarterly reports Form 941/DE3DP;
- 61.2.15 bank statements and canceled checks or facsimile thereof; and
- 61.2.16 all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

61.3 Access to records in this Article 61 shall include unannounced inspections by LEA.

61.4 CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR's offices (to be specified by LEA) at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

61.5 On no occasion shall CONTRACTOR impose additional requirements (e.g. Parent consent, release of information) for the provision of records concerning a Student who is being served or had been served by CONTRACTOR pursuant to an ISA.

61.6 CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

61.7 If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written

notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand.

61.8 Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

62. RATE SCHEDULE

62.1 The attached rate schedule (Exhibit A) limits the number of students that may be enrolled and maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as noted in California Education Code Section 46200-46208.

62.2 Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A.

63. DEBARMENT CERTIFICATION

By signing this Agreement, the CONTRACTOR certifies that:

- (a) The CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and
- (b) Have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

64. DISPUTE RESOLUTION

64.1 The parties shall endeavor to resolve their disputes by an informal meet and confer process not to exceed fourteen (14) days. Any disputes not resolved by such an informal meet and confer process shall be submitted to binding arbitration which, unless the parties mutually agree otherwise, shall be conducted in the venue specified in Section 12. A demand for arbitration shall be made in writing, delivered to the other party to the Master Contract, and filed with the person or entity administering the arbitration. The party filing a notice of demand for arbitration must assert in the demand all claims then known to that party on which arbitration is permitted to be demanded.

64.2 A demand for arbitration shall be made no later than the date when the institution of legal or equitable proceedings based on a claim between the parties would be barred by the applicable statute of limitations. For statute of limitations purposes, receipt of a written demand for arbitration by the person or entity administering the arbitration shall constitute the institution of legal or equitable proceedings based on the claim.

64.3 The arbitration hearing shall be conducted before a single arbitrator having at least ten (10) years' experience with special education law. The parties may conduct discovery, and the arbitrator may make orders regarding such discovery, as permitted by California Code of Civil Procedure section 1283.05. The arbitrator shall apply California substantive law to the claims in dispute, and shall utilize the California JAMS procedure and rules with respect to the presentation, receipt and admissibility of evidence at the arbitration hearing. An award may be entered against a party who fails to appear at a duly-noticed hearing. The arbitrator shall prepare in writing and provide to the parties an award including factual findings and the reasons on which the arbitrator's decision is based.

64.4 The decision of the arbitrator may be entered and enforced as a final judgment in any court of competent jurisdiction. The arbitrator shall not have the power to commit errors of law or legal reasoning or to award punitive damages, and the award may be vacated or corrected for any such error on a petition to vacate or correct the award brought under California Code of Civil Procedure section 1285, et seq. The ruling of the superior court regarding such petition shall be final, and no further appeal may be filed by either party. The provisions of the Federal Arbitration Act (9 U.S.C. § 1 et seq.) do not apply to this Master Contract or to this agreement to arbitrate.

64.5 The prevailing party in any action, arbitration or other proceeding shall be entitled to recover its reasonable attorney's fees and costs of suit from the other party.

65. CONFIDENTIALITY

65.1 CONTRACTOR acknowledges that during the engagement it will have access to and become acquainted with various trade secrets, inventions, innovations, processes, information, records and specifications owned or licensed by LEA and/or used by LEA in connection with the operation of its business including, without limitation, LEA's business and product processes, methods, pupil/personnel record information, accounts and procedures. All information regarding students of LEA will remain confidential to CONTRACTOR unless a separate, specific, properly executed consent (including

permission from LEA’s student and his or her parent) for the release of information is obtained prior to such release. Any information regarding student(s) received by LEA’s personnel or CONTRACTOR providing services pursuant to this Agreement shall remain confidential and shall not be communicated to any person or entity other than appropriate LEA personnel.

65.2 CONTRACTOR assigns to LEA all patent, copyright and trade secret rights in anything created or developed by CONTRACTOR for LEA under this Agreement. This assignment is conditioned upon full payment of the compensation due CONTRACTOR under this Agreement. CONTRACTOR shall help prepare any documents LEA considers necessary to secure any copyright, patent, or other intellectual property rights at no charge to LEA. CONTRACTOR agrees to honor the proprietary information of LEA and shall not disclose or circumvent such proprietary information now or in the future. Upon the conclusion of this Agreement, CONTRACTOR shall return all records, files, contacts and other proprietary information of LEA to LEA. However, LEA shall reimburse CONTRACTOR for all reasonable actual expenses necessary to carry out the terms of this Section.

The Parties hereto have executed this Contract by and through their duly authorized agents or representatives. The Parties agree that this contract may be executed by electronic signature or secure program (e.g. Epicenter.). This contract is effective on the [1] day of [July] [2022] and terminates at 5:00 p.m. on June 30, [2023], unless sooner terminated as provided herein.

CONTRACTOR

LEA

Amplio Learning
Nonpublic School/Agency

Compass Charter Schools

By: _____
Signature

Date

By: _____
Signature

Date

Mora Rak
Name and Title of Authorized Representative

J.J. Lewis, Superintendent
Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:
 Mora Rak

Notices to LEA shall be addressed to:

Name and Title
 Amplio Learning

J.J. Lewis, Superintendent

Name and Title
 Compass Charter Schools

Nonpublic School/Agency/Related Service Provider 6110 Executive Blvd., Ste. 208	LEA 805 Hampshire Rd, Suite R
Address Rockville, MD 20852	Address Thousand Oaks CA 01361
City State Zip 512-387-7221	City State Zip 805-807-5058 805-590-7077
Phone Fax	Phone Fax
Email mora.rak@ampliospeech.com	Email jlewis@compasscharters.org

EXHIBIT A: 2022-2023 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: Amplio Learning

The CONTRACTOR CDS NUMBER:

PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO: 1:1

Maximum Contract Amount: \$150,000.00

Education service(s) offered by the CONTRACTOR and the charges for such service(s) during the term of this contract shall be as follows:

- 1) Daily Basic Education Rate: _____
- 2) Inclusive Education Program
(Includes Educational Counseling (not ed related mental health) services, Speech & Language services, Behavior Intervention Planning, and Occupational Therapy as specified on the student’s IEP.) DAILY RATE: _____
- 3) Related Services

<u>Service</u>	<u>Rate</u>	<u>Period</u>
<u>Intensive Individual Services (340)</u>	_____	_____
<u>Language and Speech (415)</u>	_____	_____
<u>Adapted Physical Education (425)</u>	_____	_____
<u>Health and Nursing: Specialized Physical Health Care (435)</u>	_____	_____
<u>Health and Nursing: Other Services (436)</u>	_____	_____
<u>Assistive Technology Services (445)</u>	_____	_____
<u>Occupational Therapy (450)</u>	_____	_____

<u>Physical Therapy (460)</u>	_____	_____
<u>Individual Counseling (510)</u>	_____	_____
<u>Counseling and Guidance (515)</u>	_____	_____
<u>Parent Counseling (520)</u>	_____	_____
<u>Social Work Services (525)</u>	_____	_____
<u>Psychological Services (530)</u>	_____	_____
<u>Behavior Intervention Services (535)</u>	_____	_____
<u>Specialized Services for Low Incidence Disabilities (610)</u>	_____	_____
<u>Specialized Deaf and Hard of Hearing (710)</u>	_____	_____
<u>Interpreter Services (715)</u>	_____	_____
<u>Audiological Services (720)</u>	_____	_____
<u>Specialized Visions Services (725)</u>	_____	_____
<u>Orientation and Mobility (730)</u>	_____	_____
<u>Specialized Orthopedic Services (740)</u>	_____	_____
<u>Reader Services (745)</u>	_____	_____
<u>Transcription Services (755)</u>	_____	_____
<u>Recreation Services, Including Therapeutic (760)</u>	_____	_____
<u>College Awareness (820)</u>	_____	_____
<u>Work Experience Education (850)</u>	_____	_____
<u>Job Coaching (855)</u>	_____	_____
<u>Mentoring (860)</u>	_____	_____
<u>Travel Training (870)</u>	_____	_____

Other Transition Services (890) _____

Other (900) _____

Other (900) _____

Exhibit B

Certification of Criminal Background Clearance, Tuberculosis (TB) Clearance, and Credential Verification

This form is to be completed with respect to the Agreement between LEA and _____ [Amplio Learning] (“Independent Contractor”).

PLEASE CHECK ALL APPROPRIATE BOXES AND SIGN BELOW.

CLEARANCE AND CREDENTIAL REQUIREMENTS SATISFIED:

- A. The Independent Contractor hereby certifies to LEA that it has completed the criminal background check required by law and has determined that none of its employees who may come into contact with LEA students has been convicted of a violent felony listed in Penal Code Section 667.5(c), a serious felony listed in Penal Code Section 1192.7(c), a sex offense listed in Education Code Section 44010, a controlled substance offense listed in Education Code Section 44011, a crime involving moral turpitude (e.g., embezzlement, perjury, fraud, etc.), or any offense which may make the employee unsuitable/undesirable to work around students. The Independent Contractor shall also request and receive subsequent arrest notifications for all such employees from the California Department of Justice to ensure ongoing safety of students.

- B. The Independent Contractor hereby certifies to LEA that it has required and verified that all employees who may have frequent or prolonged contact with students have undergone a risk assessment and/or been examined and determined to be free of active tuberculosis. The Independent Contractor requires all new employees to provide the Independent Contractor with a certificate of tuberculosis clearance dated within the sixty (60) days prior to initial employment. The Independent Contractor maintains current TB clearances for all such employees.

- C. The Independent Contractor hereby certifies to LEA that it has required and verified that all of the Independent Contractor’s employees whose assignment at LEA requires a teaching or substitute credential or license holds a current, valid credential or license appropriate for the assignment as required by Education Code Section 47605(l).

List below, or attach, the name and other information for each vendor employee for whom the Independent Contractor has successfully completed the requisite fingerprinting and criminal background check, TB risk assessment/clearance, and credential verification (if applicable), in accordance with the provisions above.

Name of Employee	Date of Criminal Background Clearance Determination	TB Expiration Date	Credential(s) Type and Expiration Date(s)
<i>John Example</i>	<i>07/23/2014</i>	<i>07/23/2018</i>	<i>MSTC 07/01/2018</i>

WAIVER JUSTIFICATION:

D. The Independent Contractor and all of its employees qualify for a waiver of the Department of Justice (DOJ) fingerprint and criminal background clearance requirements for the following reason(s):

The Independent Contractor and its employees will have NO CONTACT with pupils. (No school-site Services will be provided.)

The Independent Contractor and its employees will have LIMITED CONTACT with pupils. (Attach information about length of time on school grounds; proximity of work area to pupil areas; whether the Independent Contractor's employees will be working by themselves or with others, and, if so, with whom; and any other factors that substantiate limited contact.)

The Independent Contractor, which will be providing for construction, reconstruction, rehabilitation, or repair of a school facility where the employees of the Independent Contractor may have contact, other than limited contact, with pupils, shall ensure the safety of the pupils by one or more of the following methods:

Check all methods to be used:

1) Installation of a physical barrier at the worksite to limit contact with students.

2) Continual supervision and monitoring of all employees of the Independent Contractor by an employee of the Independent Contractor who has not been convicted of a serious of violent felony, a sex or controlled substance offense, or a crime involving moral turpitude as ascertained by the DOJ.

3) Surveillance of employees of the Independent Contractor by LEA personnel

The Services provided by the Independent Contractor are for an "EMERGENCY OR EXCEPTIONAL SITUATION" ONLY, such as when pupil health or safety is immediately endangered or when emergency repairs are needed to make the school facilities safe and habitable.

By signing below, under penalty of perjury, I certify that the information contained on this certification form and the employee list(s) is accurate. I understand that it is the Independent Contractor's sole responsibility to maintain, update, and provide LEA with current and complete information along with the employee list, throughout the duration of Services provided by Independent Contractor.

Authorized Vendor Signature

Printed Name

Title

Date

NONPUBLIC SERVICES MASTER CONTRACT

*General Agreement for Nonsectarian,
Nonpublic School and Agency Services*

LEA: Compass Charter Schools

NPA / NPS : El Paseo Children's Center Inc.

Contract Year: 2022 - 2023

RECITALS

THIS AGREEMENT is made and entered into as of the [1] day of [July] [2022], and commencing on that same day of [July] [2022], by and Compass Charter Schools (hereinafter “Compass” or “LEA”) and NPA/NPS (hereinafter “[El Paseo Children's Center Inc.]” or “CONTRACTOR”). Collectively, Compass or LEA and CONTRACTOR shall be referred to as the “Parties”:

WHEREAS CONTRACTOR is a special education services company, performing related services and management, including Special Education administration and support, psychology services, counseling services, education specialists, instructional aides, speech therapy services, and other services as designated;

WHEREAS CONTRACTOR is a California certified non-public agency (“NPA”);

WHEREAS, as of [July 1, 2022], Compass will be a member of the El Dorado SELPA (“SELPA”) and deemed a local educational agency (“LEA”) pursuant to Education Code § 47641(a) for the purposes of compliance with federal law and for eligibility for federal and state special education funds, and;

WHEREAS Compass wishes to contract with CONTRACTOR to provide special education services to Compass students on an “under arrangements” basis, and to establish a program for providing special education services to enrolled students;

WHEREAS CONTRACTOR possess the requisite license, training and experience to provide the services called for in this Agreement, and is prepared to assume the responsibility of providing selected special education services for Compass student(s); and

NOW, THEREFORE, in consideration of Compass paying to CONTRACTOR the compensation and CONTRACTOR performing the duties specified herein, it is mutually covenanted and agreed by and between the parties hereto as follows:

AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS

1. MASTER CONTRACT

1.1 This Master Contract is entered into on [July 1, 2022] between COMPASS CHARTER SCHOOLS, hereafter referred to as the LOCAL EDUCATIONAL AGENCY (“LEA”), a member of the El Dorado Charter SELPA, and [El Paseo Children's Center Inc.], a nonpublic, nonsectarian school/agency, hereafter referred to as NPA or “CONTRACTOR” for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 et seq. and Title 5 of the California Code of Regulations section 3000 et seq. It is understood that this Master Contract does not commit LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services for any student, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR on a student-by-student basis.

1.2 Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Services Agreement (hereinafter referred to as “ISA”). The ISA shall specify CONTRACTOR’s obligation to provide all or selected service(s) specified within the Student’s IEP. The ISA shall be executed within ninety (90) days of a student’s acceptance by the CONTRACTOR. LEA and CONTRACTOR shall enter into a separate ISA for each student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to Student’s IEPs and any other documentation and electronic database necessary to implement and document Student’s ISA. The ISA shall require CONTRACTOR to maintain the confidentiality of the Student’s educational records in accordance with the Families Educational Rights and Privacy Act of 2001 (“FERPA”) (20 U.S.C. § 1232g) and this Master Contract.

1.3 Nonpublic School Placement Costs: LEA is not responsible for the costs associated with nonpublic school placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement is appropriate, and the IEP is signed by the student’s parent. Notwithstanding the foregoing, LEA shall be responsible for the costs associated with nonpublic school placement as specified in (a) an order directing placement made by the Office of Administrative Hearings (hereinafter referred to as “OAH”), (b) a lawfully executed agreement between LEA and parent, or (c) the authorization by LEA for a transfer student pursuant to California Education Code section 56325.

2. CERTIFICATION AND LICENSES

2.1 CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as “CDE”) as a nonpublic, nonsectarian school/agency. All nonpublic school and nonpublic agency services shall be provided consistent with the area of certification and licensure specified by CDE Certification, as defined in California Education Code, section 56366 *et seq.*, and within the professional scope of practice of each provider’s license, certification and/or credential. A current copy of CONTRACTOR’s nonpublic school/agency certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this Master Contract is executed by CONTRACTOR.

2.2 This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract.

2.3 Total student enrollment of the NPS operated by CONTRACTOR shall be limited to capacity as stated on CDE certification described in Section 2.1. Total student enrollment shall be limited to capacity as stated in Section 24 of this Master Contract.

2.4 In addition to meeting the certification requirements of the State of California, any program operated by CONTRACTOR outside of California shall be certified or licensed by the state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. § 1400 *et seq.*).

2.5 If CONTRACTOR is a licensed children’s institution (hereinafter referred to as “LCI”), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of California, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

2.6 With respect to CONTRACTOR’s certification in Section 2.1, failure to notify the LEA and CDE of any changes in any of the following may result in the suspension or revocation of CDE certification and shall allow LEA to suspend or terminate this Master Contract at the discretion of the LEA:

- 2.6.1 credentialed/licensed staff;
- 2.6.2 ownership;
- 2.6.3 management and/or control of the agency;
- 2.6.4 major modification or relocation of facilities; or
- 2.6.5 significant modification of the program.

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

3.1 During the term of this contract unless otherwise agreed, CONTRACTOR shall comply with the Individuals with Disabilities Education Act and all subsequent amendments and requirements and all applicable federal, state, and local statutes, laws, ordinances, rules, policies, and regulations relating facilities for individuals with exceptional needs, as well as all applicable federal, state, and local statutes, laws, ordinances, rules, policies, and regulations relating to the provision of special education and/or related services as set forth in federal and state special education laws and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures unless, taking into consideration all of the surrounding facts and circumstances, a policy or policies or a portion of a policy does not reasonably apply to CONTRACTOR.

3.2 CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR's failure to comply with applicable LEA policies (e.g., those policies relating to, the provision of special education and/or related services, facilities for individuals with exceptional needs, student enrollment and transfer, student inactive status, corporal punishment, student discipline, and positive behavior interventions).

3.3 CONTRACTOR acknowledges and agrees that LEA may report to the CDE any violations of the provisions of this Master Contract; and that this reporting may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

4. TERMS OF MASTER CONTRACT

4.1 The term of this Master Contract shall be from July 1, 2022 to June 30, 2023 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. However, the parties acknowledge that any subsequent Master Contract shall be re-negotiated prior to June 30, 2023. In the event the contract is not renegotiated by June 30th, an interim contract may be made available as mutually agreed upon for up to 90 days from July 1 of the new fiscal year. (Title 5 California Code of Regulations section 3062(d).) In the absence of a successor or interim contract, this Agreement shall expire at the end of the Term.

Submission of an Application Packet for the development of a Master Contract does not guarantee that a Contract shall be issued. Applications will be considered on an individual basis.

Both parties agree to mutual intent to engage in the rate negotiation process as outlined in LEA's "NPS/NPA Rate Negotiation Process" for the subsequent contract year. However, no rate agreement of any kind (including a "contract to negotiate") will exist between the parties until they have signed a final formal written agreement. If the current master

contract expires while actively negotiating rates, LEA shall continue to pay CONTRACTOR invoices that are properly submitted for services rendered to LEA students at the last approved master contract rates until the mutually agreed rates are approved.

4.2 No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

4.3 The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR's ownership or authorized representative shall be provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

5.1 This Master Contract governs the administration of each Individual Services Agreement ("ISA"), and each and every ISA is incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties.

5.2 CONTRACTOR shall provide the LEA with information as requested in writing to secure a new Master Contract or a renewal. At a minimum, such information shall include copies of teacher credentials and background clearance documentation, insurance documentation and CDE certification. The LEA may require additional information as applicable. If the application packet is not completed and returned to the LEA, no Master Contract will be issued.

5.3 If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety-day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (California Education Code section 56366(c)(1) and (2)).

5.4 In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students at the discretion of the LEA.

6. INDIVIDUAL SERVICES AGREEMENT

6.1 This Master Contract sets forth the basic terms under which LSA may approve an ISA for each student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for students with the approval of the LEA pursuant to Education Code section 56366 (a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students.

6.2 Any and all changes to a student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the student's IEP. At any time during the term of this Master Contract, a student's parent, CONTRACTOR, or LEA may request a review of a student's IEP subject to all procedural safeguards required by law.

6.3 The ISA shall specify which service(s) included in Student's IEP CONTRACTOR will provide. If CONTRACTOR is a NPS, CONTRACTOR will implement all special education and services identified in a Student's IEP unless agreed upon otherwise. In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within two (2) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to student as a result of lack of provision of services while student was served by the nonpublic school or agency.

6.4 Subject to CONTRACTOR's right to terminate this Master Contract or an ISA pursuant to Education Code section 56366, subdivision (a)(4) as set forth in Sections 6 and 14, if a parent contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall continue to serve the student pursuant to the student's ISA during the term of the Master Contract shall abide by the "stay-put" requirement of state and federal law unless the parent agrees otherwise or an interim alternative educational placement is deemed lawful and appropriate by LEA or OAH. CONTRACTOR shall adhere to LEA decisions concerning changes in placement. Nothing herein shall be construed to mean that CONTRACTOR consents to the jurisdiction of OAH.

6.5 When it is necessary to extend services beyond the ISA ending date, a "stay-put" ISA will be executed within ten (10) school days of the ending date of the CONTRACTOR's last executed ISA.

6.5 CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

6.6 Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract are to be settled by the Dispute Resolution procedure set forth in Section 64.

7. DEFINITIONS

- 7.1 The following definitions shall apply for purposes of this contract:
- a. The term “CONTRACTOR” means the nonpublic, nonsectarian school/agency identified in the first paragraph of this Master Contract, and its officers, agents and employees.
 - b. The term “authorized LEA representative” means a LEA administrator designated to be responsible for nonpublic school/agencies. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for the administration of this Master Contract, unless otherwise specified in this Master Contract.
 - c. The term “credential” means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the California State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).
 - d. The term “qualified” means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and designated instruction and services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which he or she is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including but not limited to the standards contained in the California Business and Professions Code.
 - e. Nothing in the foregoing definition of “qualified” shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations. (Title 5 of the California Code of Regulations Section 3001 (r)).
 - f. The term “license” means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses, and which authorizes the bearer of the document to refer to himself or herself using a specified professional title and to provide certain professional services including but not limited to mental health and board

and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(1).

- g. “Parent” means a biological or adoptive parent, unless the biological or adoptive parent does not have legal authority to make educational decisions for the child, a guardian generally authorized to act as the child’s parent or authorized to make educational decisions for the child, an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child’s welfare, a surrogate parent, a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child’s behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2). Parent does not include the state or any political subdivision of government or the nonpublic school or agency under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).
- h. The term “days” means calendar days unless otherwise specified.
- i. The phrase “billable day” means a school day in which instructional minutes meet or exceed those in comparable LEA programs.
- j. The phrase “billable day of attendance” means a school day as defined in California Education Code Section 46307, in which a student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.
- k. It is understood that the term “Master Contract” also means “Agreement” and is referred to as such in this document.

ADMINISTRATION OF CONTRACT

8. NOTICES

8.1 All notices provided for by this contract shall be in writing. Notices shall be mailed or emailed to the designated LEA representative and shall be effective as of the date of receipt by addressee.

8.2 All notices mailed to LEA shall be addressed to the person and address as indicated on the signature page of this Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

9.1 All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. CONTRACTOR shall electronically provide all of the following documents in its possession to the LEA for permanent storage: cumulative transcripts, including transcripts from other districts/charters; immunization card and verification of exemption from required immunization; and, birth certificate or other legal document(s) used to verify birth date.

9.2 For purposes of this Master Contract, “records” shall include, but not be limited to all of the following:

- 9.2.1 student records as defined by California Education Code section 49061(b) including electronically stored information;
- 9.2.2 cost data records as set forth in Title 5 of the California Code of Regulations section 3061;
- 9.2.3 registers and roll books of teachers and/or daily service providers;
- 9.2.4 daily service logs and notes and other documents used to record the provision of related services including supervision;
- 9.2.5 daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required;
- 9.2.6 bus rosters;
- 9.2.7 staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination;
- 9.2.8 records of employee training and certification, staff time sheets; non-paid staff and volunteer sign-in sheets;
- 9.2.9 transportation and other related services subcontracts;
- 9.2.10 school calendars;
- 9.2.11 bell/class schedules when applicable;
- 9.2.12 liability and worker’s compensation insurance policies;
- 9.2.13 state nonpublic school and/or agency certifications by-laws;
- 9.2.14 lists of current board of directors/trustees, if incorporated;
- 9.2.15 statement of income and expenses;
- 9.2.16 general journals;
- 9.2.17 cash receipts and disbursement books;
- 9.2.18 general ledgers and supporting documents;
- 9.2.19 documents evidencing financial expenditures;
- 9.2.20 federal/state payroll quarterly reports; and
- 9.2.21 bank statements and canceled checks or facsimile thereof.

9.4 Positive proof of attendance is required.

9.5 CONTRACTOR shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, and date/time of access for each individual requesting or receiving information from the student's record. Such log needs to record access to the student's records by: (a) the student's parent; (b) an individual to whom written consent has been executed by the student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors.

9.6 CONTRACTOR or LEA shall maintain copies of any written parental concerns granting or regarding access to student records. CONTRACTOR shall grant parents access to student records, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations.

9.7 CONTRACTOR agrees, in the event of school or agency closure, to forward student records within five (5) business days to LEA. These shall include, but not limited to, current transcripts, IEP/IFSPs, and reports. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

9.10 Upon at least ten (10) calendar days' prior written notice of the date of an upcoming IEP meeting, CONTRACTOR shall provide the LEA with goal progress reports, service logs and any additional relevant data no less than three (3) school days prior to the IEP meeting.

9.11 All student records and financial invoices and documentation must include the specific Compass school name in addition to the student's personally identifiable information.

10. SEVERABILITY CLAUSE

If any provision of this agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

11. SUCCESSORS IN INTEREST

This contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify the LEA of any change of ownership or corporate control.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this contract with venue in Ventura County.

13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES

This Master Contract may be modified or amended by the LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. LEA shall require the party seeking such modification to provide the LEA and CONTRACTOR thirty (30) days' prior written notice of any such demand for changes or modifications and a copy of the statute or regulation upon which the modification or changes are based.

14. TERMINATION

14.1 This Master Contract or an Individual Service Agreement may be terminated for cause by either party. For the purposes of this Master Contract, "cause" is defined as breach, misfeasance, or other inappropriate action of the other party. The term "cause" does not include any action or failure to act of the Student identified in the ISA, or of the Student's Parent.

14.2 This Master Contract or an ISA may not be terminated based upon the availability of a public class initiated during the period of this Master Contract, unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. The cause may also not be due the action or failure to act of the Student identified in the ISA, or of the Student's Parent.

14.3 To terminate this Master Contract for cause either party shall give the other party twenty (20) days prior written notice (California Education Code section 56366(a)(4)). In instances where an issue occurs at the NPS that the LEA determines is an immediate threat to student health or safety or when or when there is documentation that CONTRACTOR has been unable to provide services required on IEP/ISA, LEA may terminate a student's ISA and/or reassign student to an alternative educational setting without providing 20 days' notice. At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract.

14.4 All ISAs shall be deemed void upon termination of this Master Contract, as provided in Section 5 or 6.

15. INSURANCE

15.1 CONTRACTOR shall, at his, her, or its sole cost and expense, maintain in full force and effect, during the term of this Agreement, the following insurance coverage

from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof including but not limited to:

15.1.1 General and Professional Liability. General and professional liability insurance covering all activities of CONTRACTOR personnel during the executing of the obligations under this Agreement with coverage of not less than- One Million Dollars (\$1,000,000) for any incident, Two Million Dollars (\$2,000,000) annual aggregate per incident, and Three Million Dollars (\$3,000,000) excess liability policy for a maximum of Five Million Dollars (\$5,000,000) per aggregate limit.

15.1.2 Worker's Compensation. Worker's compensation insurance covering each employee providing in-person Services to LEA hereunder; workers' compensation insurance shall comply with all applicable legal requirements.

15.2 CONTRACTOR agrees to provide LEA with a Certificate of Insurance naming LEA as an additional insured on such general and professional liability insurance policies. Policies will be furnished to LEA for review upon request. LEA shall not obtain workers' compensation insurance on behalf of CONTRACTOR or CONTRACTOR's employees.

15.3 If the CONTRACTOR is a NPS or Residential Treatment Center ("RTC"), additional insurance must be secured in accordance with law and standard practice as directed by LEA.

15.4 If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may propose an amendment to this Agreement to modify the insurance obligations.

15.5 SELF-INSURANCE: When the self-insurance retention for the CONTRACTOR is to be \$100,000 or more, the CONTRACTOR shall submit, in writing, information on its proposed self- insurance program. The submission shall include:

- A complete description of the program, including types of risks, and limits of coverage
- The CONTRACTOR's latest financial statements
- Claims administration policy, practices, and procedures
- A disclosure of all captive insurance company and reinsurance agreements, including methods of computing costs.

Programs of self-insurance covering workers' compensation:

- An approved program of self-insurance must include coverage for any employer's liability not covered by commercial insurance.

For any claims related to the services performed in connection with this Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with respect to the LEA, its subsidiaries, officials and employees. Any insurance or self- insurance

maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.

All Certificates of Insurance shall contain a reference to the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate.

If LEA or CONTRACTOR determines that changes in insurance coverage obligations under this section are necessary, either party may reopen negotiations to modify the insurance obligations.

16. INDEMNIFICATION AND HOLD HARMLESS

16.1 To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors (“LEA Indemnities”) harmless against all liability, loss, damage and expense (including reasonable attorneys’ fees) resulting from or arising out of this Master Contract or its performance, or the performance of any ISA, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the CONTRACTOR. The LEA shall have the right in their sole discretion to select counsel of its choice to provide the defense at the sole cost of the CONTRACTOR or the applicable insurance carrier.

16.2 To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Officers, Board Members, administrators, employees, agents, attorneys, and subcontractors (“CONTRACTOR Indemnities”) harmless against all liability, loss, damage and expense (including reasonable attorneys’ fees) resulting from or arising out of this Master Contract or its performance, or the performance of any ISA, to the extent that such loss, expense, damage or liability was proximately caused by the negligent or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

17. INDEPENDENT CONTRACT

17.1 Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Agreement as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Agreement shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the

LEA and any individual assigned by CONTRACTOR to perform any services for the LEA.

17.2 If the LEA is held to be a partner, joint venturer, co-principle, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that holding, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding.

17.3 LEA and CONTRACTOR agree to the following rights consistent with an independent contractor relationship:

17.3.1 CONTRACTOR has the right to perform services for others during the term of this Agreement.

17.3.2 CONTRACTOR has the sole right to control and direct the means, manner and method by which the services required by this Agreement will be performed to the extent the provision of CONTRACTOR's services are consistent with the responsibilities set forth in the ISA.

17.3.3 CONTRACTOR has the right to hire assistants or to use employees to provide the services required by this Agreement.

17.3.4 CONTRACTOR or CONTRACTOR's employees shall perform the services required by this Agreement; LEA shall not hire, supervise or pay any assistants to help CONTRACTOR.

17.3.5 Neither CONTRACTOR nor CONTRACTOR's employees shall receive any training from LEA in the skills necessary to perform the services required by this Agreement.

17.3.6 LEA shall not require CONTRACTOR or CONTRACTOR's employees to devote full time to performing the services required by this Agreement.

17.3.7 Neither CONTRACTOR nor CONTRACTOR's employees are eligible to participate in any employee pension, health, vacation pay, sick pay or other fringe benefit plan of LEA.

18. SUBCONTRACTING

CONTRACTOR shall not subcontract duties assigned to CONTRACTOR pursuant to this Agreement or any ISA.

19. CONFLICTS OF INTEREST

19.1 CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated.

19.2 CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 and including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

19.3 Unless CONTRACTOR and LEA otherwise agree in writing, LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the student is performed or a report is prepared in the normal course of the services provided to the student by CONTRACTOR.

19.4 To avoid conflict of interest, and in order to ensure the independence and appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may, in its discretion, not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may, in its discretion, not fund services through the evaluator whose IEE the LEA agrees to fund.

19.5 Only when no other appropriate assessor is available, LEA may request, and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

19.6 In the event that CONTRACTOR is a Nonpublic Agency, CONTRACTOR acknowledges that its authorized representative has read and understands Education Code section 56366.3 which provides, in relevant part, that no special education and/or related services provided by CONTRACTOR shall be paid for by LEA if provided by an individual who was an employee of LEA within the three hundred and sixty five (365) days prior to executing this contract. This provision does not apply to any person who is able to provide designated instruction and services during the extended school year because he or she is otherwise employed for up to ten months of the school year by LEA.

19.7 CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

20. NON-DISCRIMINATION

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity or expression, physical or mental disability, genetic information or any other classification protected by federal or state law or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

21.1 LEA shall provide CONTRACTOR with a copy of the IEP including all relevant attachments of each student served by CONTRACTOR. CONTRACTOR shall provide to each student special education and/or related services (including transition services) within the nonpublic school or nonpublic agency consistent with the student's IEP and as specified in the ISA.

21.2 CONTRACTOR shall not accept a student if it cannot provide or ensure the provision of the services outlined in the student's IEP and ISA.

21.3 Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities for students, as specified in the student's IEP and ISA. CONTRACTOR shall impose no fee or charge of any kind to parents for special education and/or related services as specified in the student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the student's enrollment under the terms of this Master Contract).

21.4 LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student's IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the nonpublic school. CONTRACTOR shall provide school site-based training for student, teacher, support staff and parent on the use of the device. CONTRACTOR shall return device to LEA, as per issuance procedures, within two (2) working days of student termination or ceasing to qualify for device. CONTRACTOR shall file or attempt to file police reports for missing/lost/stolen device(s), providing documentation of attempt, and coordinate the provision of any police report number to LEA within five (5) working days of becoming aware of loss. LEA is not responsible for and shall not reimburse CONTRACTOR for any damage to or loss of devices owned or provided by CONTRACTOR, or for replacement of malfunctioning, damaged or stolen school-provided technology used for instruction or access (e.g., assistive technology). The equipment remains the property of the LEA and shall be returned to the LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the nonpublic school or transfers out of the LEA.

21.5 CONTRACTOR shall be solely responsible for ensuring that facilities are adequate to provide LEA students with an environment which meets all state and local health and safety regulations and guidance.

21.6 CONTRACTOR may only charge a student's parent(s) for services and/or activities not necessary for the student to receive a free appropriate public education after: (a) written notification to the student's parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written acknowledgment signed by the student's parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

21.7 Voluntary services and/or activities not necessary for the student to receive a free appropriate public education shall not interfere with the student's receipt of special education and/or related services as specified in the student's IEP and ISA unless the LEA, CONTRACTOR, and PARENT agree otherwise in writing.

22. GENERAL PROGRAM OF INSTRUCTION

22.1 All nonpublic school and nonpublic agency services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 et seq., and shall ensure that facilities are adequate to provide LEA students with an environment, which meets all pertinent health and safety regulations.

22.2 When CONTRACTOR is a nonpublic school, CONTRACTOR's general program of instruction shall:

- 22.2.1 utilize evidence-based practices and predictors and be consistent with LEA's standards regarding the particular course of study and curriculum;
- 22.2.2 include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services;
- 22.2.3 be consistent with CDE's standards regarding the particular course of study and curriculum;
- 22.2.4 provide the services as specified in the student's IEP and ISA.

22.3 Students shall have access to:

- 22.3.1 State Board of Education (SBE) - adopted Common Core State Standards ("CCSS") for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by a local education agency (LEA), that contracts with the nonpublic school;
- 22.3.2 college preparation courses;
- 22.3.3 extracurricular activities, such as art, sports, music and academic clubs;
- 22.3.4 career preparation and vocational training, consistent with transition plans pursuant to state and federal law; and

22.3.5 supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling.

22.4 When CONTRACTOR serves students in grades nine through twelve inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements.

22.5 CONTRACTOR shall not award a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

22.6 When CONTRACTOR is a nonpublic agency and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and predictors and be consistent with LEA and CDE guidelines and certification, and provided as specified in the student's IEP and ISA.

22.7 The nonpublic agency providing Behavior Intervention services shall develop a written plan that specifies the nature of their nonpublic agency service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA.

22.8 School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team.

22.9 Any services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present.

22.10 Section 22.9 shall not apply to services provided by a CONTRACTOR that is a licensed children's institution or to the provision of emergency services, provided CONTRACTOR has a written authorization signed by the parent or legal guardian to authorize emergency services as requested. Licensed Children's Institution ("LCI") CONTRACTORS shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract.

22.11 CONTRACTORS providing Behavior Intervention services must have a trained behaviorist or trained equivalent on staff. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

22.12 When CONTRACTOR is a nonpublic agency, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless the LEA and CONTRACTOR agree otherwise in writing.

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a nonpublic school, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the minimum instructional time requirements for Charter Schools in the state of California and shall be specified in the student's ISA developed in accordance with the student's IEP.

24. CLASS SIZE

When CONTRACTOR is a nonpublic school, CONTRACTOR shall ensure that class size shall not exceed a ratio of one (1) teacher per twelve (12) students, unless CONTRACTOR and LEA agree otherwise in writing.

25. CALENDARS

25.1 When CONTRACTOR is a nonpublic school, CONTRACTOR shall submit to the LEA/SELPA a school calendar with the total number of billable days not to exceed one hundred and eighty (180) days, plus extended school year billable days equivalent to the number of days determined by the LEA's extended school year calendar.

25.2 Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. Nothing in this Master Contract shall require or be interpreted to require the LEA to accept any requests for calendar changes.

25.3 Unless otherwise specified by the students' IEP, educational services shall occur at the CONTRACTOR's facility or in Student's home. A student shall only be eligible for extended school year services if such are included in his/her IEP and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP Team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

25.4 Student must have actually been in attendance during the regular school year and/or during extended school year and actually received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when LEA's school program is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any nonpublic school service. Any instructional days provided before the execution of this Agreement shall be at the sole financial responsibility of the CONTRACTOR.

25.5 LEA shall provide a school calendar to CONTRACTOR prior to the initiation of services. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall

provide related services to LEA students on only those days that the LEA is in session. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment.

26. DATA REPORTING

26.1 CONTRACTOR shall provide to the LEA all data related to student information and billing information with LEA. CONTRACTOR shall provide all data related to any and all sections of this Agreement and requested by and in the format required by the LEA.

26.2 It is understood that all nonpublic school and agencies shall utilize the LEA approved electronic IEP system, Special Education Information System (“SEIS”) for all IEP development and progress reporting, unless otherwise agreed to by the LEA. Additional progress reporting may be required by the LEA. The LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access.

26.3 The LEA shall provide the CONTRACTOR with approved forms and/or format for such data including, but not limited to, invoicing, attendance reports and progress reports. The LEA may approve use of CONTRACTOR’S forms in LEA’s sole discretion.

26.4 All data reporting and documentation must include the specific Compass school name in addition to the student’s personally identifiable information.

27. STATEWIDE ACHIEVEMENT TESTING

27.1 When CONTRACTOR is a nonpublic school, per implementation of Senate Bill 484, CONTRACTOR shall administer all Statewide assessments within the California Assessment of Student Performance and Progress (“CAASPP”), Desired Results Developmental Profile (“DRDP”), California Alternative Assessment (“CAA”), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, the English Language Proficiency Assessments for California (“ELPAC”), as appropriate to the student, and mandated by LEA pursuant to LEA requirements and state and federal guidelines.

27.2 CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. CONTRACTOR shall provide test administration by CONTRACTOR’S qualified staff in accordance with LEA test administration protocols. CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

28. MANDATED ATTENDANCE AT LEA MEETINGS

28.1 CONTRACTOR shall attend LEA mandated meetings (via teleconference) when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, and standardized testing and IEPs.

28.2 LEA shall provide CONTRACTOR with reasonable notice of mandated meetings.

28.3 Attendance at such mandated meetings does not constitute a billable service hour(s).

29. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

29.1 CONTRACTOR shall comply with the requirements of Education Code section 56521.1 and 56521.2, federal law and regulation, and LEA policy regarding Student behavior and discipline. This includes, but is not limited to, the completion of Behavior Emergency Reports, emergency interventions, implementation of Behavior Intervention Plans, parental notice and prohibitions against restraint and seclusion.

29.2 In the event of a pupil-involved incident for which law enforcement was contacted, CONTRACTOR shall notify CDE and the LEA of the incident, in writing, no later than one business day after the incident occurred.

29.3 CONTRACTOR shall document the training of staff who will have contact or interaction with pupils during the school day in the use of evidence-based practices and interventions specific to the unique needs of the CONTRACTOR's population. This training shall be provided within thirty (30) days of employment to new staff and annually to all staff who have any contact or interaction with pupils during the school day. The structure and content of the training shall comply with the requirements set forth in AB 1172. LEA shall annually verify that CONTRACTOR has completed this training and report to CDE that the LEA has completed this verification.

29.4 Effective January 1, 2020, CONTRACTOR shall notify CDE and the LEA of any pupil-involved incident at the NPS/NPA in which law enforcement was contacted. This notification shall be provided in writing, no later than one business day after the incident occurred. Education Code § 56366.1(i)(2).

29.5 Effective January 1, 2020, to be certified by CDE, a NPS serving pupils with significant behavioral needs or who have a Behavioral Intervention Plan ("BIP"), the NPS must have an individual onsite during school hours who is qualified, and responsible for the design, planning, and implementation of behavioral

interventions, as authorized under Section 3051.23 of Title 5 of the California Code of Regulations. Education Code § 56366.10.

30. STUDENT DISCIPLINE

30.1 CONTRACTOR shall maintain and abide by LEA's policy for student discipline.

30.2 CONTRACTOR shall not unilaterally suspend or recommend for expulsion any student without prior communication with and agreement of the LEA and pursuant to all procedures within the LEA's suspension/expulsion policy.

30.3 CONTRACTOR may not terminate this Agreement due to Student's behavior unless Parent is in agreement otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

31. IEP TEAM MEETINGS

31.1 An IEP team meeting shall be convened at least annually to evaluate:

31.1.1 the educational progress of each student served by CONTRACTOR;

31.1.2 whether or not the needs of the student continue to be best met by CONTRACTOR; and

31.1.3 whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (California Education Code sections 56366 (a) (2) (B) (i) and (ii)) and pursuant to California Education Code section 56345 (b) (4).)

31.2 Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding students for whom ISAs have been or may be executed.

31.3 At any time during the term of this Master Contract, the parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. It is understood that CONTRACTOR will join any meetings by teleconference or videoconference unless otherwise mandated by a Student's IEP, judicial order, or settlement agreement.

31.4 CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

31.5 It is understood that the CONTRACTOR shall utilize the approved electronic IEP system of the LEA for all IEP planning and progress reporting at the LEA's discretion. The SELPA shall provide training for any NPS and NPA to assure access to the approved system. The NPS and/or NPA shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system. When a student is no longer receiving services from CONTRACTOR, the NPS/NPA shall discontinue use of the approved system for that student.

31.6 Changes in any student's educational program, including instruction, services, or instructional setting provided under this Master Contract, may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

32. SURROGATE PARENTS AND FOSTER YOUTH

32.1 LEA shall comply with state and federal laws and regulations and LEA policies and procedures regarding surrogate parent assignments. CONTRACTOR shall comply with LEA surrogate parent assignments.

32.2 Per California Education Code sections 51225.1 and 51225.3, students who are homeless, in foster care, a former juvenile court school pupil, children of military families, migratory students, or a pupil participating in a newcomer program, as defined in section 51225.2, who transfer schools after their second year of high school and who cannot reasonably complete all LEA graduation requirements in four (4) years may be eligible to graduate by completing the minimum state graduation requirements per AB 216/167. Within five (5) days of contact by CONTRACTOR, the LEA will determine student eligibility for AB 216/167. CONTRACTOR will award partial or full credits to this student population for all work satisfactorily completed while in attendance at the nonpublic school. Once eligibility is established, the LEA will provide CONTRACTOR with AB 216 Notification Letter to review with the student and educational rights holder ("ERH"). CONTRACTOR will forward a copy of the signed AB 216 Notification Letter, indicating acceptance, rejection, or deferral of the exemption, to the LEA immediately upon completion for further handling. LEA shall comply with its Foster and Homeless Youth policies and state and federal law.

33. DUE PROCESS PROCEEDINGS

33.1 CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to

any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency.

33.2 Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

34. COMPLAINT PROCEDURES

34.1 CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of students with appropriate information (including complaint forms) for the following:

34.1.1 Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 et seq.;

34.1.2 Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a);

34.1.3 Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c);

34.1.4 Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a);
and

34.1.5 Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPAA").

34.3 CONTRACTOR shall provide written verification of the implementation of these procedures to the LEA.

34.2 Upon receipt of any complaint regarding an LEA student, CONTRACTOR shall notify the LEA within two (2) business days.

34.3 CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency.

34.4 CONTRACTOR shall immediately notify LEA of any complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of complaints, including any and all non-privileged reports generated as a result of an investigation.

35. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

35.1 CONTRACTOR shall provide to parents at least four (4) written progress reports/report cards annually and at least three (3) school days prior to any IEP meeting when LEA notifies CONTRACTOR at least ten (10) calendar days prior to the IEP

meeting. At a minimum, progress reports shall include progress over time towards IEP goals and objectives.

35.2 A copy of the progress reports/report cards shall be maintained at the CONTRACTOR's place of business and shall be submitted to the LEA and LEA student's parent(s).

35.3 The CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior intervention plans. The LEA may request such data at any time within five (5) years of the date of service. The CONTRACTOR shall provide this data supporting progress within five (5) business days of request. Additional time may be granted in the discretion of the LEA.

35.4 CONTRACTOR shall complete academic or other evaluations of the student ten (10) days prior to the student's annual or triennial review IEP team meeting for the purpose of reporting the student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices.

35.5 CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the annual or triennial review IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

35.6 CONTRACTOR is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting and development of present levels of performance. All assessments resulting from an assessment plan shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by the LEA at the LEA's sole discretion.

35.7 CONTRACTOR acknowledges and agrees that all billable hours must be in direct services to pupils as specified in the ISA. For Nonpublic Agency services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

35.8 CONTRACTOR shall not charge the student's parent(s) or LEA for the provision of progress reports, report cards, evaluations conducted in order to obtain present levels of performance, interviews, and/or meetings. The Parties agree that all billable hours shall be limited as specified on the ISA consistent with the IEP. It is understood that

copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

36. TRANSCRIPTS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall prepare transcripts at the close of each semester, or upon student transfer, for LEA students in grades nine (9) through twelve (12) inclusive, and submit them on LEA approved forms LEA for evaluation of progress toward completion of diploma requirements as specified in LEA's Charter.

37. STUDENT CHANGE OF RESIDENCE

37.1 Within five (5) school days after CONTRACTOR becomes aware of a student's change of residence, CONTRACTOR shall notify LEA of the student's change of residence as specified in LEA Procedures.

37.2 If CONTRACTOR had knowledge or should reasonably have had knowledge of the student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in Section 37.1, LEA shall not be responsible for the costs of services delivered after the student's change of residence.

38. WITHDRAWAL OF STUDENT FROM PROGRAM

38.1 CONTRACTOR shall immediately report electronically and in writing to the LEA within two (2) business days when an LEA student is withdrawn without prior notice from school and/or services, including student's change of residence to a residence outside of LEA service boundaries, and student's discharge against professional advice from a Nonpublic Schools/Residential Treatment Center ("NPS/RTC").

39. PARENT ACCESS

39.1 CONTRACTOR shall provide for reasonable parental access to students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and student living quarters.

39.2 CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

39.3 CONTRACTOR operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance.

39.4 CONTRACTOR shall facilitate all parent travel and accommodations and for providing travel information to the parent as appropriate. Payment by LEA for approved travel- related expenses shall be made directly through the LEA.

39.5 CONTRACTOR providing services in the student’s home as specified in the IEP shall assure that at least one parent of the child, or an adult caregiver with written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations.

39.6 CONTRACTOR shall require the parent to inform the LEA of any changes of caregivers and provide written authorization for care in an emergency situation. CONTRACTOR agrees that any employee or volunteer associated with the NPS/NPA service provider cannot be as an adult caregiver.

39.7 For services provided in a pupil’s home as specified in the IEP, CONTRACTOR must assure that the parent (or LEA-approved responsible adult) is present during the provision of services. All problems and/or concerns reported to parents, both verbal and written, shall also be provided to the LEA.

40. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT

CONTRACTOR is expected to provide all services at CONTRACTOR’s facility or at another location as determined with Student and Parents. CONTRACTORS are not able to provide services at an LEA School Site.

41. LICENSED CHILDREN’S INSTITUTION (“LCI”) CONTRACTORS AND RESIDENTIAL TREATMENT CENTER (“RTC”) CONTRACTORS

41.1 If CONTRACTOR is a licensed children’s institution (hereinafter referred to as “LCI”), CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1(b), AB 1858 (2004), AB 490 (Chapter 862, Statutes of 2003), AB 1261 (2005), AB 1166 Chapter 171 (2015), AB 167 Chapter 224 (2010), AB 216 Chapter 324 (2013), AB 379 Chapter 772 (2015), AB 1012 Chapter 703 (2015), and the procedures set forth in the LEA Procedures.

41.2 An LCI shall not require that a pupil be placed in its nonpublic school as a condition of being placed in its residential facility.

41.3 If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a residential treatment center (hereinafter referred to as “NPS/RTC”), CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1412(a)(1)(A) and Education Code section 56000, et seq.; amended and reorganized by the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), 20 U.S.C. section 1401(29); Education

Code section 56031; Cal. Code Regs., Title 5, section 3001 et seq., Cal. Code Regs., Title 2, section 60100 et seq. regarding the provision of counseling services, including residential care for students to receive a FAPE as set forth in the LEA student's IEPs.

41.4 If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all LEA students, including those identified as eligible for special education. For those identified special education students, the list shall include: 1) special education eligibility at the time of enrollment and; 2) the educational placement and services specified in each student's IEP at the time of enrollment.

41.5 LEA is not responsible for the costs associated with nonpublic school placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement is appropriate, and the IEP is signed by the student's parent or another adult with educational decision-making rights. The foregoing limitation shall not apply, and LEA shall be responsible for the costs associated with non-school placement, as specified in an OAH order or a lawfully executed agreement between LEA and parent,

41.6 In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

42. STATE MEAL MANDATE

When CONTRACTOR is a nonpublic school, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49530, 49530.5 and 49550.

43. MONITORING

43.1 CONTRACTOR shall allow LEA representatives access to its facilities or virtual programming for periodic monitoring of each student's instructional program. LEA shall have access to observe each student at work, observe the instructional setting, interview CONTRACTOR, and review each student's records and progress. Such access shall include unannounced monitoring visits as determined in LEA's sole discretion. CONTRACTOR shall be invited to participate in the review of each student's progress.

43.2 If CONTRACTOR is also an LCI and/or NPS/RTC, the CDE shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

43.3 The State Superintendent of Public Instruction ("Superintendent") shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the

educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (a) CONTRACTOR shall complete a self-review in year one; (b) the Superintendent shall conduct an onsite review in year two; and (c) the Superintendent shall conduct a follow-up visit in year three.

43.4 CONTRACTOR shall participate in any LEA and CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j). This review will address programmatic aspects of the nonpublic school, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall diligently conduct any follow-up or corrective action procedures related to review findings.

43.5 CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, the following:

- 43.5.1 a review of core compliance areas of health and safety;
- 43.5.2 curriculum/instruction;
- 43.5.3 related services; and
- 43.5.4 contractual, legal, and procedural compliance.

43.6 When CONTRACTOR is a nonpublic school, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card as appropriate in accordance with California Education Code Section 33126.

43.7 If the LEA does not have any pupils enrolled at or receiving services through CONTRACTOR at the time of this Agreement, the LEA shall conduct the following:

- 43.7.1 An onsite visit to the NPS/NPA before placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement. [\[12\]](#)
- 43.7.2 At least one onsite monitoring visit during each school year to the CONTRACTOR at which the LEA has a pupil attending and with which it maintains a master contract. The monitoring visit shall include, but is not limited to:
 - 43.7.2.A A review of services provided to the pupil through the individual service agreement between the LEA and CONTRACTOR;
 - 43.7.2.B A review of progress the pupil is making toward the goals set forth in the pupil's Individualized Education Program ("IEP");
 - 43.7.2.C A review of progress the pupil is making toward the goals set forth in the pupil's BIP if the pupil has a BIP;
 - 43.7.2.D An observation of the pupil during instruction; and
 - 43.7.2.E A walkthrough of the facility.

43.7.3 The LEA shall report the findings resulting from the monitoring visit to CDE within 60 calendar days of the onsite visit.

44. INABILITY TO PROVIDE IN-PERSON SERVICES DUE TO EMERGENCY CIRCUMSTANCES

In the event CONTRACTOR is unable to fulfill its duty to provide in-person services as required by the ISA and/or the LEA student's IEP for more than ten (10) school days, CONTRACTOR agrees to provide virtual services to the greatest extent possible. If CONTRACTOR is unable or unwilling to provide virtual services, CONTRACTOR agrees to provide compensatory services equal to the amount of services missed due to the emergency circumstance. CONTRACTOR agrees that all decisions regarding whether in-person services may be provided shall be in accordance with state and local legislation and guidance from the CDE and California Department of Public Health ("CDPH"), as applicable.

PERSONNEL

45. CLEARANCE REQUIREMENTS

45.1 CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1, including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") for CONTRACTOR's employees, volunteers, subcontractors, transportation providers (i.e., bus, van taxi drivers), or any person with regular student contact employed directly or indirectly by it prior to service with any LEA student. CONTRACTOR hereby agrees that CONTRACTOR's employees, volunteers, subcontractors or any person employed directly or indirectly by it, or any regular outside service provider (such as Department of Probation, Department of Children and Family Services, and/or Los Angeles County Department of Children's Services), shall not come in contact with LEA students until CDOJ clearance and subsequent arrest notification are obtained and confirmed by the CONTRACTOR. CONTRACTOR shall certify in writing to LEA that none of its employees, volunteers, subcontractors or any person employed directly or indirectly by it who may come into contact with LEA students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Clearance certification for those providers who provide or supervise services billed to the LEA shall be provided electronically to the LEA within forty-eight (48) hours of account execution. CONTRACTOR shall submit to LEA a "Staff List and Clearance Form" for all CONTRACTOR's employees, volunteers, subcontractors, transportation providers (i.e., bus, van, or taxi drivers), or any person with regular student contact employed directly or indirectly. CONTRACTOR shall provide an updated "Staff List and Clearance Form" whenever there is a change in personnel covered by the document. In addition, notwithstanding the restrictions on sharing and destroying criminal background

check information, CONTRACTOR, upon demand, shall make available to the LEA and State Superintendent of Instruction evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the CONTRACTOR. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Proof of subsequent arrest notification, as required by California Penal Code section 11105.2, for all staff shall be provided upon request.

- 45.2 Any CONTRACTOR that operates a program outside of this State shall also comply with the legal requirements of the applicable State where the program is located for mandated background checks and clearance requirements in order to have direct contact with children.
- 45.3 Per California Health and Safety Code section 1596.7995, CONTRACTORS shall not allow a person to be employed or volunteer at a day care center, preschool, or extended day facility, who has not been immunized against influenza, pertussis, and measles. Each employee and volunteer shall obtain an influenza vaccination between August 1 and December 1 of each year. A person is exempt from this requirement of this section only if the person submits a written declaration that he or she had declined the Influenza vaccination.

46. STAFF QUALIFICATIONS

46.1 CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(y), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession, and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

46.2 CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections 45340 et seq. and 45350 et seq.

46.3 In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state and serving a student by this LEA shall be certified or licensed by that state to provide special education and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

47. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

47.1 Upon request, CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR.

CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools where parents of Students are domiciled.

47.2 CONTRACTOR shall notify LEA in writing within thirty (30) days when personnel changes occur which may affect the provision of special education and/or related services to students as specified in the LEA Procedures.

47.3 The LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period which such person is providing services under this Master Contract. Failure to notify the LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

48. STAFF ABSENCE AND TARDINESS

48.1 When CONTRACTOR is a nonpublic agency and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers.

48.2 LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make-up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

48.3 CONTRACTOR agrees to maintain and enforce a policy requiring CONTRACTOR's employees to report for duty on time, and employees with repeated tardiness shall be subject to discipline by CONTRACTOR. CONTRACTOR agrees that LEA shall have the right to refuse to work with any employee of CONTRACTOR whose repeated tardiness negatively impacts LEA, and in such event CONTRACTOR shall provide a replacement employee who can perform the services on a consistently timely basis.

49. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL FACILITY AND/OR IN THE HOME

It is understood that all employees, subcontractors, and volunteers of any certified nonpublic school or agency shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in LEA Board policies and/or regulations when made available to the CONTRACTOR.

HEALTH AND SAFETY MANDATES

50. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. Without limiting the foregoing, CONTRACTOR agrees to maintain and enforce appropriate health and safety protocols in an Infection Control Plan for COVID-19, or its equivalent, as required by applicable state and local health orders.

51. FACILITIES AND FACILITIES MODIFICATIONS

51.1 CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to:

- 51.1.1 illness prevention;
- 51.1.2 access by disabled persons;
- 51.1.3 fire, health, sanitation, and building standards and safety features and equipment;
- 51.1.4 fire alarm and suppression systems;
- 51.1.5 zoning permits; and
- 51.1.6 occupancy capacity.

51.2 When CONTRACTOR is a nonpublic school, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required complying with applicable federal, state, and local laws, regulations, and ordinances.

51.3 Failure to notify the LEA and CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

52. ADMINISTRATION OF MEDICATION

52.1 CONTRACTOR shall comply with the requirements of California Education Code section 49423 when CONTRACTOR serves a student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's parent(s) provides to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement.

52.2 CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each student to whom medication is administered. Such written log shall specify the student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication.

52.3 CONTRACTOR maintains full responsibility for assuring appropriate staff training in the administration of medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

53. INCIDENT/ACCIDENT REPORTING

Within 24 hours, CONTRACTOR shall submit any accident or incident report to the LEA via email or other electronic means of communication specified by LEA for that purpose. CONTRACTOR shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures. CONTRACTOR shall electronically report, using LEA platform, any time CONTRACTOR determines that a LEA pupil has committed an act as defined in Education Code sections 48900 et seq., regardless of whether the act results in a disciplinary action of suspension or expulsion.

54. CHILD ABUSE REPORTING

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, regarding child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq. and Education Code 44691. To protect the privacy rights of all parties involved (i.e., reporter, child and alleged abuser), CONTRACTOR agrees to maintain the confidentiality of reports as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA.

55. SEXUAL HARASSMENT

CONTRACTOR shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and state law. The policy shall include procedures to make complaints without fear of retaliation, and for prompt and objective

investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

56. REPORTING OF MISSING CHILDREN

CONTRACTOR assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

FINANCIAL

57. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES

57.1 CONTRACTOR shall assure that the school or agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to properly implement the IEP and ISA for each and every student.

57.2 CONTRACTOR shall comply with applicable laws and regulations governing enrollment, contracting, attendance reporting, service tracking and billing. Service tracking documentation shall be completed within five (5) school days of the scheduled event and service tracking session notes shall meet LEA standards for documenting services (i.e., listed on student's current IEP; relevant to the IEP goal; includes a brief description of the activity and an outcome statement; includes an objective measure of the student's progress toward the IEP goal and/or a reflection by the provider that is demonstrative of professional judgment specific to his/her own discipline; is consistent with professional standards established for each discipline.

57.3 CONTRACTOR agrees that billing shall conform to the requirements of electronic billing as specified by the LEA Procedures. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the student's IEP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and governed by all applicable federal and state laws.

57.4 CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this

contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment. The amount billed shall directly reflect the services actually delivered. Bulk or flat-rate billing is not permitted.

57.5 CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on an LEA form with signatures in the manner prescribed by LEA in the LEA Procedures. At a minimum, each invoice must contain the following information:

- 57.5.1 month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA;
- 57.5.2 name of staff who provided the service;
- 57.5.3 approved cost of each invoice;
- 57.5.4 total for each service and total for the monthly invoice;
- 57.5.5 date invoice was mailed;
- 57.5.6 signature of NPS/NPA administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification;
- 57.5.7 verification that attendance report is attached as appropriate;
- 57.5.8 indication of any made-up session consistent with this contract;
- 57.5.9 verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and
- 57.5.10 name or initials of each student for when the service was provided.

57.6 In the event services were not provided, CONTRACTOR shall explain to LEA in writing why the services were not provided.

57.7 Each invoice is subject to all conditions of this contract. At the discretion of the LEA, LEA may require CONTRACTOR to submit an electronic invoice for services, provided LEA has given CONTRACTOR reasonable advance written notice.

57.8 Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty-five (45) days of LEA's receipt of properly submitted copy of invoices prepared and submitted as specified in California Education Code Section 56366.5 and the LEA.

57.9 As needed, CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

57.10 In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond the following December 31st. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by the LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year.

57.11 CONTRACTOR shall pay all income taxes and FICA (Social Security and Medicare taxes) incurred while performing services under this Agreement. If CONTRACTOR is required to pay any federal, state or local sales, use, property, or value added taxes based on the services provided under this Agreement, the taxes shall be separately billed to LEA. CONTRACTOR shall not pay any interest or penalties incurred due to late payment or nonpayment of any taxes by LEA. LEA will not:

- 57.11.1 withhold FICA from CONTRACTOR's payments or make FICA payments on CONTRACTOR's behalf;
- 57.11.2 make state or federal unemployment compensation contributions on CONTRACTOR's behalf;
- 57.11.3 withhold state or federal income tax from CONTRACTOR's payments; or
- 57.11.4 pay or reimburse mileage for NPA employee.

57.12 All financial invoices and documentation must include the specific Compass school name in addition to the student's personally identifiable information.

58. RIGHT TO WITHHOLD PAYMENT

58.1 LEA may withhold payment to CONTRACTOR or require CONTRACTOR to return excess funds already paid under the following circumstances:

- 58.1.1 CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract;
- 58.1.2 CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services;
- 58.1.3 CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records;
- 58.1.4 CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366(c)(2);
- 58.1.5 education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified;
- 58.1.6 LEA has not received prior to school closure or contract termination, all documents concerning one or more students enrolled in CONTRACTOR's educational program;

- 58.1.7 CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change of residence to another district, but fails to notify LEA within five (5) days of such confirmation;
- 58.1.8 CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a student.
- 58.1.9 Students served in service tracking groups when group size exceeds allowable the group size limits as stipulated within this contract and/or the rate page "Exhibit A";
- 58.1.10 Service tracking documentation does not meet professional standards as described in this contract; or
- 58.1.11 The invoice costs of all outstanding assistive technology devices that are due to have been returned but have not been returned, or for which a police report has not been filed or lacking documented attempt to be filed, at the close of each semester, as described in this contract, will be recouped from the CONTRACTOR in a subsequent invoice.

58.2 CONTRACTOR agrees that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

58.3 Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations in Article 57 of this Agreement. In addition, final payment may be withheld by the LEA until completion of a review or audit, if deemed necessary by the LEA. Such review or audit will be completed within ninety (90) days of CONTRACTOR's final invoice. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

58.4 The amount which may be withheld by LEA or returned by CONTRACTOR with respect to Section 58.1 are as follows:

- 58.4.1 the value of the service CONTRACTOR failed to perform;
- 58.4.2 the amount of overpayment;
- 58.4.3 the entire amount of the invoice for which satisfactory documentation has not been provided by CONTRACTOR;
- 58.4.4 the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified;
- 58.4.5 the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the violation is cured; or
- 58.4.6 the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the student.

LEA may withhold or deny payment of any costs submitted to LEA on the basis of CONTRACTOR's failure to provide documentation of required training as set forth in

this Master Contract or CONTRACTOR's failure to deliver required services and/or from missing/incomplete or improper documentation of such services.

In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA (with the exception of parent or student refusal), the CONTRACTOR shall notify the LEA in writing within ten (10) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to student as a result of lack of provision of services by CONTRACTOR while student was served by the nonpublic school or agency, regardless of whether awarded to student through a Charter IEP, due process agreement, or CDE Required Corrective Action. LEA shall compensate CONTRACTOR for the compensatory service hours at the rates specified by the current contract unless billed for previously or included in a bundled rate.

58.5 If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies. If LEA determines, in LEA's sole discretion, that CONTRACTOR's written request shows good cause for an extension, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

58.6 If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that payment will be made, or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

58.7 After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

58.8 After sixty (60) business days: Disagreements between the LEA and CONTRACTOR concerning disputes under this section shall be subject to dispute resolution in accordance with Section 64.

59. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to students.

60. PAYMENT FOR ABSENCES

60.1 STAFF ABSENCE

60.1.1 Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to the LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher. CONTRACTOR may not provide coverage for an absent teacher by combining two classes when doing so would violate the maximum student to staff ratios defined in Section 24.

60.1.2 Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

60.2 STUDENT ABSENCE

60.2.1 If CONTRACTOR is a nonpublic school, no later than the tenth (10th) cumulative day or fifth (5th) consecutive day of a student's unexcused absence, CONTRACTOR shall notify the LEA of such absence as specified in the LEA Procedures.

60.2.2 Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on

which a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law, nor shall student be eligible for make-up services.

60.2.3 NON PUBLIC AGENCY NO SHOW OR LATE ARRIVAL POLICY: Unless the student provides timely notice, if the student fails to show for or is late to his/her scheduled appointment, CONTRACTOR will note appointment and arrival time (as applicable) and that the student did not attend or was late.

60.2.4 For virtual sessions, LEA will pay fifty percent (50%) of the virtual sessions rate for a student who does not attend or who is late to his/her session provided the student or LEA failed to provide timely notice to CONTRACTOR.

60.2.5 For in-person sessions, LEA will pay the full session rate for a student who does not attend or who is late to his/her session provided the student or LEA failed to provide timely notice to CONTRACTOR.

60.2.6 If a student does not show or arrives late, CONTRACTOR provide notice to the LEA contemporaneously with the missed session. CONTRACTOR will additionally submit an invoice for those sessions and provide written proof the student did not show or arrived late, along with including documented attempts to contact the family or student. There must be contact attempts documented in the therapy notes section.

60.2.7 SESSION CANCELLATIONS WITH 24+ HOURS NOTICE: Session cancellations with 24+ hours' notice must be rescheduled if possible, unless otherwise agreed upon in writing (e.g. Parent declines services for an extended period.) CONTRACTOR agrees to document attempts to rescheduled missed sessions and provide documentation to LEA.

61. INSPECTION AND AUDIT

61.1 The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

61.2 CONTRACTOR shall provide access to LEA to all records including, but not limited to:

- 61.2.1** student records as defined by California Education Code section 49061(b) including electronically stored information; cost data and fiscal records as set forth in Title 5 of the California Code of Regulations section 3061;
- 61.2.2** registers and roll books of teachers and/or daily service providers; daily service logs and notes used to record the provision of related services including supervision; daily service logs and notes or other documents used to record the provision of related services;

- 61.2.3 Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors;
- 61.2.4 absence verification records (parent/doctor notes, telephone logs, and related documents);
- 61.2.5 bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, dates of hire, and dates of termination; records of employee training and certification;
- 61.2.6 staff time sheets;
- 61.2.7 non-paid staff and volunteer sign-in sheets;
- 61.2.8 transportation and other related service subcontracts;
- 61.2.9 school calendars; bell/class schedules when applicable;
- 61.2.10 liability and worker's compensation insurance policies;
- 61.2.11 state nonpublic school and/or agency certifications;
- 61.2.12 by-laws; lists of current board of directors/trustees, if incorporated;
- 61.2.13 other documents evidencing financial expenditures related to LEA students;
- 61.2.14 federal/state payroll quarterly reports Form 941/DE3DP;
- 61.2.15 bank statements and canceled checks or facsimile thereof; and
- 61.2.16 all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

61.3 Access to records in this Article 61 shall include unannounced inspections by LEA.

61.4 CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR's offices (to be specified by LEA) at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

61.5 On no occasion shall CONTRACTOR impose additional requirements (e.g. Parent consent, release of information) for the provision of records concerning a Student who is being served or had been served by CONTRACTOR pursuant to an ISA.

61.6 CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

61.7 If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written

notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand.

61.8 Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

62. RATE SCHEDULE

62.1 The attached rate schedule (Exhibit A) limits the number of students that may be enrolled and maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as noted in California Education Code Section 46200-46208.

62.2 Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A.

63. DEBARMENT CERTIFICATION

By signing this Agreement, the CONTRACTOR certifies that:

- (a) The CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and
- (b) Have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

64. DISPUTE RESOLUTION

64.1 The parties shall endeavor to resolve their disputes by an informal meet and confer process not to exceed fourteen (14) days. Any disputes not resolved by such an informal meet and confer process shall be submitted to binding arbitration which, unless the parties mutually agree otherwise, shall be conducted in the venue specified in Section 12. A demand for arbitration shall be made in writing, delivered to the other party to the Master Contract, and filed with the person or entity administering the arbitration. The party filing a notice of demand for arbitration must assert in the demand all claims then known to that party on which arbitration is permitted to be demanded.

64.2 A demand for arbitration shall be made no later than the date when the institution of legal or equitable proceedings based on a claim between the parties would be barred by the applicable statute of limitations. For statute of limitations purposes, receipt of a written demand for arbitration by the person or entity administering the arbitration shall constitute the institution of legal or equitable proceedings based on the claim.

64.3 The arbitration hearing shall be conducted before a single arbitrator having at least ten (10) years' experience with special education law. The parties may conduct discovery, and the arbitrator may make orders regarding such discovery, as permitted by California Code of Civil Procedure section 1283.05. The arbitrator shall apply California substantive law to the claims in dispute, and shall utilize the California JAMS procedure and rules with respect to the presentation, receipt and admissibility of evidence at the arbitration hearing. An award may be entered against a party who fails to appear at a duly-noticed hearing. The arbitrator shall prepare in writing and provide to the parties an award including factual findings and the reasons on which the arbitrator's decision is based.

64.4 The decision of the arbitrator may be entered and enforced as a final judgment in any court of competent jurisdiction. The arbitrator shall not have the power to commit errors of law or legal reasoning or to award punitive damages, and the award may be vacated or corrected for any such error on a petition to vacate or correct the award brought under California Code of Civil Procedure section 1285, et seq. The ruling of the superior court regarding such petition shall be final, and no further appeal may be filed by either party. The provisions of the Federal Arbitration Act (9 U.S.C. § 1 et seq.) do not apply to this Master Contract or to this agreement to arbitrate.

64.5 The prevailing party in any action, arbitration or other proceeding shall be entitled to recover its reasonable attorney's fees and costs of suit from the other party.

65. CONFIDENTIALITY

65.1 CONTRACTOR acknowledges that during the engagement it will have access to and become acquainted with various trade secrets, inventions, innovations, processes, information, records and specifications owned or licensed by LEA and/or used by LEA in connection with the operation of its business including, without limitation, LEA's business and product processes, methods, pupil/personnel record information, accounts and procedures. All information regarding students of LEA will remain confidential to CONTRACTOR unless a separate, specific, properly executed consent (including

permission from LEA’s student and his or her parent) for the release of information is obtained prior to such release. Any information regarding student(s) received by LEA’s personnel or CONTRACTOR providing services pursuant to this Agreement shall remain confidential and shall not be communicated to any person or entity other than appropriate LEA personnel.

65.2 CONTRACTOR assigns to LEA all patent, copyright and trade secret rights in anything created or developed by CONTRACTOR for LEA under this Agreement. This assignment is conditioned upon full payment of the compensation due CONTRACTOR under this Agreement. CONTRACTOR shall help prepare any documents LEA considers necessary to secure any copyright, patent, or other intellectual property rights at no charge to LEA. CONTRACTOR agrees to honor the proprietary information of LEA and shall not disclose or circumvent such proprietary information now or in the future. Upon the conclusion of this Agreement, CONTRACTOR shall return all records, files, contacts and other proprietary information of LEA to LEA. However, LEA shall reimburse CONTRACTOR for all reasonable actual expenses necessary to carry out the terms of this Section.

The Parties hereto have executed this Contract by and through their duly authorized agents or representatives. The Parties agree that this contract may be executed by electronic signature or secure program (e.g. Epicenter.). This contract is effective on the [1] day of [July] [2022] and terminates at 5:00 p.m. on June 30, [2023], unless sooner terminated as provided herein.

LEA

CONTRACTOR

Compass Charter Schools

El Paseo Children's Center Inc.
Nonpublic School/Agent

By:

Signature

By:

Signature

Date

Date

J.J. Lewis, Superintendent
Name and Title of Authorized Representative

Brent Cooper
Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:
 Brent Cooper

Notices to LEA shall be addressed to:

J.J. Lewis, Superintendent

Name and Title
 El Paseo Children's Center Inc.

Name and Title
 Compass Charter Schools

Nonpublic School/Agency/Related Service Provider 74075 EL PASEO Drive Suite A2B	LEA 805 Hampshire Rd, Suite R
Address Palm Desert CA 92260	Address Thousand Oaks CA 01361
City State Zip 760-464-5265	City State Zip 805-807-5058 805-590-7077
Phone Fax	Phone Fax
Email b.cooper@elpaseostaffing.com	Email jlewis@compasscharters.org

EXHIBIT A: 2022-2023 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: El Paseo Children's Center Inc.

The CONTRACTOR CDS NUMBER: _____

PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO: 1:1

Maximum Contract Amount: \$300,000.00

Education service(s) offered by the CONTRACTOR and the charges for such service(s) during the term of this contract shall be as follows:

- 1) Daily Basic Education Rate: _____
- 2) Inclusive Education Program
(Includes Educational Counseling (not ed related mental health) services, Speech & Language services, Behavior Intervention Planning, and Occupational Therapy as specified on the student's IEP.) DAILY RATE: _____
- 3) Related Services - see attached rate sheet

<u>Service</u>	<u>Rate</u>	<u>Period</u>
<u>Intensive Individual Services (340)</u>	_____	_____
<u>Language and Speech (415)</u>	_____	_____
<u>Adapted Physical Education (425)</u>	_____	_____
<u>Health and Nursing: Specialized Physical Health Care (435)</u>	_____	_____
<u>Health and Nursing: Other Services (436)</u>	_____	_____
<u>Assistive Technology Services (445)</u>	_____	_____
<u>Occupational Therapy (450)</u>	_____	_____

<u>Physical Therapy (460)</u>	_____	_____
<u>Individual Counseling (510)</u>	_____	_____
<u>Counseling and Guidance (515)</u>	_____	_____
<u>Parent Counseling (520)</u>	_____	_____
<u>Social Work Services (525)</u>	_____	_____
<u>Psychological Services (530)</u>	_____	_____
<u>Behavior Intervention Services (535)</u>	_____	_____
<u>Specialized Services for Low Incidence Disabilities (610)</u>	_____	_____
<u>Specialized Deaf and Hard of Hearing (710)</u>	_____	_____
<u>Interpreter Services (715)</u>	_____	_____
<u>Audiological Services (720)</u>	_____	_____
<u>Specialized Visions Services (725)</u>	_____	_____
<u>Orientation and Mobility (730)</u>	_____	_____
<u>Specialized Orthopedic Services (740)</u>	_____	_____
<u>Reader Services (745)</u>	_____	_____
<u>Transcription Services (755)</u>	_____	_____
<u>Recreation Services, Including Therapeutic (760)</u>	_____	_____
<u>College Awareness (820)</u>	_____	_____
<u>Work Experience Education (850)</u>	_____	_____
<u>Job Coaching (855)</u>	_____	_____
<u>Mentoring (860)</u>	_____	_____
<u>Travel Training (870)</u>	_____	_____

Other Transition Services (890) _____

Other (900) _____

Other (900) _____

Exhibit B

**Certification of Criminal Background Clearance,
Tuberculosis (TB) Clearance, and Credential Verification**

This form is to be completed with respect to the Agreement between LEA and [El Paseo Children's Center Inc.] (“Independent Contractor”).

PLEASE CHECK ALL APPROPRIATE BOXES AND SIGN BELOW.

CLEARANCE AND CREDENTIAL REQUIREMENTS SATISFIED:

- A. The Independent Contractor hereby certifies to LEA that it has completed the criminal background check required by law and has determined that none of its employees who may come into contact with LEA students has been convicted of a violent felony listed in Penal Code Section 667.5(c), a serious felony listed in Penal Code Section 1192.7(c), a sex offense listed in Education Code Section 44010, a controlled substance offense listed in Education Code Section 44011, a crime involving moral turpitude (e.g., embezzlement, perjury, fraud, etc.), or any offense which may make the employee unsuitable/undesirable to work around students. The Independent Contractor shall also request and receive subsequent arrest notifications for all such employees from the California Department of Justice to ensure ongoing safety of students.

- B. The Independent Contractor hereby certifies to LEA that it has required and verified that all employees who may have frequent or prolonged contact with students have undergone a risk assessment and/or been examined and determined to be free of active tuberculosis. The Independent Contractor requires all new employees to provide the Independent Contractor with a certificate of tuberculosis clearance dated within the sixty (60) days prior to initial employment. The Independent Contractor maintains current TB clearances for all such employees.

- C. The Independent Contractor hereby certifies to LEA that it has required and verified that all of the Independent Contractor’s employees whose assignment at LEA requires a teaching or substitute credential or license holds a current, valid credential or license appropriate for the assignment as required by Education Code Section 47605(l).

List below, or attach, the name and other information for each vendor employee for whom the Independent Contractor has successfully completed the requisite fingerprinting and criminal background check, TB risk assessment/clearance, and credential verification (if applicable), in accordance with the provisions above.

Name of Employee	Date of Criminal Background Clearance Determination	TB Expiration Date	Credential(s) Type and Expiration Date(s)
<i>John Example</i>	<i>07/23/2014</i>	<i>07/23/2018</i>	<i>MSTC 07/01/2018</i>

WAIVER JUSTIFICATION:

D. The Independent Contractor and all of its employees qualify for a waiver of the Department of Justice (DOJ) fingerprint and criminal background clearance requirements for the following reason(s):

The Independent Contractor and its employees will have NO CONTACT with pupils. (No school-site Services will be provided.)

The Independent Contractor and its employees will have LIMITED CONTACT with pupils. (Attach information about length of time on school grounds; proximity of work area to pupil areas; whether the Independent Contractor’s employees will be working by themselves or with others, and, if so, with whom; and any other factors that substantiate limited contact.)

The Independent Contractor, which will be providing for construction, reconstruction, rehabilitation, or repair of a school facility where the employees of the Independent Contractor may have contact, other than limited contact, with pupils, shall ensure the safety of the pupils by one or more of the following methods:

Check all methods to be used:

1) Installation of a physical barrier at the worksite to limit contact with students.

2) Continual supervision and monitoring of all employees of the Independent Contractor by an employee of the Independent Contractor who has not been convicted of a serious of violent felony, a sex or controlled substance offense, or a crime involving moral turpitude as ascertained by the DOJ.

3) Surveillance of employees of the Independent Contractor by LEA personnel

The Services provided by the Independent Contractor are for an “EMERGENCY OR EXCEPTIONAL SITUATION” ONLY, such as when pupil health or safety is immediately endangered or when emergency repairs are needed to make the school facilities safe and habitable.

By signing below, under penalty of perjury, I certify that the information contained on this certification form and the employee list(s) is accurate. I understand that it is the Independent Contractor’s sole responsibility to maintain, update, and provide LEA with current and complete information along with the employee list, throughout the duration of Services provided by Independent Contractor.

Authorized Vendor Signature

Printed Name

Title

Date

NONPUBLIC SERVICES MASTER CONTRACT

*General Agreement for Nonsectarian,
Nonpublic School and Agency Services*

LEA: Compass Charter Schools

NPA □ / NPS □: PresenceLearning

Contract Year: 2022 - 2023

RECITALS

THIS AGREEMENT is made and entered into as of the [1] day of [July] [2022], and commencing on that same day of [July] [2022], by and Compass Charter Schools (hereinafter “Compass” or “LEA”) and NPA/NPS (hereinafter “[Presence Learning]” or “CONTRACTOR”). Collectively, Compass or LEA and CONTRACTOR shall be referred to as the “Parties”:

WHEREAS CONTRACTOR is a special education services company, performing related services and management, including Special Education administration and support, psychology services, counseling services, education specialists, instructional aides, speech therapy services, and other services as designated;

WHEREAS CONTRACTOR is a California certified non-public agency (“NPA”);

WHEREAS, as of [July 1, 2022], Compass will be a member of the El Dorado SELPA (“SELPA”) and deemed a local educational agency (“LEA”) pursuant to Education Code § 47641(a) for the purposes of compliance with federal law and for eligibility for federal and state special education funds, and;

WHEREAS Compass wishes to contract with CONTRACTOR to provide special education services to Compass students on an “under arrangements” basis, and to establish a program for providing special education services to enrolled students;

WHEREAS CONTRACTOR possess the requisite license, training and experience to provide the services called for in this Agreement, and is prepared to assume the responsibility of providing selected special education services for Compass student(s); and

NOW, THEREFORE, in consideration of Compass paying to CONTRACTOR the compensation and CONTRACTOR performing the duties specified herein, it is mutually covenanted and agreed by and between the parties hereto as follows:

AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS

1. MASTER CONTRACT

1.1 This Master Contract is entered into on [July 1, 2022] between COMPASS CHARTER SCHOOLS, hereafter referred to as the LOCAL EDUCATIONAL AGENCY (“LEA”), a member of the El Dorado Charter SELPA, and [Presence Learning], a nonpublic, nonsectarian school/agency, hereafter referred to as NPA or “CONTRACTOR” for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 et seq. and Title 5 of the California Code of Regulations section 3000 et seq. It is understood that this Master Contract does not commit LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services for any student, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR on a student-by-student basis.

1.2 Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Services Agreement (hereinafter referred to as “ISA”). The ISA shall specify CONTRACTOR’s obligation to provide all or selected service(s) specified within the Student’s IEP. The ISA shall be executed within ninety (90) days of a student’s acceptance by the CONTRACTOR. LEA and CONTRACTOR shall enter into a separate ISA for each student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to Student’s IEPs and any other documentation and electronic database necessary to implement and document Student’s ISA. The ISA shall require CONTRACTOR to maintain the confidentiality of the Student’s educational records in accordance with the Families Educational Rights and Privacy Act of 2001 (“FERPA”) (20 U.S.C. § 1232g) and this Master Contract.

1.3 Nonpublic School Placement Costs: LEA is not responsible for the costs associated with nonpublic school placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement is appropriate, and the IEP is signed by the student’s parent. Notwithstanding the foregoing, LEA shall be responsible for the costs associated with nonpublic school placement as specified in (a) an order directing placement made by the Office of Administrative Hearings (hereinafter referred to as “OAH”), (b) a lawfully executed agreement between LEA and parent, or (c) the authorization by LEA for a transfer student pursuant to California Education Code section 56325.

2. CERTIFICATION AND LICENSES

2.1 CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as “CDE”) as a nonpublic, nonsectarian school/agency. All nonpublic school and nonpublic agency services shall be provided consistent with the

area of certification and licensure specified by CDE Certification, as defined in California Education Code, section 56366 *et seq.*, and within the professional scope of practice of each provider’s license, certification and/or credential. A current copy of CONTRACTOR’s nonpublic school/agency certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this Master Contract is executed by CONTRACTOR.

2.2 This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract.

2.3 Total student enrollment of the NPS operated by CONTRACTOR shall be limited to capacity as stated on CDE certification described in Section 2.1. Total student enrollment shall be limited to capacity as stated in Section 24 of this Master Contract.

2.4 In addition to meeting the certification requirements of the State of California, any program operated by CONTRACTOR outside of California shall be certified or licensed by the state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. § 1400 *et seq.*).

2.5 If CONTRACTOR is a licensed children’s institution (hereinafter referred to as “LCI”), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of California, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

2.6 With respect to CONTRACTOR’s certification in Section 2.1, failure to notify the LEA and CDE of any changes in any of the following may result in the suspension or revocation of CDE certification and shall allow LEA to suspend or terminate this Master Contract at the discretion of the LEA:

- 2.6.1 credentialed/licensed staff;
- 2.6.2 ownership;
- 2.6.3 management and/or control of the agency;
- 2.6.4 major modification or relocation of facilities; or
- 2.6.5 significant modification of the program.

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

3.1 During the term of this contract unless otherwise agreed, CONTRACTOR shall comply with the Individuals with Disabilities Education Act and all subsequent amendments and requirements and all applicable federal, state, and local statutes, laws,

ordinances, rules, policies, and regulations relating facilities for individuals with exceptional needs, as well as all applicable federal, state, and local statutes, laws, ordinances, rules, policies, and regulations relating to the provision of special education and/or related services as set forth in federal and state special education laws and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures unless, taking into consideration all of the surrounding facts and circumstances, a policy or policies or a portion of a policy does not reasonably apply to CONTRACTOR.

3.2 CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR's failure to comply with applicable LEA policies (e.g., those policies relating to, the provision of special education and/or related services, facilities for individuals with exceptional needs, student enrollment and transfer, student inactive status, corporal punishment, student discipline, and positive behavior interventions).

3.3 CONTRACTOR acknowledges and agrees that LEA may report to the CDE any violations of the provisions of this Master Contract; and that this reporting may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

4. TERMS OF MASTER CONTRACT

4.1 The term of this Master Contract shall be from July 1, 2022 to June 30, 2023 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. However, the parties acknowledge that any subsequent Master Contract shall be re-negotiated prior to June 30, 2023. In the event the contract is not renegotiated by June 30th, an interim contract may be made available as mutually agreed upon for up to 90 days from July 1 of the new fiscal year. (Title 5 California Code of Regulations section 3062(d).) In the absence of a successor or interim contract, this Agreement shall expire at the end of the Term.

Submission of an Application Packet for the development of a Master Contract does not guarantee that a Contract shall be issued. Applications will be considered on an individual basis.

Both parties agree to mutual intent to engage in the rate negotiation process as outlined in LEA's "NPS/NPA Rate Negotiation Process" for the subsequent contract year. However, no rate agreement of any kind (including a "contract to negotiate") will exist between the parties until they have signed a final formal written agreement. If the current master contract expires while actively negotiating rates, LEA shall continue to pay CONTRACTOR invoices that are properly submitted for services rendered to LEA

students at the last approved master contract rates until the mutually agreed rates are approved.

4.2 No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

4.3 The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR's ownership or authorized representative shall be provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

5.1 This Master Contract governs the administration of each Individual Services Agreement ("ISA"), and each and every ISA is incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties.

5.2 CONTRACTOR shall provide the LEA with information as requested in writing to secure a new Master Contract or a renewal. At a minimum, such information shall include copies of teacher credentials and background clearance documentation, insurance documentation and CDE certification. The LEA may require additional information as applicable. If the application packet is not completed and returned to the LEA, no Master Contract will be issued.

5.3 If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety-day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (California Education Code section 56366(c)(1) and (2)).

5.4 In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students at the discretion of the LEA.

6. INDIVIDUAL SERVICES AGREEMENT

6.1 This Master Contract sets forth the basic terms under which LSA may approve an ISA for each student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for students with the approval of the LEA

pursuant to Education Code section 56366 (a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students.

6.2 Any and all changes to a student’s educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the student’s IEP. At any time during the term of this Master Contract, a student’s parent, CONTRACTOR, or LEA may request a review of a student’s IEP subject to all procedural safeguards required by law.

6.3 The ISA shall specify which service(s) included in Student’s IEP CONTRACTOR will provide. If CONTRACTOR is a NPS, CONTRACTOR will implement all special education and services identified in a Student’s EIP unless agreed upon otherwise. In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within two (2) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to student as a result of lack of provision of services while student was served by the nonpublic school or agency.

6.4 Subject to CONTRACTOR’s right to terminate this Master Contract or an ISA pursuant to Education Code section 56366, subdivision (a)(4) as set forth in Sections 6 and 14, if a parent contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall continue to serve the student pursuant to the student’s ISA during the term of the Master Contract shall abide by the “stay-put” requirement of state and federal law unless the parent agrees otherwise or an interim alternative educational placement is deemed lawful and appropriate by LEA or OAH. CONTRACTOR shall adhere to LEA decisions concerning changes in placement. Nothing herein shall be construed to mean that CONTRACTOR consents to the jurisdiction of OAH.

6.5 When it is necessary to extend services beyond the ISA ending date, a “stay-put” ISA will be executed within ten (10) school days of the ending date of the CONTRACTOR’s last executed ISA.

6.5 CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

6.6 Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract are to be settled by the Dispute Resolution procedure set forth in Section 64.

7. DEFINITIONS

- 7.1 The following definitions shall apply for purposes of this contract:
- a. The term “CONTRACTOR” means the nonpublic, nonsectarian school/agency identified in the first paragraph of this Master Contract, and its officers, agents and employees.
 - b. The term “authorized LEA representative” means a LEA administrator designated to be responsible for nonpublic school/agencies. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for the administration of this Master Contract, unless otherwise specified in this Master Contract.
 - c. The term “credential” means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the California State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).
 - d. The term “qualified” means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and designated instruction and services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which he or she is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including but not limited to the standards contained in the California Business and Professions Code.
 - e. Nothing in the foregoing definition of “qualified” shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations. (Title 5 of the California Code of Regulations Section 3001 (r)).
 - f. The term “license” means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses, and which authorizes the bearer of the document to refer to himself or herself using a specified professional title and to provide certain professional services including but not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has

standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(1).

- g. “Parent” means a biological or adoptive parent, unless the biological or adoptive parent does not have legal authority to make educational decisions for the child, a guardian generally authorized to act as the child’s parent or authorized to make educational decisions for the child, an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child’s welfare, a surrogate parent, a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child’s behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2). Parent does not include the state or any political subdivision of government or the nonpublic school or agency under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).
- h. The term “days” means calendar days unless otherwise specified.
- i. The phrase “billable day” means a school day in which instructional minutes meet or exceed those in comparable LEA programs.
- j. The phrase “billable day of attendance” means a school day as defined in California Education Code Section 46307, in which a student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.
- k. It is understood that the term “Master Contract” also means “Agreement” and is referred to as such in this document.

ADMINISTRATION OF CONTRACT

8. NOTICES

8.1 All notices provided for by this contract shall be in writing. Notices shall be mailed or emailed to the designated LEA representative and shall be effective as of the date of receipt by addressee.

8.2 All notices mailed to LEA shall be addressed to the person and address as indicated on the signature page of this Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

9.1 All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR

shall maintain all records for at least five (5) years after the termination of this Master Contract. CONTRACTOR shall electronically provide all of the following documents in its possession to the LEA for permanent storage: cumulative transcripts, including transcripts from other districts/charters; immunization card and verification of exemption from required immunization; and, birth certificate or other legal document(s) used to verify birth date.

9.2 For purposes of this Master Contract, “records” shall include, but not be limited to all of the following:

- 9.2.1 student records as defined by California Education Code section 49061(b) including electronically stored information;
- 9.2.2 cost data records as set forth in Title 5 of the California Code of Regulations section 3061;
- 9.2.3 registers and roll books of teachers and/or daily service providers;
- 9.2.4 daily service logs and notes and other documents used to record the provision of related services including supervision;
- 9.2.5 daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required;
- 9.2.6 bus rosters;
- 9.2.7 staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination;
- 9.2.8 records of employee training and certification, staff time sheets; non-paid staff and volunteer sign-in sheets;
- 9.2.9 transportation and other related services subcontracts;
- 9.2.10 school calendars;
- 9.2.11 bell/class schedules when applicable;
- 9.2.12 liability and worker’s compensation insurance policies;
- 9.2.13 state nonpublic school and/or agency certifications by-laws;
- 9.2.14 lists of current board of directors/trustees, if incorporated;
- 9.2.15 statement of income and expenses;
- 9.2.16 general journals;
- 9.2.17 cash receipts and disbursement books;
- 9.2.18 general ledgers and supporting documents;
- 9.2.19 documents evidencing financial expenditures;
- 9.2.20 federal/state payroll quarterly reports; and
- 9.2.21 bank statements and canceled checks or facsimile thereof.

9.4 Positive proof of attendance is required.

9.5 CONTRACTOR shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, and date/time of access for each individual requesting or receiving information from the student's record. Such log needs to record access to the student's records by: (a) the student's parent; (b) an individual to whom written consent has been executed by the student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors.

9.6 CONTRACTOR or LEA shall maintain copies of any written parental concerns granting or regarding access to student records. CONTRACTOR shall grant parents access to student records, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations.

9.7 CONTRACTOR agrees, in the event of school or agency closure, to forward student records within five (5) business days to LEA. These shall include, but not limited to, current transcripts, IEP/IFSPs, and reports. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

9.10 Upon at least ten (10) calendar days' prior written notice of the date of an upcoming IEP meeting, CONTRACTOR shall provide the LEA with goal progress reports, service logs and any additional relevant data no less than three (3) school days prior to the IEP meeting.

9.11 All student records and financial invoices and documentation must include the specific Compass school name in addition to the student's personally identifiable information.

10. SEVERABILITY CLAUSE

If any provision of this agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

11. SUCCESSORS IN INTEREST

This contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify the LEA of any change of ownership or corporate control.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this contract with venue in Ventura County.

13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES

This Master Contract may be modified or amended by the LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. LEA shall require the party seeking such modification to provide the LEA and CONTRACTOR thirty (30) days' prior written notice of any such demand for changes or modifications and a copy of the statute or regulation upon which the modification or changes are based.

14. TERMINATION

14.1 This Master Contract or an Individual Service Agreement may be terminated for cause by either party. For the purposes of this Master Contract, "cause" is defined as breach, misfeasance, or other inappropriate action of the other party. The term "cause" does not include any action or failure to act of the Student identified in the ISA, or of the Student's Parent.

14.2 This Master Contract or an ISA may not be terminated based upon the availability of a public class initiated during the period of this Master Contract, unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. The cause may also not be due the action or failure to act of the Student identified in the ISA, or of the Student's Parent.

14.3 To terminate this Master Contract for cause either party shall give the other party twenty (20) days prior written notice (California Education Code section 56366(a)(4)). In instances where an issue occurs at the NPS that the LEA determines is an immediate threat to student health or safety or when or when there is documentation that CONTRACTOR has been unable to provide services required on IEP/ISA, LEA may terminate a student's ISA and/or reassign student to an alternative educational setting without providing 20 days' notice. At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract.

14.4 All ISAs shall be deemed void upon termination of this Master Contract, as provided in Section 5 or 6.

15. INSURANCE

15.1 CONTRACTOR shall, at his, her, or its sole cost and expense, maintain in full force and effect, during the term of this Agreement, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better

rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof including but not limited to:

15.1.1 General and Professional Liability. General and professional liability insurance covering all activities of CONTRACTOR personnel during the executing of the obligations under this Agreement with coverage of not less than- One Million Dollars (\$1,000,000) for any incident, Two Million Dollars (\$2,000,000) annual aggregate per incident, and Three Million Dollars (\$3,000,000) excess liability policy for a maximum of Five Million Dollars (\$5,000,000) per aggregate limit.

15.1.2 Worker's Compensation. Worker's compensation insurance covering each employee providing in-person Services to LEA hereunder; workers' compensation insurance shall comply with all applicable legal requirements.

15.2 CONTRACTOR agrees to provide LEA with a Certificate of Insurance naming LEA as an additional insured on such general and professional liability insurance policies. Policies will be furnished to LEA for review upon request. LEA shall not obtain workers' compensation insurance on behalf of CONTRACTOR or CONTRACTOR's employees.

15.3 If the CONTRACTOR is a NPS or Residential Treatment Center ("RTC"), additional insurance must be secured in accordance with law and standard practice as directed by LEA.

15.4 If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may propose an amendment to this Agreement to modify the insurance obligations.

15.5 SELF-INSURANCE: When the self-insurance retention for the CONTRACTOR is to be \$100,000 or more, the CONTRACTOR shall submit, in writing, information on its proposed self- insurance program. The submission shall include:

- A complete description of the program, including types of risks, and limits of coverage
- The CONTRACTOR's latest financial statements
- Claims administration policy, practices, and procedures
- A disclosure of all captive insurance company and reinsurance agreements, including methods of computing costs.

Programs of self-insurance covering workers' compensation:

- An approved program of self-insurance must include coverage for any employer's liability not covered by commercial insurance.

For any claims related to the services performed in connection with this Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with respect to the LEA, its subsidiaries, officials and employees. Any insurance or self- insurance

maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.

All Certificates of Insurance shall contain a reference to the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate.

If LEA or CONTRACTOR determines that changes in insurance coverage obligations under this section are necessary, either party may reopen negotiations to modify the insurance obligations.

16. INDEMNIFICATION AND HOLD HARMLESS

16.1 To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors (“LEA Indemnities”) harmless against all liability, loss, damage and expense (including reasonable attorneys’ fees) resulting from or arising out of this Master Contract or its performance, or the performance of any ISA, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the CONTRACTOR. The LEA shall have the right in their sole discretion to select counsel of its choice to provide the defense at the sole cost of the CONTRACTOR or the applicable insurance carrier.

16.2 To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Officers, Board Members, administrators, employees, agents, attorneys, and subcontractors (“CONTRACTOR Indemnities”) harmless against all liability, loss, damage and expense (including reasonable attorneys’ fees) resulting from or arising out of this Master Contract or its performance, or the performance of any ISA, to the extent that such loss, expense, damage or liability was proximately caused by the negligent or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

17. INDEPENDENT CONTRACT

17.1 Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Agreement as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Agreement shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the

LEA and any individual assigned by CONTRACTOR to perform any services for the LEA.

17.2 If the LEA is held to be a partner, joint venturer, co-principle, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that holding, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding.

17.3 LEA and CONTRACTOR agree to the following rights consistent with an independent contractor relationship:

17.3.1 CONTRACTOR has the right to perform services for others during the term of this Agreement.

17.3.2 CONTRACTOR has the sole right to control and direct the means, manner and method by which the services required by this Agreement will be performed to the extent the provision of CONTRACTOR's services are consistent with the responsibilities set forth in the ISA.

17.3.3 CONTRACTOR has the right to hire assistants or to use employees to provide the services required by this Agreement.

17.3.4 CONTRACTOR or CONTRACTOR's employees shall perform the services required by this Agreement; LEA shall not hire, supervise or pay any assistants to help CONTRACTOR.

17.3.5 Neither CONTRACTOR nor CONTRACTOR's employees shall receive any training from LEA in the skills necessary to perform the services required by this Agreement.

17.3.6 LEA shall not require CONTRACTOR or CONTRACTOR's employees to devote full time to performing the services required by this Agreement.

17.3.7 Neither CONTRACTOR nor CONTRACTOR's employees are eligible to participate in any employee pension, health, vacation pay, sick pay or other fringe benefit plan of LEA.

18. SUBCONTRACTING

CONTRACTOR shall not subcontract duties assigned to CONTRACTOR pursuant to this Agreement or any ISA.

19. CONFLICTS OF INTEREST

19.1 CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated.

19.2 CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 and including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student’s advocate. Pursuant to California Education code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR’s facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

19.3 Unless CONTRACTOR and LEA otherwise agree in writing, LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the student is enrolled in CONTRACTOR’s school/agency) or whether an assessment of the student is performed or a report is prepared in the normal course of the services provided to the student by CONTRACTOR.

19.4 To avoid conflict of interest, and in order to ensure the independence and appropriateness of an Independent Educational Evaluation (hereinafter referred to as “IEE”) and its recommendations, the LEA may, in its discretion, not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may, in its discretion, not fund services through the evaluator whose IEE the LEA agrees to fund.

19.5 Only when no other appropriate assessor is available, LEA may request, and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

19.6 In the event that CONTRACTOR is a Nonpublic Agency, CONTRACTOR acknowledges that its authorized representative has read and understands Education Code section 56366.3 which provides, in relevant part, that no special education and/or related services provided by CONTRACTOR shall be paid for by LEA if provided by an individual who was an employee of LEA within the three hundred and sixty five (365) days prior to executing this contract. This provision does not apply to any person who is able to provide designated instruction and services during the extended school year because he or she is otherwise employed for up to ten months of the school year by LEA.

19.7 CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free “scholarship” basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

20. NON-DISCRIMINATION

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity or expression, physical or mental disability, genetic information or any other classification protected by federal or state law or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

21.1 LEA shall provide CONTRACTOR with a copy of the IEP including all relevant attachments of each student served by CONTRACTOR. CONTRACTOR shall provide to each student special education and/or related services (including transition services) within the nonpublic school or nonpublic agency consistent with the student's IEP and as specified in the ISA.

21.2 CONTRACTOR shall not accept a student if it cannot provide or ensure the provision of the services outlined in the student's IEP and ISA.

21.3 Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities for students, as specified in the student's IEP and ISA. CONTRACTOR shall impose no fee or charge of any kind to parents for special education and/or related services as specified in the student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the student's enrollment under the terms of this Master Contract).

21.4 LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student's IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the nonpublic school. CONTRACTOR shall provide school site-based training for student, teacher, support staff and parent on the use of the device. CONTRACTOR shall return device to LEA, as per issuance procedures, within two (2) working days of student termination or ceasing to qualify for device. CONTRACTOR shall file or attempt to file police reports for missing/lost/stolen device(s), providing documentation of attempt, and coordinate the provision of any police report number to LEA within five (5) working days of becoming aware of loss. LEA is not responsible for and shall not reimburse CONTRACTOR for any damage to or loss of devices owned or provided by CONTRACTOR, or for replacement of malfunctioning, damaged or stolen school-provided technology used for instruction or access (e.g., assistive technology). The equipment remains the property of the LEA and shall be returned to the LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the nonpublic school or transfers out of the LEA.

21.5 CONTRACTOR shall be solely responsible for ensuring that facilities are adequate to provide LEA students with an environment which meets all state and local health and safety regulations and guidance.

21.6 CONTRACTOR may only charge a student's parent(s) for services and/or activities not necessary for the student to receive a free appropriate public education after: (a) written notification to the student's parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written acknowledgment signed by the student's parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

21.7 Voluntary services and/or activities not necessary for the student to receive a free appropriate public education shall not interfere with the student's receipt of special education and/or related services as specified in the student's IEP and ISA unless the LEA, CONTRACTOR, and PARENT agree otherwise in writing.

22. GENERAL PROGRAM OF INSTRUCTION

22.1 All nonpublic school and nonpublic agency services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 et seq., and shall ensure that facilities are adequate to provide LEA students with an environment, which meets all pertinent health and safety regulations.

22.2 When CONTRACTOR is a nonpublic school, CONTRACTOR's general program of instruction shall:

- 22.2.1 utilize evidence-based practices and predictors and be consistent with LEA's standards regarding the particular course of study and curriculum;
- 22.2.2 include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services;
- 22.2.3 be consistent with CDE's standards regarding the particular course of study and curriculum;
- 22.2.4 provide the services as specified in the student's IEP and ISA.

22.3 Students shall have access to:

- 22.3.1 State Board of Education (SBE) - adopted Common Core State Standards ("CCSS") for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by a local education agency (LEA), that contracts with the nonpublic school;
- 22.3.2 college preparation courses;
- 22.3.3 extracurricular activities, such as art, sports, music and academic clubs;
- 22.3.4 career preparation and vocational training, consistent with transition plans pursuant to state and federal law; and

22.3.5 supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling.

22.4 When CONTRACTOR serves students in grades nine through twelve inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements.

22.5 CONTRACTOR shall not award a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

22.6 When CONTRACTOR is a nonpublic agency and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and predictors and be consistent with LEA and CDE guidelines and certification, and provided as specified in the student's IEP and ISA.

22.7 The nonpublic agency providing Behavior Intervention services shall develop a written plan that specifies the nature of their nonpublic agency service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA.

22.8 School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team.

22.9 Any services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present.

22.10 Section 22.9 shall not apply to services provided by a CONTRACTOR that is a licensed children's institution or to the provision of emergency services, provided CONTRACTOR has a written authorization signed by the parent or legal guardian to authorize emergency services as requested. Licensed Children's Institution ("LCI") CONTRACTORS shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract.

22.11 CONTRACTORS providing Behavior Intervention services must have a trained behaviorist or trained equivalent on staff. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

22.12 When CONTRACTOR is a nonpublic agency, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless the LEA and CONTRACTOR agree otherwise in writing.

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a nonpublic school, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the minimum instructional time requirements for Charter Schools in the state of California and shall be specified in the student's ISA developed in accordance with the student's IEP.

24. CLASS SIZE

When CONTRACTOR is a nonpublic school, CONTRACTOR shall ensure that class size shall not exceed a ratio of one (1) teacher per twelve (12) students, unless CONTRACTOR and LEA agree otherwise in writing.

25. CALENDARS

25.1 When CONTRACTOR is a nonpublic school, CONTRACTOR shall submit to the LEA/SELPA a school calendar with the total number of billable days not to exceed one hundred and eighty (180) days, plus extended school year billable days equivalent to the number of days determined by the LEA's extended school year calendar.

25.2 Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. Nothing in this Master Contract shall require or be interpreted to require the LEA to accept any requests for calendar changes.

25.3 Unless otherwise specified by the students' IEP, educational services shall occur at the CONTRACTOR's facility or in Student's home. A student shall only be eligible for extended school year services if such are included in his/her IEP and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP Team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

25.4 Student must have actually been in attendance during the regular school year and/or during extended school year and actually received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when LEA's school program is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any nonpublic school service. Any instructional days provided before the execution of this Agreement shall be at the sole financial responsibility of the CONTRACTOR.

25.5 LEA shall provide a school calendar to CONTRACTOR prior to the initiation of services. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall

provide related services to LEA students on only those days that the LEA is in session. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment.

26. DATA REPORTING

26.1 CONTRACTOR shall provide to the LEA all data related to student information and billing information with LEA. CONTRACTOR shall provide all data related to any and all sections of this Agreement and requested by and in the format required by the LEA.

26.2 It is understood that all nonpublic school and agencies shall utilize the LEA approved electronic IEP system, Special Education Information System (“SEIS”) for all IEP development and progress reporting, unless otherwise agreed to by the LEA. Additional progress reporting may be required by the LEA. The LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access.

26.3 The LEA shall provide the CONTRACTOR with approved forms and/or format for such data including, but not limited to, invoicing, attendance reports and progress reports. The LEA may approve use of CONTRACTOR’S forms in LEA’s sole discretion.

26.4 All data reporting and documentation must include the specific Compass school name in addition to the student’s personally identifiable information.

27. STATEWIDE ACHIEVEMENT TESTING

27.1 When CONTRACTOR is a nonpublic school, per implementation of Senate Bill 484, CONTRACTOR shall administer all Statewide assessments within the California Assessment of Student Performance and Progress (“CAASPP”), Desired Results Developmental Profile (“DRDP”), California Alternative Assessment (“CAA”), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, the English Language Proficiency Assessments for California (“ELPAC”), as appropriate to the student, and mandated by LEA pursuant to LEA requirements and state and federal guidelines.

27.2 CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. CONTRACTOR shall provide test administration by CONTRACTOR’S qualified staff in accordance with LEA test administration protocols. CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

28. MANDATED ATTENDANCE AT LEA MEETINGS

28.1 CONTRACTOR shall attend LEA mandated meetings (via teleconference) when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, and standardized testing and IEPs.

28.2 LEA shall provide CONTRACTOR with reasonable notice of mandated meetings.

28.3 Attendance at such mandated meetings does not constitute a billable service hour(s).

29. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

29.1 CONTRACTOR shall comply with the requirements of Education Code section 56521.1 and 56521.2, federal law and regulation, and LEA policy regarding Student behavior and discipline. This includes, but is not limited to, the completion of Behavior Emergency Reports, emergency interventions, implementation of Behavior Intervention Plans, parental notice and prohibitions against restraint and seclusion.

29.2 In the event of a pupil-involved incident for which law enforcement was contacted, CONTRACTOR shall notify CDE and the LEA of the incident, in writing, no later than one business day after the incident occurred.

29.3 CONTRACTOR shall document the training of staff who will have contact or interaction with pupils during the school day in the use of evidence-based practices and interventions specific to the unique needs of the CONTRACTOR's population. This training shall be provided within thirty (30) days of employment to new staff and annually to all staff who have any contact or interaction with pupils during the school day. The structure and content of the training shall comply with the requirements set forth in AB 1172. LEA shall annually verify that CONTRACTOR has completed this training and report to CDE that the LEA has completed this verification.

29.4 Effective January 1, 2020, CONTRACTOR shall notify CDE and the LEA of any pupil-involved incident at the NPS/NPA in which law enforcement was contacted. This notification shall be provided in writing, no later than one business day after the incident occurred. Education Code § 56366.1(i)(2).

29.5 Effective January 1, 2020, to be certified by CDE, a NPS serving pupils with significant behavioral needs or who have a Behavioral Intervention Plan ("BIP"), the NPS must have an individual onsite during school hours who is qualified, and responsible for the design, planning, and implementation of behavioral

interventions, as authorized under Section 3051.23 of Title 5 of the California Code of Regulations. Education Code § 56366.10.

30. STUDENT DISCIPLINE

30.1 CONTRACTOR shall maintain and abide by LEA's policy for student discipline.

30.2 CONTRACTOR shall not unilaterally suspend or recommend for expulsion any student without prior communication with and agreement of the LEA and pursuant to all procedures within the LEA's suspension/expulsion policy.

30.3 CONTRACTOR may not terminate this Agreement due to Student's behavior unless Parent is in agreement otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

31. IEP TEAM MEETINGS

31.1 An IEP team meeting shall be convened at least annually to evaluate:

31.1.1 the educational progress of each student served by CONTRACTOR;

31.1.2 whether or not the needs of the student continue to be best met by CONTRACTOR; and

31.1.3 whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (California Education Code sections 56366 (a) (2) (B) (i) and (ii)) and pursuant to California Education Code section 56345 (b) (4).)

31.2 Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding students for whom ISAs have been or may be executed.

31.3 At any time during the term of this Master Contract, the parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. It is understood that CONTRACTOR will join any meetings by teleconference or videoconference unless otherwise mandated by a Student's IEP, judicial order, or settlement agreement.

31.4 CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

31.5 It is understood that the CONTRACTOR shall utilize the approved electronic IEP system of the LEA for all IEP planning and progress reporting at the LEA's discretion. The SELPA shall provide training for any NPS and NPA to assure access to the approved system. The NPS and/or NPA shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system. When a student is no longer receiving services from CONTRACTOR, the NPS/NPA shall discontinue use of the approved system for that student.

31.6 Changes in any student's educational program, including instruction, services, or instructional setting provided under this Master Contract, may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

32. SURROGATE PARENTS AND FOSTER YOUTH

32.1 LEA shall comply with state and federal laws and regulations and LEA policies and procedures regarding surrogate parent assignments. CONTRACTOR shall comply with LEA surrogate parent assignments.

32.2 Per California Education Code sections 51225.1 and 51225.3, students who are homeless, in foster care, a former juvenile court school pupil, children of military families, migratory students, or a pupil participating in a newcomer program, as defined in section 51225.2, who transfer schools after their second year of high school and who cannot reasonably complete all LEA graduation requirements in four (4) years may be eligible to graduate by completing the minimum state graduation requirements per AB 216/167. Within five (5) days of contact by CONTRACTOR, the LEA will determine student eligibility for AB 216/167. CONTRACTOR will award partial or full credits to this student population for all work satisfactorily completed while in attendance at the nonpublic school. Once eligibility is established, the LEA will provide CONTRACTOR with AB 216 Notification Letter to review with the student and educational rights holder ("ERH"). CONTRACTOR will forward a copy of the signed AB 216 Notification Letter, indicating acceptance, rejection, or deferral of the exemption, to the LEA immediately upon completion for further handling. LEA shall comply with its Foster and Homeless Youth policies and state and federal law.

33. DUE PROCESS PROCEEDINGS

33.1 CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to

any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency.

33.2 Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

34. COMPLAINT PROCEDURES

34.1 CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of students with appropriate information (including complaint forms) for the following:

34.1.1 Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 et seq.;

34.1.2 Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a);

34.1.3 Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c);

34.1.4 Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a);
and

34.1.5 Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPAA").

34.3 CONTRACTOR shall provide written verification of the implementation of these procedures to the LEA.

34.2 Upon receipt of any complaint regarding an LEA student, CONTRACTOR shall notify the LEA within two (2) business days.

34.3 CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency.

34.4 CONTRACTOR shall immediately notify LEA of any complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of complaints, including any and all non-privileged reports generated as a result of an investigation.

35. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

35.1 CONTRACTOR shall provide to parents at least four (4) written progress reports/report cards annually and at least three (3) school days prior to any IEP meeting when LEA notifies CONTRACTOR at least ten (10) calendar days prior to the IEP

meeting. At a minimum, progress reports shall include progress over time towards IEP goals and objectives.

35.2 A copy of the progress reports/report cards shall be maintained at the CONTRACTOR's place of business and shall be submitted to the LEA and LEA student's parent(s).

35.3 The CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior intervention plans. The LEA may request such data at any time within five (5) years of the date of service. The CONTRACTOR shall provide this data supporting progress within five (5) business days of request. Additional time may be granted in the discretion of the LEA.

35.4 CONTRACTOR shall complete academic or other evaluations of the student ten (10) days prior to the student's annual or triennial review IEP team meeting for the purpose of reporting the student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices.

35.5 CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the annual or triennial review IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

35.6 CONTRACTOR is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting and development of present levels of performance. All assessments resulting from an assessment plan shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by the LEA at the LEA's sole discretion.

35.7 CONTRACTOR acknowledges and agrees that all billable hours must be in direct services to pupils as specified in the ISA. For Nonpublic Agency services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

35.8 CONTRACTOR shall not charge the student's parent(s) or LEA for the provision of progress reports, report cards, evaluations conducted in order to obtain present levels of performance, interviews, and/or meetings. The Parties agree that all billable hours shall be limited as specified on the ISA consistent with the IEP. It is understood that

copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

36. TRANSCRIPTS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall prepare transcripts at the close of each semester, or upon student transfer, for LEA students in grades nine (9) through twelve (12) inclusive, and submit them on LEA approved forms LEA for evaluation of progress toward completion of diploma requirements as specified in LEA's Charter.

37. STUDENT CHANGE OF RESIDENCE

37.1 Within five (5) school days after CONTRACTOR becomes aware of a student's change of residence, CONTRACTOR shall notify LEA of the student's change of residence as specified in LEA Procedures.

37.2 If CONTRACTOR had knowledge or should reasonably have had knowledge of the student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in Section 37.1, LEA shall not be responsible for the costs of services delivered after the student's change of residence.

38. WITHDRAWAL OF STUDENT FROM PROGRAM

38.1 CONTRACTOR shall immediately report electronically and in writing to the LEA within two (2) business days when an LEA student is withdrawn without prior notice from school and/or services, including student's change of residence to a residence outside of LEA service boundaries, and student's discharge against professional advice from a Nonpublic Schools/Residential Treatment Center ("NPS/RTC").

39. PARENT ACCESS

39.1 CONTRACTOR shall provide for reasonable parental access to students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and student living quarters.

39.2 CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

39.3 CONTRACTOR operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance.

39.4 CONTRACTOR shall facilitate all parent travel and accommodations and for providing travel information to the parent as appropriate. Payment by LEA for approved travel- related expenses shall be made directly through the LEA.

39.5 CONTRACTOR providing services in the student's home as specified in the IEP shall assure that at least one parent of the child, or an adult caregiver with written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations.

39.6 CONTRACTOR shall require the parent to inform the LEA of any changes of caregivers and provide written authorization for care in an emergency situation. CONTRACTOR agrees that any employee or volunteer associated with the NPS/NPA service provider cannot be as an adult caregiver.

39.7 For services provided in a pupil's home as specified in the IEP, CONTRACTOR must assure that the parent (or LEA-approved responsible adult) is present during the provision of services. All problems and/or concerns reported to parents, both verbal and written, shall also be provided to the LEA.

40. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT

CONTRACTOR is expected to provide all services at CONTRACTOR's facility or at another location as determined with Student and Parents. CONTRACTORS are not able to provide services at an LEA School Site.

41. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS

41.1 If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1(b), AB 1858 (2004), AB 490 (Chapter 862, Statutes of 2003), AB 1261 (2005), AB 1166 Chapter 171 (2015), AB 167 Chapter 224 (2010), AB 216 Chapter 324 (2013), AB 379 Chapter 772 (2015), AB 1012 Chapter 703 (2015), and the procedures set forth in the LEA Procedures.

41.2 An LCI shall not require that a pupil be placed in its nonpublic school as a condition of being placed in its residential facility.

41.3 If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a residential treatment center (hereinafter referred to as "NPS/RTC"), CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1412(a)(1)(A) and Education Code section 56000, et seq.; amended and reorganized by the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), 20 U.S.C. section 1401(29); Education

Code section 56031; Cal. Code Regs., Title 5, section 3001 et seq., Cal. Code Regs., Title 2, section 60100 et seq. regarding the provision of counseling services, including residential care for students to receive a FAPE as set forth in the LEA student's IEPs.

41.4 If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all LEA students, including those identified as eligible for special education. For those identified special education students, the list shall include: 1) special education eligibility at the time of enrollment and; 2) the educational placement and services specified in each student's IEP at the time of enrollment.

41.5 LEA is not responsible for the costs associated with nonpublic school placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement is appropriate, and the IEP is signed by the student's parent or another adult with educational decision-making rights. The foregoing limitation shall not apply, and LEA shall be responsible for the costs associated with non-school placement, as specified in an OAH order or a lawfully executed agreement between LEA and parent,

41.6 In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

42. STATE MEAL MANDATE

When CONTRACTOR is a nonpublic school, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49530, 49530.5 and 49550.

43. MONITORING

43.1 CONTRACTOR shall allow LEA representatives access to its facilities or virtual programming for periodic monitoring of each student's instructional program. LEA shall have access to observe each student at work, observe the instructional setting, interview CONTRACTOR, and review each student's records and progress. Such access shall include unannounced monitoring visits as determined in LEA's sole discretion. CONTRACTOR shall be invited to participate in the review of each student's progress.

43.2 If CONTRACTOR is also an LCI and/or NPS/RTC, the CDE shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

43.3 The State Superintendent of Public Instruction ("Superintendent") shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the

educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (a) CONTRACTOR shall complete a self-review in year one; (b) the Superintendent shall conduct an onsite review in year two; and (c) the Superintendent shall conduct a follow-up visit in year three.

43.4 CONTRACTOR shall participate in any LEA and CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j). This review will address programmatic aspects of the nonpublic school, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall diligently conduct any follow-up or corrective action procedures related to review findings.

43.5 CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, the following:

- 43.5.1 a review of core compliance areas of health and safety;
- 43.5.2 curriculum/instruction;
- 43.5.3 related services; and
- 43.5.4 contractual, legal, and procedural compliance.

43.6 When CONTRACTOR is a nonpublic school, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card as appropriate in accordance with California Education Code Section 33126.

43.7 If the LEA does not have any pupils enrolled at or receiving services through CONTRACTOR at the time of this Agreement, the LEA shall conduct the following:

- 43.7.1 An onsite visit to the NPS/NPA before placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement. [\[12\]](#)
- 43.7.2 At least one onsite monitoring visit during each school year to the CONTRACTOR at which the LEA has a pupil attending and with which it maintains a master contract. The monitoring visit shall include, but is not limited to:
 - 43.7.2.A A review of services provided to the pupil through the individual service agreement between the LEA and CONTRACTOR;
 - 43.7.2.B A review of progress the pupil is making toward the goals set forth in the pupil's Individualized Education Program ("IEP");
 - 43.7.2.C A review of progress the pupil is making toward the goals set forth in the pupil's BIP if the pupil has a BIP;
 - 43.7.2.D An observation of the pupil during instruction; and
 - 43.7.2.E A walkthrough of the facility.

43.7.3 The LEA shall report the findings resulting from the monitoring visit to CDE within 60 calendar days of the onsite visit.

44. INABILITY TO PROVIDE IN-PERSON SERVICES DUE TO EMERGENCY CIRCUMSTANCES

In the event CONTRACTOR is unable to fulfill its duty to provide in-person services as required by the ISA and/or the LEA student's IEP for more than ten (10) school days, CONTRACTOR agrees to provide virtual services to the greatest extent possible. If CONTRACTOR is unable or unwilling to provide virtual services, CONTRACTOR agrees to provide compensatory services equal to the amount of services missed due to the emergency circumstance. CONTRACTOR agrees that all decisions regarding whether in-person services may be provided shall be in accordance with state and local legislation and guidance from the CDE and California Department of Public Health ("CDPH"), as applicable.

PERSONNEL

45. CLEARANCE REQUIREMENTS

45.1 CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1, including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") for CONTRACTOR's employees, volunteers, subcontractors, transportation providers (i.e., bus, van taxi drivers), or any person with regular student contact employed directly or indirectly by it prior to service with any LEA student. CONTRACTOR hereby agrees that CONTRACTOR's employees, volunteers, subcontractors or any person employed directly or indirectly by it, or any regular outside service provider (such as Department of Probation, Department of Children and Family Services, and/or Los Angeles County Department of Children's Services), shall not come in contact with LEA students until CDOJ clearance and subsequent arrest notification are obtained and confirmed by the CONTRACTOR. CONTRACTOR shall certify in writing to LEA that none of its employees, volunteers, subcontractors or any person employed directly or indirectly by it who may come into contact with LEA students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Clearance certification for those providers who provide or supervise services billed to the LEA shall be provided electronically to the LEA within forty-eight (48) hours of account execution. CONTRACTOR shall submit to LEA a "Staff List and Clearance Form" for all CONTRACTOR's employees, volunteers, subcontractors, transportation providers (i.e., bus, van, or taxi drivers), or any person with regular student contact employed directly or indirectly. CONTRACTOR shall provide an updated "Staff List and Clearance Form" whenever there is a change in personnel covered by the document. In addition, notwithstanding the restrictions on sharing and destroying criminal background

check information, CONTRACTOR, upon demand, shall make available to the LEA and State Superintendent of Instruction evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the CONTRACTOR. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Proof of subsequent arrest notification, as required by California Penal Code section 11105.2, for all staff shall be provided upon request.

- 45.2 Any CONTRACTOR that operates a program outside of this State shall also comply with the legal requirements of the applicable State where the program is located for mandated background checks and clearance requirements in order to have direct contact with children.
- 45.3 Per California Health and Safety Code section 1596.7995, CONTRACTORS shall not allow a person to be employed or volunteer at a day care center, preschool, or extended day facility, who has not been immunized against influenza, pertussis, and measles. Each employee and volunteer shall obtain an influenza vaccination between August 1 and December 1 of each year. A person is exempt from this requirement of this section only if the person submits a written declaration that he or she had declined the Influenza vaccination.

46. STAFF QUALIFICATIONS

46.1 CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(y), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession, and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

46.2 CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections 45340 et seq. and 45350 et seq.

46.3 In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state and serving a student by this LEA shall be certified or licensed by that state to provide special education and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

47. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

47.1 Upon request, CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR.

CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools where parents of Students are domiciled.

47.2 CONTRACTOR shall notify LEA in writing within thirty (30) days when personnel changes occur which may affect the provision of special education and/or related services to students as specified in the LEA Procedures.

47.3 The LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period which such person is providing services under this Master Contract. Failure to notify the LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

48. STAFF ABSENCE AND TARDINESS

48.1 When CONTRACTOR is a nonpublic agency and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers.

48.2 LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make-up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

48.3 CONTRACTOR agrees to maintain and enforce a policy requiring CONTRACTOR's employees to report for duty on time, and employees with repeated tardiness shall be subject to discipline by CONTRACTOR. CONTRACTOR agrees that LEA shall have the right to refuse to work with any employee of CONTRACTOR whose repeated tardiness negatively impacts LEA, and in such event CONTRACTOR shall provide a replacement employee who can perform the services on a consistently timely basis.

49. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL FACILITY AND/OR IN THE HOME

It is understood that all employees, subcontractors, and volunteers of any certified nonpublic school or agency shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in LEA Board policies and/or regulations when made available to the CONTRACTOR.

HEALTH AND SAFETY MANDATES

50. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. Without limiting the foregoing, CONTRACTOR agrees to maintain and enforce appropriate health and safety protocols in an Infection Control Plan for COVID-19, or its equivalent, as required by applicable state and local health orders.

51. FACILITIES AND FACILITIES MODIFICATIONS

51.1 CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to:

- 51.1.1 illness prevention;
- 51.1.2 access by disabled persons;
- 51.1.3 fire, health, sanitation, and building standards and safety features and equipment;
- 51.1.4 fire alarm and suppression systems;
- 51.1.5 zoning permits; and
- 51.1.6 occupancy capacity.

51.2 When CONTRACTOR is a nonpublic school, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required complying with applicable federal, state, and local laws, regulations, and ordinances.

51.3 Failure to notify the LEA and CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

52. ADMINISTRATION OF MEDICATION

52.1 CONTRACTOR shall comply with the requirements of California Education Code section 49423 when CONTRACTOR serves a student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's parent(s) provides to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement.

52.2 CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each student to whom medication is administered. Such written log shall specify the student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication.

52.3 CONTRACTOR maintains full responsibility for assuring appropriate staff training in the administration of medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

53. INCIDENT/ACCIDENT REPORTING

Within 24 hours, CONTRACTOR shall submit any accident or incident report to the LEA via email or other electronic means of communication specified by LEA for that purpose. CONTRACTOR shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures. CONTRACTOR shall electronically report, using LEA platform, any time CONTRACTOR determines that a LEA pupil has committed an act as defined in Education Code sections 48900 et seq., regardless of whether the act results in a disciplinary action of suspension or expulsion.

54. CHILD ABUSE REPORTING

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, regarding child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq. and Education Code 44691. To protect the privacy rights of all parties involved (i.e., reporter, child and alleged abuser), CONTRACTOR agrees to maintain the confidentiality of reports as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA.

55. SEXUAL HARASSMENT

CONTRACTOR shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and state law. The policy shall include procedures to make complaints without fear of retaliation, and for prompt and objective

investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

56. REPORTING OF MISSING CHILDREN

CONTRACTOR assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

FINANCIAL

57. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES

57.1 CONTRACTOR shall assure that the school or agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to properly implement the IEP and ISA for each and every student.

57.2 CONTRACTOR shall comply with applicable laws and regulations governing enrollment, contracting, attendance reporting, service tracking and billing. Service tracking documentation shall be completed within five (5) school days of the scheduled event and service tracking session notes shall meet LEA standards for documenting services (i.e., listed on student's current IEP; relevant to the IEP goal; includes a brief description of the activity and an outcome statement; includes an objective measure of the student's progress toward the IEP goal and/or a reflection by the provider that is demonstrative of professional judgment specific to his/her own discipline; is consistent with professional standards established for each discipline.

57.3 CONTRACTOR agrees that billing shall conform to the requirements of electronic billing as specified by the LEA Procedures. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the student's IEP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and governed by all applicable federal and state laws.

57.4 CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this

contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment. The amount billed shall directly reflect the services actually delivered. Bulk or flat-rate billing is not permitted.

57.5 CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on an LEA form with signatures in the manner prescribed by LEA in the LEA Procedures. At a minimum, each invoice must contain the following information:

- 57.5.1 month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA;
- 57.5.2 name of staff who provided the service;
- 57.5.3 approved cost of each invoice;
- 57.5.4 total for each service and total for the monthly invoice;
- 57.5.5 date invoice was mailed;
- 57.5.6 signature of NPS/NPA administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification;
- 57.5.7 verification that attendance report is attached as appropriate;
- 57.5.8 indication of any made-up session consistent with this contract;
- 57.5.9 verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and
- 57.5.10 name or initials of each student for when the service was provided.

57.6 In the event services were not provided, CONTRACTOR shall explain to LEA in writing why the services were not provided.

57.7 Each invoice is subject to all conditions of this contract. At the discretion of the LEA, LEA may require CONTRACTOR to submit an electronic invoice for services, provided LEA has given CONTRACTOR reasonable advance written notice.

57.8 Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty- five (45) days of LEA's receipt of properly submitted copy of invoices prepared and submitted as specified in California Education Code Section 56366.5 and the LEA.

57.9 As needed, CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

57.10 In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond the following December 31st. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by the LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year.

57.11 CONTRACTOR shall pay all income taxes and FICA (Social Security and Medicare taxes) incurred while performing services under this Agreement. If CONTRACTOR is required to pay any federal, state or local sales, use, property, or value added taxes based on the services provided under this Agreement, the taxes shall be separately billed to LEA. CONTRACTOR shall not pay any interest or penalties incurred due to late payment or nonpayment of any taxes by LEA. LEA will not:

- 57.11.1 withhold FICA from CONTRACTOR's payments or make FICA payments on CONTRACTOR's behalf;
- 57.11.2 make state or federal unemployment compensation contributions on CONTRACTOR's behalf;
- 57.11.3 withhold state or federal income tax from CONTRACTOR's payments; or
- 57.11.4 pay or reimburse mileage for NPA employee.

57.12 All financial invoices and documentation must include the specific Compass school name in addition to the student's personally identifiable information.

58. RIGHT TO WITHHOLD PAYMENT

58.1 LEA may withhold payment to CONTRACTOR or require CONTRACTOR to return excess funds already paid under the following circumstances:

- 58.1.1 CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract;
- 58.1.2 CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services;
- 58.1.3 CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records;
- 58.1.4 CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366(c)(2);
- 58.1.5 education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified;
- 58.1.6 LEA has not received prior to school closure or contract termination, all documents concerning one or more students enrolled in CONTRACTOR's educational program;

- 58.1.7 CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change of residence to another district, but fails to notify LEA within five (5) days of such confirmation;
- 58.1.8 CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a student.
- 58.1.9 Students served in service tracking groups when group size exceeds allowable the group size limits as stipulated within this contract and/or the rate page "Exhibit A";
- 58.1.10 Service tracking documentation does not meet professional standards as described in this contract; or
- 58.1.11 The invoice costs of all outstanding assistive technology devices that are due to have been returned but have not been returned, or for which a police report has not been filed or lacking documented attempt to be filed, at the close of each semester, as described in this contract, will be recouped from the CONTRACTOR in a subsequent invoice.

58.2 CONTRACTOR agrees that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

58.3 Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations in Article 57 of this Agreement. In addition, final payment may be withheld by the LEA until completion of a review or audit, if deemed necessary by the LEA. Such review or audit will be completed within ninety (90) days of CONTRACTOR's final invoice. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

58.4 The amount which may be withheld by LEA or returned by CONTRACTOR with respect to Section 58.1 are as follows:

- 58.4.1 the value of the service CONTRACTOR failed to perform;
- 58.4.2 the amount of overpayment;
- 58.4.3 the entire amount of the invoice for which satisfactory documentation has not been provided by CONTRACTOR;
- 58.4.4 the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified;
- 58.4.5 the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the violation is cured; or
- 58.4.6 the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the student.

LEA may withhold or deny payment of any costs submitted to LEA on the basis of CONTRACTOR's failure to provide documentation of required training as set forth in

this Master Contract or CONTRACTOR's failure to deliver required services and/or from missing/incomplete or improper documentation of such services.

In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA (with the exception of parent or student refusal), the CONTRACTOR shall notify the LEA in writing within ten (10) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to student as a result of lack of provision of services by CONTRACTOR while student was served by the nonpublic school or agency, regardless of whether awarded to student through a Charter IEP, due process agreement, or CDE Required Corrective Action. LEA shall compensate CONTRACTOR for the compensatory service hours at the rates specified by the current contract unless billed for previously or included in a bundled rate.

58.5 If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies. If LEA determines, in LEA's sole discretion, that CONTRACTOR's written request shows good cause for an extension, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

58.6 If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that payment will be made, or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

58.7 After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

58.8 After sixty (60) business days: Disagreements between the LEA and CONTRACTOR concerning disputes under this section shall be subject to dispute resolution in accordance with Section 64.

59. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to students.

60. PAYMENT FOR ABSENCES

60.1 STAFF ABSENCE

60.1.1 Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to the LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher. CONTRACTOR may not provide coverage for an absent teacher by combining two classes when doing so would violate the maximum student to staff ratios defined in Section 24.

60.1.2 Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

60.2 STUDENT ABSENCE

60.2.1 If CONTRACTOR is a nonpublic school, no later than the tenth (10th) cumulative day or fifth (5th) consecutive day of a student's unexcused absence, CONTRACTOR shall notify the LEA of such absence as specified in the LEA Procedures.

60.2.2 Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on

which a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law, nor shall student be eligible for make-up services.

60.2.3 NON PUBLIC AGENCY NO SHOW OR LATE ARRIVAL POLICY: Unless the student provides timely notice, if the student fails to show for or is late to his/her scheduled appointment, CONTRACTOR will note appointment and arrival time (as applicable) and that the student did not attend or was late.

60.2.4 For virtual sessions, LEA will pay fifty percent (50%) of the virtual sessions rate for a student who does not attend or who is late to his/her session provided the student or LEA failed to provide timely notice to CONTRACTOR.

60.2.5 For in-person sessions, LEA will pay the full session rate for a student who does not attend or who is late to his/her session provided the student or LEA failed to provide timely notice to CONTRACTOR.

60.2.6 If a student does not show or arrives late, CONTRACTOR provide notice to the LEA contemporaneously with the missed session. CONTRACTOR will additionally submit an invoice for those sessions and provide written proof the student did not show or arrived late, along with including documented attempts to contact the family or student. There must be contact attempts documented in the therapy notes section.

60.2.7 SESSION CANCELLATIONS WITH 24+ HOURS NOTICE: Session cancellations with 24+ hours' notice must be rescheduled if possible, unless otherwise agreed upon in writing (e.g. Parent declines services for an extended period.) CONTRACTOR agrees to document attempts to rescheduled missed sessions and provide documentation to LEA.

61. INSPECTION AND AUDIT

61.1 The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

61.2 CONTRACTOR shall provide access to LEA to all records including, but not limited to:

- 61.2.1** student records as defined by California Education Code section 49061(b) including electronically stored information; cost data and fiscal records as set forth in Title 5 of the California Code of Regulations section 3061;
- 61.2.2** registers and roll books of teachers and/or daily service providers; daily service logs and notes used to record the provision of related services including supervision; daily service logs and notes or other documents used to record the provision of related services;

- 61.2.3 Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors;
- 61.2.4 absence verification records (parent/doctor notes, telephone logs, and related documents);
- 61.2.5 bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, dates of hire, and dates of termination; records of employee training and certification;
- 61.2.6 staff time sheets;
- 61.2.7 non-paid staff and volunteer sign-in sheets;
- 61.2.8 transportation and other related service subcontracts;
- 61.2.9 school calendars; bell/class schedules when applicable;
- 61.2.10 liability and worker's compensation insurance policies;
- 61.2.11 state nonpublic school and/or agency certifications;
- 61.2.12 by-laws; lists of current board of directors/trustees, if incorporated;
- 61.2.13 other documents evidencing financial expenditures related to LEA students;
- 61.2.14 federal/state payroll quarterly reports Form 941/DE3DP;
- 61.2.15 bank statements and canceled checks or facsimile thereof; and
- 61.2.16 all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

61.3 Access to records in this Article 61 shall include unannounced inspections by LEA.

61.4 CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR's offices (to be specified by LEA) at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

61.5 On no occasion shall CONTRACTOR impose additional requirements (e.g. Parent consent, release of information) for the provision of records concerning a Student who is being served or had been served by CONTRACTOR pursuant to an ISA.

61.6 CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

61.7 If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written

notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand.

61.8 Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

62. RATE SCHEDULE

62.1 The attached rate schedule (Exhibit A) limits the number of students that may be enrolled and maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as noted in California Education Code Section 46200-46208.

62.2 Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A.

63. DEBARMENT CERTIFICATION

By signing this Agreement, the CONTRACTOR certifies that:

- (a) The CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and
- (b) Have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

64. DISPUTE RESOLUTION

64.1 The parties shall endeavor to resolve their disputes by an informal meet and confer process not to exceed fourteen (14) days. Any disputes not resolved by such an informal meet and confer process shall be submitted to binding arbitration which, unless the parties mutually agree otherwise, shall be conducted in the venue specified in Section 12. A demand for arbitration shall be made in writing, delivered to the other party to the Master Contract, and filed with the person or entity administering the arbitration. The party filing a notice of demand for arbitration must assert in the demand all claims then known to that party on which arbitration is permitted to be demanded.

64.2 A demand for arbitration shall be made no later than the date when the institution of legal or equitable proceedings based on a claim between the parties would be barred by the applicable statute of limitations. For statute of limitations purposes, receipt of a written demand for arbitration by the person or entity administering the arbitration shall constitute the institution of legal or equitable proceedings based on the claim.

64.3 The arbitration hearing shall be conducted before a single arbitrator having at least ten (10) years' experience with special education law. The parties may conduct discovery, and the arbitrator may make orders regarding such discovery, as permitted by California Code of Civil Procedure section 1283.05. The arbitrator shall apply California substantive law to the claims in dispute, and shall utilize the California JAMS procedure and rules with respect to the presentation, receipt and admissibility of evidence at the arbitration hearing. An award may be entered against a party who fails to appear at a duly-noticed hearing. The arbitrator shall prepare in writing and provide to the parties an award including factual findings and the reasons on which the arbitrator's decision is based.

64.4 The decision of the arbitrator may be entered and enforced as a final judgment in any court of competent jurisdiction. The arbitrator shall not have the power to commit errors of law or legal reasoning or to award punitive damages, and the award may be vacated or corrected for any such error on a petition to vacate or correct the award brought under California Code of Civil Procedure section 1285, et seq. The ruling of the superior court regarding such petition shall be final, and no further appeal may be filed by either party. The provisions of the Federal Arbitration Act (9 U.S.C. § 1 et seq.) do not apply to this Master Contract or to this agreement to arbitrate.

64.5 The prevailing party in any action, arbitration or other proceeding shall be entitled to recover its reasonable attorney's fees and costs of suit from the other party.

65. CONFIDENTIALITY

65.1 CONTRACTOR acknowledges that during the engagement it will have access to and become acquainted with various trade secrets, inventions, innovations, processes, information, records and specifications owned or licensed by LEA and/or used by LEA in connection with the operation of its business including, without limitation, LEA's business and product processes, methods, pupil/personnel record information, accounts and procedures. All information regarding students of LEA will remain confidential to CONTRACTOR unless a separate, specific, properly executed consent (including

permission from LEA’s student and his or her parent) for the release of information is obtained prior to such release. Any information regarding student(s) received by LEA’s personnel or CONTRACTOR providing services pursuant to this Agreement shall remain confidential and shall not be communicated to any person or entity other than appropriate LEA personnel.

65.2 CONTRACTOR assigns to LEA all patent, copyright and trade secret rights in anything created or developed by CONTRACTOR for LEA under this Agreement. This assignment is conditioned upon full payment of the compensation due CONTRACTOR under this Agreement. CONTRACTOR shall help prepare any documents LEA considers necessary to secure any copyright, patent, or other intellectual property rights at no charge to LEA. CONTRACTOR agrees to honor the proprietary information of LEA and shall not disclose or circumvent such proprietary information now or in the future. Upon the conclusion of this Agreement, CONTRACTOR shall return all records, files, contacts and other proprietary information of LEA to LEA. However, LEA shall reimburse CONTRACTOR for all reasonable actual expenses necessary to carry out the terms of this Section.

The Parties hereto have executed this Contract by and through their duly authorized agents or representatives. The Parties agree that this contract may be executed by electronic signature or secure program (e.g. Epicenter.). This contract is effective on the [1] day of [July] [2022] and terminates at 5:00 p.m. on June 30, [2023], unless sooner terminated as provided herein.

CONTRACTOR

LEA

Presence Learning
Nonpublic School/Agency

Compass Charter Schools

By: _____
Signature

Date

By: _____
Signature

Date

Brian Culbreth, CCO
Name and Title of Authorized Representative

J.J. Lewis, Superintendent
Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:
 Brian Culbreth, CCO

Notices to LEA shall be addressed to:

Name and Title
 Presence Learning

J.J. Lewis, Superintendent

Name and Title

Compass Charter Schools

Nonpublic School/Agency/Related Service Provider 530 Seventh Ave., Ste. 501	LEA 805 Hampshire Rd, Suite R
Address New York, NY 10018	Address Thousand Oaks CA 01361
City State Zip 844-415-4592	City State Zip 805-807-5058 805-590-7077
Phone Fax	Phone Fax
Email brian.culbreth@presencelearning.com	Email jlewis@compasscharters.org

EXHIBIT A: 2022-2023 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: Global Therapy / Presence Learning

The CONTRACTOR CDS NUMBER:

PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO: 1:1

Maximum Contract Amount: \$241,000.00

Education service(s) offered by the CONTRACTOR and the charges for such service(s) during the term of this contract shall be as follows:

- 1) Daily Basic Education Rate: _____
- 2) Inclusive Education Program
(Includes Educational Counseling (not ed related mental health) services, Speech & Language services, Behavior Intervention Planning, and Occupational Therapy as specified on the student’s IEP.) DAILY RATE: _____
- 3) Related Services

<u>Service</u>	<u>Rate</u>	<u>Period</u>
<u>Intensive Individual Services (340)</u>	_____	_____
<u>Language and Speech (415)</u>	_____	_____
<u>Adapted Physical Education (425)</u>	_____	_____
<u>Health and Nursing: Specialized Physical Health Care (435)</u>	_____	_____
<u>Health and Nursing: Other Services (436)</u>	_____	_____
<u>Assistive Technology Services (445)</u>	_____	_____
<u>Occupational Therapy (450)</u>	_____	_____

<u>Physical Therapy (460)</u>	_____	_____
<u>Individual Counseling (510)</u>	_____	_____
<u>Counseling and Guidance (515)</u>	_____	_____
<u>Parent Counseling (520)</u>	_____	_____
<u>Social Work Services (525)</u>	_____	_____
<u>Psychological Services (530)</u>	_____	_____
<u>Behavior Intervention Services (535)</u>	_____	_____
<u>Specialized Services for Low Incidence Disabilities (610)</u>	_____	_____
<u>Specialized Deaf and Hard of Hearing (710)</u>	_____	_____
<u>Interpreter Services (715)</u>	_____	_____
<u>Audiological Services (720)</u>	_____	_____
<u>Specialized Visions Services (725)</u>	_____	_____
<u>Orientation and Mobility (730)</u>	_____	_____
<u>Specialized Orthopedic Services (740)</u>	_____	_____
<u>Reader Services (745)</u>	_____	_____
<u>Transcription Services (755)</u>	_____	_____
<u>Recreation Services, Including Therapeutic (760)</u>	_____	_____
<u>College Awareness (820)</u>	_____	_____
<u>Work Experience Education (850)</u>	_____	_____
<u>Job Coaching (855)</u>	_____	_____
<u>Mentoring (860)</u>	_____	_____
<u>Travel Training (870)</u>	_____	_____

Other Transition Services (890) _____

Other (900) _____

Other (900) _____

Exhibit B

Certification of Criminal Background Clearance, Tuberculosis (TB) Clearance, and Credential Verification

This form is to be completed with respect to the Agreement between LEA and _____ [Global Therapy / Presence Learning] (“Independent Contractor”).

PLEASE CHECK ALL APPROPRIATE BOXES AND SIGN BELOW.

CLEARANCE AND CREDENTIAL REQUIREMENTS SATISFIED:

- A. The Independent Contractor hereby certifies to LEA that it has completed the criminal background check required by law and has determined that none of its employees who may come into contact with LEA students has been convicted of a violent felony listed in Penal Code Section 667.5(c), a serious felony listed in Penal Code Section 1192.7(c), a sex offense listed in Education Code Section 44010, a controlled substance offense listed in Education Code Section 44011, a crime involving moral turpitude (e.g., embezzlement, perjury, fraud, etc.), or any offense which may make the employee unsuitable/undesirable to work around students. The Independent Contractor shall also request and receive subsequent arrest notifications for all such employees from the California Department of Justice to ensure ongoing safety of students.

- B. The Independent Contractor hereby certifies to LEA that it has required and verified that all employees who may have frequent or prolonged contact with students have undergone a risk assessment and/or been examined and determined to be free of active tuberculosis. The Independent Contractor requires all new employees to provide the Independent Contractor with a certificate of tuberculosis clearance dated within the sixty (60) days prior to initial employment. The Independent Contractor maintains current TB clearances for all such employees.

- C. The Independent Contractor hereby certifies to LEA that it has required and verified that all of the Independent Contractor’s employees whose assignment at LEA requires a teaching or substitute credential or license holds a current, valid credential or license appropriate for the assignment as required by Education Code Section 47605(l).

List below, or attach, the name and other information for each vendor employee for whom the Independent Contractor has successfully completed the requisite fingerprinting and criminal background check, TB risk assessment/clearance, and credential verification (if applicable), in accordance with the provisions above.

Name of Employee	Date of Criminal Background Clearance Determination	TB Expiration Date	Credential(s) Type and Expiration Date(s)
<i>John Example</i>	<i>07/23/2014</i>	<i>07/23/2018</i>	<i>MSTC 07/01/2018</i>

WAIVER JUSTIFICATION:

D. The Independent Contractor and all of its employees qualify for a waiver of the Department of Justice (DOJ) fingerprint and criminal background clearance requirements for the following reason(s):

The Independent Contractor and its employees will have NO CONTACT with pupils. (No school-site Services will be provided.)

The Independent Contractor and its employees will have LIMITED CONTACT with pupils. (Attach information about length of time on school grounds; proximity of work area to pupil areas; whether the Independent Contractor's employees will be working by themselves or with others, and, if so, with whom; and any other factors that substantiate limited contact.)

The Independent Contractor, which will be providing for construction, reconstruction, rehabilitation, or repair of a school facility where the employees of the Independent Contractor may have contact, other than limited contact, with pupils, shall ensure the safety of the pupils by one or more of the following methods:

Check all methods to be used:

1) Installation of a physical barrier at the worksite to limit contact with students.

2) Continual supervision and monitoring of all employees of the Independent Contractor by an employee of the Independent Contractor who has not been convicted of a serious of violent felony, a sex or controlled substance offense, or a crime involving moral turpitude as ascertained by the DOJ.

3) Surveillance of employees of the Independent Contractor by LEA personnel

The Services provided by the Independent Contractor are for an "EMERGENCY OR EXCEPTIONAL SITUATION" ONLY, such as when pupil health or safety is immediately endangered or when emergency repairs are needed to make the school facilities safe and habitable.

By signing below, under penalty of perjury, I certify that the information contained on this certification form and the employee list(s) is accurate. I understand that it is the Independent Contractor's sole responsibility to maintain, update, and provide LEA with current and complete information along with the employee list, throughout the duration of Services provided by Independent Contractor.

Authorized Vendor Signature

Printed Name

Title

Date

NONPUBLIC SERVICES MASTER CONTRACT

*General Agreement for Nonsectarian,
Nonpublic School and Agency Services*

LEA: Compass Charter Schools

NPA / NPS : Oxford Consulting Services, Inc.

Contract Year: 2022 - 2023

RECITALS

THIS AGREEMENT is made and entered into as of the [1] day of [July] [2022], and commencing on that same day of [July] [2022], by and Compass Charter Schools (hereinafter “Compass” or “LEA”) and NPA/NPS (hereinafter “[Oxford Consulting Services, Inc.]” or “CONTRACTOR”). Collectively, Compass or LEA and CONTRACTOR shall be referred to as the “Parties”:

WHEREAS CONTRACTOR is a special education services company, performing related services and management, including Special Education administration and support, psychology services, counseling services, education specialists, instructional aides, speech therapy services, and other services as designated;

WHEREAS CONTRACTOR is a California certified non-public agency (“NPA”);

WHEREAS, as of [July 1, 2022], Compass will be a member of the El Dorado SELPA (“SELPA”) and deemed a local educational agency (“LEA”) pursuant to Education Code § 47641(a) for the purposes of compliance with federal law and for eligibility for federal and state special education funds, and;

WHEREAS Compass wishes to contract with CONTRACTOR to provide special education services to Compass students on an “under arrangements” basis, and to establish a program for providing special education services to enrolled students;

WHEREAS CONTRACTOR possess the requisite license, training and experience to provide the services called for in this Agreement, and is prepared to assume the responsibility of providing selected special education services for Compass student(s); and

NOW, THEREFORE, in consideration of Compass paying to CONTRACTOR the compensation and CONTRACTOR performing the duties specified herein, it is mutually covenanted and agreed by and between the parties hereto as follows:

AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS

1. MASTER CONTRACT

1.1 This Master Contract is entered into on [July 1, 2022] between COMPASS CHARTER SCHOOLS, hereafter referred to as the LOCAL EDUCATIONAL AGENCY (“LEA”), a member of the El Dorado Charter SELPA, and [Oxford Consulting Services, Inc.], a nonpublic, nonsectarian school/agency, hereafter referred to as NPA or “CONTRACTOR” for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 et seq. and Title 5 of the California Code of Regulations section 3000 et seq. It is understood that this Master Contract does not commit LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services for any student, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR on a student-by-student basis.

1.2 Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Services Agreement (hereinafter referred to as “ISA”). The ISA shall specify CONTRACTOR’s obligation to provide all or selected service(s) specified within the Student’s IEP. The ISA shall be executed within ninety (90) days of a student’s acceptance by the CONTRACTOR. LEA and CONTRACTOR shall enter into a separate ISA for each student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to Student’s IEPs and any other documentation and electronic database necessary to implement and document Student’s ISA. The ISA shall require CONTRACTOR to maintain the confidentiality of the Student’s educational records in accordance with the Families Educational Rights and Privacy Act of 2001 (“FERPA”) (20 U.S.C. § 1232g) and this Master Contract.

1.3 Nonpublic School Placement Costs: LEA is not responsible for the costs associated with nonpublic school placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement is appropriate, and the IEP is signed by the student’s parent. Notwithstanding the foregoing, LEA shall be responsible for the costs associated with nonpublic school placement as specified in (a) an order directing placement made by the Office of Administrative Hearings (hereinafter referred to as “OAH”), (b) a lawfully executed agreement between LEA and parent, or (c) the authorization by LEA for a transfer student pursuant to California Education Code section 56325.

2. CERTIFICATION AND LICENSES

2.1 CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as “CDE”) as a nonpublic, nonsectarian school/agency. All nonpublic school and nonpublic agency services shall be provided consistent with the area of certification and licensure specified by CDE Certification, as defined in California Education Code, section 56366 *et seq.*, and within the professional scope of practice of each provider’s license, certification and/or credential. A current copy of CONTRACTOR’s nonpublic school/agency certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this Master Contract is executed by CONTRACTOR.

2.2 This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract.

2.3 Total student enrollment of the NPS operated by CONTRACTOR shall be limited to capacity as stated on CDE certification described in Section 2.1. Total student enrollment shall be limited to capacity as stated in Section 24 of this Master Contract.

2.4 In addition to meeting the certification requirements of the State of California, any program operated by CONTRACTOR outside of California shall be certified or licensed by the state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. § 1400 *et seq.*).

2.5 If CONTRACTOR is a licensed children’s institution (hereinafter referred to as “LCI”), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of California, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

2.6 With respect to CONTRACTOR’s certification in Section 2.1, failure to notify the LEA and CDE of any changes in any of the following may result in the suspension or revocation of CDE certification and shall allow LEA to suspend or terminate this Master Contract at the discretion of the LEA:

- 2.6.1 credentialed/licensed staff;
- 2.6.2 ownership;
- 2.6.3 management and/or control of the agency;
- 2.6.4 major modification or relocation of facilities; or
- 2.6.5 significant modification of the program.

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

3.1 During the term of this contract unless otherwise agreed, CONTRACTOR shall comply with the Individuals with Disabilities Education Act and all subsequent amendments and requirements and all applicable federal, state, and local statutes, laws, ordinances, rules, policies, and regulations relating facilities for individuals with exceptional needs, as well as all applicable federal, state, and local statutes, laws, ordinances, rules, policies, and regulations relating to the provision of special education and/or related services as set forth in federal and state special education laws and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures unless, taking into consideration all of the surrounding facts and circumstances, a policy or policies or a portion of a policy does not reasonably apply to CONTRACTOR.

3.2 CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR's failure to comply with applicable LEA policies (e.g., those policies relating to, the provision of special education and/or related services, facilities for individuals with exceptional needs, student enrollment and transfer, student inactive status, corporal punishment, student discipline, and positive behavior interventions).

3.3 CONTRACTOR acknowledges and agrees that LEA may report to the CDE any violations of the provisions of this Master Contract; and that this reporting may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

4. TERMS OF MASTER CONTRACT

4.1 The term of this Master Contract shall be from July 1, 2022 to June 30, 2023 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. However, the parties acknowledge that any subsequent Master Contract shall be re-negotiated prior to June 30, 2023. In the event the contract is not renegotiated by June 30th, an interim contract may be made available as mutually agreed upon for up to 90 days from July 1 of the new fiscal year. (Title 5 California Code of Regulations section 3062(d).) In the absence of a successor or interim contract, this Agreement shall expire at the end of the Term.

Submission of an Application Packet for the development of a Master Contract does not guarantee that a Contract shall be issued. Applications will be considered on an individual basis.

Both parties agree to mutual intent to engage in the rate negotiation process as outlined in LEA's "NPS/NPA Rate Negotiation Process" for the subsequent contract year. However, no rate agreement of any kind (including a "contract to negotiate") will exist between the parties until they have signed a final formal written agreement. If the current master

contract expires while actively negotiating rates, LEA shall continue to pay CONTRACTOR invoices that are properly submitted for services rendered to LEA students at the last approved master contract rates until the mutually agreed rates are approved.

4.2 No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

4.3 The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR's ownership or authorized representative shall be provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

5.1 This Master Contract governs the administration of each Individual Services Agreement ("ISA"), and each and every ISA is incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties.

5.2 CONTRACTOR shall provide the LEA with information as requested in writing to secure a new Master Contract or a renewal. At a minimum, such information shall include copies of teacher credentials and background clearance documentation, insurance documentation and CDE certification. The LEA may require additional information as applicable. If the application packet is not completed and returned to the LEA, no Master Contract will be issued.

5.3 If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety-day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (California Education Code section 56366(c)(1) and (2)).

5.4 In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students at the discretion of the LEA.

6. INDIVIDUAL SERVICES AGREEMENT

6.1 This Master Contract sets forth the basic terms under which LSA may approve an ISA for each student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for students with the approval of the LEA pursuant to Education Code section 56366 (a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students.

6.2 Any and all changes to a student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the student's IEP. At any time during the term of this Master Contract, a student's parent, CONTRACTOR, or LEA may request a review of a student's IEP subject to all procedural safeguards required by law.

6.3 The ISA shall specify which service(s) included in Student's IEP CONTRACTOR will provide. If CONTRACTOR is a NPS, CONTRACTOR will implement all special education and services identified in a Student's IEP unless agreed upon otherwise. In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within two (2) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to student as a result of lack of provision of services while student was served by the nonpublic school or agency.

6.4 Subject to CONTRACTOR's right to terminate this Master Contract or an ISA pursuant to Education Code section 56366, subdivision (a)(4) as set forth in Sections 6 and 14, if a parent contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall continue to serve the student pursuant to the student's ISA during the term of the Master Contract shall abide by the "stay-put" requirement of state and federal law unless the parent agrees otherwise or an interim alternative educational placement is deemed lawful and appropriate by LEA or OAH. CONTRACTOR shall adhere to LEA decisions concerning changes in placement. Nothing herein shall be construed to mean that CONTRACTOR consents to the jurisdiction of OAH.

6.5 When it is necessary to extend services beyond the ISA ending date, a "stay-put" ISA will be executed within ten (10) school days of the ending date of the CONTRACTOR's last executed ISA.

6.5 CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

6.6 Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract are to be settled by the Dispute Resolution procedure set forth in Section 64.

7. DEFINITIONS

- 7.1 The following definitions shall apply for purposes of this contract:
- a. The term “CONTRACTOR” means the nonpublic, nonsectarian school/agency identified in the first paragraph of this Master Contract, and its officers, agents and employees.
 - b. The term “authorized LEA representative” means a LEA administrator designated to be responsible for nonpublic school/agencies. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for the administration of this Master Contract, unless otherwise specified in this Master Contract.
 - c. The term “credential” means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the California State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).
 - d. The term “qualified” means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and designated instruction and services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which he or she is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including but not limited to the standards contained in the California Business and Professions Code.
 - e. Nothing in the foregoing definition of “qualified” shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations. (Title 5 of the California Code of Regulations Section 3001 (r)).
 - f. The term “license” means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses, and which authorizes the bearer of the document to refer to himself or herself using a specified professional title and to provide certain professional services including but not limited to mental health and board

and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(1).

- g. “Parent” means a biological or adoptive parent, unless the biological or adoptive parent does not have legal authority to make educational decisions for the child, a guardian generally authorized to act as the child’s parent or authorized to make educational decisions for the child, an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child’s welfare, a surrogate parent, a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child’s behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2). Parent does not include the state or any political subdivision of government or the nonpublic school or agency under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).
- h. The term “days” means calendar days unless otherwise specified.
- i. The phrase “billable day” means a school day in which instructional minutes meet or exceed those in comparable LEA programs.
- j. The phrase “billable day of attendance” means a school day as defined in California Education Code Section 46307, in which a student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.
- k. It is understood that the term “Master Contract” also means “Agreement” and is referred to as such in this document.

ADMINISTRATION OF CONTRACT

8. NOTICES

8.1 All notices provided for by this contract shall be in writing. Notices shall be mailed or emailed to the designated LEA representative and shall be effective as of the date of receipt by addressee.

8.2 All notices mailed to LEA shall be addressed to the person and address as indicated on the signature page of this Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

9.1 All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. CONTRACTOR shall electronically provide all of the following documents in its possession to the LEA for permanent storage: cumulative transcripts, including transcripts from other districts/charters; immunization card and verification of exemption from required immunization; and, birth certificate or other legal document(s) used to verify birth date.

9.2 For purposes of this Master Contract, “records” shall include, but not be limited to all of the following:

- 9.2.1 student records as defined by California Education Code section 49061(b) including electronically stored information;
- 9.2.2 cost data records as set forth in Title 5 of the California Code of Regulations section 3061;
- 9.2.3 registers and roll books of teachers and/or daily service providers;
- 9.2.4 daily service logs and notes and other documents used to record the provision of related services including supervision;
- 9.2.5 daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required;
- 9.2.6 bus rosters;
- 9.2.7 staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination;
- 9.2.8 records of employee training and certification, staff time sheets; non-paid staff and volunteer sign-in sheets;
- 9.2.9 transportation and other related services subcontracts;
- 9.2.10 school calendars;
- 9.2.11 bell/class schedules when applicable;
- 9.2.12 liability and worker’s compensation insurance policies;
- 9.2.13 state nonpublic school and/or agency certifications by-laws;
- 9.2.14 lists of current board of directors/trustees, if incorporated;
- 9.2.15 statement of income and expenses;
- 9.2.16 general journals;
- 9.2.17 cash receipts and disbursement books;
- 9.2.18 general ledgers and supporting documents;
- 9.2.19 documents evidencing financial expenditures;
- 9.2.20 federal/state payroll quarterly reports; and
- 9.2.21 bank statements and canceled checks or facsimile thereof.

9.4 Positive proof of attendance is required.

9.5 CONTRACTOR shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, and date/time of access for each individual requesting or receiving information from the student's record. Such log needs to record access to the student's records by: (a) the student's parent; (b) an individual to whom written consent has been executed by the student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors.

9.6 CONTRACTOR or LEA shall maintain copies of any written parental concerns granting or regarding access to student records. CONTRACTOR shall grant parents access to student records, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations.

9.7 CONTRACTOR agrees, in the event of school or agency closure, to forward student records within five (5) business days to LEA. These shall include, but not limited to, current transcripts, IEP/IFSPs, and reports. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

9.10 Upon at least ten (10) calendar days' prior written notice of the date of an upcoming IEP meeting, CONTRACTOR shall provide the LEA with goal progress reports, service logs and any additional relevant data no less than three (3) school days prior to the IEP meeting.

9.11 All student records and financial invoices and documentation must include the specific Compass school name in addition to the student's personally identifiable information.

10. SEVERABILITY CLAUSE

If any provision of this agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

11. SUCCESSORS IN INTEREST

This contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify the LEA of any change of ownership or corporate control.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this contract with venue in Ventura County.

13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES

This Master Contract may be modified or amended by the LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. LEA shall require the party seeking such modification to provide the LEA and CONTRACTOR thirty (30) days' prior written notice of any such demand for changes or modifications and a copy of the statute or regulation upon which the modification or changes are based.

14. TERMINATION

14.1 This Master Contract or an Individual Service Agreement may be terminated for cause by either party. For the purposes of this Master Contract, "cause" is defined as breach, misfeasance, or other inappropriate action of the other party. The term "cause" does not include any action or failure to act of the Student identified in the ISA, or of the Student's Parent.

14.2 This Master Contract or an ISA may not be terminated based upon the availability of a public class initiated during the period of this Master Contract, unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. The cause may also not be due the action or failure to act of the Student identified in the ISA, or of the Student's Parent.

14.3 To terminate this Master Contract for cause either party shall give the other party twenty (20) days prior written notice (California Education Code section 56366(a)(4)). In instances where an issue occurs at the NPS that the LEA determines is an immediate threat to student health or safety or when or when there is documentation that CONTRACTOR has been unable to provide services required on IEP/ISA, LEA may terminate a student's ISA and/or reassign student to an alternative educational setting without providing 20 days' notice. At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract.

14.4 All ISAs shall be deemed void upon termination of this Master Contract, as provided in Section 5 or 6.

15. INSURANCE

15.1 CONTRACTOR shall, at his, her, or its sole cost and expense, maintain in full force and effect, during the term of this Agreement, the following insurance coverage

from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof including but not limited to:

15.1.1 General and Professional Liability. General and professional liability insurance covering all activities of CONTRACTOR personnel during the executing of the obligations under this Agreement with coverage of not less than- One Million Dollars (\$1,000,000) for any incident, Two Million Dollars (\$2,000,000) annual aggregate per incident, and Three Million Dollars (\$3,000,000) excess liability policy for a maximum of Five Million Dollars (\$5,000,000) per aggregate limit.

15.1.2 Worker's Compensation. Worker's compensation insurance covering each employee providing in-person Services to LEA hereunder; workers' compensation insurance shall comply with all applicable legal requirements.

15.2 CONTRACTOR agrees to provide LEA with a Certificate of Insurance naming LEA as an additional insured on such general and professional liability insurance policies. Policies will be furnished to LEA for review upon request. LEA shall not obtain workers' compensation insurance on behalf of CONTRACTOR or CONTRACTOR's employees.

15.3 If the CONTRACTOR is a NPS or Residential Treatment Center ("RTC"), additional insurance must be secured in accordance with law and standard practice as directed by LEA.

15.4 If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may propose an amendment to this Agreement to modify the insurance obligations.

15.5 SELF-INSURANCE: When the self-insurance retention for the CONTRACTOR is to be \$100,000 or more, the CONTRACTOR shall submit, in writing, information on its proposed self- insurance program. The submission shall include:

- A complete description of the program, including types of risks, and limits of coverage
- The CONTRACTOR's latest financial statements
- Claims administration policy, practices, and procedures
- A disclosure of all captive insurance company and reinsurance agreements, including methods of computing costs.

Programs of self-insurance covering workers' compensation:

- An approved program of self-insurance must include coverage for any employer's liability not covered by commercial insurance.

For any claims related to the services performed in connection with this Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with respect to the LEA, its subsidiaries, officials and employees. Any insurance or self- insurance

maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.

All Certificates of Insurance shall contain a reference to the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate.

If LEA or CONTRACTOR determines that changes in insurance coverage obligations under this section are necessary, either party may reopen negotiations to modify the insurance obligations.

16. INDEMNIFICATION AND HOLD HARMLESS

16.1 To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors (“LEA Indemnities”) harmless against all liability, loss, damage and expense (including reasonable attorneys’ fees) resulting from or arising out of this Master Contract or its performance, or the performance of any ISA, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the CONTRACTOR. The LEA shall have the right in their sole discretion to select counsel of its choice to provide the defense at the sole cost of the CONTRACTOR or the applicable insurance carrier.

16.2 To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Officers, Board Members, administrators, employees, agents, attorneys, and subcontractors (“CONTRACTOR Indemnities”) harmless against all liability, loss, damage and expense (including reasonable attorneys’ fees) resulting from or arising out of this Master Contract or its performance, or the performance of any ISA, to the extent that such loss, expense, damage or liability was proximately caused by the negligent or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

17. INDEPENDENT CONTRACT

17.1 Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Agreement as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Agreement shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the

LEA and any individual assigned by CONTRACTOR to perform any services for the LEA.

17.2 If the LEA is held to be a partner, joint venturer, co-principle, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that holding, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding.

17.3 LEA and CONTRACTOR agree to the following rights consistent with an independent contractor relationship:

17.3.1 CONTRACTOR has the right to perform services for others during the term of this Agreement.

17.3.2 CONTRACTOR has the sole right to control and direct the means, manner and method by which the services required by this Agreement will be performed to the extent the provision of CONTRACTOR's services are consistent with the responsibilities set forth in the ISA.

17.3.3 CONTRACTOR has the right to hire assistants or to use employees to provide the services required by this Agreement.

17.3.4 CONTRACTOR or CONTRACTOR's employees shall perform the services required by this Agreement; LEA shall not hire, supervise or pay any assistants to help CONTRACTOR.

17.3.5 Neither CONTRACTOR nor CONTRACTOR's employees shall receive any training from LEA in the skills necessary to perform the services required by this Agreement.

17.3.6 LEA shall not require CONTRACTOR or CONTRACTOR's employees to devote full time to performing the services required by this Agreement.

17.3.7 Neither CONTRACTOR nor CONTRACTOR's employees are eligible to participate in any employee pension, health, vacation pay, sick pay or other fringe benefit plan of LEA.

18. SUBCONTRACTING

CONTRACTOR shall not subcontract duties assigned to CONTRACTOR pursuant to this Agreement or any ISA.

19. CONFLICTS OF INTEREST

19.1 CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated.

19.2 CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 and including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student’s advocate. Pursuant to California Education code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR’s facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

19.3 Unless CONTRACTOR and LEA otherwise agree in writing, LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the student is enrolled in CONTRACTOR’s school/agency) or whether an assessment of the student is performed or a report is prepared in the normal course of the services provided to the student by CONTRACTOR.

19.4 To avoid conflict of interest, and in order to ensure the independence and appropriateness of an Independent Educational Evaluation (hereinafter referred to as “IEE”) and its recommendations, the LEA may, in its discretion, not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may, in its discretion, not fund services through the evaluator whose IEE the LEA agrees to fund.

19.5 Only when no other appropriate assessor is available, LEA may request, and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

19.6 In the event that CONTRACTOR is a Nonpublic Agency, CONTRACTOR acknowledges that its authorized representative has read and understands Education Code section 56366.3 which provides, in relevant part, that no special education and/or related services provided by CONTRACTOR shall be paid for by LEA if provided by an individual who was an employee of LEA within the three hundred and sixty five (365) days prior to executing this contract. This provision does not apply to any person who is able to provide designated instruction and services during the extended school year because he or she is otherwise employed for up to ten months of the school year by LEA.

19.7 CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free “scholarship” basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

20. NON-DISCRIMINATION

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity or expression, physical or mental disability, genetic information or any other classification protected by federal or state law or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

21.1 LEA shall provide CONTRACTOR with a copy of the IEP including all relevant attachments of each student served by CONTRACTOR. CONTRACTOR shall provide to each student special education and/or related services (including transition services) within the nonpublic school or nonpublic agency consistent with the student's IEP and as specified in the ISA.

21.2 CONTRACTOR shall not accept a student if it cannot provide or ensure the provision of the services outlined in the student's IEP and ISA.

21.3 Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities for students, as specified in the student's IEP and ISA. CONTRACTOR shall impose no fee or charge of any kind to parents for special education and/or related services as specified in the student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the student's enrollment under the terms of this Master Contract).

21.4 LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student's IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the nonpublic school. CONTRACTOR shall provide school site-based training for student, teacher, support staff and parent on the use of the device. CONTRACTOR shall return device to LEA, as per issuance procedures, within two (2) working days of student termination or ceasing to qualify for device. CONTRACTOR shall file or attempt to file police reports for missing/lost/stolen device(s), providing documentation of attempt, and coordinate the provision of any police report number to LEA within five (5) working days of becoming aware of loss. LEA is not responsible for and shall not reimburse CONTRACTOR for any damage to or loss of devices owned or provided by CONTRACTOR, or for replacement of malfunctioning, damaged or stolen school-provided technology used for instruction or access (e.g., assistive technology). The equipment remains the property of the LEA and shall be returned to the LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the nonpublic school or transfers out of the LEA.

21.5 CONTRACTOR shall be solely responsible for ensuring that facilities are adequate to provide LEA students with an environment which meets all state and local health and safety regulations and guidance.

21.6 CONTRACTOR may only charge a student's parent(s) for services and/or activities not necessary for the student to receive a free appropriate public education after: (a) written notification to the student's parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written acknowledgment signed by the student's parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

21.7 Voluntary services and/or activities not necessary for the student to receive a free appropriate public education shall not interfere with the student's receipt of special education and/or related services as specified in the student's IEP and ISA unless the LEA, CONTRACTOR, and PARENT agree otherwise in writing.

22. GENERAL PROGRAM OF INSTRUCTION

22.1 All nonpublic school and nonpublic agency services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 et seq., and shall ensure that facilities are adequate to provide LEA students with an environment, which meets all pertinent health and safety regulations.

22.2 When CONTRACTOR is a nonpublic school, CONTRACTOR's general program of instruction shall:

- 22.2.1 utilize evidence-based practices and predictors and be consistent with LEA's standards regarding the particular course of study and curriculum;
- 22.2.2 include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services;
- 22.2.3 be consistent with CDE's standards regarding the particular course of study and curriculum;
- 22.2.4 provide the services as specified in the student's IEP and ISA.

22.3 Students shall have access to:

- 22.3.1 State Board of Education (SBE) - adopted Common Core State Standards ("CCSS") for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by a local education agency (LEA), that contracts with the nonpublic school;
- 22.3.2 college preparation courses;
- 22.3.3 extracurricular activities, such as art, sports, music and academic clubs;
- 22.3.4 career preparation and vocational training, consistent with transition plans pursuant to state and federal law; and

22.3.5 supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling.

22.4 When CONTRACTOR serves students in grades nine through twelve inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements.

22.5 CONTRACTOR shall not award a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

22.6 When CONTRACTOR is a nonpublic agency and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and predictors and be consistent with LEA and CDE guidelines and certification, and provided as specified in the student's IEP and ISA.

22.7 The nonpublic agency providing Behavior Intervention services shall develop a written plan that specifies the nature of their nonpublic agency service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA.

22.8 School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team.

22.9 Any services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present.

22.10 Section 22.9 shall not apply to services provided by a CONTRACTOR that is a licensed children's institution or to the provision of emergency services, provided CONTRACTOR has a written authorization signed by the parent or legal guardian to authorize emergency services as requested. Licensed Children's Institution ("LCI") CONTRACTORS shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract.

22.11 CONTRACTORS providing Behavior Intervention services must have a trained behaviorist or trained equivalent on staff. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

22.12 When CONTRACTOR is a nonpublic agency, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless the LEA and CONTRACTOR agree otherwise in writing.

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a nonpublic school, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the minimum instructional time requirements for Charter Schools in the state of California and shall be specified in the student's ISA developed in accordance with the student's IEP.

24. CLASS SIZE

When CONTRACTOR is a nonpublic school, CONTRACTOR shall ensure that class size shall not exceed a ratio of one (1) teacher per twelve (12) students, unless CONTRACTOR and LEA agree otherwise in writing.

25. CALENDARS

25.1 When CONTRACTOR is a nonpublic school, CONTRACTOR shall submit to the LEA/SELPA a school calendar with the total number of billable days not to exceed one hundred and eighty (180) days, plus extended school year billable days equivalent to the number of days determined by the LEA's extended school year calendar.

25.2 Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. Nothing in this Master Contract shall require or be interpreted to require the LEA to accept any requests for calendar changes.

25.3 Unless otherwise specified by the students' IEP, educational services shall occur at the CONTRACTOR's facility or in Student's home. A student shall only be eligible for extended school year services if such are included in his/her IEP and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP Team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

25.4 Student must have actually been in attendance during the regular school year and/or during extended school year and actually received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when LEA's school program is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any nonpublic school service. Any instructional days provided before the execution of this Agreement shall be at the sole financial responsibility of the CONTRACTOR.

25.5 LEA shall provide a school calendar to CONTRACTOR prior to the initiation of services. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall

provide related services to LEA students on only those days that the LEA is in session. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment.

26. DATA REPORTING

26.1 CONTRACTOR shall provide to the LEA all data related to student information and billing information with LEA. CONTRACTOR shall provide all data related to any and all sections of this Agreement and requested by and in the format required by the LEA.

26.2 It is understood that all nonpublic school and agencies shall utilize the LEA approved electronic IEP system, Special Education Information System (“SEIS”) for all IEP development and progress reporting, unless otherwise agreed to by the LEA. Additional progress reporting may be required by the LEA. The LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access.

26.3 The LEA shall provide the CONTRACTOR with approved forms and/or format for such data including, but not limited to, invoicing, attendance reports and progress reports. The LEA may approve use of CONTRACTOR’S forms in LEA’S sole discretion.

26.4 All data reporting and documentation must include the specific Compass school name in addition to the student’s personally identifiable information.

27. STATEWIDE ACHIEVEMENT TESTING

27.1 When CONTRACTOR is a nonpublic school, per implementation of Senate Bill 484, CONTRACTOR shall administer all Statewide assessments within the California Assessment of Student Performance and Progress (“CAASPP”), Desired Results Developmental Profile (“DRDP”), California Alternative Assessment (“CAA”), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, the English Language Proficiency Assessments for California (“ELPAC”), as appropriate to the student, and mandated by LEA pursuant to LEA requirements and state and federal guidelines.

27.2 CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. CONTRACTOR shall provide test administration by CONTRACTOR’S qualified staff in accordance with LEA test administration protocols. CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

28. MANDATED ATTENDANCE AT LEA MEETINGS

28.1 CONTRACTOR shall attend LEA mandated meetings (via teleconference) when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, and standardized testing and IEPs.

28.2 LEA shall provide CONTRACTOR with reasonable notice of mandated meetings.

28.3 Attendance at such mandated meetings does not constitute a billable service hour(s).

29. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

29.1 CONTRACTOR shall comply with the requirements of Education Code section 56521.1 and 56521.2, federal law and regulation, and LEA policy regarding Student behavior and discipline. This includes, but is not limited to, the completion of Behavior Emergency Reports, emergency interventions, implementation of Behavior Intervention Plans, parental notice and prohibitions against restraint and seclusion.

29.2 In the event of a pupil-involved incident for which law enforcement was contacted, CONTRACTOR shall notify CDE and the LEA of the incident, in writing, no later than one business day after the incident occurred.

29.3 CONTRACTOR shall document the training of staff who will have contact or interaction with pupils during the school day in the use of evidence-based practices and interventions specific to the unique needs of the CONTRACTOR's population. This training shall be provided within thirty (30) days of employment to new staff and annually to all staff who have any contact or interaction with pupils during the school day. The structure and content of the training shall comply with the requirements set forth in AB 1172. LEA shall annually verify that CONTRACTOR has completed this training and report to CDE that the LEA has completed this verification.

29.4 Effective January 1, 2020, CONTRACTOR shall notify CDE and the LEA of any pupil-involved incident at the NPS/NPA in which law enforcement was contacted. This notification shall be provided in writing, no later than one business day after the incident occurred. Education Code § 56366.1(i)(2).

29.5 Effective January 1, 2020, to be certified by CDE, a NPS serving pupils with significant behavioral needs or who have a Behavioral Intervention Plan ("BIP"), the NPS must have an individual onsite during school hours who is qualified, and responsible for the design, planning, and implementation of behavioral

interventions, as authorized under Section 3051.23 of Title 5 of the California Code of Regulations. Education Code § 56366.10.

30. STUDENT DISCIPLINE

30.1 CONTRACTOR shall maintain and abide by LEA's policy for student discipline.

30.2 CONTRACTOR shall not unilaterally suspend or recommend for expulsion any student without prior communication with and agreement of the LEA and pursuant to all procedures within the LEA's suspension/expulsion policy.

30.3 CONTRACTOR may not terminate this Agreement due to Student's behavior unless Parent is in agreement otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

31. IEP TEAM MEETINGS

31.1 An IEP team meeting shall be convened at least annually to evaluate:

31.1.1 the educational progress of each student served by CONTRACTOR;

31.1.2 whether or not the needs of the student continue to be best met by CONTRACTOR; and

31.1.3 whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (California Education Code sections 56366 (a) (2) (B) (i) and (ii)) and pursuant to California Education Code section 56345 (b) (4).)

31.2 Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding students for whom ISAs have been or may be executed.

31.3 At any time during the term of this Master Contract, the parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. It is understood that CONTRACTOR will join any meetings by teleconference or videoconference unless otherwise mandated by a Student's IEP, judicial order, or settlement agreement.

31.4 CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

31.5 It is understood that the CONTRACTOR shall utilize the approved electronic IEP system of the LEA for all IEP planning and progress reporting at the LEA's discretion. The SELPA shall provide training for any NPS and NPA to assure access to the approved system. The NPS and/or NPA shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system. When a student is no longer receiving services from CONTRACTOR, the NPS/NPA shall discontinue use of the approved system for that student.

31.6 Changes in any student's educational program, including instruction, services, or instructional setting provided under this Master Contract, may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

32. SURROGATE PARENTS AND FOSTER YOUTH

32.1 LEA shall comply with state and federal laws and regulations and LEA policies and procedures regarding surrogate parent assignments. CONTRACTOR shall comply with LEA surrogate parent assignments.

32.2 Per California Education Code sections 51225.1 and 51225.3, students who are homeless, in foster care, a former juvenile court school pupil, children of military families, migratory students, or a pupil participating in a newcomer program, as defined in section 51225.2, who transfer schools after their second year of high school and who cannot reasonably complete all LEA graduation requirements in four (4) years may be eligible to graduate by completing the minimum state graduation requirements per AB 216/167. Within five (5) days of contact by CONTRACTOR, the LEA will determine student eligibility for AB 216/167. CONTRACTOR will award partial or full credits to this student population for all work satisfactorily completed while in attendance at the nonpublic school. Once eligibility is established, the LEA will provide CONTRACTOR with AB 216 Notification Letter to review with the student and educational rights holder ("ERH"). CONTRACTOR will forward a copy of the signed AB 216 Notification Letter, indicating acceptance, rejection, or deferral of the exemption, to the LEA immediately upon completion for further handling. LEA shall comply with its Foster and Homeless Youth policies and state and federal law.

33. DUE PROCESS PROCEEDINGS

33.1 CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to

any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency.

33.2 Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

34. COMPLAINT PROCEDURES

34.1 CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of students with appropriate information (including complaint forms) for the following:

- 34.1.1 Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 et seq.;
- 34.1.2 Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a);
- 34.1.3 Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c);
- 34.1.4 Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a);
and
- 34.1.5 Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPAA").

34.3 CONTRACTOR shall provide written verification of the implementation of these procedures to the LEA.

34.2 Upon receipt of any complaint regarding an LEA student, CONTRACTOR shall notify the LEA within two (2) business days.

34.3 CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency.

34.4 CONTRACTOR shall immediately notify LEA of any complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of complaints, including any and all non-privileged reports generated as a result of an investigation.

35. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

35.1 CONTRACTOR shall provide to parents at least four (4) written progress reports/report cards annually and at least three (3) school days prior to any IEP meeting when LEA notifies CONTRACTOR at least ten (10) calendar days prior to the IEP

meeting. At a minimum, progress reports shall include progress over time towards IEP goals and objectives.

35.2 A copy of the progress reports/report cards shall be maintained at the CONTRACTOR's place of business and shall be submitted to the LEA and LEA student's parent(s).

35.3 The CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior intervention plans. The LEA may request such data at any time within five (5) years of the date of service. The CONTRACTOR shall provide this data supporting progress within five (5) business days of request. Additional time may be granted in the discretion of the LEA.

35.4 CONTRACTOR shall complete academic or other evaluations of the student ten (10) days prior to the student's annual or triennial review IEP team meeting for the purpose of reporting the student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices.

35.5 CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the annual or triennial review IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

35.6 CONTRACTOR is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting and development of present levels of performance. All assessments resulting from an assessment plan shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by the LEA at the LEA's sole discretion.

35.7 CONTRACTOR acknowledges and agrees that all billable hours must be in direct services to pupils as specified in the ISA. For Nonpublic Agency services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

35.8 CONTRACTOR shall not charge the student's parent(s) or LEA for the provision of progress reports, report cards, evaluations conducted in order to obtain present levels of performance, interviews, and/or meetings. The Parties agree that all billable hours shall be limited as specified on the ISA consistent with the IEP. It is understood that

copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

36. TRANSCRIPTS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall prepare transcripts at the close of each semester, or upon student transfer, for LEA students in grades nine (9) through twelve (12) inclusive, and submit them on LEA approved forms LEA for evaluation of progress toward completion of diploma requirements as specified in LEA's Charter.

37. STUDENT CHANGE OF RESIDENCE

37.1 Within five (5) school days after CONTRACTOR becomes aware of a student's change of residence, CONTRACTOR shall notify LEA of the student's change of residence as specified in LEA Procedures.

37.2 If CONTRACTOR had knowledge or should reasonably have had knowledge of the student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in Section 37.1, LEA shall not be responsible for the costs of services delivered after the student's change of residence.

38. WITHDRAWAL OF STUDENT FROM PROGRAM

38.1 CONTRACTOR shall immediately report electronically and in writing to the LEA within two (2) business days when an LEA student is withdrawn without prior notice from school and/or services, including student's change of residence to a residence outside of LEA service boundaries, and student's discharge against professional advice from a Nonpublic Schools/Residential Treatment Center ("NPS/RTC").

39. PARENT ACCESS

39.1 CONTRACTOR shall provide for reasonable parental access to students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and student living quarters.

39.2 CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

39.3 CONTRACTOR operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance.

39.4 CONTRACTOR shall facilitate all parent travel and accommodations and for providing travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through the LEA.

39.5 CONTRACTOR providing services in the student's home as specified in the IEP shall assure that at least one parent of the child, or an adult caregiver with written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations.

39.6 CONTRACTOR shall require the parent to inform the LEA of any changes of caregivers and provide written authorization for care in an emergency situation. CONTRACTOR agrees that any employee or volunteer associated with the NPS/NPA service provider cannot be as an adult caregiver.

39.7 For services provided in a pupil's home as specified in the IEP, CONTRACTOR must assure that the parent (or LEA-approved responsible adult) is present during the provision of services. All problems and/or concerns reported to parents, both verbal and written, shall also be provided to the LEA.

40. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT

CONTRACTOR is expected to provide all services at CONTRACTOR's facility or at another location as determined with Student and Parents. CONTRACTORS are not able to provide services at an LEA School Site.

41. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS

41.1 If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1(b), AB 1858 (2004), AB 490 (Chapter 862, Statutes of 2003), AB 1261 (2005), AB 1166 Chapter 171 (2015), AB 167 Chapter 224 (2010), AB 216 Chapter 324 (2013), AB 379 Chapter 772 (2015), AB 1012 Chapter 703 (2015), and the procedures set forth in the LEA Procedures.

41.2 An LCI shall not require that a pupil be placed in its nonpublic school as a condition of being placed in its residential facility.

41.3 If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a residential treatment center (hereinafter referred to as "NPS/RTC"), CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1412(a)(1)(A) and Education Code section 56000, et seq.; amended and reorganized by the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), 20 U.S.C. section 1401(29); Education

Code section 56031; Cal. Code Regs., Title 5, section 3001 et seq., Cal. Code Regs., Title 2, section 60100 et seq. regarding the provision of counseling services, including residential care for students to receive a FAPE as set forth in the LEA student's IEPs.

41.4 If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all LEA students, including those identified as eligible for special education. For those identified special education students, the list shall include: 1) special education eligibility at the time of enrollment and; 2) the educational placement and services specified in each student's IEP at the time of enrollment.

41.5 LEA is not responsible for the costs associated with nonpublic school placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement is appropriate, and the IEP is signed by the student's parent or another adult with educational decision-making rights. The foregoing limitation shall not apply, and LEA shall be responsible for the costs associated with non-school placement, as specified in an OAH order or a lawfully executed agreement between LEA and parent,

41.6 In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

42. STATE MEAL MANDATE

When CONTRACTOR is a nonpublic school, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49530, 49530.5 and 49550.

43. MONITORING

43.1 CONTRACTOR shall allow LEA representatives access to its facilities or virtual programming for periodic monitoring of each student's instructional program. LEA shall have access to observe each student at work, observe the instructional setting, interview CONTRACTOR, and review each student's records and progress. Such access shall include unannounced monitoring visits as determined in LEA's sole discretion. CONTRACTOR shall be invited to participate in the review of each student's progress.

43.2 If CONTRACTOR is also an LCI and/or NPS/RTC, the CDE shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

43.3 The State Superintendent of Public Instruction ("Superintendent") shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the

educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (a) CONTRACTOR shall complete a self-review in year one; (b) the Superintendent shall conduct an onsite review in year two; and (c) the Superintendent shall conduct a follow-up visit in year three.

43.4 CONTRACTOR shall participate in any LEA and CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j). This review will address programmatic aspects of the nonpublic school, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall diligently conduct any follow-up or corrective action procedures related to review findings.

43.5 CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, the following:

- 43.5.1 a review of core compliance areas of health and safety;
- 43.5.2 curriculum/instruction;
- 43.5.3 related services; and
- 43.5.4 contractual, legal, and procedural compliance.

43.6 When CONTRACTOR is a nonpublic school, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card as appropriate in accordance with California Education Code Section 33126.

43.7 If the LEA does not have any pupils enrolled at or receiving services through CONTRACTOR at the time of this Agreement, the LEA shall conduct the following:

- 43.7.1 An onsite visit to the NPS/NPA before placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement. [\[12\]](#)
- 43.7.2 At least one onsite monitoring visit during each school year to the CONTRACTOR at which the LEA has a pupil attending and with which it maintains a master contract. The monitoring visit shall include, but is not limited to:
 - 43.7.2.A A review of services provided to the pupil through the individual service agreement between the LEA and CONTRACTOR;
 - 43.7.2.B A review of progress the pupil is making toward the goals set forth in the pupil's Individualized Education Program ("IEP");
 - 43.7.2.C A review of progress the pupil is making toward the goals set forth in the pupil's BIP if the pupil has a BIP;
 - 43.7.2.D An observation of the pupil during instruction; and
 - 43.7.2.E A walkthrough of the facility.

43.7.3 The LEA shall report the findings resulting from the monitoring visit to CDE within 60 calendar days of the onsite visit.

44. INABILITY TO PROVIDE IN-PERSON SERVICES DUE TO EMERGENCY CIRCUMSTANCES

In the event CONTRACTOR is unable to fulfill its duty to provide in-person services as required by the ISA and/or the LEA student's IEP for more than ten (10) school days, CONTRACTOR agrees to provide virtual services to the greatest extent possible. If CONTRACTOR is unable or unwilling to provide virtual services, CONTRACTOR agrees to provide compensatory services equal to the amount of services missed due to the emergency circumstance. CONTRACTOR agrees that all decisions regarding whether in-person services may be provided shall be in accordance with state and local legislation and guidance from the CDE and California Department of Public Health ("CDPH"), as applicable.

PERSONNEL

45. CLEARANCE REQUIREMENTS

45.1 CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1, including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") for CONTRACTOR's employees, volunteers, subcontractors, transportation providers (i.e., bus, van taxi drivers), or any person with regular student contact employed directly or indirectly by it prior to service with any LEA student. CONTRACTOR hereby agrees that CONTRACTOR's employees, volunteers, subcontractors or any person employed directly or indirectly by it, or any regular outside service provider (such as Department of Probation, Department of Children and Family Services, and/or Los Angeles County Department of Children's Services), shall not come in contact with LEA students until CDOJ clearance and subsequent arrest notification are obtained and confirmed by the CONTRACTOR. CONTRACTOR shall certify in writing to LEA that none of its employees, volunteers, subcontractors or any person employed directly or indirectly by it who may come into contact with LEA students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Clearance certification for those providers who provide or supervise services billed to the LEA shall be provided electronically to the LEA within forty-eight (48) hours of account execution. CONTRACTOR shall submit to LEA a "Staff List and Clearance Form" for all CONTRACTOR's employees, volunteers, subcontractors, transportation providers (i.e., bus, van, or taxi drivers), or any person with regular student contact employed directly or indirectly. CONTRACTOR shall provide an updated "Staff List and Clearance Form" whenever there is a change in personnel covered by the document. In addition, notwithstanding the restrictions on sharing and destroying criminal background

check information, CONTRACTOR, upon demand, shall make available to the LEA and State Superintendent of Instruction evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the CONTRACTOR. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Proof of subsequent arrest notification, as required by California Penal Code section 11105.2, for all staff shall be provided upon request.

- 45.2 Any CONTRACTOR that operates a program outside of this State shall also comply with the legal requirements of the applicable State where the program is located for mandated background checks and clearance requirements in order to have direct contact with children.
- 45.3 Per California Health and Safety Code section 1596.7995, CONTRACTORS shall not allow a person to be employed or volunteer at a day care center, preschool, or extended day facility, who has not been immunized against influenza, pertussis, and measles. Each employee and volunteer shall obtain an influenza vaccination between August 1 and December 1 of each year. A person is exempt from this requirement of this section only if the person submits a written declaration that he or she had declined the Influenza vaccination.

46. STAFF QUALIFICATIONS

46.1 CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(y), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession, and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

46.2 CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections 45340 et seq. and 45350 et seq.

46.3 In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state and serving a student by this LEA shall be certified or licensed by that state to provide special education and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

47. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

47.1 Upon request, CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR.

CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools where parents of Students are domiciled.

47.2 CONTRACTOR shall notify LEA in writing within thirty (30) days when personnel changes occur which may affect the provision of special education and/or related services to students as specified in the LEA Procedures.

47.3 The LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period which such person is providing services under this Master Contract. Failure to notify the LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

48. STAFF ABSENCE AND TARDINESS

48.1 When CONTRACTOR is a nonpublic agency and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers.

48.2 LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make-up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

48.3 CONTRACTOR agrees to maintain and enforce a policy requiring CONTRACTOR's employees to report for duty on time, and employees with repeated tardiness shall be subject to discipline by CONTRACTOR. CONTRACTOR agrees that LEA shall have the right to refuse to work with any employee of CONTRACTOR whose repeated tardiness negatively impacts LEA, and in such event CONTRACTOR shall provide a replacement employee who can perform the services on a consistently timely basis.

49. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL FACILITY AND/OR IN THE HOME

It is understood that all employees, subcontractors, and volunteers of any certified nonpublic school or agency shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in LEA Board policies and/or regulations when made available to the CONTRACTOR.

HEALTH AND SAFETY MANDATES

50. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. Without limiting the foregoing, CONTRACTOR agrees to maintain and enforce appropriate health and safety protocols in an Infection Control Plan for COVID-19, or its equivalent, as required by applicable state and local health orders.

51. FACILITIES AND FACILITIES MODIFICATIONS

51.1 CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to:

- 51.1.1 illness prevention;
- 51.1.2 access by disabled persons;
- 51.1.3 fire, health, sanitation, and building standards and safety features and equipment;
- 51.1.4 fire alarm and suppression systems;
- 51.1.5 zoning permits; and
- 51.1.6 occupancy capacity.

51.2 When CONTRACTOR is a nonpublic school, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required complying with applicable federal, state, and local laws, regulations, and ordinances.

51.3 Failure to notify the LEA and CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

52. ADMINISTRATION OF MEDICATION

52.1 CONTRACTOR shall comply with the requirements of California Education Code section 49423 when CONTRACTOR serves a student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's parent(s) provides to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement.

52.2 CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each student to whom medication is administered. Such written log shall specify the student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication.

52.3 CONTRACTOR maintains full responsibility for assuring appropriate staff training in the administration of medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

53. INCIDENT/ACCIDENT REPORTING

Within 24 hours, CONTRACTOR shall submit any accident or incident report to the LEA via email or other electronic means of communication specified by LEA for that purpose. CONTRACTOR shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures. CONTRACTOR shall electronically report, using LEA platform, any time CONTRACTOR determines that a LEA pupil has committed an act as defined in Education Code sections 48900 et seq., regardless of whether the act results in a disciplinary action of suspension or expulsion.

54. CHILD ABUSE REPORTING

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, regarding child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq. and Education Code 44691. To protect the privacy rights of all parties involved (i.e., reporter, child and alleged abuser), CONTRACTOR agrees to maintain the confidentiality of reports as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA.

55. SEXUAL HARASSMENT

CONTRACTOR shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and state law. The policy shall include procedures to make complaints without fear of retaliation, and for prompt and objective

investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

56. REPORTING OF MISSING CHILDREN

CONTRACTOR assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

FINANCIAL

57. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES

57.1 CONTRACTOR shall assure that the school or agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to properly implement the IEP and ISA for each and every student.

57.2 CONTRACTOR shall comply with applicable laws and regulations governing enrollment, contracting, attendance reporting, service tracking and billing. Service tracking documentation shall be completed within five (5) school days of the scheduled event and service tracking session notes shall meet LEA standards for documenting services (i.e., listed on student's current IEP; relevant to the IEP goal; includes a brief description of the activity and an outcome statement; includes an objective measure of the student's progress toward the IEP goal and/or a reflection by the provider that is demonstrative of professional judgment specific to his/her own discipline; is consistent with professional standards established for each discipline.

57.3 CONTRACTOR agrees that billing shall conform to the requirements of electronic billing as specified by the LEA Procedures. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the student's IEP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and governed by all applicable federal and state laws.

57.4 CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this

contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment. The amount billed shall directly reflect the services actually delivered. Bulk or flat-rate billing is not permitted.

57.5 CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on an LEA form with signatures in the manner prescribed by LEA in the LEA Procedures. At a minimum, each invoice must contain the following information:

- 57.5.1 month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA;
- 57.5.2 name of staff who provided the service;
- 57.5.3 approved cost of each invoice;
- 57.5.4 total for each service and total for the monthly invoice;
- 57.5.5 date invoice was mailed;
- 57.5.6 signature of NPS/NPA administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification;
- 57.5.7 verification that attendance report is attached as appropriate;
- 57.5.8 indication of any made-up session consistent with this contract;
- 57.5.9 verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and
- 57.5.10 name or initials of each student for when the service was provided.

57.6 In the event services were not provided, CONTRACTOR shall explain to LEA in writing why the services were not provided.

57.7 Each invoice is subject to all conditions of this contract. At the discretion of the LEA, LEA may require CONTRACTOR to submit an electronic invoice for services, provided LEA has given CONTRACTOR reasonable advance written notice.

57.8 Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty- five (45) days of LEA's receipt of properly submitted copy of invoices prepared and submitted as specified in California Education Code Section 56366.5 and the LEA.

57.9 As needed, CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

57.10 In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond the following December 31st. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by the LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year.

57.11 CONTRACTOR shall pay all income taxes and FICA (Social Security and Medicare taxes) incurred while performing services under this Agreement. If CONTRACTOR is required to pay any federal, state or local sales, use, property, or value added taxes based on the services provided under this Agreement, the taxes shall be separately billed to LEA. CONTRACTOR shall not pay any interest or penalties incurred due to late payment or nonpayment of any taxes by LEA. LEA will not:

- 57.11.1 withhold FICA from CONTRACTOR's payments or make FICA payments on CONTRACTOR's behalf;
- 57.11.2 make state or federal unemployment compensation contributions on CONTRACTOR's behalf;
- 57.11.3 withhold state or federal income tax from CONTRACTOR's payments; or
- 57.11.4 pay or reimburse mileage for NPA employee.

57.12 All financial invoices and documentation must include the specific Compass school name in addition to the student's personally identifiable information.

58. RIGHT TO WITHHOLD PAYMENT

58.1 LEA may withhold payment to CONTRACTOR or require CONTRACTOR to return excess funds already paid under the following circumstances:

- 58.1.1 CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract;
- 58.1.2 CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services;
- 58.1.3 CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records;
- 58.1.4 CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366(c)(2);
- 58.1.5 education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified;
- 58.1.6 LEA has not received prior to school closure or contract termination, all documents concerning one or more students enrolled in CONTRACTOR's educational program;

- 58.1.7 CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change of residence to another district, but fails to notify LEA within five (5) days of such confirmation;
- 58.1.8 CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a student.
- 58.1.9 Students served in service tracking groups when group size exceeds allowable the group size limits as stipulated within this contract and/or the rate page "Exhibit A";
- 58.1.10 Service tracking documentation does not meet professional standards as described in this contract; or
- 58.1.11 The invoice costs of all outstanding assistive technology devices that are due to have been returned but have not been returned, or for which a police report has not been filed or lacking documented attempt to be filed, at the close of each semester, as described in this contract, will be recouped from the CONTRACTOR in a subsequent invoice.

58.2 CONTRACTOR agrees that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

58.3 Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations in Article 57 of this Agreement. In addition, final payment may be withheld by the LEA until completion of a review or audit, if deemed necessary by the LEA. Such review or audit will be completed within ninety (90) days of CONTRACTOR's final invoice. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

58.4 The amount which may be withheld by LEA or returned by CONTRACTOR with respect to Section 58.1 are as follows:

- 58.4.1 the value of the service CONTRACTOR failed to perform;
- 58.4.2 the amount of overpayment;
- 58.4.3 the entire amount of the invoice for which satisfactory documentation has not been provided by CONTRACTOR;
- 58.4.4 the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified;
- 58.4.5 the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the violation is cured; or
- 58.4.6 the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the student.

LEA may withhold or deny payment of any costs submitted to LEA on the basis of CONTRACTOR's failure to provide documentation of required training as set forth in

this Master Contract or CONTRACTOR's failure to deliver required services and/or from missing/incomplete or improper documentation of such services.

In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA (with the exception of parent or student refusal), the CONTRACTOR shall notify the LEA in writing within ten (10) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to student as a result of lack of provision of services by CONTRACTOR while student was served by the nonpublic school or agency, regardless of whether awarded to student through a Charter IEP, due process agreement, or CDE Required Corrective Action. LEA shall compensate CONTRACTOR for the compensatory service hours at the rates specified by the current contract unless billed for previously or included in a bundled rate.

58.5 If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies. If LEA determines, in LEA's sole discretion, that CONTRACTOR's written request shows good cause for an extension, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

58.6 If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that payment will be made, or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

58.7 After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

58.8 After sixty (60) business days: Disagreements between the LEA and CONTRACTOR concerning disputes under this section shall be subject to dispute resolution in accordance with Section 64.

59. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to students.

60. PAYMENT FOR ABSENCES

60.1 STAFF ABSENCE

60.1.1 Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to the LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher. CONTRACTOR may not provide coverage for an absent teacher by combining two classes when doing so would violate the maximum student to staff ratios defined in Section 24.

60.1.2 Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

60.2 STUDENT ABSENCE

60.2.1 If CONTRACTOR is a nonpublic school, no later than the tenth (10th) cumulative day or fifth (5th) consecutive day of a student's unexcused absence, CONTRACTOR shall notify the LEA of such absence as specified in the LEA Procedures.

60.2.2 Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on

which a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law, nor shall student be eligible for make-up services.

60.2.3 NON PUBLIC AGENCY NO SHOW OR LATE ARRIVAL POLICY: Unless the student provides timely notice, if the student fails to show for or is late to his/her scheduled appointment, CONTRACTOR will note appointment and arrival time (as applicable) and that the student did not attend or was late.

60.2.4 For virtual sessions, LEA will pay fifty percent (50%) of the virtual sessions rate for a student who does not attend or who is late to his/her session provided the student or LEA failed to provide timely notice to CONTRACTOR.

60.2.5 For in-person sessions, LEA will pay the full session rate for a student who does not attend or who is late to his/her session provided the student or LEA failed to provide timely notice to CONTRACTOR.

60.2.6 If a student does not show or arrives late, CONTRACTOR provide notice to the LEA contemporaneously with the missed session. CONTRACTOR will additionally submit an invoice for those sessions and provide written proof the student did not show or arrived late, along with including documented attempts to contact the family or student. There must be contact attempts documented in the therapy notes section.

60.2.7 SESSION CANCELLATIONS WITH 24+ HOURS NOTICE: Session cancellations with 24+ hours' notice must be rescheduled if possible, unless otherwise agreed upon in writing (e.g. Parent declines services for an extended period.) CONTRACTOR agrees to document attempts to rescheduled missed sessions and provide documentation to LEA.

61. INSPECTION AND AUDIT

61.1 The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

61.2 CONTRACTOR shall provide access to LEA to all records including, but not limited to:

- 61.2.1** student records as defined by California Education Code section 49061(b) including electronically stored information; cost data and fiscal records as set forth in Title 5 of the California Code of Regulations section 3061;
- 61.2.2** registers and roll books of teachers and/or daily service providers; daily service logs and notes used to record the provision of related services including supervision; daily service logs and notes or other documents used to record the provision of related services;

- 61.2.3 Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors;
- 61.2.4 absence verification records (parent/doctor notes, telephone logs, and related documents);
- 61.2.5 bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, dates of hire, and dates of termination; records of employee training and certification;
- 61.2.6 staff time sheets;
- 61.2.7 non-paid staff and volunteer sign-in sheets;
- 61.2.8 transportation and other related service subcontracts;
- 61.2.9 school calendars; bell/class schedules when applicable;
- 61.2.10 liability and worker's compensation insurance policies;
- 61.2.11 state nonpublic school and/or agency certifications;
- 61.2.12 by-laws; lists of current board of directors/trustees, if incorporated;
- 61.2.13 other documents evidencing financial expenditures related to LEA students;
- 61.2.14 federal/state payroll quarterly reports Form 941/DE3DP;
- 61.2.15 bank statements and canceled checks or facsimile thereof; and
- 61.2.16 all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

61.3 Access to records in this Article 61 shall include unannounced inspections by LEA.

61.4 CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR's offices (to be specified by LEA) at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

61.5 On no occasion shall CONTRACTOR impose additional requirements (e.g. Parent consent, release of information) for the provision of records concerning a Student who is being served or had been served by CONTRACTOR pursuant to an ISA.

61.6 CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

61.7 If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written

notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand.

61.8 Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

62. RATE SCHEDULE

62.1 The attached rate schedule (Exhibit A) limits the number of students that may be enrolled and maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as noted in California Education Code Section 46200-46208.

62.2 Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A.

63. DEBARMENT CERTIFICATION

By signing this Agreement, the CONTRACTOR certifies that:

- (a) The CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and
- (b) Have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

64. DISPUTE RESOLUTION

64.1 The parties shall endeavor to resolve their disputes by an informal meet and confer process not to exceed fourteen (14) days. Any disputes not resolved by such an informal meet and confer process shall be submitted to binding arbitration which, unless the parties mutually agree otherwise, shall be conducted in the venue specified in Section 12. A demand for arbitration shall be made in writing, delivered to the other party to the Master Contract, and filed with the person or entity administering the arbitration. The party filing a notice of demand for arbitration must assert in the demand all claims then known to that party on which arbitration is permitted to be demanded.

64.2 A demand for arbitration shall be made no later than the date when the institution of legal or equitable proceedings based on a claim between the parties would be barred by the applicable statute of limitations. For statute of limitations purposes, receipt of a written demand for arbitration by the person or entity administering the arbitration shall constitute the institution of legal or equitable proceedings based on the claim.

64.3 The arbitration hearing shall be conducted before a single arbitrator having at least ten (10) years' experience with special education law. The parties may conduct discovery, and the arbitrator may make orders regarding such discovery, as permitted by California Code of Civil Procedure section 1283.05. The arbitrator shall apply California substantive law to the claims in dispute, and shall utilize the California JAMS procedure and rules with respect to the presentation, receipt and admissibility of evidence at the arbitration hearing. An award may be entered against a party who fails to appear at a duly-noticed hearing. The arbitrator shall prepare in writing and provide to the parties an award including factual findings and the reasons on which the arbitrator's decision is based.

64.4 The decision of the arbitrator may be entered and enforced as a final judgment in any court of competent jurisdiction. The arbitrator shall not have the power to commit errors of law or legal reasoning or to award punitive damages, and the award may be vacated or corrected for any such error on a petition to vacate or correct the award brought under California Code of Civil Procedure section 1285, et seq. The ruling of the superior court regarding such petition shall be final, and no further appeal may be filed by either party. The provisions of the Federal Arbitration Act (9 U.S.C. § 1 et seq.) do not apply to this Master Contract or to this agreement to arbitrate.

64.5 The prevailing party in any action, arbitration or other proceeding shall be entitled to recover its reasonable attorney's fees and costs of suit from the other party.

65. CONFIDENTIALITY

65.1 CONTRACTOR acknowledges that during the engagement it will have access to and become acquainted with various trade secrets, inventions, innovations, processes, information, records and specifications owned or licensed by LEA and/or used by LEA in connection with the operation of its business including, without limitation, LEA's business and product processes, methods, pupil/personnel record information, accounts and procedures. All information regarding students of LEA will remain confidential to CONTRACTOR unless a separate, specific, properly executed consent (including

permission from LEA’s student and his or her parent) for the release of information is obtained prior to such release. Any information regarding student(s) received by LEA’s personnel or CONTRACTOR providing services pursuant to this Agreement shall remain confidential and shall not be communicated to any person or entity other than appropriate LEA personnel.

65.2 CONTRACTOR assigns to LEA all patent, copyright and trade secret rights in anything created or developed by CONTRACTOR for LEA under this Agreement. This assignment is conditioned upon full payment of the compensation due CONTRACTOR under this Agreement. CONTRACTOR shall help prepare any documents LEA considers necessary to secure any copyright, patent, or other intellectual property rights at no charge to LEA. CONTRACTOR agrees to honor the proprietary information of LEA and shall not disclose or circumvent such proprietary information now or in the future. Upon the conclusion of this Agreement, CONTRACTOR shall return all records, files, contacts and other proprietary information of LEA to LEA. However, LEA shall reimburse CONTRACTOR for all reasonable actual expenses necessary to carry out the terms of this Section.

The Parties hereto have executed this Contract by and through their duly authorized agents or representatives. The Parties agree that this contract may be executed by electronic signature or secure program (e.g. Epicenter.). This contract is effective on the [1] day of [July] [2022] and terminates at 5:00 p.m. on June 30, [2023], unless sooner terminated as provided herein.

LEA

CONTRACTOR

Compass Charter Schools

Oxford Consulting Services, Inc.
Nonpublic School/Agency

By:

Signature

By:

Signature

Date

Date

Tina Russi, MS / Program Director
Name and Title of Authorized Representative

J.J. Lewis, Superintendent
Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:

Tina Russi, MS / Program Director

Name and Title

Oxford Consulting Services, Inc.

Notices to LEA shall be addressed to:

J.J. Lewis, Superintendent

Name and Title

Compass Charter Schools

Nonpublic School/Agency/Related Service Provider 300 Corporate Center Drive	LEA 805 Hampshire Rd, Suite R
Address Manalapan Township, NJ 07726	Address Thousand Oaks CA 01361
City State Zip 949-596-9125	City State Zip 805-807-5058 805-590-7077
Phone Fax	Phone Fax
Email crussi@oxfordconsulting.com	Email jlewis@compasscharters.org

EXHIBIT A: 2022-2023 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: Oxford Consulting Services, Inc.

The CONTRACTOR CDS NUMBER:

PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO: 1:1

Maximum Contract Amount: \$150,000.00

Education service(s) offered by the CONTRACTOR and the charges for such service(s) during the term of this contract shall be as follows:

- 1) Daily Basic Education Rate: _____
- 2) Inclusive Education Program
(Includes Educational Counseling (not ed related mental health) services, Speech & Language services, Behavior Intervention Planning, and Occupational Therapy as specified on the student’s IEP.) DAILY RATE: _____
- 3) Related Services

<u>Service</u>	<u>Rate</u>	<u>Period</u>
<u>Intensive Individual Services (340)</u>	_____	_____
<u>Language and Speech (415)</u>	_____	_____
<u>Adapted Physical Education (425)</u>	_____	_____
<u>Health and Nursing: Specialized Physical Health Care (435)</u>	_____	_____
<u>Health and Nursing: Other Services (436)</u>	_____	_____
<u>Assistive Technology Services (445)</u>	_____	_____
<u>Occupational Therapy (450)</u>	_____	_____

<u>Physical Therapy (460)</u>	_____	_____
<u>Individual Counseling (510)</u>	_____	_____
<u>Counseling and Guidance (515)</u>	_____	_____
<u>Parent Counseling (520)</u>	_____	_____
<u>Social Work Services (525)</u>	_____	_____
<u>Psychological Services (530)</u>	_____	_____
<u>Behavior Intervention Services (535)</u>	_____	_____
<u>Specialized Services for Low Incidence Disabilities (610)</u>	_____	_____
<u>Specialized Deaf and Hard of Hearing (710)</u>	_____	_____
<u>Interpreter Services (715)</u>	_____	_____
<u>Audiological Services (720)</u>	_____	_____
<u>Specialized Visions Services (725)</u>	_____	_____
<u>Orientation and Mobility (730)</u>	_____	_____
<u>Specialized Orthopedic Services (740)</u>	_____	_____
<u>Reader Services (745)</u>	_____	_____
<u>Transcription Services (755)</u>	_____	_____
<u>Recreation Services, Including Therapeutic (760)</u>	_____	_____
<u>College Awareness (820)</u>	_____	_____
<u>Work Experience Education (850)</u>	_____	_____
<u>Job Coaching (855)</u>	_____	_____
<u>Mentoring (860)</u>	_____	_____
<u>Travel Training (870)</u>	_____	_____

Other Transition Services (890) _____

Other (900) _____

Other (900) _____

Exhibit B

Certification of Criminal Background Clearance, Tuberculosis (TB) Clearance, and Credential Verification

This form is to be completed with respect to the Agreement between LEA and _____ [Oxford Consulting Services, Inc.] (“Independent Contractor”).

PLEASE CHECK ALL APPROPRIATE BOXES AND SIGN BELOW.

CLEARANCE AND CREDENTIAL REQUIREMENTS SATISFIED:

- A. The Independent Contractor hereby certifies to LEA that it has completed the criminal background check required by law and has determined that none of its employees who may come into contact with LEA students has been convicted of a violent felony listed in Penal Code Section 667.5(c), a serious felony listed in Penal Code Section 1192.7(c), a sex offense listed in Education Code Section 44010, a controlled substance offense listed in Education Code Section 44011, a crime involving moral turpitude (e.g., embezzlement, perjury, fraud, etc.), or any offense which may make the employee unsuitable/undesirable to work around students. The Independent Contractor shall also request and receive subsequent arrest notifications for all such employees from the California Department of Justice to ensure ongoing safety of students.

- B. The Independent Contractor hereby certifies to LEA that it has required and verified that all employees who may have frequent or prolonged contact with students have undergone a risk assessment and/or been examined and determined to be free of active tuberculosis. The Independent Contractor requires all new employees to provide the Independent Contractor with a certificate of tuberculosis clearance dated within the sixty (60) days prior to initial employment. The Independent Contractor maintains current TB clearances for all such employees.

- C. The Independent Contractor hereby certifies to LEA that it has required and verified that all of the Independent Contractor’s employees whose assignment at LEA requires a teaching or substitute credential or license holds a current, valid credential or license appropriate for the assignment as required by Education Code Section 47605(l).

List below, or attach, the name and other information for each vendor employee for whom the Independent Contractor has successfully completed the requisite fingerprinting and criminal background check, TB risk assessment/clearance, and credential verification (if applicable), in accordance with the provisions above.

Name of Employee	Date of Criminal Background Clearance Determination	TB Expiration Date	Credential(s) Type and Expiration Date(s)
<i>John Example</i>	<i>07/23/2014</i>	<i>07/23/2018</i>	<i>MSTC 07/01/2018</i>

WAIVER JUSTIFICATION:

D. The Independent Contractor and all of its employees qualify for a waiver of the Department of Justice (DOJ) fingerprint and criminal background clearance requirements for the following reason(s):

The Independent Contractor and its employees will have NO CONTACT with pupils. (No school-site Services will be provided.)

The Independent Contractor and its employees will have LIMITED CONTACT with pupils. (Attach information about length of time on school grounds; proximity of work area to pupil areas; whether the Independent Contractor’s employees will be working by themselves or with others, and, if so, with whom; and any other factors that substantiate limited contact.)

The Independent Contractor, which will be providing for construction, reconstruction, rehabilitation, or repair of a school facility where the employees of the Independent Contractor may have contact, other than limited contact, with pupils, shall ensure the safety of the pupils by one or more of the following methods:

Check all methods to be used:

1) Installation of a physical barrier at the worksite to limit contact with students.

2) Continual supervision and monitoring of all employees of the Independent Contractor by an employee of the Independent Contractor who has not been convicted of a serious of violent felony, a sex or controlled substance offense, or a crime involving moral turpitude as ascertained by the DOJ.

3) Surveillance of employees of the Independent Contractor by LEA personnel

The Services provided by the Independent Contractor are for an “EMERGENCY OR EXCEPTIONAL SITUATION” ONLY, such as when pupil health or safety is immediately endangered or when emergency repairs are needed to make the school facilities safe and habitable.

By signing below, under penalty of perjury, I certify that the information contained on this certification form and the employee list(s) is accurate. I understand that it is the Independent Contractor’s sole responsibility to maintain, update, and provide LEA with current and complete information along with the employee list, throughout the duration of Services provided by Independent Contractor.

Authorized Vendor Signature

Printed Name

Title

Date

Coversheet

Review and Approval of Freckle

Section: IX. Academic Services
Item: E. Review and Approval of Freckle
Purpose: Vote
Submitted by: Aviva Ebner

Related Material:

Memo to the Superintendent - Proposal for 2022-23 Freckle as Options Curriculum.pdf
Ren. Quote - Sci&SS.pdf
Flyer- Freckle Science.pdf
Freckle Social Studies Units.pdf

RECOMMENDATION:

A motion to approve Freckle as a core curriculum option for the Options Learning Program for the 2022-23 school year.



Memorandum

To: J.J. Lewis, Superintendent & CEO
From: Aviva Ebner, Ph.D., Assistant Superintendent & Chief Academic Officer
Date: June 25, 2022
RE: Proposal for Adoption of Freckle as Core Curriculum for Options; Options A-G Google Classrooms for Science grades 9-12

Item Requested: Confirmation by the Board of Directors to adopt Freckle Math, ELA (Reading), and Social Studies grades K-12, Freckle Science for grades K-8, and Compass Charter Schools' self-authored A-G Science Google Classrooms for grades 9-12 as our core curricula for the 2022-23 school year.

Purpose: These subscriptions provide access for Options scholars to core curricula for Math, ELA, and Social Studies grades K-12; Science grades K-8; and, Science grades 9-12, to ensure sufficiency for compliance with the Williams Settlement.

Background Information: Our Online scholars have access to core curriculum through Accelerate Education courses. However, our Options Learning scholars' families may select from a wide variety of curricula. Due to the recent slowdown in mail delivery time and the individual needs of every scholar, it is potentially possible for a scholar to start the first day of school without every core content area curriculum in hand. In order to be compliant for sufficiency with the Williams Settlement, it behooves Compass Charter Schools to adopt easily accessible core curricula that would be available from the first day of school and that could also, as scholars receive their order shipments, be used for reinforcement of concepts and/or supplemental curricula.

Currently, Compass scholars have access to Freckle Math and ELA/Reading through our existing contract with Renaissance, which is also the company with which we contract for our benchmark assessments. Freckle also has standards-aligned core curricula for Social Studies, grades K-12, and Science, grades 9-12. Our existing A-G Google Classrooms contain core curricula, most notably in the area of project-based, standards-aligned high school science courses. By officially acknowledging these offerings as our core curriculum for Options Learning scholars, we ensure compliance with the Williams Settlement regarding core curriculum access.

Cost: We already have Freckle Math and ELA (Reading), so no additional cost is incurred for those subject areas. The cost of adding Freckle Social Studies and Science for a 2-year subscription is \$42,144. There is no cost for providing access to the Options A-G Science Classrooms for all Compass Options Learning high school scholars.



Recommendation: Even though we are a personalized learning program, due to unforeseen potential delays in curriculum delivery, it is recommended that Compass officially adopt standards-aligned Freckle as our core curriculum for Math, ELA, Social Studies for grades K-12 and Science for grades K-8; furthermore, it is recommended that we adopt our Options A-G Google Science Classrooms as our core curriculum for grades 9-12. This will ensure sufficiency for core curriculum compliance with the Williams Settlement.

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Quote
2796359

PO Box 8036, Wisconsin Rapids, WI 54495-8036
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Compass Charter Schools Central Office - 6941085

Reference ID: 599670

850 Hampshire Rd Ste R
Westlake Village, CA 91361-6006
Contact: Kassandra Wingate - (855) 937-4227
Email: kwingate@compasscharters.org

Quote Summary	
School Count: 3	
Renaissance Products & Services Total	\$43,900.00
Applied Discounts	\$(1,756.00)
Shipping and Processing	\$0.00
Sales Tax	\$0.00
Grand Total	USD \$42,144.00

This quote includes: Renaissance Freckle.

To receive applicable discounts, all orders included on this quote must be received at the same time.

By signing below, you

- agree that this Quote, any other quotes issued to you during the Subscription Period and your use of the Applications, the Hosting Services and Services are subject to the Renaissance Terms of Service and License located at <https://doc.renlearn.com/KMNet/R62416.pdf> which are incorporated herein by reference;
- consent to the Terms of Service and License; and
- consent to the collection, use, and disclosure of the personal information of children under the age of 13 as discussed in the applicable Application Privacy Policy located at <https://www.renaissance.com/privacy/>.

To accept this offer and place an order, please sign and return this Quote.

Renaissance will issue an invoice for this Quote on the earlier of (a) the date You specify below or (b) the day before Your Subscription Period starts (Invoice Date). If You require a purchase order, You agree to provide one to Renaissance at least 15 days before the Invoice Date. You also agree to pay the invoice within 30 days of the Invoice Date.

Please check here if your organization requires a purchase order prior to invoicing: []

Renaissance Learning, Inc.	Compass Charter Schools Central Office - 6941085
	By:
Name: Ted Wolf	Name:
Title: VP - Corporate Controller	Title:
	Date:
	Invoice Date:

Email: electronicorders@renaissance.com

If your billing address is different from the address at the top of this Quote, please add that billing address below.

Bill To:

If changes are necessary, or additional information is required, please contact your account executive Ali Fendall at (310)359-6308, Thank You.

Use your Prop 98 funding to lock in multi-year discounts on the solutions you need.

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All quotes and orders are subject to availability of merchandise. Professional development expires one year from purchase date. Alterations to this quote will not be honored without Renaissance approval. Please note: Any pricing or discount indicated is subject to change with alterations to the quote. Tax has been estimated and is subject to change without notice. Unless you provide Renaissance with a valid and correct tax exemption certificate applicable to your purchase of product and the product ship-to location, you are responsible for sales and other taxes associated with this order.

United States government and agency transactions into Arizona: The Tax or AZ-TPT item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Arizona Transaction Privilege Tax ("TPT"). The incidence of the TPT is on Renaissance Learning for the privilege of conducting business in the State of Arizona. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Hawaii residents only: Orders shipped to Hawaii residents will be subject to the 4.166% (4.712% O'ahu Is.) Hawaii General Excise tax. United States government and agency transactions into Hawaii: The Tax or General Excise Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Hawaii General Excise Tax. The incidence of the General Excise Tax is on Renaissance Learning for the privilege of conducting business in the State of Hawaii. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

New Mexico residents only: Orders shipped to New Mexico residents will be subject to the 5.125% (Location Code: 88-888) Gross Receipts tax. United States government and agency transactions into New Mexico: The Tax or Gross Receipts Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the New Mexico Gross Receipts Tax. The incidence of the Gross Receipts Tax is on Renaissance Learning for the privilege of conducting business in the State of New Mexico. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply. Starting July 1, 2021 New Mexico requires sellers to collect tax on the state and local rate. This varies depending on the city and county.

Students can become their most amazing selves – only when teachers truly shine. Renaissance amplifies teachers' effectiveness in the classroom – transforming data into actionable insights to improve learning outcomes. Remember, we're here to ensure your successful implementation. Please allow 30-90 days for installation and set-up.

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 Federal I.D. 39-1559474
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Quote Details**Compass Charter Schools of Los Angeles - 8098061**

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Quote Year 1					
Applications					
Freckle Science Student Subscription	08/01/2022 - 07/31/2023	720	\$5.00	\$(144.00)	\$3,456.00
Freckle Social Studies Student Subscription	08/01/2022 - 07/31/2023	720	\$5.00	\$(144.00)	\$3,456.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Quote Year 1 Subtotal				\$(288.00)	\$6,912.00
Quote Year 2					
Applications					
Freckle Science Student Subscription	08/01/2023 - 07/31/2024	720	\$5.00	\$(144.00)	\$3,456.00
Freckle Social Studies Student Subscription	08/01/2023 - 07/31/2024	720	\$5.00	\$(144.00)	\$3,456.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Quote Year 2 Subtotal				\$(288.00)	\$6,912.00
Compass Charter Schools of Los Angeles Total				\$(576.00)	\$13,824.00

Compass Charter Schools of San Diego - 8098059

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Quote Year 1					
Applications					
Freckle Science Student Subscription	08/01/2022 - 07/31/2023	915	\$5.00	\$(183.00)	\$4,392.00
Freckle Social Studies Student Subscription	08/01/2022 - 07/31/2023	915	\$5.00	\$(183.00)	\$4,392.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Quote Year 1 Subtotal				\$(366.00)	\$8,784.00
Quote Year 2					
Applications					
Freckle Science Student Subscription	08/01/2023 - 07/31/2024	915	\$5.00	\$(183.00)	\$4,392.00
Freckle Social Studies Student Subscription	08/01/2023 - 07/31/2024	915	\$5.00	\$(183.00)	\$4,392.00
Professional Services					

RENAISSANCE[®]Quote
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 Phone: (800) 338-4204 | Fax: (877) 280-7642
 Federal I.D. 39-1559474
www.renaissance.com

Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Quote Year 2 Subtotal				\$(366.00)	\$8,784.00
Compass Charter Schools of San Diego Total				\$(732.00)	\$17,568.00

Compass Charter Schools of YOLO - 8098058

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Quote Year 1					
Applications					
Freckle Science Student Subscription	08/01/2022 - 07/31/2023	560	\$5.00	\$(112.00)	\$2,688.00
Freckle Social Studies Student Subscription	08/01/2022 - 07/31/2023	560	\$5.00	\$(112.00)	\$2,688.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Quote Year 1 Subtotal				\$(224.00)	\$5,376.00
Quote Year 2					
Applications					
Freckle Science Student Subscription	08/01/2023 - 07/31/2024	560	\$5.00	\$(112.00)	\$2,688.00
Freckle Social Studies Student Subscription	08/01/2023 - 07/31/2024	560	\$5.00	\$(112.00)	\$2,688.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Quote Year 2 Subtotal				\$(224.00)	\$5,376.00
Compass Charter Schools of YOLO Total				\$(448.00)	\$10,752.00

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Freckle Science

Reach every student with Freckle's NGSS-aligned Science units for grades K-8



Pushes and Pulls

Grades K - 2

NGSS alignment: K-PS2-1, K-PS2-2

[View assignable activities](#)



Forces and Motion

Grades 3 - 5

NGSS alignment: 3-PS2-1, 3-PS2-2, 5-PS2-1

[View assignable activities](#)



Movement and Stability

Grades 6 - 8

NGSS alignment: MS-PS2-1, MS-PS2-2, MS-PS2-3, MS-PS2-4, MS-PS2-5, MS-ETS1-1, MS-ETS1-2, MS-ETS1-3, MS-ETS1-4

[View assignable activities](#)

A library of ready-made, standards-aligned units

Freckle's science units are designed to engage K-8 students at their own level with hands-on activities and differentiated articles.

Teachers can create reading assignments that adapt to each student's individual reading level with the click of a button. Comprehension questions are included at the end of each article to check for understanding.

Introductory videos, experiments, and design-engineering challenges are included, so teachers never have to spend time hunting down additional resources.

"Freckle's Science units fit so well with what we do. I love that I can access everything in one place!"

- Heather Jones, 4th Grade Teacher

Project-based explorations

Science is about asking great questions, creating experiments, and being excited by what you find! Freckle Science supports learning by sparking students' curiosity and desire to investigate.

Access with Freckle Free and Premium

A limited number of science units and activities are available for free. Freckle Premium users gain access to the complete library of science resources.

Minimal supplies needed

Freckle's science activities require only basic household and classroom supplies, like paper clips, markers, plastic cups, and potting soil.

Measure student growth

Teachers can monitor students' performance on reading assignments through a student activity report and drill down to see details.

Get started with Freckle Science today! www.freckle.com/plans

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Social Studies Units

Civics and Government

Me, My Family, & My Community (K-2)
Rights and Responsibilities (K-2)
Global Communities (3-5)
Levels of Government (3-5)
Intro to U.S. Government (3-8)
The U.S. Constitution (5-10)
Types of Government (6-10)

Geography

Geography and Its Impact (K-2)
Maps (3-5)

Economics

Early Economics (K-2)
Basic Economics (6-12)
Financial Literacy (9-12)
Globalization (9-12)

Culture

International Cuisine (3-8)
Extraordinary Women (4-10)

U.S. History

Famous Americans (K-2)
California Gold Rush (3-5)
U.S. Civil Rights Movement (4-10)
Westward Expansion (5-10)
American Revolutionary War (5-12)
U.S. Civil War (6-12)
Roaring 20s/Great Depression (8-12)
Industrial Revolution (9-12)

World History

The Holocaust (6-12)
Medieval Europe (6-8)
The Cold War (8-12)
World War I (8-12)
World War II (8-12)



Freckle[™]
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Social Studies Units

Ancient Civilizations

Ancient Latin American Civilizations (5-10)
Ancient Rome (6-8)
Ancient Greece (6-12)
Ancient China (6-10)
Ancient Mesopotamia (6-10)
Ancient Egypt (6-10)

Science, Art, and Religion

World Religions (6-12)
Sustainability (6-8)
Age of Enlightenment (6-10)

Coversheet

Operations Update

Section: X. Operations
Item: A. Operations Update
Purpose: FYI
Submitted by: Lisa Fishman
Related Material: Operations Division Board Report - June 2022.pdf
Operations Division Detailed Report - June 2022.pdf

RECOMMENDATION:

N/A - FYI-only; open for Board discussion.



Operations Division Report June 25, 2022

Great work took place throughout the Operations Division during the 21-22 School Year. This report is meant to highlight several of the functional areas with updates for the Board of Directors:

The Operations Division is a uniquely qualified group of dedicated staff who always put not only the success of Compass first but also the experience the scholar. I am particularly proud that the Classified Employee of the Year, Vanessa Beyer, is a member of the Operations Division! I am proud of everyone on this team and they work they have done this school year.

The entire Division was committed to the CCS school wide WIG: *"By focusing on scholar engagement, 100% of eligible scholars will graduate by the end of 2021-2022 academic school year.* Each department within the Division is contributing to this in their own way:

- The Community Providers Department, under the leadership of Jeanne Hlebo, focused on adding additional providers for our Yolo scholars this year - (38) new providers in all! Over the last few years many businesses in Northern California that provide charter schools scholars with services were hesitant to join any additional area charters. The CP team were able to work with these vendors, sharing why CCS would be a great opportunity for their businesses and many agreed to join the growing list of service vendors now available to our scholars, part of our Gold Standard school!
- Also this year many of the CP team were able to be involved with the CCS scholars outside of their regular work duties of providing support to families and Supervising Teachers for purchasing. Several members of the Community Providers Department had the opportunity to be involved in CCS activities including serving as the advisor of the Scholar Photo Club, chaperoning scholar field trips, and participating in both the Staff Advisory and the Options Advisory Committees.
- The IT Department under the direction of David Brasch has had a very productive 21-22 school year! In the ever-evolving technology world, the IT team continues to be focused and is always looking toward finding the best way to servethe staff and scholars. This year the department has prioritized Cyber Security andSafety for staff and scholars and through detailed research to ensure the school's critical needs are met, the selection of TPx Communications was made as the CCS Cyber Security partner. The security awareness training has already begun for staffand will be completed as the staff and scholars return from the summer break.
- The IT team has also worked this year on internal processes and increasing the visibility of real-time information through Data Dashboards and application integrations. In the upcoming school year, the IT team will be partnering with Google Big Query. Big Query is part of the Google Cloud Platform and provides a data warehouse on demand. You can upload structured data into tables and

use Google's cloud infrastructure to quickly analyze data, a tool several teams at CCS are very excited about!

- The Finance team has worked this year on improving systems and procedures for staff. The biggest change came in the transition from TRAX to ADP Workforce Now for payroll and Timekeeping. This process also included capturing the history for all CSS staff for the past seven (7) years so all payroll related information would be available in one system. With ADP Workforce Now our payroll processes are now much easier and more stream-lined. Having the expertise of ADP and the easy to use technology is certainly a great improvement for both the staff and the CCS payroll department!
- As part of the Finance Team, Nicole Sendejaz, the CCS Office Manager has worked this year on opening the Curriculum Locker. This was a huge undertaking that continues to develop. Thousands of non-consumables (books and materials) that have been returned from scholars in our Options program have been cataloged and are available for scholars to borrow as they choose. The content of the Curriculum Locker changes often and we are excited to be able to share these items with all the CCS scholars.
- Under the direction of Dr. Danielle Games, the Operations Department is comprised of several teams including Attendance, Compliance, Registration, McKinney-Vento, Outreach and Operations Specialists. The department works daily to ensure all CCS scholars are well served. Some areas of note are:
 - During the 2021-2022 school year the Operations Department focused on connection. As a department typically focused on data and systems it can be easy to lose sight of the value of team connections. During the year the department met as a whole on a monthly basis to participate in team building and to get to know each other on a personal level. Weekly focused team meetings were also a regular occurrence throughout the year as teams working on projects shared points of pride, challenges, and troubleshooting ideas. To round it off one on one meetings were also held to support individuals. With a focus on Wellness, Dr. Gamez also implemented a department wide “temperature check system” used to report individual statuses on workloads and bandwidth. The goal was to pinpoint areas of support among the department before anyone felt overwhelmed or burned out. This focus on team connection enabled Operations to feel supported and perform at a high level.
 - The 2021-2022 school year served as the foundation year for the expansion of the CCS McKinney-Vento program Karla Gonzalez served as the McKinney-Vento liaison as Dr. Gamez mentored her with the focus of (2) main goals; expanding knowledge through training and professional learning communities and building trusting relationships with McKinney-Vento families. Karla displayed the perfect balance of empathy and diligence to ensure families were getting the resources they needed. Many families expressed gratitude for her services and her ability to connect them with relevant resources. We can't wait to see this program continue to thrive in the next school year.

- o In addition to her work with the McKinney Vento Scholars, Karla Gonzalez has added to her advocacy work to include scholars from military families, as all three Compass charters were designated Purple Star Schools this year. Karla has attended various training and professional development webinars through Military Child Education Coalition and Military One Source. She has assisted many families transitioning from other states with enrollment questions and built a list of resources to support military children and their families. This list includes resources relating to what Compass offers, transition support, deployment support, and referrals to military community partners. This year we also hosted our first interactive virtual “Purple Up Day” assembly to celebrate Compass military children.

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.

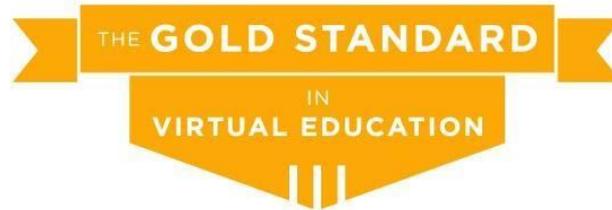
Respectfully Submitted,



Lisa Fishman, CBO
Chief Operations Office



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Operations Division Update June 2022

(855) 937- 4227

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Agenda

➤ Mission and Vision

➤ Values

Division Updates

➤ Community Providers

➤ Finance

➤ Information Technology (IT)

➤ Operations

➤ Q & A



Our Mission and Vision

MISSION STATEMENT

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

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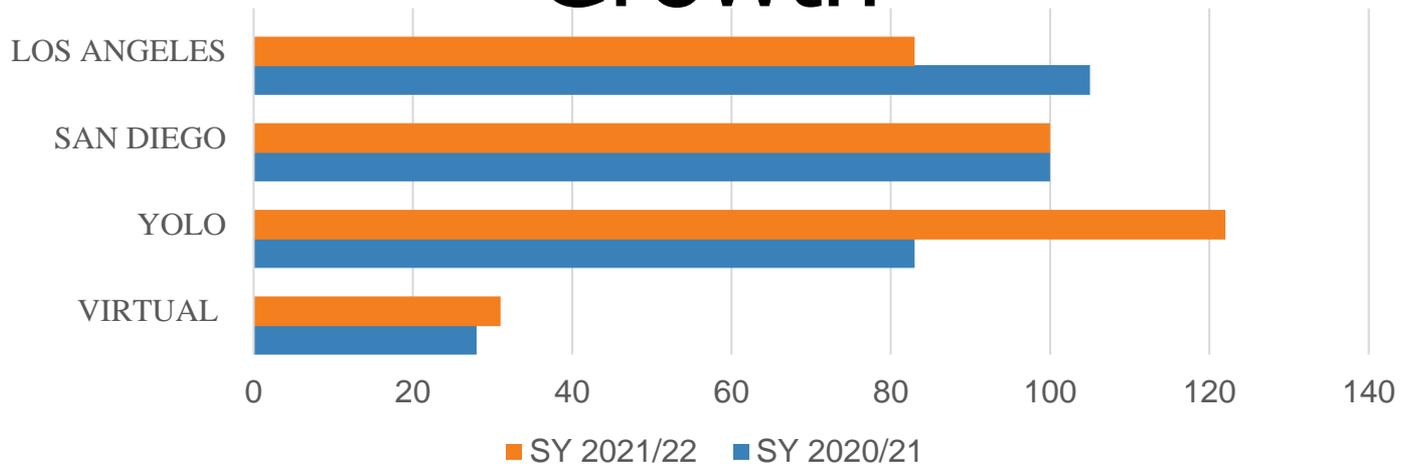


Community Providers





Community Providers Services Growth



- Yolo had an overall 32% increase in service providers
- Approximately 10% of our service providers offer virtual courses or tutoring



Community Provider Vendor Highlights



Av-STEM Alaska (virtual - all charters)

AV-Stem Alaska offers classes in aeronautics to our 6th - 12th scholars and provides them the opportunity to practice their skills on AV-STEM Alaska's flight simulator.



Chef Tech Cooking School (LA charter)

Scholars are taught how to safely and creatively chop, mix, and prepare nutritious meals under the guidance of professional chefs.



Learn to Surf (SD charter)

Learn to Surf provides the opportunity for our scholars in LA & SD charters to know how to safely navigate ocean tides, currents, hazards, and control their surfboards in all situations.



Art Abloom Studio and Gallery (Yolo charter)

Provides art classes for our scholars in the Yolo charter where they can choose to explore different creative art mediums and are guided through the process while exercising their creativity.





Finance



Melissa Alcaraz
Finance Coordinator



Nicole Sendejaz
Office Manager



Office Manager – Points of Pride

I am most proud of launching and managing the CCS Curriculum Locker this school year ! Thankful for everyone who assisted me to bring this into fruition for our scholars and families. I am very excited to continue to grow our catalog and provide more selection for our scholars.



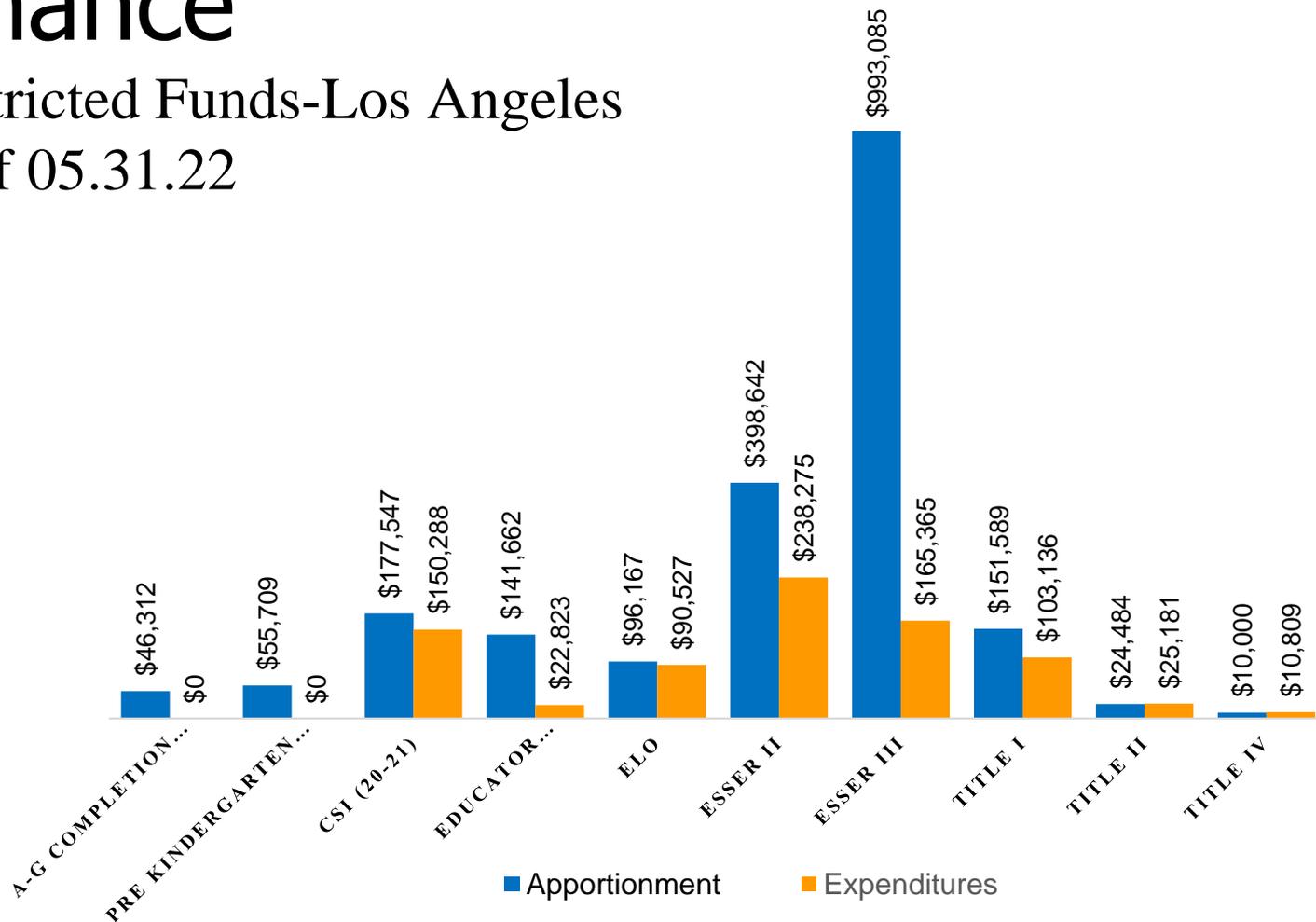
Another Pride Point was the creation of the Travel Itineraries for staff this year. This document gives staff all their travel related information in one place keeping them organized and makes their travels as easy as possible.





Finance

Restricted Funds-Los Angeles as of 05.31.22

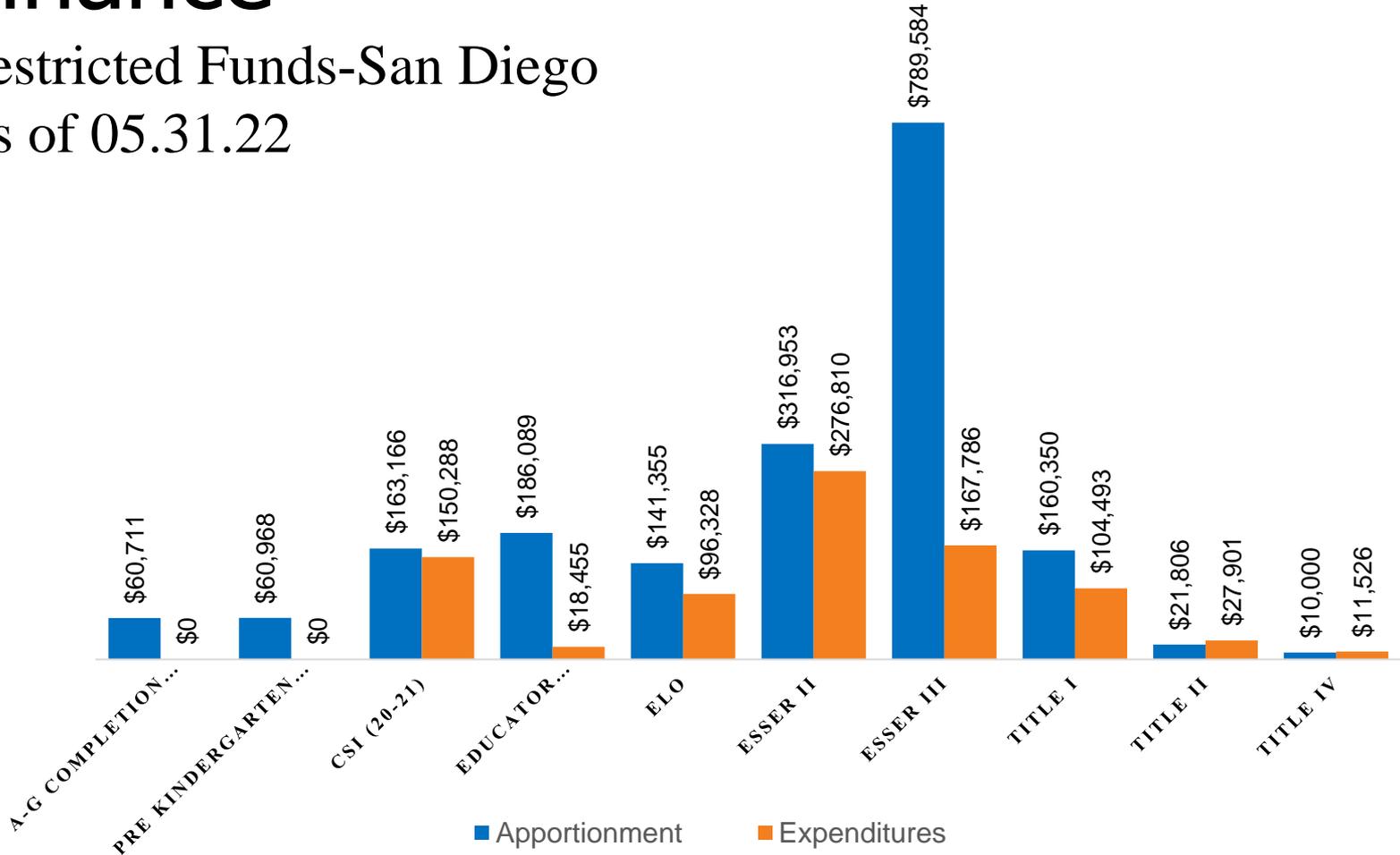




Finance

Restricted Funds-San Diego

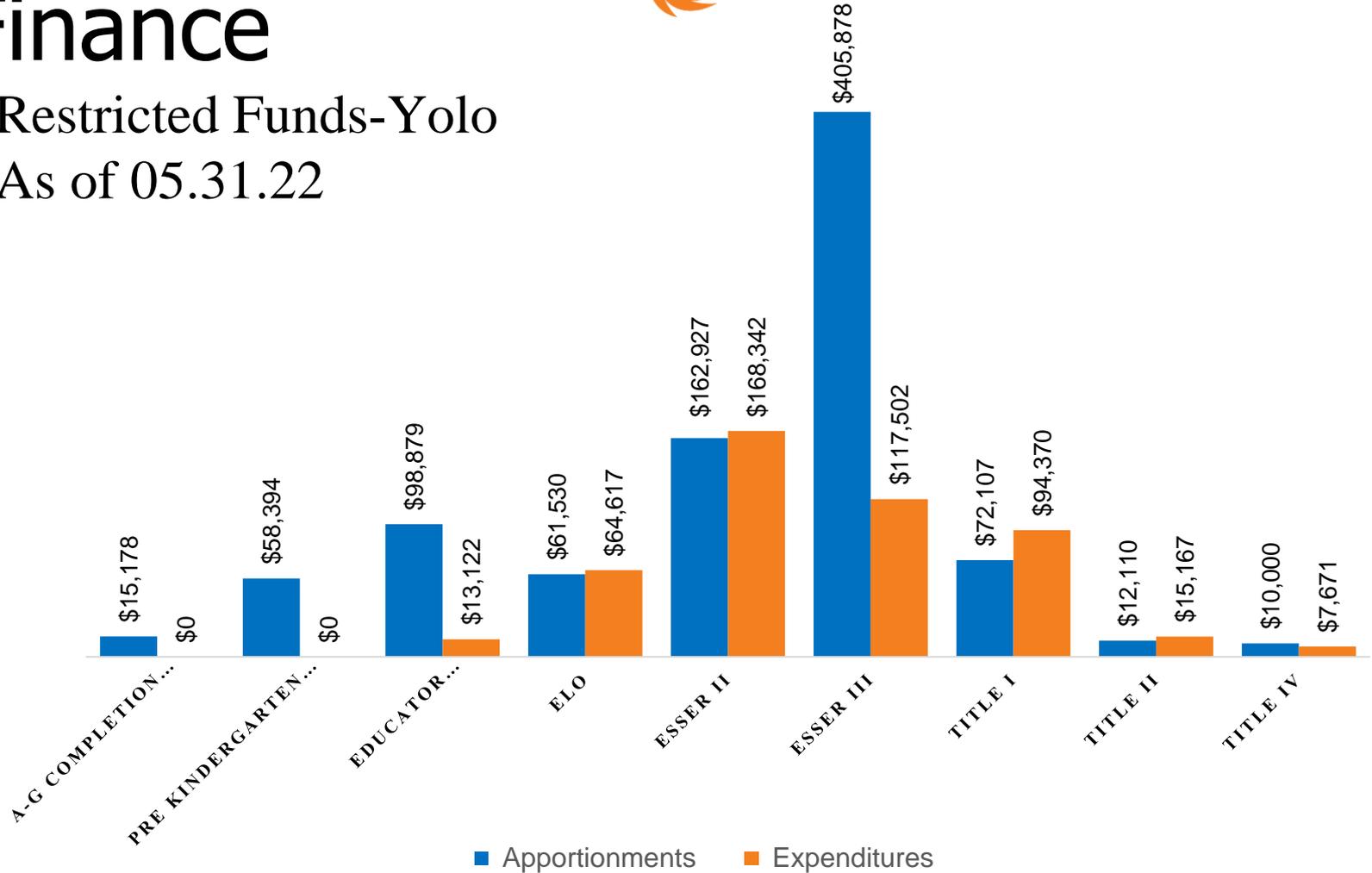
As of 05.31.22





Finance

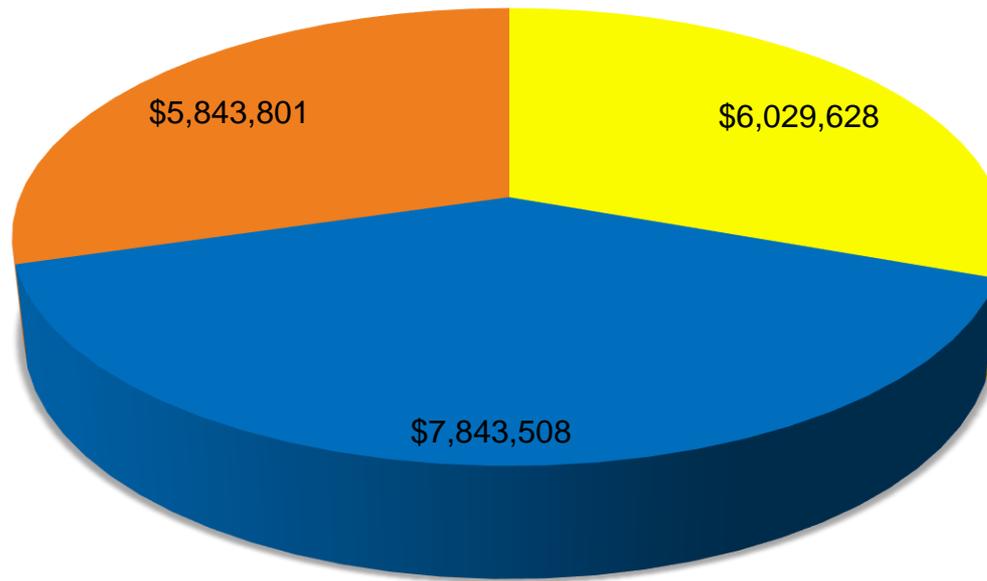
Restricted Funds-Yolo As of 05.31.22





Finance

LCAP Total Allocations by Charter



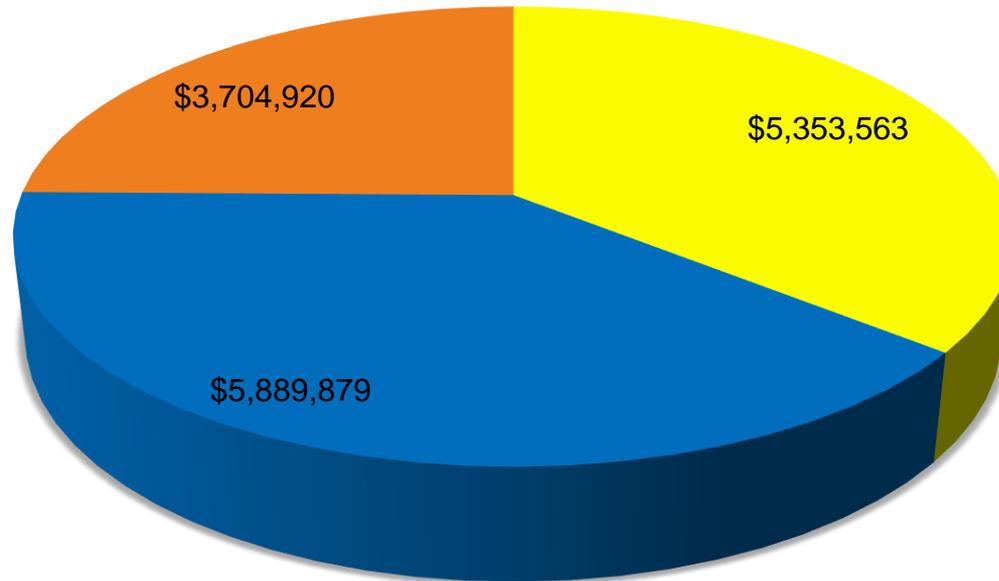
Los Angeles San Diego Yolo





Finance

LCAP Expenditures by Charter as of 05.31.22



■ Los Angeles ■ San Diego ■ Yolo





Points of Pride



- Thanks to our collaborative Finance check-in meetings with our support team from CSMC, we have worked all together to serve our scholars from behind the scenes.
- We are so fortunate to have added the assistance of Brooklynn Coney in the Finance Department this school year! She has been amazing and such a help with processing our Options weekly payment requests ensuring vendors are paid accurately and on time.

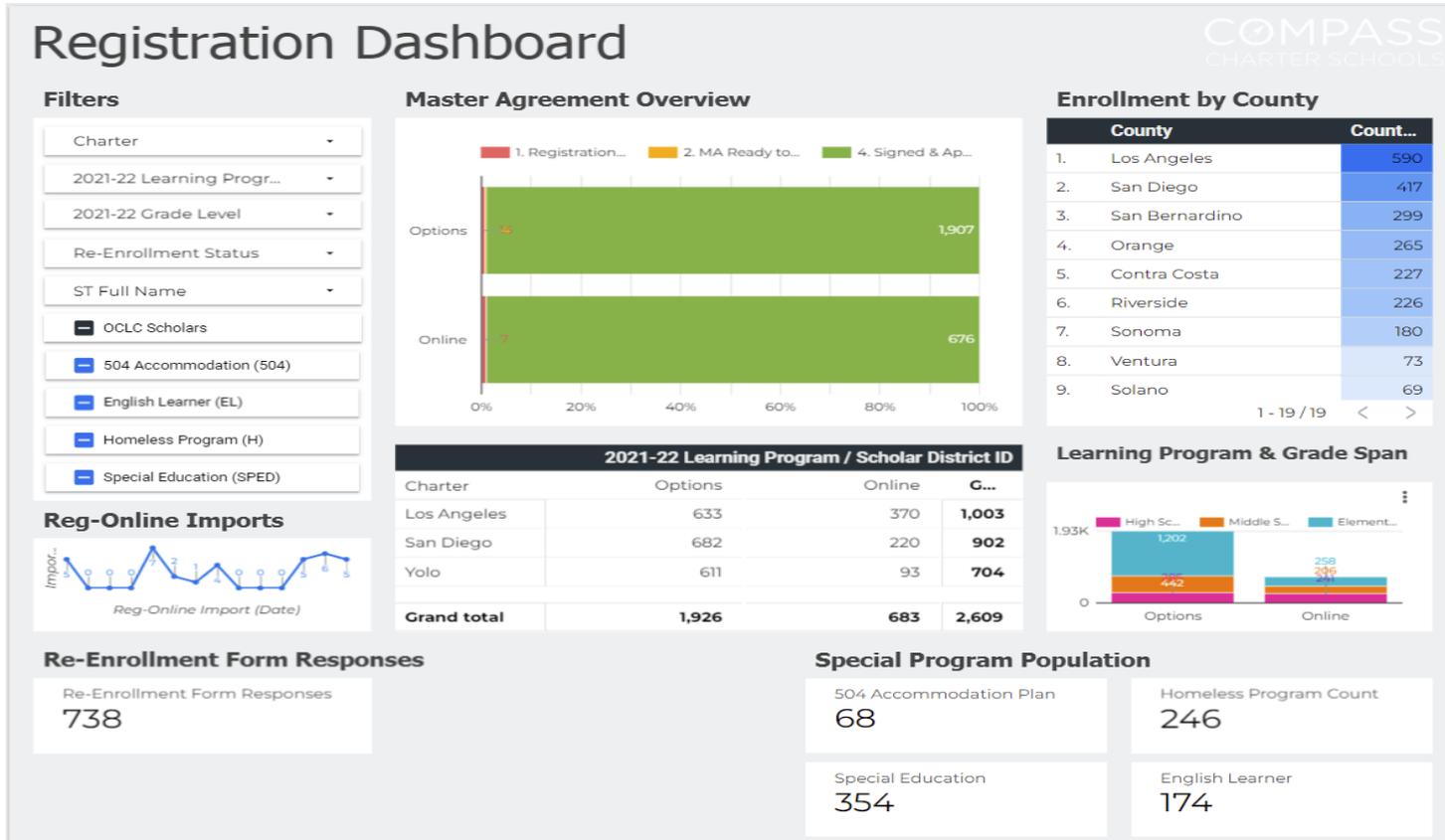


Information Technology





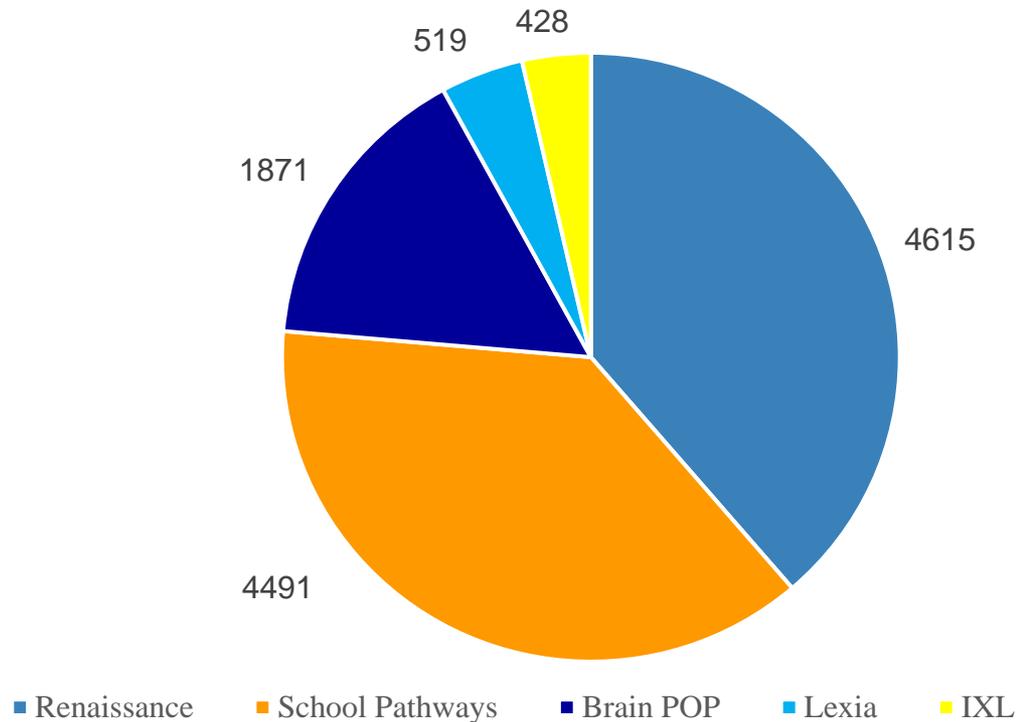
Data Studio Dashboard





Information Technology

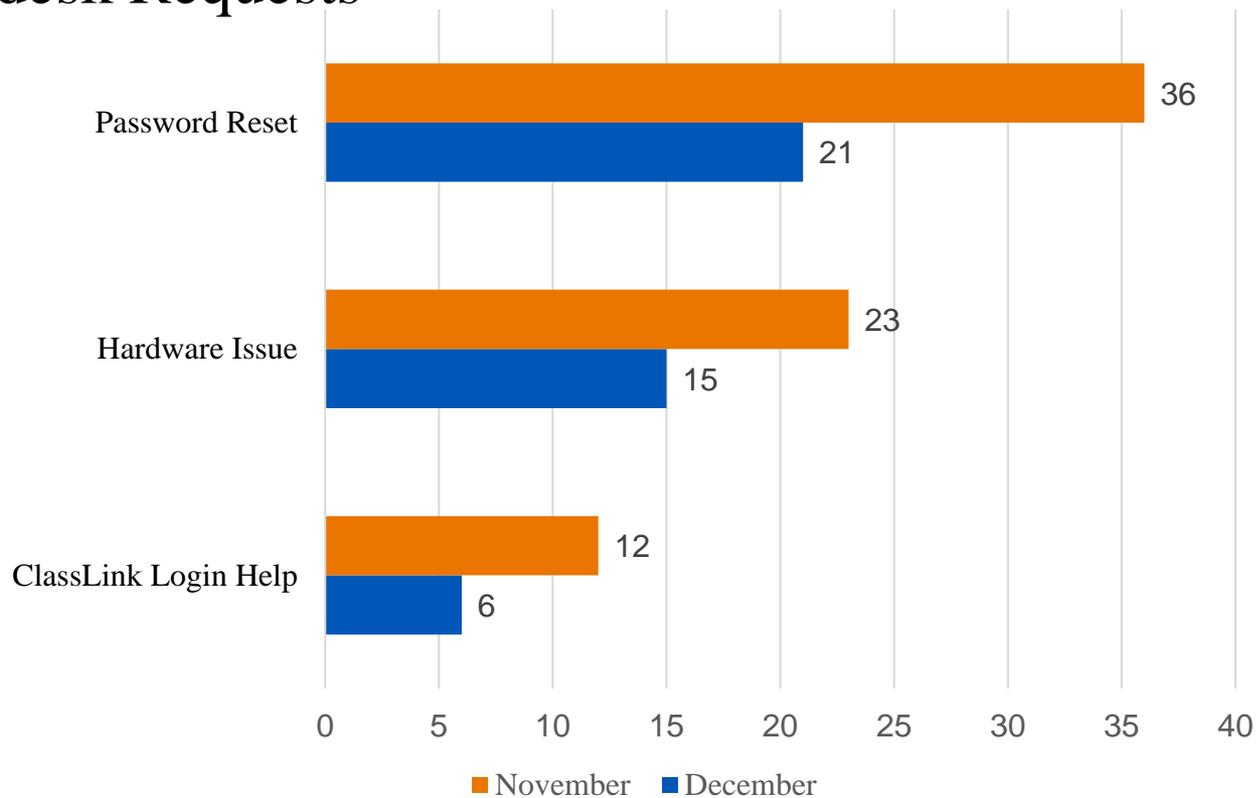
ClassLink Software Users





Information Technology

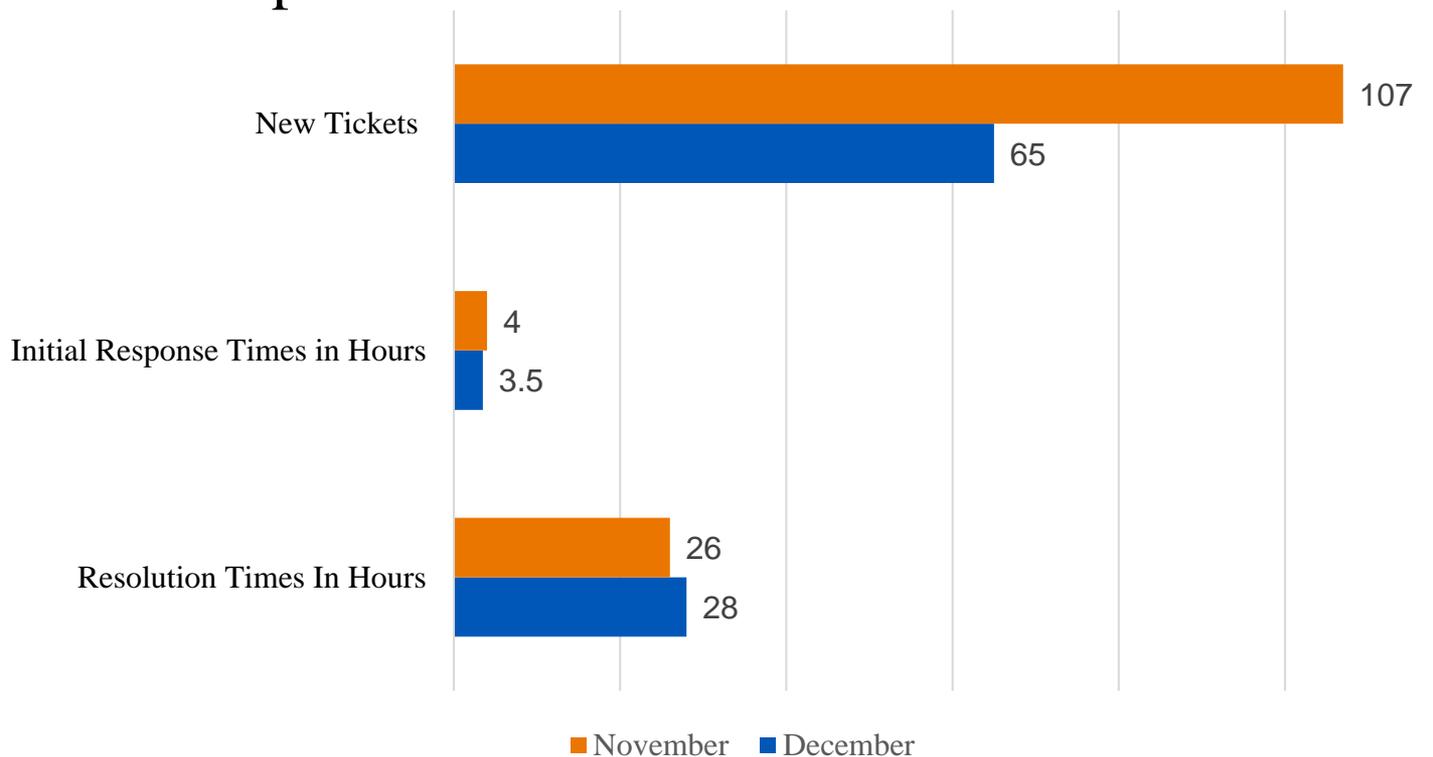
Helpdesk Requests





Information Technology

ZoHo Helpdesk





Operations Department



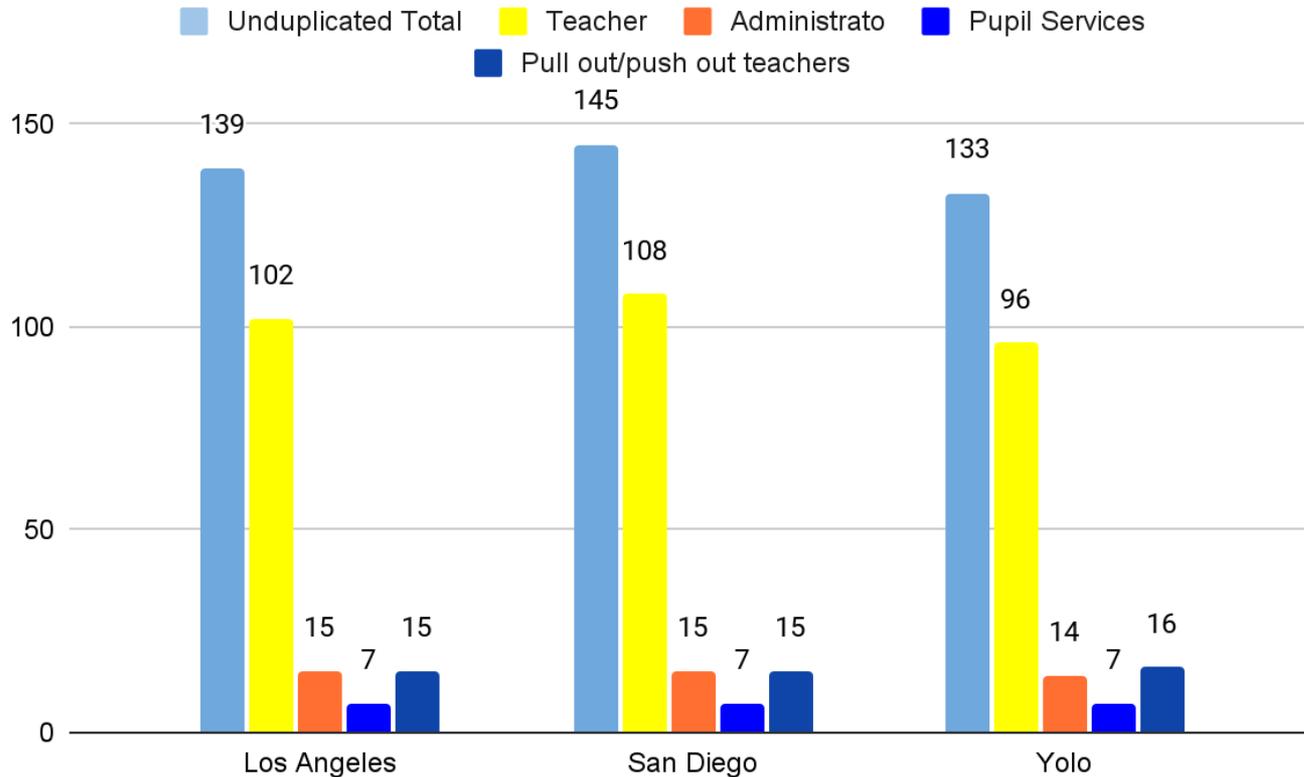


Operations 21-22 Points of Pride

- Monthly team building that increased connectedness
- Successful SIS Rollover months ahead of last year
- 1st ever Purple Star Assembly
- Conference presentation at the LACOE Homeless & Foster Youth Symposium
- Revamped re-enrollment process
- Creation of extensive internal auditing system
- Improved registration life cycle that lead to quicker identification of special populations
- Improved security on all official CCS transcripts
- 100% of CCS staff completed McKinney-Vento training
- 100% of LCs polled gave Enrollment an “A” in Customer Service!



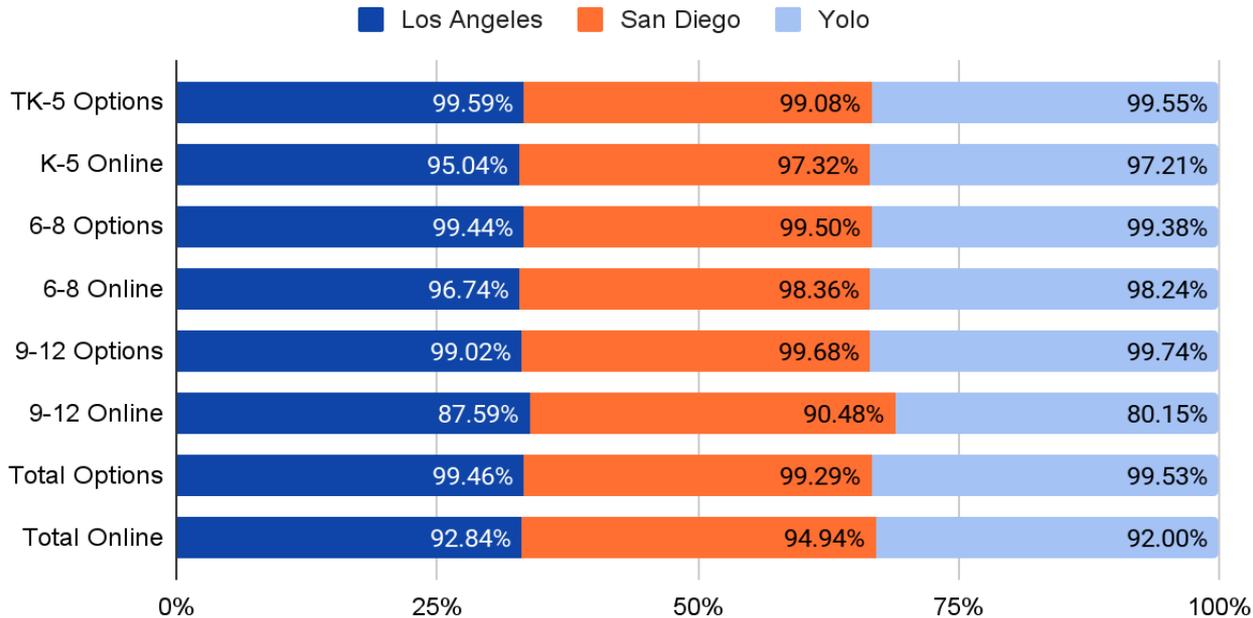
ADA Percentage by School Year





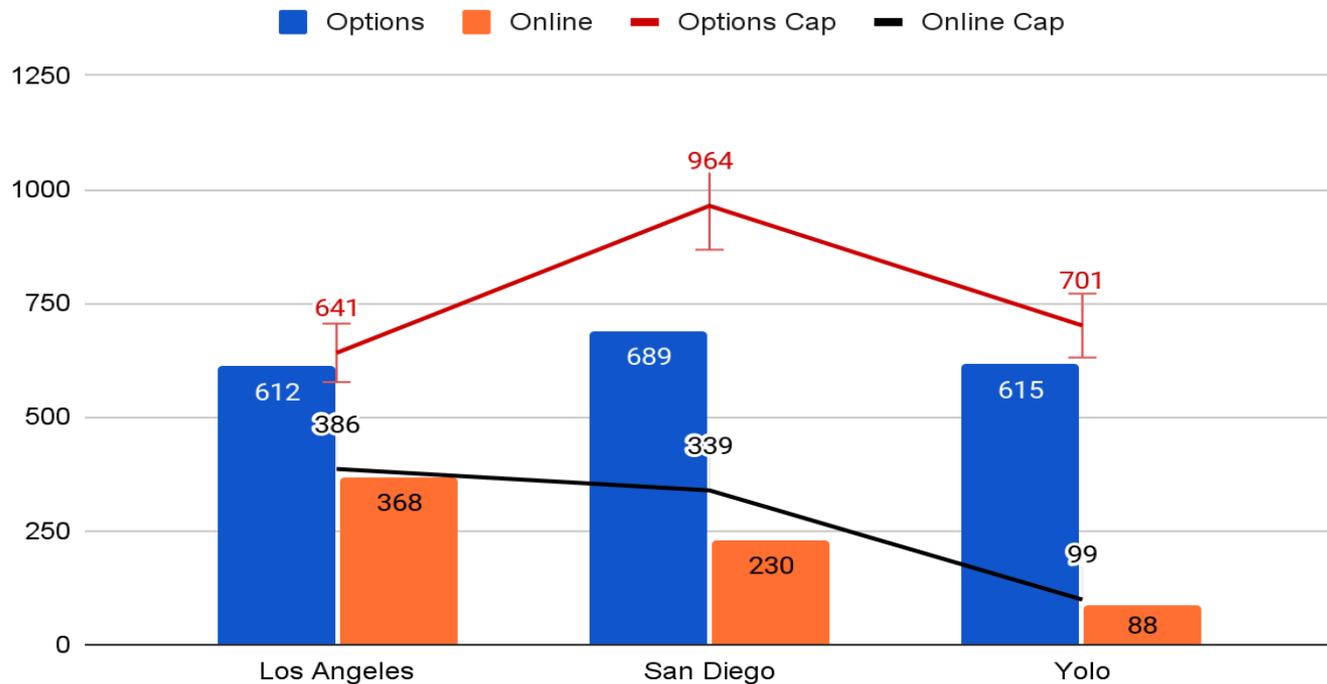
2021-2022 Attendance by Scope, Program and Grade Level

Points scored



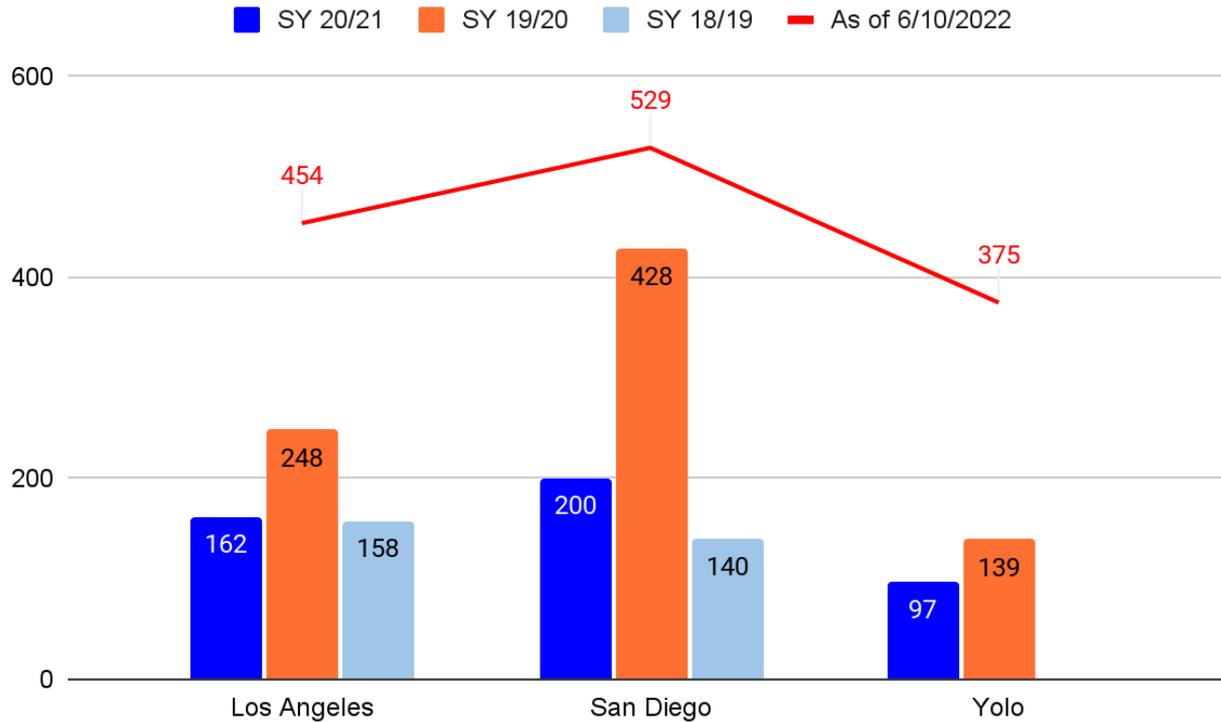


Signed and Approved Master Agreements vs. Enrollment Cap



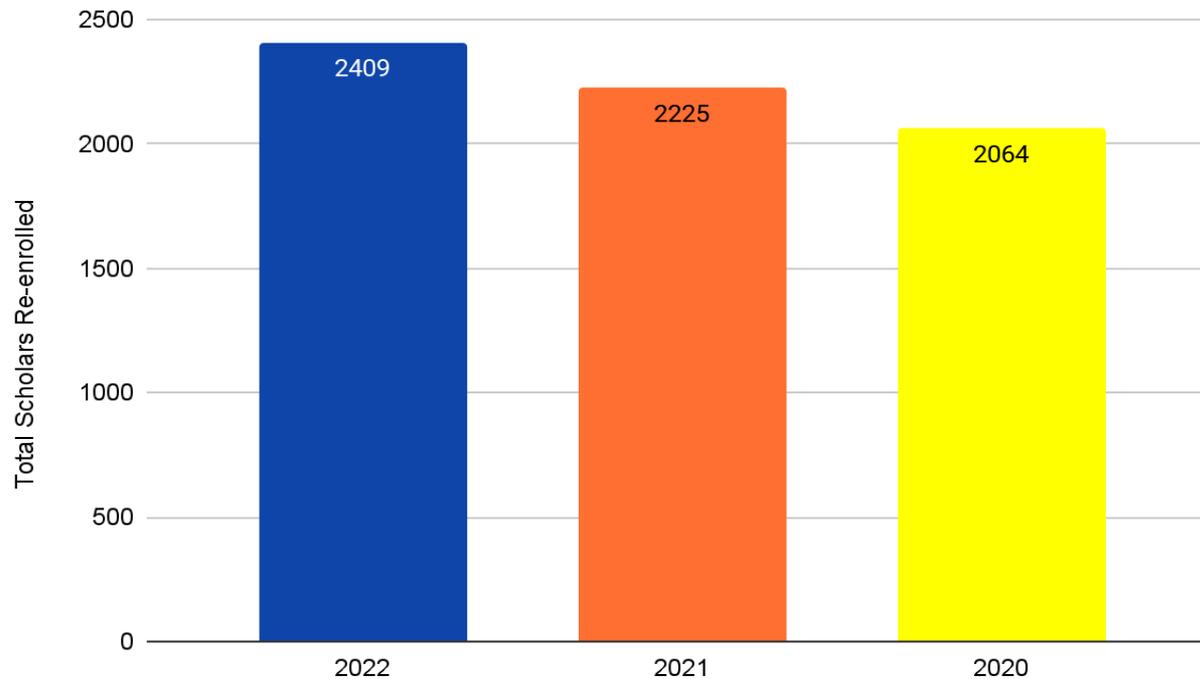


Withdrawal Trends



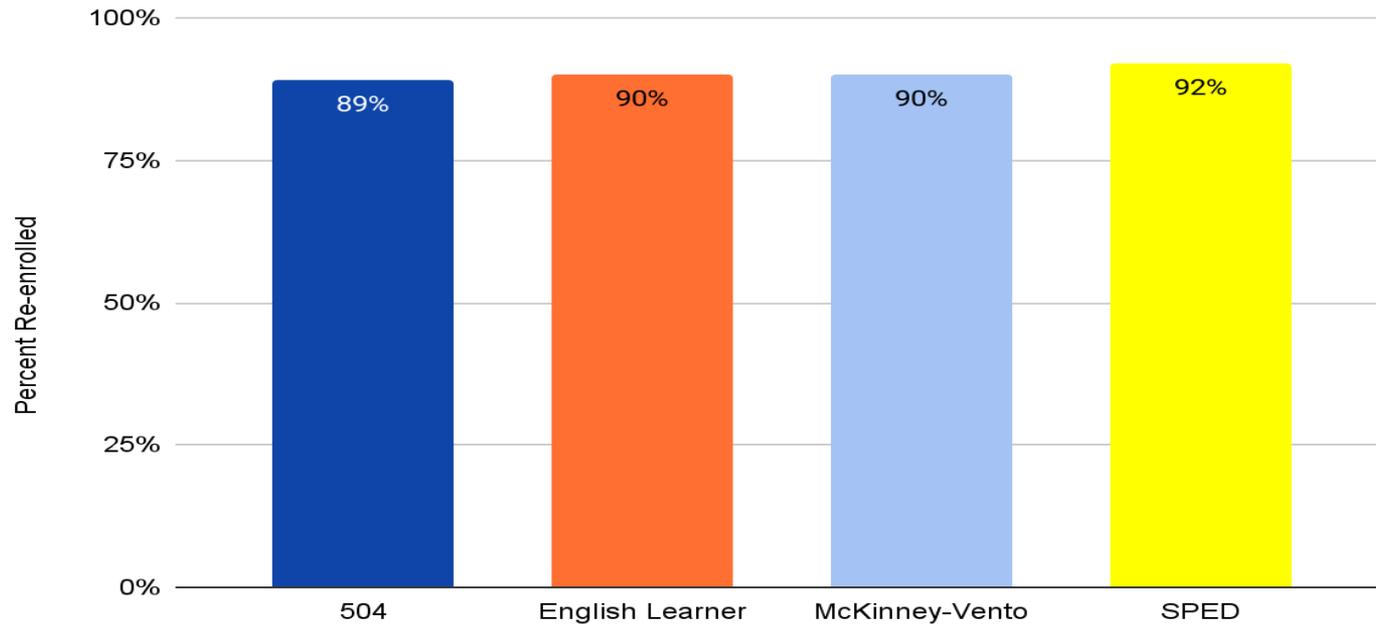


Re-enrollment of Current Scholars for 22-23 School Year



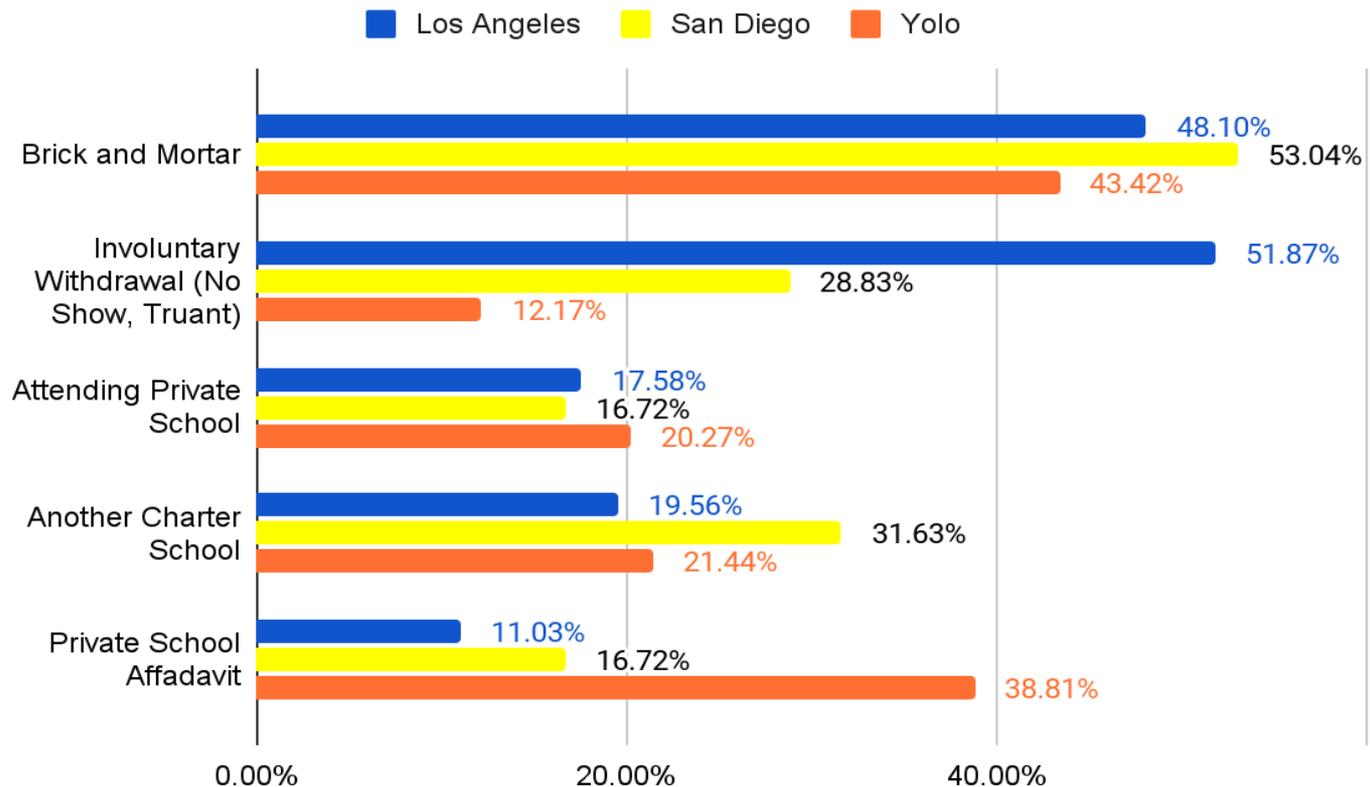


Re-enrollment of Current Scholars for 22-23 School Year



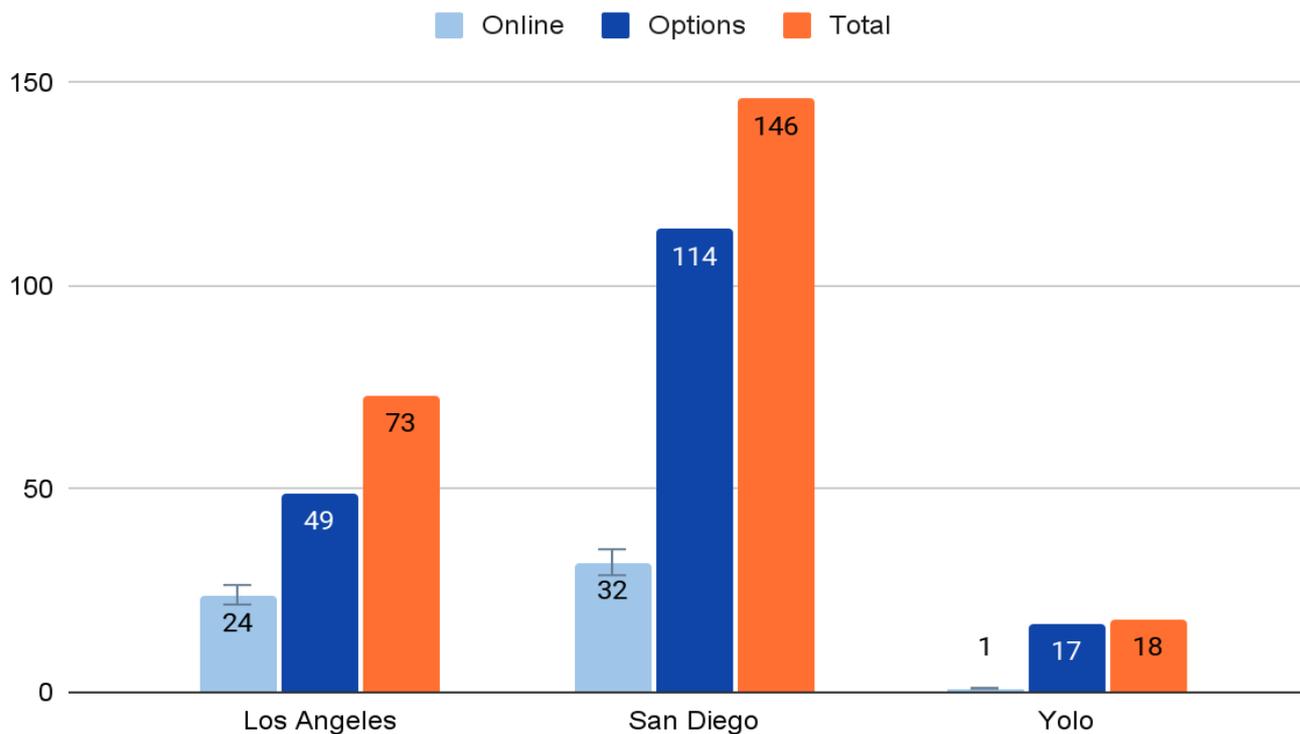


21-22 Top Withdrawal Reason





McKinney-Vento Scholars

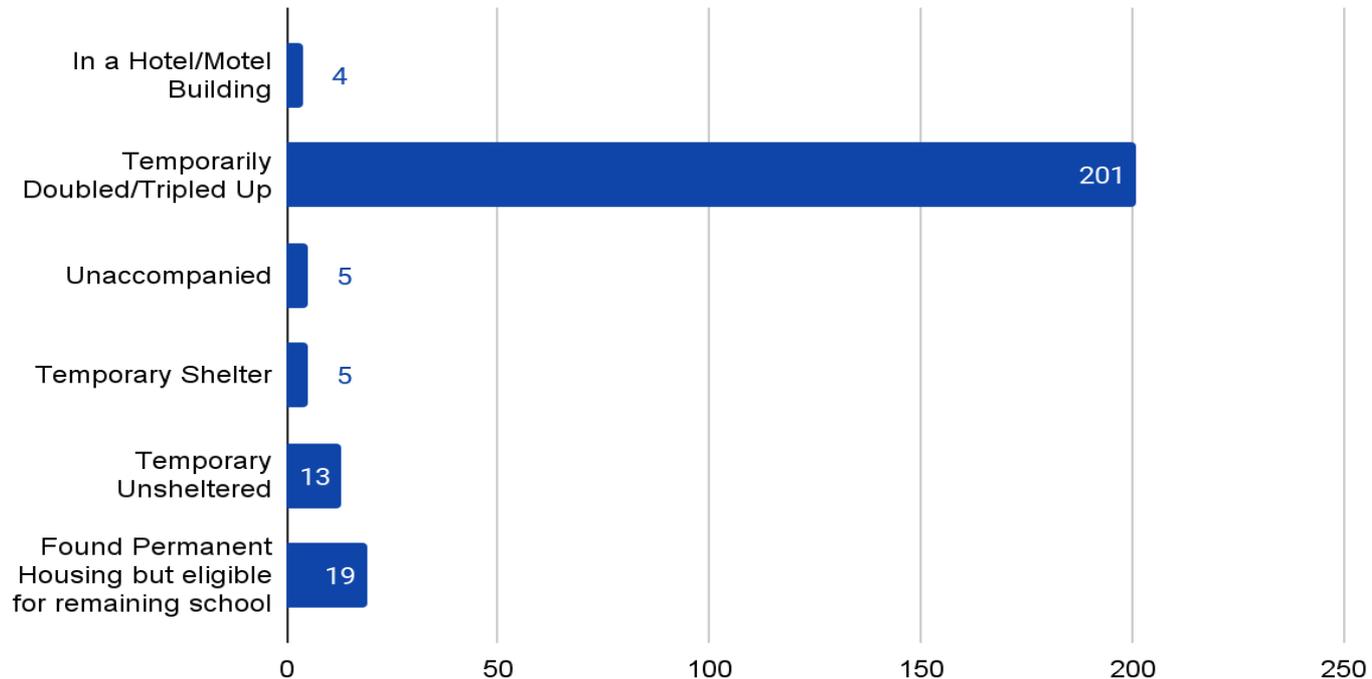


Total Number of Scholars Experiencing Homelessness = 237





McKinney-Vento Scholars Residency Status





Questions?



Contact:

Lisa Fishman | Chief Operations Officer

(818) 732-4692

lfishman@compasscharters.org

@CCSCOO



Coversheet

Review and Approval of the May 2022 Financial Statements

Section: X. Operations
Item: B. Review and Approval of the May 2022 Financial Statements
Purpose: Vote
Submitted by: Lisa Fishman
Related Material: FY22 Finance Presentation BOD June 2022.pdf
CCS - BS - May 22.pdf
CCS - PL - May 22.pdf

RECOMMENDATION:

A motion to approve the May 2022 Financial Statements.



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2021-22 Finance Update

June 2022

(855) 937- 4227

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Agenda

- Mission and Vision
- Values
- Enrollment Update
- Fiscal Impacts
- Funding Determination
- Q & A



Our Mission and Vision

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-  **C**ommunication: Frequently and proactively communicate with all persons involved in your education.



2021 – 22 Local Control Funding Rates

Grade Span	LCFF Base Grant
TK-3	\$8,093
4-6	\$8,215
7-8	\$8,458
9-12	\$9,802

Grade Span	Grade Span Adjustment
TK-3	\$842
9-12	\$255



FY 22 Revenue

Los Angeles	San Diego	YOLO	Home Office	Total
\$10,601,585	\$10,624,703	\$7,424,568	\$0	\$28,650,856

FY 22 Expenses

Los Angeles	San Diego	YOLO	Home Office	Total
\$10,428,240	\$11,354,263	\$7,228,420	\$0	\$29,010,964

FY 22 Ending surplus/deficit Based on 2nd Interim Reports

Los Angeles	San Diego	YOLO	Home Office	Total
\$172,305	(\$729,561)	\$196,148	\$0	(\$360,108)

Based on second Interim reports

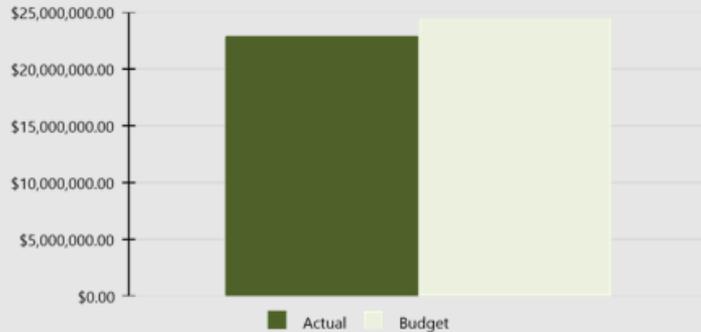


Compass Charter Schools Financial Snapshot

Cash Balance
 **\$8,217,541**

FY 2021-2022, July - May

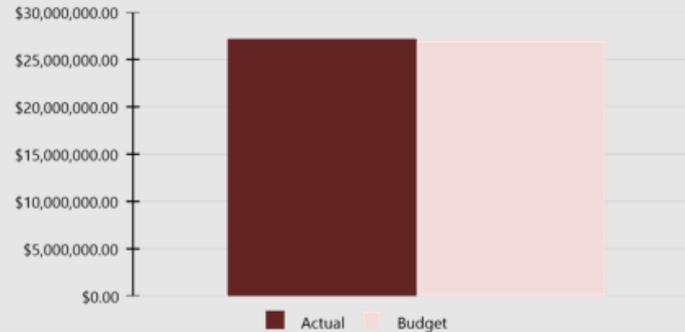
Revenue to Date



Revenue Summary

Actual	\$22,899,170
Budget	\$24,483,318
Actual to Budget	-6.5 %

Expense to Date



Expense Summary

Actual	\$27,174,222
Budget	\$27,010,482
Actual to Budget	0.6 %



Actual to Budget Summary

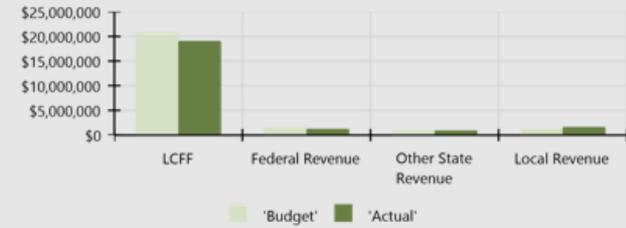
FY 2021-2022, July - May

This report displays all actual and budgeted revenue and expenditures by object code series and by month. This report can be useful in ensuring you receive your revenue in a timely manner and that you stay within the board approved expenditure levels.

Revenue	Expenses	Surplus / (Deficit)
\$22,899,170	\$27,174,222	(\$4,275,052)

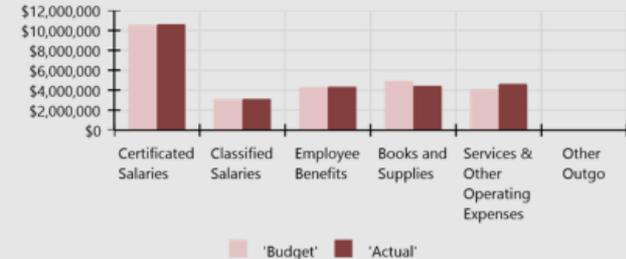
Account Description	July - Last Closed			2021-2022		
	Actual	Budget	Variance \$	Total Budget	Actual to Total Budget %	Remaining Budget
LCFF	\$19,053,286	\$20,726,077	(\$1,672,791)	\$23,446,311	81.3 %	\$4,393,025
Federal Revenue	\$1,288,217	\$1,608,175	(\$319,958)	\$2,341,571	55.0 %	\$1,053,354
Other State Revenue	\$918,100	\$872,383	\$45,717	\$1,029,515	89.2 %	\$111,415
Local Revenue	\$1,639,568	\$1,276,683	\$362,884	\$1,833,459	89.4 %	\$193,892
Total Revenue	\$22,899,170	\$24,483,318	(\$1,584,148)	\$28,650,856	79.9 %	\$5,751,686

Revenue by Category



Account Description	July - Last Closed			2021-2022		
	Actual	Budget	Variance \$	Total Budget	Actual to Total Budget %	Remaining Budget
Certificated Salaries	\$10,610,416	\$10,566,994	(\$43,422)	\$11,619,107	91.3 %	\$1,008,691
Classified Salaries	\$3,128,805	\$3,108,956	(\$19,849)	\$3,399,578	92.0 %	\$270,772
Employee Benefits	\$4,355,717	\$4,299,381	(\$56,335)	\$4,674,080	93.2 %	\$318,364
Total Personnel Expenses	\$18,094,938	\$17,975,332	(\$119,606)	\$19,692,765	91.9 %	\$1,597,827
Books and Supplies	\$4,444,730	\$4,920,650	\$475,920	\$4,923,584	90.3 %	\$478,854
Services & Other Operating Expenses	\$4,634,554	\$4,114,500	(\$520,055)	\$4,394,615	105.5 %	(\$239,939)
Other Outgo	-	-	-	-	0.0 %	\$0
Total Operational Expenses	\$9,079,284	\$9,035,150	(\$44,134)	\$9,318,199	97.4 %	\$238,915
Total Expenses	\$27,174,222	\$27,010,482	(\$163,740)	\$29,010,964	93.7 %	\$1,836,742
Net Income	(\$4,275,052)	(\$2,527,164)	(\$1,747,888)	(\$360,108)	1,187.2 %	\$3,914,944

Expense by Category





Understanding the Financial Health of the Organization

Current Ratio (Liquidity)

Ability to pay short-term obligations



Current:	3.2	Target:	> 1.0
-----------------	------------	----------------	-----------------

Formula:
(Current Assets) / (Current Liabilities)

Defensive Interval

Months of continued operation without incoming funds



Current:	3.2	Target:	> 4 months
-----------------	------------	----------------	----------------------

Formula:
(Cash + Securities + AR)/(Average Expenses for Past 12 Months)

The chart below explains some of the parameters that the school's leadership can evaluate to understand their financial health, and potential areas of weakness.

Cash Ratio

Ability to meet short-term obligations with cash



Current:	281.4 %	Target:	> 100.0 %
-----------------	----------------	----------------	---------------------

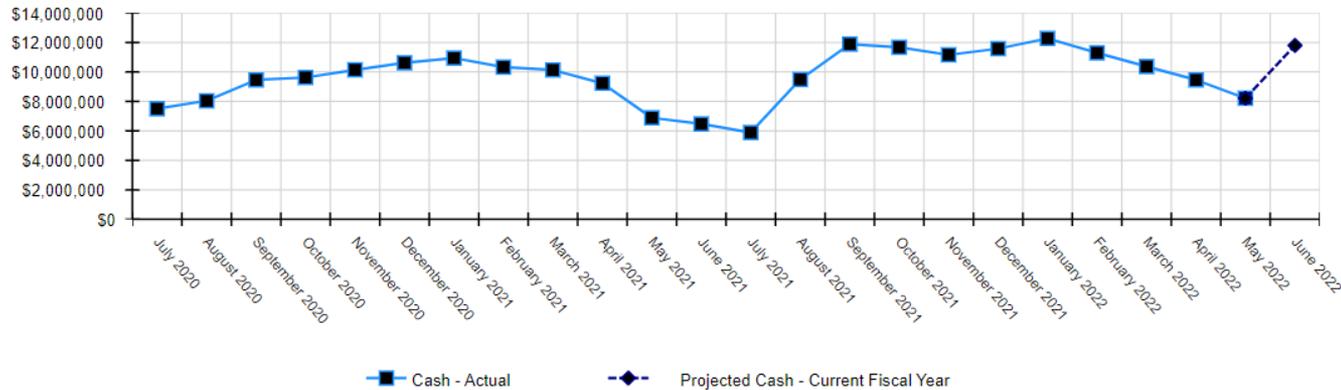
Formula:
(Cash) / (Current Liabilities)

At the current time, the areas of concern that the school needs to keep a close eye on are meeting funding determination % thresholds and SPED spending.



Monthly Cash Balance Over Time

Current fiscal year and prior year



	Cash Amount	Actual or Projected
July 2020	\$7,501,632.16	Actual
August 2020	\$8,039,344.06	Actual
September 2020	\$9,459,703.09	Actual
October 2020	\$9,620,238.76	Actual
November 2020	\$10,141,784.16	Actual
December 2020	\$10,619,537.08	Actual
January 2021	\$10,943,389.04	Actual
February 2021	\$10,330,441.42	Actual
March 2021	\$10,129,997.15	Actual
April 2021	\$9,230,834.45	Actual
May 2021	\$6,886,351.68	Actual
June 2021	\$6,468,358.69	Actual

	Cash Amount	Actual or Projected
July 2021	\$5,888,993.16	Actual
August 2021	\$9,485,434.42	Actual
September 2021	\$11,881,276.91	Actual
October 2021	\$11,673,018.17	Actual
November 2021	\$11,157,901.31	Actual
December 2021	\$11,575,940.87	Actual
January 2022	\$12,274,921.27	Actual
February 2022	\$11,294,552.84	Actual
March 2022	\$10,367,581.00	Actual
April 2022	\$9,459,720.14	Actual
May 2022	\$8,217,541.31	Actual
June 2022	\$11,799,912.00	Projected





Funding Determination Overview

To qualify for a recommendation of 100 percent funding to the SBE, an NCB charter school must meet the following criteria:

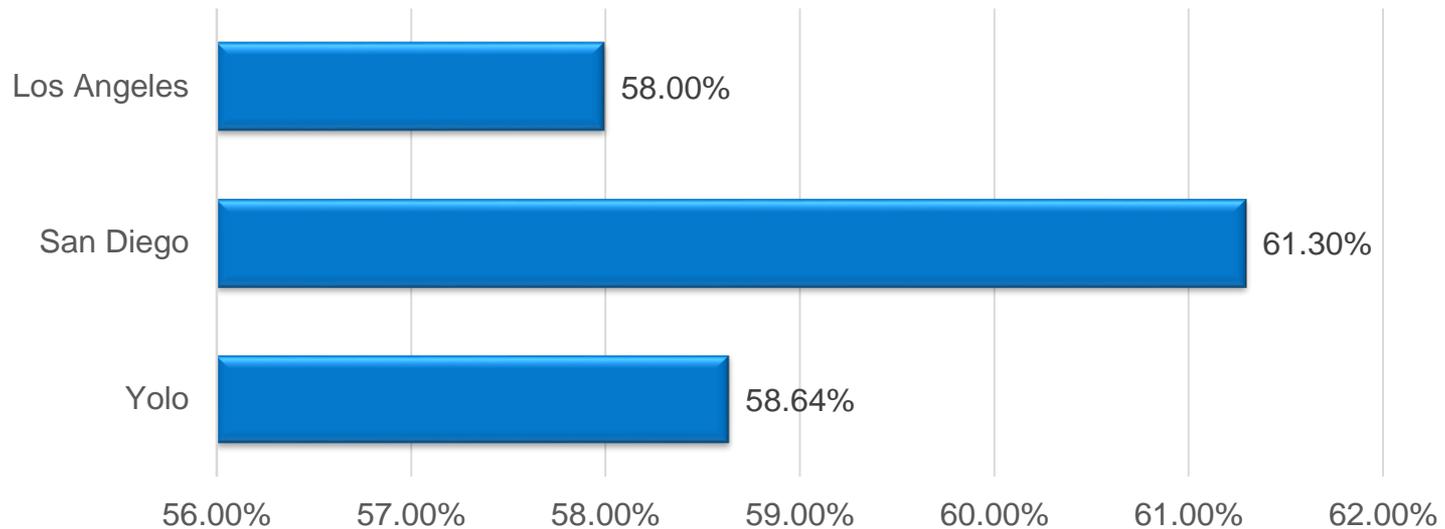
- Spend at least 40 percent of total public revenues (which includes federal revenues, state revenues, and local revenues from in-lieu property taxes) on salaries and benefits for all employees who possess a valid teaching certificate
- Spend at least 80 percent of total revenues on instruction and related services
 - Instruction/related services do not include:
 - Operations and Facilities;
 - Administration and All Other Activities; and
 - Other Outgo and Other Financing Uses.



80/40 Funding Determination as of 05.31.22

All FDF tests passed

Percent spent on Certificated Employee Salaries & Benefits to Total Public Revenues (5 CCR 11963.3[c][1])



TARGET= 40%

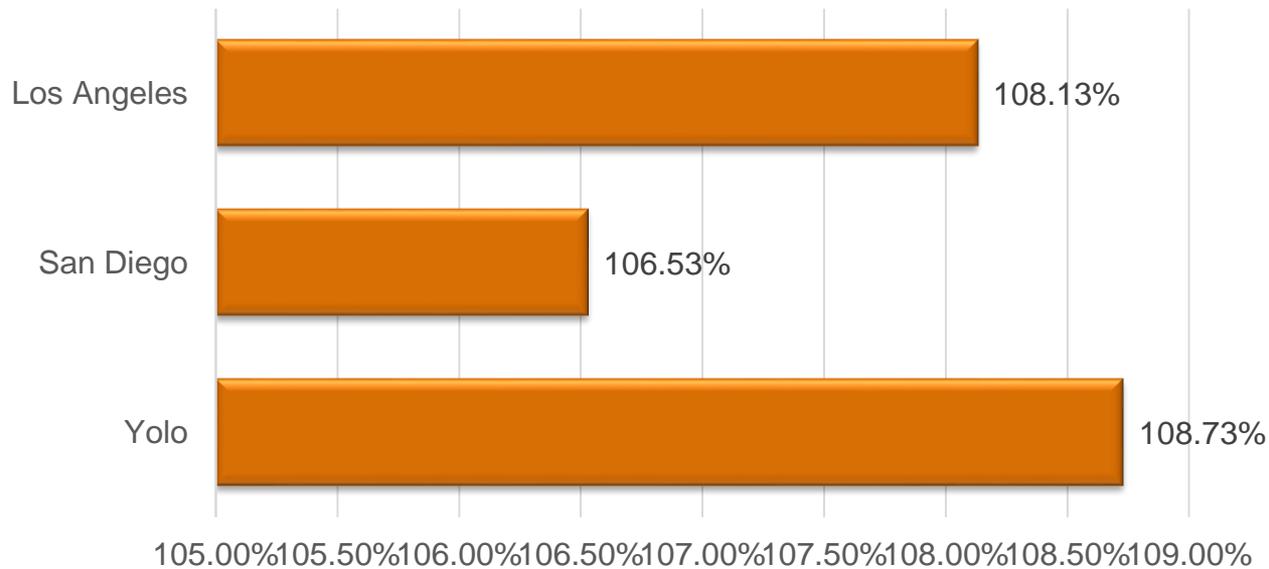




80/40 Funding Determination as of 05.31.22

All FDF tests passed

Percent spent on Instruction & Instruction-Related Services to Total Revenues (5 CCR 11963.3[c][2])



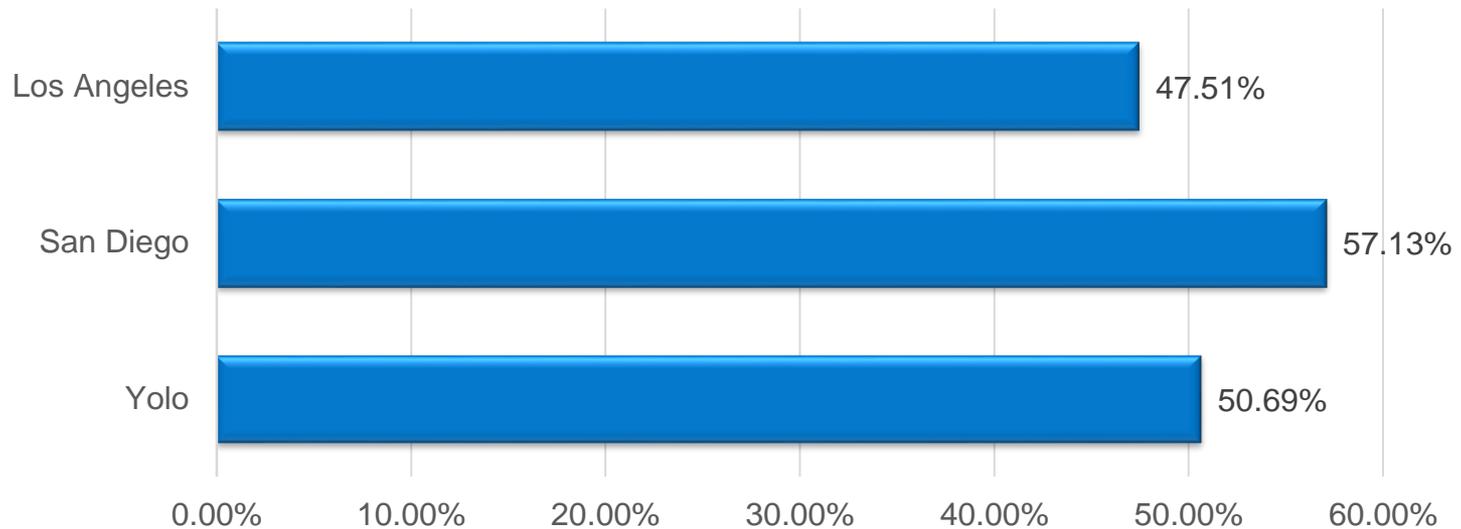
TARGET= 80%





80/40 Funding Determination projection as of 06.30.22

Percent spent on Certificated Employee Salaries & Benefits to Total Public Revenues (5 CCR 11963.3[c][1])



All FDF tests passed



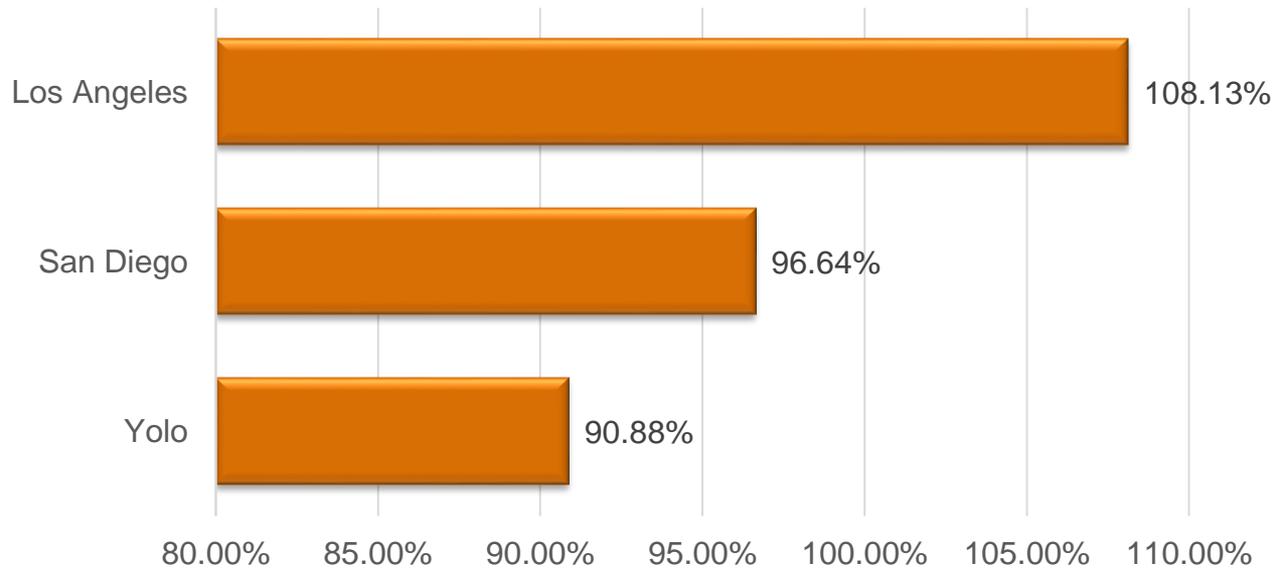
TARGET= 40%





80/40 Funding Determination projection as of 06.30.22

Percent spent on Instruction & Instruction-Related Services to Total Revenues (5 CCR 11963.3[c][2])



All FDF tests passed



TARGET= 80%





Questions?



Contact:

Lisa Fishman | Chief Operations Officer

(818) 732-4692

lfishman@compasscharters.org

[@CCSCFO](#)



Compass Charter Schools

May 2022

Segment Name	Filter Applied
Object	All
Restriction	All
Location	All
Lcp	All
Goal	All
Function	All
Fund	All
Program	All

Group Description	Account	Account Description	
Liquidity Ratio			3.2
Assets			
Current Assets			
Cash	62-0000-0000-0000-9120-010-000-000	Cash in Bank(s) - Chase Account	\$5,446
Cash	62-0000-0000-0000-9121-010-000-000	California Credit Union - Checking	\$126,418
Cash	62-0000-0000-0000-9122-010-000-000	CCU - Donation Acct	\$2,720
Cash	62-0000-0000-0000-9123-010-000-000	Cash in Bank(s) - New Chase Account	\$3,876,315
Cash	62-0000-0000-0000-9125-020-000-000	Cash in County Treasury Account	\$3,186,267
Cash	62-0000-0000-0000-9150-010-000-000	Investments - J.P Morgan	\$767,373
Cash	62-0000-0000-0000-9151-010-000-000	California Credit Union - Money Market	\$253,002
Accounts Receivables	62-0000-0000-0000-9200-010-000-000	Accounts Receivables	\$122
Accounts Receivables	62-0000-0000-0000-9200-020-000-000	Accounts Receivables	\$9
Accounts Receivables	62-0000-0000-0000-9290-020-000-000	Due from Grantor Governments	\$163,867
Accounts Receivables	62-0000-0000-0000-9290-040-000-000	Due from Grantor Governments	\$114,945
Accounts Receivables	62-0000-0000-0000-9290-070-000-000	Due from Grantor Governments	\$81,195
Prepaid Expenses	62-0000-0000-0000-9330-010-000-000	Prepaid Expenses	\$716,765
Prepaid Expenses	62-0000-0000-0000-9330-020-000-000	Prepaid Expenses	\$11,654

Prepaid Expenses	62-0000-0000-0000-9330-040-000-000	Prepaid Expenses	\$11,654
Prepaid Expenses	62-0000-0000-0000-9330-070-000-000	Prepaid Expenses	\$45,338
Other Current Assets	62-0000-0000-0000-9335-010-000-000	Employee Advances	\$8,400
Total Current Assets			\$9,371,489
Fixed Assets			
Total Fixed Assets			-
Other Assets			
Security Deposits	62-0000-0000-0000-9350-010-000-000	Security Deposits	\$10,220
Total Other Assets			\$10,220
Total Assets			\$9,381,709
Liabilities And Net Assets			
Current Liabilities			
Accounts Payable	62-0000-0000-0000-9500-010-000-000	Accounts Payable-System	\$391,707
Accounts Payable	62-0000-0000-0000-9505-010-000-000	Accounts Payable-Accrual	\$584
Accounts Payable	62-0000-0000-0000-9590-010-000-000	Due to Grantor Governments	\$128,139
Accounts Payable	62-0000-0000-0000-9590-020-000-000	Due to Grantor Governments	\$535,365
Accounts Payable	62-0000-0000-0000-9590-040-000-000	Due to Grantor Governments	\$258,587
Accounts Payable	62-0000-0000-0000-9590-070-000-000	Due to Grantor Governments	\$164,949
Accrued Salaries, Payroll Taxes, Postemployment Benefits	62-0000-0000-0000-9501-010-000-000	Accrued Salaries	\$551,668
Accrued Salaries, Payroll Taxes, Postemployment Benefits	62-0000-0000-0000-9503-010-000-000	Accrued STRS	\$147,789
Accrued Salaries, Payroll Taxes, Postemployment Benefits	62-0000-0000-0000-9665-020-000-000	Compensated Absences Payable	\$76,491
Accrued Salaries, Payroll Taxes, Postemployment Benefits	62-0000-0000-0000-9665-040-000-000	Compensated Absences Payable	\$54,222
Accrued Salaries, Payroll Taxes, Postemployment Benefits	62-0000-0000-0000-9665-070-000-000	Compensated Absences Payable	\$36,819
Deposits held on behalf of other employees	62-0000-0000-0000-9661-010-000-000	Summer Holdback	\$391,218
Deferred Revenue	62-7425-0000-0000-9650-020-000-000	Deferred Revenue: ELO 90% after Para Set Aside	\$95,385
Deferred Revenue	62-7425-0000-0000-9650-040-000-000	Deferred Revenue: ELO 90% after Para Set Aside	\$55,859

Deferred Revenue	62-7425-0000-0000-9650-070-000-000	Deferred Revenue: ELO 90% after Para Set Aside	\$31,068
Total Current Liabilities			\$2,919,850
Long Term Liabilities			
Total Long Term Liabilities			-
Total Liabilities			\$2,919,850
Net Assets			
Unrestricted Net Assets	62-0000-0000-0000-9790-010-000-000	Undesignated Fund Balance	\$8,256,843
Unrestricted Net Assets	62-0000-0000-0000-9790-020-000-000	Undesignated Fund Balance	\$1,125,845
Unrestricted Net Assets	62-0000-0000-0000-9790-040-000-000	Undesignated Fund Balance	\$800,132
Unrestricted Net Assets	62-0000-0000-0000-9790-070-000-000	Undesignated Fund Balance	\$554,091
Profit/Loss YTD			(\$4,275,052)
Total Net Assets			\$6,461,859
Total Liabilities And Net Assets			\$9,381,709

Year to Date Actual to Budget Detail*

Compass Charter Schools

July 2021 - May 2022

Segment Name	Filter
Object	All
Restriction	All
Location	All
Lcp	All
Goal	All
Function	All
Fund	All
Program	All

		May		July - May Summary				2021-2022		
Account Code	Description	Actual	Budget	Actual	Budget	Variance \$	Variance %	Total Budget	Remaining Budget	% Remaining
8011	LCFF Revenue	\$1,230,670	\$1,436,016	\$14,473,894	\$15,127,521	(\$653,627)	-4.3%	\$16,563,537	\$2,089,643	12.62%
8012	Education Protection Account Revenue			\$1,986,697	\$2,733,670	(\$746,973)	-27.3%	\$3,672,485	\$1,685,788	45.90%
8019	Prior Year Income/Adjustments	(\$18,178)	-	(\$69,532)	-	(\$69,532)	0.0%	-	\$69,532	
8096	Charter Schools Funding In-Lieu of Property Taxes	\$104,653	\$172,702	\$2,662,227	\$2,864,886	(\$202,659)	-7.1%	\$3,210,289	\$548,062	17.07%
LCFF		\$1,317,145	\$1,608,717	\$19,053,286	\$20,726,077	(\$1,672,791)	-8.1%	\$23,446,311	\$4,393,025	18.74%
8181	Special Education - Entitlement	-	\$58,457	-	\$233,826	(\$233,826)	-100.0%	\$292,283	\$292,283	100.00%
8290	All Other Federal Revenue	\$62,395	-	\$874,457	\$904,512	(\$30,055)	-3.3%	\$1,491,309	\$616,852	41.36%
8291	Title I Federal Revenue			\$238,624	\$325,120	(\$86,496)	-26.6%	\$382,984	\$144,360	37.69%
8292	Title II			\$1,224	\$43,891	(\$42,667)	-97.2%	\$65,837	\$64,613	98.14%
8294	Title IV	\$6,000	-	\$13,500	\$21,667	(\$8,167)	-37.7%	\$30,000	\$16,500	55.00%
8299	Prior Year Federal Income			\$160,412	\$79,158	\$81,254	102.6%	\$79,158	(\$81,254)	0.00%
Federal Revenue		\$68,395	\$58,457	\$1,288,217	\$1,608,175	(\$319,958)	-19.9%	\$2,341,571	\$1,053,354	44.98%
8550	Mandated Block Grant			\$64,894	\$62,090	\$2,804	4.5%	\$56,483	(\$8,411)	0.00%
8560	State Lottery Revenue			\$372,986	\$351,645	\$21,341	6.1%	\$549,612	\$176,626	32.14%
8590	All Other State Revenues			\$468,749	\$448,032	\$20,717	4.6%	\$412,804	(\$55,945)	0.00%
8599	Prior Year State Income			\$11,471	\$10,616	\$855	8.1%	\$10,616	(\$855)	0.00%
Other State Revenue				\$918,100	\$872,383	\$45,717	5.2%	\$1,029,515	\$111,415	10.82%
8660	Interest Income	\$21	\$927	\$38,450	\$29,273	\$9,178	31.4%	\$30,200	(\$8,250)	0.00%
8662	Net Increase/Decrease in Investment	-	\$2,998	\$10	\$12,003	(\$11,993)	-99.9%	\$15,001	\$14,991	99.93%
8682	Foundation Grants/Donations	-	\$341	\$1,327	\$2,692	(\$1,365)	-50.7%	\$3,033	\$1,706	56.25%
8699	All Other Local Revenue	\$1,185	\$216	\$44,016	\$38,608	\$5,408	14.0%	\$38,823	(\$5,193)	0.00%
8792	SPED State/Other Transfers of Apportionments from County	\$115,682	\$33,639	\$1,555,764	\$1,194,108	\$361,656	30.3%	\$1,746,402	\$190,638	10.92%
Local Revenue		\$116,888	\$38,121	\$1,639,568	\$1,276,683	\$362,884	28.4%	\$1,833,459	\$193,892	10.58%
Total Revenue		\$1,502,428	\$1,705,295	\$22,899,170	\$24,483,318	(\$1,584,148)	-6.5%	\$28,650,856	\$5,751,686	20.08%
1100	Teachers' Salaries	\$1,008,119	\$848,160	\$8,464,494	\$8,390,664	(\$73,830)	-0.9%	\$9,238,825	\$774,331	8.38%
1200	Certificated Pupil Support Salaries	\$104,598	\$101,353	\$939,628	\$979,443	\$39,815	4.1%	\$1,080,796	\$141,168	13.06%
1300	Certificated Supervisor and Administrator Salaries	\$113,267	\$102,599	\$1,206,293	\$1,196,886	(\$9,407)	-0.8%	\$1,299,486	\$93,192	7.17%
Certificated Salaries		\$1,225,983	\$1,052,113	\$10,610,416	\$10,566,994	(\$43,422)	-0.4%	\$11,619,107	\$1,008,691	8.68%
2100	Instructional Aide Salaries	\$54,423	\$39,541	\$389,659	\$372,480	(\$17,178)	-4.6%	\$412,021	\$22,362	5.43%

2200	Classified Support Salaries (Maintenance, Food)	\$161,621	\$135,226	\$1,488,172	\$1,483,974	(\$4,198)	-0.3%	\$1,619,200	\$131,028	8.09%
2300	Classified Supervisor and Administrator Salaries	\$66,489	\$57,341	\$653,823	\$643,546	(\$10,277)	-1.6%	\$700,887	\$47,064	6.71%
2400	Clerical, Technical, and Office Staff Salaries	\$67,324	\$54,282	\$585,218	\$586,154	\$936	0.2%	\$640,435	\$55,217	8.62%
2900	Other Classified Salaries (Noon and Yard Sup, etc.)	\$2,700	\$4,233	\$11,934	\$22,803	\$10,869	47.7%	\$27,035	\$15,101	55.86%
Classified Salaries		\$352,557	\$290,621	\$3,128,805	\$3,108,956	(\$19,849)	-0.6%	\$3,399,578	\$270,772	7.96%
3101	State Teachers' Retirement System, certificated positions	\$209,397	\$178,792	\$1,791,965	\$1,787,161	(\$4,804)	-0.3%	\$1,965,953	\$173,988	8.85%
3301	OASDI & Medicare - Certificated Staff	\$16,377	\$15,338	\$151,455	\$153,139	\$1,684	1.1%	\$168,477	\$17,022	10.10%
3302	OASDI & Medicare - Classified Staff	\$26,102	\$24,151	\$227,456	\$235,917	\$8,461	3.6%	\$260,068	\$32,612	12.54%
3313	OASDI			-	-	-	0.0%	-	-	
3323	Medicare			-	-	-	0.0%	-	-	
3401	Health & Welfare Benefits	\$144,961	\$100,954	\$1,445,084	\$1,390,598	(\$54,487)	-3.9%	\$1,491,551	\$46,467	3.12%
3402	Health & Welfare Benefits	\$39,554	\$25,737	\$430,332	\$406,640	(\$23,692)	-5.8%	\$432,377	\$2,045	0.47%
3403	Health & Welfare Benefits			-	-	-	0.0%	-	-	
3501	State Unemployment Insurance	(\$67,294)	(\$643)	\$62,508	\$74,645	\$12,137	16.3%	\$74,002	\$11,494	15.53%
3502	State Unemployment Insurance	(\$18,399)	\$674	\$18,960	\$25,658	\$6,697	26.1%	\$26,332	\$7,371	27.99%
3503	State Unemployment Insurance			-	-	-	0.0%	-	-	
3601	Worker Compensation Insurance	-	\$16,546	\$112,530	\$110,103	(\$2,428)	-2.2%	\$126,648	\$14,118	11.15%
3602	Worker Compensation Insurance	-	\$4,574	\$33,399	\$32,482	(\$917)	-2.8%	\$37,055	\$3,657	9.87%
3603	Worker Compensation Insurance			-	-	-	0.0%	-	-	
3901	Other Employee Benefits	\$9,009	\$8,578	\$82,027	\$83,039	\$1,012	1.2%	\$91,617	\$9,590	10.47%
3903	Other Employee Benefits			-	-	-	0.0%	-	-	
Employee Benefits		\$359,707	\$374,699	\$4,355,717	\$4,299,381	(\$56,335)	-1.3%	\$4,674,080	\$318,364	6.81%
Total Personnel Expenses		\$1,938,247	\$1,717,433	\$18,094,938	\$17,975,332	(\$119,606)	-0.7%	\$19,692,765	\$1,597,827	8.11%
4100	Approved Textbooks and Core Curricula Materials	\$358,805	-	\$3,621,398	\$4,018,000	\$396,602	9.9%	\$4,018,000	\$396,602	9.87%
4101	Curriculum Assessment and Software			\$272,738	\$290,084	\$17,346	6.0%	\$290,084	\$17,346	5.98%
4102	Supplemental Curriculum	\$843	-	\$203,039	\$220,000	\$16,961	7.7%	\$220,000	\$16,961	7.71%
4200	Books and Other Reference Materials	\$2,059	-	\$47,185	\$50,000	\$2,815	5.6%	\$50,000	\$2,815	5.63%
4300	Materials and Supplies	(\$1,395)	\$1,673	\$10,294	\$13,327	\$3,034	22.8%	\$15,000	\$4,706	31.38%
4315	Classroom Materials and Supplies	\$294	-	\$2,481	\$2,500	\$19	0.8%	\$2,500	\$19	0.76%
4400	Noncapitalized Equipment	\$1,907	\$209	\$32,501	\$29,791	(\$2,710)	-9.1%	\$30,000	(\$2,501)	0.00%
4410	Software and Software Licensing	(\$12,329)	-	\$249,051	\$290,000	\$40,949	14.1%	\$290,000	\$40,949	14.12%
4430	Noncapitalized Student Equipment	\$258	\$1,031	\$4,901	\$6,469	\$1,569	24.2%	\$7,500	\$2,599	34.66%
4700	Food and Food Supplies	\$147	\$22	\$1,143	\$478	(\$665)	-139.1%	\$500	(\$643)	0.00%
Books and Supplies		\$350,588	\$2,934	\$4,444,730	\$4,920,650	\$475,920	9.7%	\$4,923,584	\$478,854	9.73%
5200	Travel and Conferences	\$14,393	-	\$114,280	\$100,000	(\$14,280)	-14.3%	\$100,000	(\$14,280)	0.00%
5210	Training and Development Expense	\$7,218	\$193	\$432,597	\$374,807	(\$57,791)	-15.4%	\$375,000	(\$57,597)	0.00%
5300	Dues and Memberships	\$2,300	-	\$64,092	\$70,000	\$5,908	8.4%	\$70,000	\$5,908	8.44%
5400	Insurance			\$60,145	\$75,000	\$14,855	19.8%	\$75,000	\$14,855	19.81%
5500	Operation and Housekeeping Services	\$380	\$727	\$3,515	\$5,273	\$1,758	33.3%	\$6,000	\$2,485	41.42%
5501	Utilities	\$62	\$290	\$1,479	\$2,210	\$731	33.1%	\$2,500	\$1,022	40.86%
5600	Space Rental/Leases Expense	\$6,608	\$12,742	\$103,513	\$118,769	\$15,256	12.8%	\$131,511	\$27,998	21.29%
5602	Assessment Space Rental	-	\$10,024	-	\$39,976	\$39,976	100.0%	\$50,000	\$50,000	100.00%
5603	Engagement Space Rental	\$3,839	\$619	\$5,744	\$4,381	(\$1,363)	-31.1%	\$5,000	(\$744)	0.00%
5605	Equipment Rental/Lease Expense	\$120	-	\$120	-	(\$120)	0.0%	-	(\$120)	0.00%
5800	Professional/Consulting Services and Operating Expenditures	\$86,700	\$38,074	\$579,445	\$540,364	(\$39,082)	-7.2%	\$578,438	(\$1,007)	0.00%
5803	Banking and Payroll Service Fees	\$2,952	\$1,000	\$10,844	\$11,000	\$156	1.4%	\$12,000	\$1,156	9.63%
5805	Legal Services	\$5,416	\$18,674	\$127,132	\$181,326	\$54,193	29.9%	\$200,000	\$72,868	36.43%
5806	Audit Services	\$1,250	\$905	\$16,723	\$19,095	\$2,372	12.4%	\$20,000	\$3,277	16.39%

Compass Charter Schools - Annual Meeting - Agenda - Saturday June 25, 2022 at 10:00 AM

5807	Legal Settlements	\$29,075	\$56	\$65,995	\$11,727	(\$54,268)	-462.8%	\$11,783	(\$54,212)	0.00%
5809	Employee Tuition Reimbursement	-	\$5,074	\$35,487	\$44,926	\$9,440	21.0%	\$50,000	\$14,513	29.03%
5810	Educational Consultants	\$343,395	\$91,689	\$1,724,391	\$1,008,311	(\$716,080)	-71.0%	\$1,100,000	(\$624,391)	0.00%
5815	Advertising/Recruiting	\$12,155	-	\$115,379	\$326,628	\$211,249	64.7%	\$326,628	\$211,249	64.68%
5830	Field Trip Expenses	\$15,458	\$17,494	\$100,909	\$132,506	\$31,597	23.8%	\$150,000	\$49,091	32.73%
5850	Scholarships Awarded	\$1,500	-	\$1,500	-	(\$1,500)	0.0%	-	(\$1,500)	0.00%
5873	Financial Services	\$36,407	\$43,095	\$528,438	\$484,447	(\$43,991)	-9.1%	\$527,542	(\$896)	0.00%
5874	Personnel Services	\$28,443	\$714	\$30,918	\$4,286	(\$26,632)	-621.3%	\$5,000	(\$25,918)	0.00%
5875	District Oversight Fee	\$2,711	\$31,122	\$125,571	\$203,341	\$77,770	38.2%	\$234,463	\$108,892	46.44%
5877	IT Services	\$9,437	\$538	\$258,205	\$249,462	(\$8,743)	-3.5%	\$250,000	(\$8,205)	0.00%
5890	Interest Expense/Fees	\$25	\$252	\$1,782	\$2,748	\$966	35.2%	\$3,000	\$1,218	40.61%
5900	Communications (Tele., Internet, Copies, Postage, Messenger)	\$22,683	\$6,743	\$125,609	\$103,257	(\$22,351)	-21.6%	\$110,000	(\$15,609)	0.00%
5901	Scholar Internet Reimbursement	\$360	\$90	\$740	\$660	(\$80)	-12.1%	\$750	\$10	1.33%
Services & Other Operating Expenses		\$632,886	\$280,115	\$4,634,554	\$4,114,500	(\$520,055)	-12.6%	\$4,394,615	(\$239,939)	0.00%
Total Operational Expenses		\$983,474	\$283,049	\$9,079,284	\$9,035,150	(\$44,134)	-0.5%	\$9,318,199	\$238,915	2.56%
Total Expenses		\$2,921,721	\$2,000,482	\$27,174,222	\$27,010,482	(\$163,740)	-0.6%	\$29,010,964	\$1,836,742	6.33%
Net Income		(\$1,419,293)	(\$295,187)	(\$4,275,052)	(\$2,527,164)	(\$1,747,888)	-69.2%	(\$360,108)	\$3,914,944	

Coversheet

Adoption of the 2022-23 Annual Budget

Section: X. Operations
Item: C. Adoption of the 2022-23 Annual Budget
Purpose: Vote
Submitted by: Lisa Fishman
Related Material: CCS FY23 Initial Operating Budget Presentation.pdf
CCS - FY22-23 Shared Initial Budget FINAL.pdf

RECOMMENDATION:

A motion to approve the FY23 Operating Budget..



Compass Charter Schools

FY23 Initial Budgets

FY 2022-23

Info as of May 2022 Revise



Average Daily Attendance (ADA) FY23 Initial

44.8 ADA
Increase from
FY22 2nd
Interim Budget

FY23 INITIAL ADA

	Yolo	San Diego	Los Angeles	Total
Average Daily Attendance by Grade Range				
ADA Grades TK-3	305.98	328.36	328.41	962.75
ADA Grades 4-6	172.66	224.72	218.03	615.40
ADA Grades 7-8	113.19	127.86	146.56	387.60
ADA Grades 9-12	84.41	204.37	200.84	489.63
Average Overall Daily Attendance	676.24	885.30	893.84	2,455.38
	27.54%	36.06%	36.40%	100%

FY22 2nd Interim ADA

	Yolo	San Diego	Los Angeles	Total
Average Daily Attendance by Grade Range				
ADA Grades K-3	296.39	315.76	305.79	917.95
ADA Grades 4-6	172.66	224.72	218.03	615.40
ADA Grades 7-8	113.19	127.86	146.56	387.60
ADA Grades 9-12	84.41	204.37	200.84	489.63
Average Overall Daily Attendance	666.64	872.71	871.23	2,410.58
	27.65%	36.20%	36.14%	100%

Budgeting Assumptions FY23 Initial



Note for all locations: We are budgeting a 6.56% LCFF COLA which is very conservative. LCFF COLA could go as high as 10-15% and potentially there may be a block grant up to \$1375/ADA— these matters will be finalized when the state budget is adopted. Any revenue assumption changes will be captured at our 1st Interim budget revisions.

CHANGE: Shared cost allocations calculations were adjusted to remove the OCLC-specific revenue in the calculation to determine all locations' shared percentage. This results in a more equitable distribution of shared costs across the locations instead of overburdening San Diego.

FY23 Initial Budget Summaries



Compass Charter Schools

Budget Summary

	30,461	(83,615)	(82,489)	
2022-23 Budget- Adopted 6.56% COLA	Ending position after transfer	Ending position after transfer	Ending position after transfer	ADA

	FY22 Adopted Budget Ending Position	\$ 708,301	\$ 224,015	\$ 610,108	\$ 1,542,424	3,010.67
	FY22 1st Interim Ending Position	\$ 406,190	\$ (244,216)	\$ 386,541	\$ 548,515	2,250.06
	FY22 2nd Interim Ending Position	\$ 196,148	\$ (729,561)	\$ 173,305	\$ (360,108)	2,410.58

	Yolo	San Diego	Los Angeles	Total	2,455.38
State	7,099,320	9,775,969	9,859,755	26,735,044	
Federal	343,310	907,285	1,118,414	2,369,008	
Local	565,107	789,100	756,548	2,110,755	
Total Revenue	\$ 8,007,736	\$ 11,472,354	\$ 11,734,717	\$ 31,214,807	

Expenses

1000	Certificated Salaries	3,203,242	39.6%	4,624,131	40.3%	4,605,861	38.6%	12,433,234	39.5%
2000	Classified Salaries	907,836	11.2%	1,257,439	11.0%	1,330,364	11.1%	3,495,638	11.1%
3000	Benefits	1,349,083	16.7%	1,931,465	16.8%	1,941,390	16.3%	5,221,939	16.6%
	<i>Total Personnel Expense</i>	<i>5,460,161</i>	<i>67.6%</i>	<i>7,813,035</i>	<i>68.1%</i>	<i>7,877,614</i>	<i>66.0%</i>	<i>21,150,811</i>	<i>67.2%</i>
4000	Books and Supplies	1,294,466	16.0%	1,897,307	16.5%	2,098,659	17.6%	5,290,432	16.8%
5000	Services and Other Operating Expenses	1,327,647	16.4%	1,755,627	15.3%	1,960,933	16.4%	5,044,207	16.0%
6000	Capital Outlay								
7000	Other Outgoing								

Total Expenses	\$ 8,082,275	\$ 11,465,969	\$ 11,937,206	\$ 31,485,450
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Surplus / (Deficit)	\$ (74,538.74)	\$ 6,385.10	\$ (202,489.47)	\$ (270,643)
As a % of LCFF revenue	-1.10%	0.07%	-2.15%	

Estimated Beginning Balance	\$ 630,239	\$ 856,283	\$ 863,437	\$ 8,256,843
CMO Contribution	\$ 105,000	\$ (90,000)	\$ 120,000	\$ (135,000)
Ending Balance	\$ 660,700	\$ 772,668	\$ 780,947	\$ 8,121,843
<i>As a % of LCFF Revenue</i>	<i>9.7%</i>	<i>8.3%</i>	<i>8.3%</i>	
Consolidated Fund Balance				\$ 10,336,159

Sb-740 Funding Determination Test:				
	Certificated Salaries (40% req.):	65.97%	68.83%	68.50%
	Instructional Costs (80% req.):	83.17%	82.94%	83.99%
	Cert Salaries Met/Not Met:	Met	Met	Met
	Instr. Costs Met/Not Met:	Met	Met	Met



FY23 CCS LA Initial Budget:



Compass Charter Schools		
Budget Summary		(82,489)
2022-23 Budget- Adopted 6.56% COLA		Ending position after transfer
CSMC	FY22 Adopted Budget Ending Position	\$ 610,108
	FY22 1st Interim Ending Position	\$ 386,541
	FY22 2nd Interim Ending Position	\$ 173,305
		Los Angeles
	State	9,859,755
	Federal	1,118,414
	Local	756,548
Total Revenue		\$ 11,734,717
Expenses		
1000	Certificated Salaries	4,605,861
2000	Classified Salaries	1,330,364
3000	Benefits	1,941,390
	<i>Total Personnel Expense</i>	<i>7,877,614</i>
4000	Books and Supplies	2,098,659
5000	Services and Other Operating Expenses	1,960,933
6000	Capital Outlay	
7000	Other Outgoing	
Total Expenses		\$ 11,937,206
Surplus / (Deficit)		\$ (202,489.47)
As a % of LCFF revenue		-2.15%
	Estimated Beginning Balance	\$ 863,437
	CMO Contribution	\$ 120,000
	Ending Balance	\$ 780,947
	<i>As a % of LCFF Revenue</i>	<i>8.3%</i>
Consolidated Fund Balance		
Sb-740 Funding Determination Test:		
	Certificated Salaries (40% req.):	68.50%
	Instructional Costs (80% req.):	83.99%
	Cert Salaries Met/Not Met:	Met
	Instr. Costs Met/Not Met:	Met



CCS LA is budgeting a \$105k legal settlement amount, the single largest contributor to the deficit position currently being projected.

22.61 ADA Increase from FY22 2nd Interim Budget

FY23 INITIAL ADA		Los Angeles
Average Daily Attendance by Grade Range		
	ADA Grades TK-3	328.41
	ADA Grades 4-6	218.03
	ADA Grades 7-8	146.56
	ADA Grades 9-12	200.84
	Average Overall Daily Attendance	893.84
		36.40%
FY22 2 nd Interim ADA		Los Angeles
Average Daily Attendance by Grade Range		
	ADA Grades K-3	305.79
	ADA Grades 4-6	218.03
	ADA Grades 7-8	146.56
	ADA Grades 9-12	200.84
	Average Overall Daily Attendance	871.23
		36.14%



FY23 CCS SD Initial Budget:



12.59 ADA Increase from FY22 2nd Interim Budget



CCS SD is benefitting from the lower shared cost % burden, now that the OCLC revenues were removed from that calculation.

Compass Charter Schools			
Budget Summary		(83,615)	
2022-23 Budget- Adopted 6.56% COLA		Ending position after transfer	
CSMC	FY22 Adopted Budget Ending Position	\$ 224,015	
	FY22 1st Interim Ending Position	\$ (244,216)	
	FY22 2nd Interim Ending Position	\$ (729,561)	
San Diego			
	State	9,775,969	
	Federal	907,285	
	Local	789,100	
Total Revenue		\$ 11,472,354	
Expenses			
1000	Certificated Salaries	4,624,131	40.3%
2000	Classified Salaries	1,257,439	11.0%
3000	Benefits	1,931,465	16.8%
	<i>Total Personnel Expense</i>	<i>7,813,035</i>	<i>68.1%</i>
4000	Books and Supplies	1,897,307	16.5%
5000	Services and Other Operating Expenses	1,755,627	15.3%
6000	Capital Outlay		
7000	Other Outgoing		
Total Expenses		\$ 11,465,969	
Surplus / (Deficit)		\$ 6,385.10	
As a % of LCFF revenue		0.07%	
	Estimated Beginning Balance	\$ 856,283	
	CMO Contribution	\$ (90,000)	
	Ending Balance	\$ 772,668	
As a % of LCFF Revenue		8.3%	
Consolidated Fund Balance			
Sb-740 Funding Determination Test:			
	Certificated Salaries (40% req.):	68.83%	
	Instructional Costs (80% req.):	82.94%	
	Cert Salaries Met/Not Met:	Met	
	Instr. Costs Met/Not Met:	Met	

San Diego	
Average Daily Attendance by Grade Range	
ADA Grades TK-3	328.36
ADA Grades 4-6	224.72
ADA Grades 7-8	127.86
ADA Grades 9-12	204.37
Average Overall Daily Attendance	885.30
	36.06%
San Diego	
Average Daily Attendance by Grade Range	
ADA Grades K-3	315.76
ADA Grades 4-6	224.72
ADA Grades 7-8	127.86
ADA Grades 9-12	204.37
Average Overall Daily Attendance	872.71
	36.20%



FY23 CCS Yolo Initial Budget:



Compass Charter Schools			
Budget Summary		30,461	
2022-23 Budget- Adopted 6.56% COLA		Ending position after transfer	
CSMC	FY22 Adopted Budget Ending Position	\$	708,301
	FY22 1st Interim Ending Position	\$	406,190
	FY22 2nd Interim Ending Position	\$	196,148
Yolo			
	State		7,099,320
	Federal		343,310
	Local		565,107
Total Revenue		\$	8,007,736
Expenses			
1000	Certificated Salaries	3,203,242	39.6%
2000	Classified Salaries	907,836	11.2%
3000	Benefits	1,349,083	16.7%
	<i>Total Personnel Expense</i>	<i>5,460,161</i>	<i>67.6%</i>
4000	Books and Supplies	1,294,466	16.0%
5000	Services and Other Operating Expenses	1,327,647	16.4%
6000	Capital Outlay		
7000	Other Outgoing		
Total Expenses		\$	8,082,275
Surplus / (Deficit)		\$	(74,538.74)
As a % of LCFF revenue			-1.10%
	Estimated Beginning Balance	\$	630,239
	CMO Contribution	\$	105,000
	Ending Balance	\$	660,700
As a % of LCFF Revenue			9.7%
Consolidated Fund Balance			
Sb-740 Funding Determination Test:			
	Certificated Salaries (40% req.):		65.97%
	Instructional Costs (80% req.):		83.17%
	Cert Salaries Met/Not Met:		Met
	Instr. Costs Met/Not Met:		Met



CCS Yolo is budgeting a \$50k legal settlement amount, the single largest contributor to the deficit position currently being projected.

9.6 ADA Increase from FY22 2nd Interim Budget

FY23 INITIAL ADA		Yolo
Average Daily Attendance by Grade Range		
	ADA Grades TK-3	305.98
	ADA Grades 4-6	172.66
	ADA Grades 7-8	113.19
	ADA Grades 9-12	84.41
	Average Overall Daily Attendance	676.24
		27.54%
FY22 2 nd Interim ADA		Yolo
Average Daily Attendance by Grade Range		
	ADA Grades K-3	296.39
	ADA Grades 4-6	172.66
	ADA Grades 7-8	113.19
	ADA Grades 9-12	84.41
	Average Overall Daily Attendance	666.64
		27.65%



COMPASS CHARTER SCHOOLS



2022/23 Budget Initial Adopted



Budget Summary w MYP

Compass Charter Schools

Budget Summary

2022-23 Budget- Adopted 6.56% COLA

30,461

Ending position
after transfer

(83,615)

Ending position
after transfer

(82,489)

Ending position after
transfer



					ADA
FY22 Adopted Budget Ending Position	\$ 708,301	\$ 224,015	\$ 610,108	\$ 1,542,424	3,010.67
FY22 1st Interim Ending Position	\$ 406,190	\$ (244,216)	\$ 386,541	\$ 548,515	2,250.06
FY22 2nd Interim Ending Position	\$ 196,148	\$ (729,561)	\$ 173,305	\$ (360,108)	2,410.58

	Yolo	San Diego	Los Angeles	Total	2,455.38
Revenue	26.51%	34.65%	38.84%	Excludes OCLC revenues for % calcs**	
State	7,099,320	9,775,969	9,859,755	26,735,044	
Federal	343,310	907,285	1,118,414	2,369,008	
Local	565,107	789,100	756,548	2,110,755	
Total Revenue	\$ 8,007,736	\$ 11,472,354	\$ 11,734,717	\$ 31,214,807	

Expenses

1000	Certificated Salaries	3,203,242	39.6%	4,624,131	40.3%	4,605,861	38.6%	12,433,234	39.5%
2000	Classified Salaries	907,836	11.2%	1,257,439	11.0%	1,330,364	11.1%	3,495,638	11.1%
3000	Benefits	1,349,083	16.7%	1,931,465	16.8%	1,941,390	16.3%	5,221,939	16.6%
	Total Personnel Expense	5,460,161	67.6%	7,813,035	68.1%	7,877,614	66.0%	21,150,811	67.2%
4000	Books and Supplies	1,294,466	16.0%	1,897,307	16.5%	2,098,659	17.6%	5,290,432	16.8%
5000	Services and Other Operating Expenses	1,327,647	16.4%	1,755,627	15.3%	1,960,933	16.4%	5,044,207	16.0%
6000	Capital Outlay								
7000	Other Outgoing								
	Total Expenses	\$ 8,082,275		\$ 11,465,969		\$ 11,937,206		\$ 31,485,450	

Surplus / (Deficit)	\$ (74,538.74)	\$ 6,385.10	\$ (202,489.47)	\$ (270,643)
As a % of LCFF revenue	-1.10%	0.07%	-2.15%	

Compass Charter Schools
Student Input
2022-23 Budget- Adopted 6.56% COLA



	Yolo	San Diego	Los Angeles	Total
Enrollment By Grade				
TK/Kindergarten	93	119	122	334
Grade 1	64	76	81	221
Grade 2	75	74	79	228
Grade 3	87	70	81	238
Grade 4	63	79	75	217
Grade 5	60	79	78	217
Grade 6	57	74	88	219
Grade 7	61	69	81	211
Grade 8	57	63	81	201
Grade 9	28	59	62	149
Grade 10	25	54	69	148
Grade 11	19	37	43	99
Grade 12	16	61	48	125
Other Enrollment (Grade 12+, etc.)				-
Total Enrollment	705	914	988	2,607
	27.04%	35.06%	37.90%	

Daily Attendance Rate

TK/Kindergarten	95.92%	96.86%	90.47%	
Grade 1	95.92%	96.86%	90.47%	
Grade 2	95.92%	96.86%	90.47%	
Grade 3	95.92%	96.86%	90.47%	
Grade 4	95.92%	96.86%	90.47%	
Grade 5	95.92%	96.86%	90.47%	
Grade 6	95.92%	96.86%	90.47%	
Grade 7	95.92%	96.86%	90.47%	
Grade 8	95.92%	96.86%	90.47%	
Grade 9	95.92%	96.86%	90.47%	
Grade 10	95.92%	96.86%	90.47%	
Grade 11	95.92%	96.86%	90.47%	
Grade 12	95.92%	96.86%	90.47%	
Other Enrollment (Grade 12+, etc.)	95.92%	96.86%	90.47%	
Average Daily Attendance Rate	95.92%	96.86%	90.47%	

Average Daily Attendance by Grade

TK/Kindergarten	89.2	115.3	110.4	314.8
Grade 1	61.4	73.6	73.3	208.3
Grade 2	71.9	71.7	71.5	215.1
Grade 3	83.5	67.8	73.3	224.5

Student Info w MYP

Grade 4	60.4	76.5	67.9	204.8
Grade 5	57.6	76.5	70.6	204.6
Grade 6	54.7	71.7	79.6	206.0
Grade 7	58.5	66.8	73.3	198.6
Grade 8	54.7	61.0	73.3	189.0
Grade 9	26.9	57.1	56.1	140.1
Grade 10	24.0	52.3	62.4	138.7
Grade 11	18.2	35.8	38.9	93.0
Grade 12	15.3	59.1	43.4	117.9
Other Enrollment (Grade 12+, etc.)				-
Average Overall Daily Attendance	676.24	885.30	893.84	2,455.38

Average Daily Attendance by Grade Range

ADA Grades TK-3	305.98	328.36	328.41	962.75
ADA Grades 4-6	172.66	224.72	218.03	615.40
ADA Grades 7-8	113.19	127.86	146.56	387.60
ADA Grades 9-12	84.41	204.37	200.84	489.63
Average Overall Daily Attendance	676.24	885.30	893.84	2,455.38

27.54%

36.06%

36.40%

100%

Revenue w MYP



Compass Charter Schools Revenue

2022-23 Budget- Adopted 6.56% COLA

070

020

040

SACS		Yolo	San Diego	Los Angeles	Total
State					
8011	LCFF; state aid portion	\$ 5,356,418.80	\$ 4,825,099.00	\$ 8,746,156.28	18,927,674.08
8012	LCFF; EPA portion	\$ 135,247.20	\$ 2,525,884.00	\$ 178,768.72	2,839,899.92
8096	In-Lieu of Property Taxes, all grades	\$ 1,286,268.50	\$ 1,958,895.34	\$ 487,520.18	3,732,684.01
8019	Prior Year Income / Adjustments				-
8520	State Child Nutrition program				-
8560	Lottery	\$ 110,226.47	\$ 144,303.97	\$ 145,696.51	400,226.94
8560	Restricted Lottery	\$ 43,955.34	\$ 57,544.53	\$ 58,099.83	159,599.70
8550	Mandate Block Grant	\$ 14,983.21	\$ 22,643.62	\$ 22,684.59	60,311.43
8590	All Other State Revenues	\$ 152,220.50	\$ 241,598.50	\$ 220,829.00	614,648.00
8590	CSEPDBG				-
8550	One Time Mandate Block Grant				-
8599	Prior Year State Income	\$ -	\$ -	\$ -	-
State Revenue		\$ 7,099,320.02	\$ 9,775,968.95	\$ 9,859,755.11	26,735,044.08
Federal					
8181	Special Education, federal	\$ 81,993.62	\$ 107,342.67	\$ 108,378.54	297,714.83
8220	Federal Child Nutrition Programs				-
8290	All Other Federal Revenue, inc Facilities Incentiv	\$ 165,000.00	\$ 603,253.00	\$ 824,219.00	1,592,472.00
8291	Title I	\$ 71,912.00	\$ 159,904.00	\$ 151,168.00	382,984.00
8292	Title II	\$ 14,404.00	\$ 26,785.00	\$ 24,648.00	65,837.00
8293	Title III				-
8294	Title IV	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	30,000.00
8295	Title V				-
8299	Prior Year Federal Revenue		\$ -		-
Federal Revenue		\$ 343,309.62	\$ 907,284.67	\$ 1,118,413.54	2,369,007.83
Local					
8660	Interest	\$ 100.00	\$ 30,000.00	\$ 100.00	30,200.00
8682	Foundation Grants / Donations	\$ -	\$ -	\$ -	-
8683	All Other Local Revenue	\$ -	\$ -	\$ -	-
8684	Student Body (ASB) Fundraising Revenue	\$ -	\$ -	\$ -	-
8685	School Site Fundraising	\$ -	\$ -	\$ -	-
8698	E-Rate	\$ -	\$ -	\$ -	-
8699	All Other Local Revenue	\$ 10,000.00	\$ 18,000.00	\$ 10,000.00	38,000.00
8785	CMO Management fee	\$ -	\$ -	\$ -	-
8792	SPED State / Other Transfers from County	\$ 551,640.11	\$ 734,558.94	\$ 741,355.20	2,027,554.25
8639	Student Lunch Revenue	\$ -	\$ -	\$ -	-
8986	Rental Income	\$ -	\$ -	\$ -	-
8982	Foundation Grants / Donations	\$ -	\$ -	\$ -	-
8662	Increase/Decrease in Investment	\$ 3,366.68	\$ 6,541.41	\$ 5,092.80	15,000.89
Local Revenue		\$ 565,106.79	\$ 789,100.35	\$ 756,548.00	2,110,755.14
Total Revenue		\$ 8,007,736.42	\$ 11,472,353.98	\$ 11,734,716.65	31,214,807.04

26.5070%

34.6491%

38.8439%

100.00%

Compass Charter Schools

Expenses Summary

2022-23 Budget- Adopted 6.56% COLA



YOLO SD LA
070 020 040

SACS Code Description	Yolo	San Diego	Los Angeles	Home Office	CMO
Certificated Salaries					
Payroll					
1100 Teachers' Salaries	\$ 2,582,428.30	\$ 3,812,622.34	\$ 3,696,106.98		10,091,157.62
1105 Teachers' Stipends / Bonus	\$ -	\$ -	\$ -		-
1120 Substitute Expense	\$ -	\$ -	\$ -		-
1200 Certificated Pupil Support Salaries	\$ 270,944.52	\$ 354,170.64	\$ 397,048.18		1,022,163.34
1300 Certificated Supervisor and Administrator Salaries	\$ 349,869.04	\$ 457,338.42	\$ 512,705.94		1,319,913.40
1305 Certificated Sup. and Admin. Stipends / Bonus	\$ -	\$ -	\$ -		-
1900 Other Certificated Salaries	\$ -	\$ -	\$ -		-
1910 Other Certificated Overtime	\$ -	\$ -	\$ -		-
1000 Subtotal	\$ 3,203,241.86	\$ 4,624,131.39	\$ 4,605,861.10		12,433,234.36

Classified Salaries					
2100 Instructional Aide Salaries	\$ 106,868.56	\$ 181,637.43	\$ 156,607.59		445,113.58
2110 Instructional Aide Overtime	\$ -	\$ -	\$ -		-
2200 Classified Support Salaries (Maintenance / Food)	\$ 428,905.28	\$ 560,652.24	\$ 628,527.42		1,618,084.94
2210 Classified Support Overtime	\$ -	\$ -	\$ -		-
2300 Classified Supervisor and Administrator Salaries	\$ 197,220.19	\$ 257,800.38	\$ 289,010.90		744,031.48
2400 Clerical, Technical, and Office Staff Salaries	\$ 174,842.16	\$ 228,548.48	\$ 256,217.63		659,608.27
2410 Clerical, Technical, and Office Staff Overtime	\$ -	\$ -	\$ -		-
2900 Other Classified Salaries	\$ -	\$ 28,800.00	\$ -		28,800.00
2905 Other Stipends	\$ -	\$ -	\$ -		-
2910 Other Classified Overtime	\$ -	\$ -	\$ -		-
2000 Subtotal	\$ 907,836.19	\$ 1,257,438.54	\$ 1,330,363.53		3,495,638.26
	91%	92%	91%		

Employee Benefits					
3101 State Teachers' Retirement System, certificated po	\$ 611,819.20	\$ 883,209.10	\$ 879,719.47		2,374,747.76
3202 Public Employees Retirement System	\$ -	\$ -	\$ -		-
3301 OASDI/Medicare - Certificated	\$ 46,447.01	\$ 67,049.91	\$ 66,784.99		180,281.90
3302 OASDI/Medicare - Classified	\$ 69,449.47	\$ 96,194.05	\$ 101,772.81		267,416.33
3313 OASDI	\$ -	\$ -	\$ -		-
3323 Medicare	\$ -	\$ -	\$ -		-
3401 Health & Welfare - Certificated	\$ 412,209.40	\$ 600,310.45	\$ 588,234.34		1,600,754.20
3402 Health & Welfare - Classified	\$ 115,059.06	\$ 150,401.78	\$ 168,610.12		434,070.96
3403 Health & Welfare Benefits	\$ -	\$ -	\$ -		-
3501 SUI - Certificated	\$ 19,227.30	\$ 27,717.90	\$ 27,510.81		74,456.00
3502 SUI - Classified	\$ 5,776.40	\$ 10,728.74	\$ 8,464.86		24,970.00
3503 State Unemployment Insurance	\$ -	\$ -	\$ -		-
3601 Worker's Comp - Certificated	\$ 34,915.34	\$ 50,403.03	\$ 50,203.89		135,522.25
3602 Worker's Comp - Classified	\$ 9,895.41	\$ 13,706.08	\$ 14,500.96		38,102.46
3603 Worker Compensation Insurance	\$ -	\$ -	\$ -		-
3703	\$ -	\$ -	\$ -		-
3901 Other Employee Benefits - Certificated	\$ 24,284.85	\$ 31,744.43	\$ 35,587.56		91,616.85
3902 Other Employee Benefits - Classified	\$ -	\$ -	\$ -		-
3903 Other Post Employment Benefits	\$ -	\$ -	\$ -		-
					-
3000 Subtotal	\$ 1,349,083.42	\$ 1,931,465.46	\$ 1,941,389.82		5,221,938.71

Total Personnel Expenses	\$ 5,460,161.48	\$ 7,813,035.40	\$ 7,877,614.45		21,150,811.32
	26%	37%	37%		

Books and Supplies					
4100 Approved Textbooks and Core Curricula Material	\$ 1,130,935.75	\$ 1,478,325.64	\$ 1,657,298.62		4,266,560.00
4101 Curriculum Assesment and Software	\$ 15,131.24	\$ 19,779.11	\$ 22,173.66		57,084.00
4102 Supplemental Curriculum	\$ 34,801.00	\$ 45,490.83	\$ 50,998.17		131,290.00
4200 Books and Other Reference Materials	\$ 13,253.48	\$ 17,324.56	\$ 19,421.95		50,000.00
4215 ESSA - CSI		Page 6 201,719.00	\$ 201,719.00		403,438.00

Expenses w MYP

4300	Materials and Supplies	\$ 5,301.39	\$ 7,929.82	\$ 7,768.78		21,000.00
4315	Classroom Materials and Supplies	\$ -	\$ 2,500.00	\$ -		2,500.00
4381	Materials for Plant & Equipment	\$ -	\$ -	\$ -		-
4400	Noncapitalized Equipment	\$ 8,074.02	\$ 10,554.12	\$ 11,831.85		30,460.00
4410	Software and Licenses	\$ 84,981.34	\$ 111,085.09	\$ 124,533.57		320,600.00
4430	General Student Equipment	\$ 1,988.02	\$ 2,598.68	\$ 2,913.29		7,500.00
4700	Food and Food Supplies	\$ -	\$ -	\$ -		-
4000	Subtotal	\$ 1,294,466.25	\$ 1,897,306.86	\$ 2,098,658.89		5,290,432.00

Services and Other Operating Expenses

5200	Travel and Conferences	\$ 26,506.97	\$ 34,649.12	\$ 38,843.91		100,000.00
5210	Training and Development Expense	\$ 79,520.91	\$ 103,947.37	\$ 116,531.72		300,000.00
5300	Dues and Memberships	\$ 18,554.88	\$ 24,254.39	\$ 27,190.74		70,000.00
5400	Insurance	\$ 19,880.23	\$ 25,986.84	\$ 29,132.93		75,000.00
5500	Operation and Housekeeping Services/Supplies	\$ 1,590.42	\$ 2,078.95	\$ 2,330.63		6,000.00
5501	Utilities	\$ 662.67	\$ 866.23	\$ 971.10		2,500.00
5505	Student Transportation / Field Trips	\$ -	\$ -	\$ -		-
5600	Space Rental/Leases Expense	\$ 23,229.62	\$ 76,265.07	\$ 34,041.21		133,535.90
5601	Building Maintenance	\$ -	\$ -	\$ -		-
5602	Other Space Rental	\$ 21,205.58	\$ 27,719.30	\$ 31,075.13		80,000.00
5603	Engagement Space Rental	\$ -	\$ -	\$ -		-
5610	Equipment Repair	\$ -	\$ -	\$ -		-
5800	Professional/Consulting Services and Operating Expenses	\$ 39,760.45	\$ 51,973.68	\$ 58,265.86		150,000.00
5803	Banking and Payroll Service Fees	\$ 3,180.84	\$ 4,157.89	\$ 4,661.27		12,000.00
5805	Legal Fees	\$ 39,760.45	\$ 51,973.68	\$ 58,265.86		150,000.00
5806	Audit Services	\$ 5,889.85	\$ 7,699.04	\$ 8,631.12		22,220.00
5807	Legal Settlements	\$ 50,000.00	\$ 25,000.00	\$ 105,542.54		180,542.54
5809	Employee Tuition	\$ 13,253.48	\$ 17,324.56	\$ 19,421.95		50,000.00
5810	Educational Consultants	\$ 518,211.25	\$ 677,390.36	\$ 759,398.39		1,955,000.00
5811	Student Transportation / Field Trips	\$ -	\$ -	\$ -		-
5812	Other Student Activities	\$ 7,952.09	\$ 10,394.74	\$ 11,653.17		30,000.00
5815	Advertising / Recruiting	\$ 92,774.39	\$ 121,271.93	\$ 135,953.68		350,000.00
5820	Fundraising Expense	\$ -	\$ -	\$ -		-
5830	Field Trips	\$ 33,133.71	\$ 43,311.40	\$ 48,554.88		125,000.00
5873	Financial Services	\$ 152,503.53	\$ 209,472.26	\$ 211,780.02		573,755.81
5874	Personnel Services	\$ 5,301.39	\$ 6,929.82	\$ 7,768.78		20,000.00
5875	District Oversight Fee	\$ 67,779.34	\$ 93,098.78	\$ 94,124.45		255,002.58
5877	IT Services	\$ 72,867.66	\$ 95,250.44	\$ 106,781.90		274,900.00
5890	Interest Expense / Misc. Fees	\$ 795.21	\$ 1,039.47	\$ 1,165.32		3,000.00
5891	CSC Borrowing Fees	\$ -	\$ -	\$ -		-
5900	Communications	\$ 33,133.71	\$ 43,311.40	\$ 48,554.88		125,000.00
5901	Scholar Internet Reimbursement	\$ 198.80	\$ 259.87	\$ 291.33		750.00
5000	Subtotal	\$ 1,327,647.44	\$ 1,755,626.62	\$ 1,960,932.77		\$ 5,044,207

Capital Outlay

6900	Depreciation Expense	\$ -	\$ -	\$ -		-
6000	Subtotal					

Other Outgoing

7010	Special Education Encroachment	\$ -	\$ -	\$ -		-
7438	Debt Service - Interest					
7000	Subtotal			\$ -		

Total Non-Personnel Expenses

\$ 2,622,113.69 \$ 3,652,933.48 \$ 4,059,591.66 \$ 10,334,639

Total Expenses

\$ 8,082,275.16 \$ 11,465,968.87 \$ 11,937,206.11 \$ 31,485,450.15

Coversheet

Review and Approval of the 2022-23 Local Control Accountability Plans

Section: XI. Executive
Item: A. Review and Approval of the 2022-23 Local Control Accountability Plans
Purpose: Vote
Submitted by: Oscar De Jesus

Related Material:

Compass Charter Schools of Los Angeles 2022-23 Consolidated LCAP.pdf
Compass Charter Schools of San Diego 2022-23 Consolidated LCAP.pdf
Compass Charter Schools of Yolo 2022-23 Consolidated LCAP.pdf
Local Indicator Reporting for 2021-22 - Compass Charter Schools.pdf

RECOMMENDATION:

A motion to approve the 2022-23 Local Control & Accountability Plans for Compass Charter Schools of Los Angeles, Compass Charter Schools of San Diego, and Compass Charter Schools of Yolo.

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Compass Charter Schools of Los Angeles

CDS Code: 19 75309 0135145

School Year: 2022 – 23

LEA contact information: JJ Lewis

Superintendent, CEO

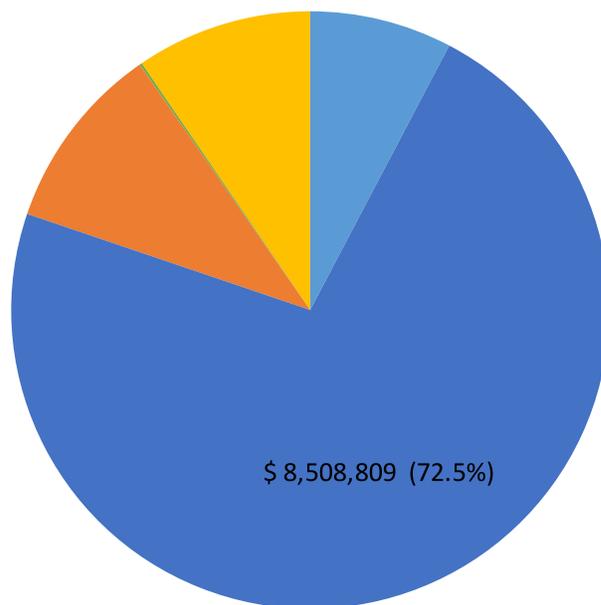
(818) 824-6233

jlewis@compasscharters.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022 – 23 School Year

Projected Revenue by Fund Source

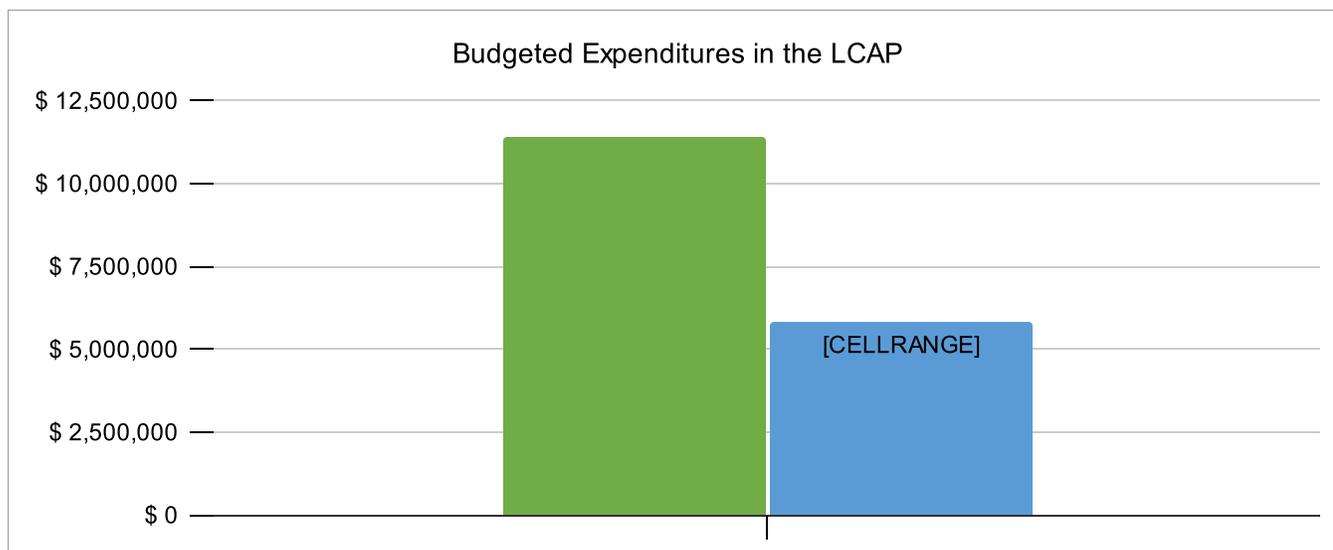


This chart shows the total general purpose revenue Compass Charter Schools of Los Angeles expects to receive in the coming year from all sources.

LCFF Budget Overview for Parents

The text description for the above chart is as follows: The total revenue projected for Compass Charter Schools of Los Angeles is \$11,734,716.34, of which \$9,412,445.00 is Local Control Funding Formula (LCFF), \$1,188,665.00 is other state funds, \$15,192.80 is local funds, and \$1,118,413.54 is federal funds. Of the \$9,412,445.00 in LCFF Funds, \$903,636.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Compass Charter Schools of Los Angeles plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Compass Charter Schools of Los Angeles plans to spend \$11,415,290.00 for the 2022 – 23 school year. Of that amount, \$5,846,441.00 is tied to actions/services in the LCAP and \$5,568,849.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures not included in the LCAP include accounting, administrative, audit, legal and other general operational costs.

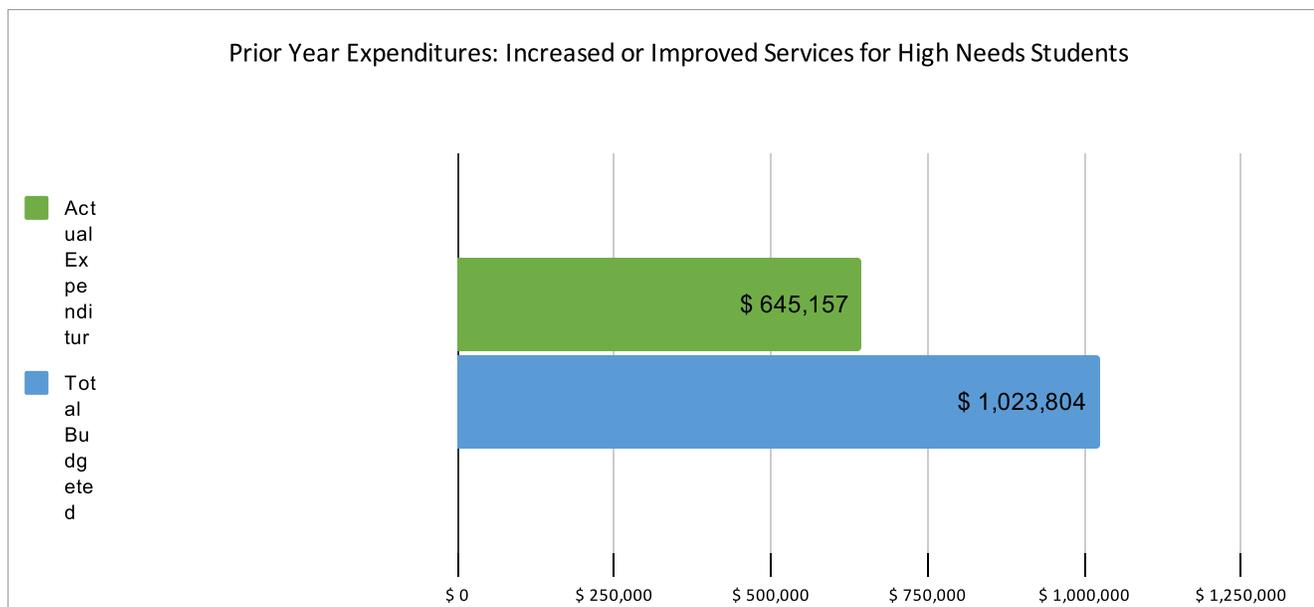
Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

LCFF Budget Overview for Parents

In 2022 – 23, Compass Charter Schools of Los Angeles is projecting it will receive \$903,636.00 based on the enrollment of foster youth, English learner, and low-income students. Compass Charter Schools of Los Angeles must describe how it intends to increase or improve services for high needs students in the LCAP. Compass Charter Schools of Los Angeles plans to spend \$218,629.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

Compass strives to serve our high-needs scholars through a variety of supports. Each high-needs scholar has a personalized learning plan tailored to his/her needs. We provide live synchronous classes and office hours to ensure these scholars have the support they need. We have increased our direct support sessions for English Learners and adopted a research-based supplemental

Update on Increased or Improved Services for High Needs Students in 2021 – 22



This chart compares what Compass Charter Schools of Los Angeles budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Compass Charter Schools of Los Angeles estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

LCFF Budget Overview for Parents

The text description of the above chart is as follows: In 2021 – 22, Compass Charter Schools of Los Angeles's LCAP budgeted \$1,023,804.00 for planned actions to increase or improve services for high needs students. Compass Charter Schools of Los Angeles actually spent \$645,157.00 for actions to increase or improve services for high needs students in 2021 – 22. The difference between the budgeted and actual expenditures of \$378,647.00 had the following impact on Compass Charter Schools of Los Angeles's ability to increase or improve services for high needs students:

This is year to date spend as of May 9, 2022 and a portion of this includes summer school expenses which have not yet been incurred.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan – Compass Charter Schools of Los Angeles

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Compass Charter Schools of Los Angeles 850 Hampshire Road, Suite R Thousand Oaks, CA 91361 Website: https://www.compasscharters.org	J.J. Lewis, Superintendent & CEO	jlewis@compasscharters.org (855) 937-4227

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020-21 Local Control and Accountability Plan (LCAP).

Compass Charter Schools of Los Angeles (Compass) engaged with its educational partners for the development of the 2021-22 Local Control and Accountability Plan (LCAP) throughout the spring of 2021. Resources available as of June 27, 2021 did not permit the inclusion of all state funds included in the Budget Act of 2021. Additional funds not included in the 2021-22 LCAP include:

- **LCFF S&C including One-time 15% Add-On (\$0.00):** Compass did not receive this funding.
- **Educator Effectiveness Block Grant (\$141,662.00):** A public meeting/forum was held on December 4, 2021 regarding the Educator Effectiveness Block Grant.
- **A-G Completion Improvement Grant (\$46,767):** A public meeting/forum is planned for January 22, 2022 regarding the A-G Completion Grant.
- **Pre-K Planning & Implementation Grant (\$55,535):** A public meeting/forum is planned on May 21, 2022 regarding the Pre-K Planning & Implementation Grant.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Compass Charter Schools of Los Angeles (Compass) has an unduplicated pupil enrollment of 33,299%. As such, Compass will not be receiving additional concentration grant add-on funding. We will, however, continue to provide robust support for all of our scholars who are low-income, English learners, and/or foster youth.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Throughout the annual LCAP development process, Compass Charter Schools of Los Angeles (Compass) received input on a variety of programs and services provided to scholars. Due to limited LCFF resources and previous funding plan development, not all of these expressed needs were addressed in the 2021-22 LCAP; however the feedback received has been considered in the use of additional funds including federal COVID-19 Relief funds.

Compass engaged its educational partners during the release of these federal funds as follows:

- Compass developed the Extended Learning Opportunity Grant (ELO) in consultation with all educational partners to identify needs and priorities for supplemental and support strategies. Staff members from each department were surveyed during the Staff Advisory Committee meeting held on May 2, 2021. Scholars were surveyed during their Scholar Leadership Council (SLC) meeting held on May 11, 2021. Learning Coaches (parents) were surveyed at their Parent Advisory Council (PAC) meeting on May 21, 2021. The Leadership team was surveyed and provided their feedback during their May Leadership Advance. All feedback provided by all Educational Partners were incorporated into the ELO plan for the Public Hearing on May 23, 2021. Ongoing collaboration with all educational partners has continued throughout the 2021-22 school year at monthly committee meetings, leadership advances, SLC meetings, and PAC meetings. During these meetings all Educational Partners continue to review and discuss the implementation of the ELO plan, feedback on scholar programs, review assessments and benchmark data, and overall progress being made. Any adjustments are made as needed and the Board of Directors are updated during their quarterly meetings in the 2021-22 school year (ELO now includes federal resources 3216, 3217, 3218, 3219).
- Compass reviewed its scholar demographic data as of the first day of school, which was Wednesday, September 1, 2021, in order to identify community members and groups needed for consultation on its ESSER III Expenditure Plan. The following is a breakdown of Compass' scholar demographic data:
 - - 35 English Learners (4% of total scholar enrollment)
 - - 1 Foster Youth Scholar (>1% of total scholar enrollment)
 - - 46 Homeless Scholars (6% of total scholar enrollment)
 - - 93 Scholars with IEPs (12% of total scholar enrollment)

Based on these demographics, all applicable community members (scholars, families, school administrators (Cabinet), school leaders (Leadership Team), teachers and school staff, as well as civil rights organizations, and advocates representing the interests of children with disabilities, English learners, homeless scholars, foster youth, and other underserved scholars (12 in

all) were invited to engage in providing feedback on this [ESSER III Expenditure Plan](#). In addition to reviewing the Expanded Learning Opportunities Grant Plan and Local Control and Accountability Plan, inclusive of Educational Partners for those plans, Compass provided the following specific Community Engagement opportunities:

- Leadership Team Meeting (July 27-29, 2021). During this Leadership Team Meeting, the Cabinet and Leadership Team ideated on uses of the ESSER III funds, which included summer school opportunities for scholars, bringing on an additional counselor, bringing on additional English Learner Tutors, bringing on additional tutors, and creating a Virtual Resource Center for scholars to work with a credentialed ELA Specialist, math specialist, and reading specialist.
- Board of Directors Special Meeting (August 11, 2021). During this Board of Directors Special Meeting, staff presented concepts from the Leadership Team and sought feedback from the Board on those concepts.
- Staff Ideation Form (August 25 – September 3, 2021). All staff were invited to share suggestions on how to best utilize ESSER III Funds to support scholars.
- Community Partner Survey (September 7 – September 13, 2021). Community partners (12) were invited to review the draft ESSER III Expenditure Plan and rate the extent in which they agree or disagree (along with sharing their 'why') with each proposed action. There was also space on the survey to share additional ideation on how Compass might best utilize the funds.
- Educational Partners Survey (September 13 – September 17, 2021). Compass Educational Partners (scholars, parents, staff, authorizer, and board members) were invited to review the draft ESSER III Expenditure Plan and rate the extent in which they agree or disagree (along with sharing their 'why') with each proposed action. There was also space on the survey to share additional ideation on how Compass might best utilize the funds.
- Scholar Leadership Council (September 14, 2021). During this meeting, staff presented the draft plan to scholars and sought feedback from the scholars on the plan.
- Parent Advisory Council (September 17, 2021). During this meeting, staff presented the draft plan to parents and sought feedback from the parents on the plan.
- Board of Directors Regular Meeting (September 25, 2021). During this Board of Directors Regular Meeting, the final ESSER III Expenditure Plan was reviewed and approved.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

It is a priority of Compass Charter Schools of Los Angeles (Compass) to ensure the health and safety of scholars, educators, and other staff as well as to ensure continuity of services, as required by the American Rescue Plan (ARP) Action of 2021. To this end, Compass has implemented some actions identified in our Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan.

Specifically, we have successfully implemented curricular support, Multi-tiered System of Supports (MTSS) and Response to Intervention (RtI), targeted intervention - English learners and social-emotional/well-being.

We have also experienced challenges to implementation. These challenges include supports for unduplicated scholars - progress monitoring and program improvement, which created a school psychologist position. We continue to recruit for this open position.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update

Compass Charter Schools of Los Angeles (Compass) considers the LCAP to be the comprehensive planning document which captures the priorities, goals, and actions to improve scholar outcomes. As such, the additional funds received are viewed through the lens of the LCAP to determine where scholar needs exist and what services are needed to address those needs. Some examples of the alignment of these funds to the LCAP are:

- ESSER III: Addressing the Impact of Lost Instructional Time - the additional funds received are in alignment with the following goals in our LCAP:
 - Goal #1, Action 1.1b - Curricular Support: Creating staff positions in order to write curriculum, map curriculum, and vertically align curriculum, including lesson plans and scaffolding recommendations (**\$77,600.00**)
 - Goal #1, Action 1.2b - Multi-tiered System of Supports and Response to Intervention (Rtl): Creating staff positions to serve as content-area intervention specialists, to enhance the level of support provided to scholars through MTSS and Rtl (**\$534,322.04**)
 - Goal #1, Action 1.1d - Basic Services - Summer Academic Access: Providing all scholars with access to app-based educational subscriptions over the summer (**\$48,000.00**)
 - Goal #3, Action 3.1 & Goal #4, Action 4.2 - Summer School: Providing all scholars with access to summer school through Accelerate Education (**\$60,000.00**)
- ESSER III: Use of Any Remaining Funds - the additional funds received are in alignment with the following goals in our LCAP:
 - Goal #1, Action 1.5b - Supports for Unduplicated Scholars - Progress Monitoring and Program Improvement: Creating a staff position (school psychologist) to support the social and emotional well-being and wellness of scholars (**\$80,000.00**)
 - Goal #1, Action 1.6a - Targeted Intervention - English Learners: Creating staff positions to serve as English Learner (EL) Tutors to enhance the level of support provided to EL scholars (**\$144,000.00**)
 - Goal #4, Action 4.4 - Social-Emotional/Well Being: Developing and providing Social-Emotional Learning workshops for scholars, learning coaches (parents), and staff (**\$30,000.00**)

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: “A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: “A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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 R Thousand Oaks, CA 91361 Website: https://www.compasscharters.org	J.J. Lewis, Superintendent & CEO	jlewis@compasscharters.org (855) 937-4227

Plan Summary 2022-23

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Compass Charter Schools of Los Angeles (Compass) is a free, personalized learning, public charter school that offers an alternative for scholars to thrive outside of a traditional brick and mortar environment. Compass is directly funded by the state of California and the federal government. We are authorized by the Acton-Agua Dulce Unified School District for scholars in grades TK-12 who reside in Los Angeles and its adjacent counties and wish to pursue high-quality and rigorous instructional programs via virtual learning.

Our academic programs are designed with our scholars in mind and provide our families with gold standard choices in their virtual education. Compass intentionally matches scholars and families with virtual, at-home, and in-person learning programs that support their lifestyle and vision for success. We provide coordinated academic, social emotional, and college and career readiness support. And, we continuously improve our personalized learning models and influence a more individualized approach throughout the education sector.

In our Online Learning Program, our scholars use Accelerate Education as their curriculum. They are assigned a credentialed supervising teacher (ST) who acts as the Teacher of Record, and supports the scholar by providing both synchronous and asynchronous instruction to personalize scholar learning. Scholars enrolled in our Online Learning Program participate in learning labs each day where they interact with their teacher and peers. During these labs, scholars participate in Advancement Via Individual Determination (AVID) and research-based instructional activities designed by the teacher to engage in their learning. Our personalized learning model provides flexibility with scholar

schedules, so each learning lab is recorded for scholars to view if they cannot attend live. The Online Learning Program teachers also provide Q&A office hours, small group instruction, and one on one sessions to further support scholars.

In our Options Learning Program, we partner with home study families to provide flexible options for scholars to thrive academically, socially, and emotionally. The learning coach (parent or legal guardian) is the primary instructor for their scholars and commits to providing a well-rounded education for their child that addresses state standards. Scholars and learning coaches work with their assigned, credentialed ST to develop a custom personalized learning plan for scholars. Throughout the year, families connect with their ST to discuss assigned work, manage progress, and review scholars' body of work and activity logs. In addition to the academic support, each scholar is allocated educational support funds. These funds are used to purchase non-sectarian curriculum, supplies, lessons, and classes to enhance scholar learning. These materials and services are provided by businesses on our approved community providers list.

In compliance with AB 130 and AB 167, scholars in both programs in grades TK-3 have access to daily live synchronous instruction; scholars in grades 4-8 have weekly live synchronous instruction and daily live interaction opportunities; and scholars in grades 9-12 have access to weekly live synchronous instruction.

Whatever the reason behind scholars' enrollment at Compass, scholars are provided an environment where they can feel safe and inspired to develop into confident, innovative, creative, self-directed learners. Scholars find success at Compass because they have the support of a dedicated staff and their families.

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 (note - the California Dashboard has been suspended since 2019), Compass Charter Schools of Los Angeles (Compass) has demonstrated success in the following areas:

(1) Chronic Absenteeism Indicator - Compass 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 virtual learning platforms.

(2) Suspension Rate - We have maintained a 0% suspension rate for all years of reporting on the California Dashboard as our personalized learning programs allow scholars to be self-directed learners with a curiosity for life-long learning and prepares them to take responsibility for their future success.

(3) English/Language Arts - Compass 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 scholar 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 CAASPP.

(4) College/Career Readiness - For the two years for which California Dashboard data is available, Compass has shown growth from “orange” in 2018 [8.3% schoolwide, 9.3% SED] to “yellow” in 2019 [15.7% schoolwide, SED 13.5%]. Our internal data shows concurrent enrollment increased from 17.2% in the 2020-21 school year to 31.6% in the 2021-22 school year.

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.

According to the 2019 California School Dashboard (note - the California Dashboard has been suspended since 2019) enrollment demographics for Compass Charter Schools of Los Angeles (Compass) shows a statistically significant number of scholars in the Socioeconomically Disadvantaged scholar group. There are two indicators on the California Dashboard which are in need of increased attention, and they are as follows:

(1) Mathematics - The schoolwide performance in mathematics continues to be an area of need (“Orange”), with a slight decline of 2.6 points (92.5 below DF3), and Hispanic and Socioeconomically Disadvantaged scholar groups in “Red” performance level. As such, Compass will continue to monitor data more frequently and implement timely responses such as interventions to address scholar performance. As a result

of our monitoring progress and participation in math tutoring through our Multi-Tiered System of Supports (MTSS) framework, As of June 10, 2022 65% of our scholars have passed their courses with 60% or higher in the 2021-22 school year.

(2) Graduation - Compass graduation declined slightly with the schoolwide color-gauge rating of “red” remaining unchanged. That said, it is important to note that the 2018 California Dashboard graduation rate was originally captured/reported as 51.7%, but was adjusted in retrospect by the State to be 59.2% to capture 5-year cohort graduates who were awarded diplomas within the 2018 cut-off period. Compass will review/revise the academic planning process to support all scholars with programming leading to graduation with a high school diploma, including establishing a dual enrollment program and increasing family engagement around post-secondary educational and career options. The 2022-23 LCAP includes, where appropriate, metrics which will analyze the Socioeconomically Disadvantaged (SED) scholar group in comparison to the schoolwide performance. Compass remains steadfast in devotion and commitment to scholars' success. As a result of this commitment, we have maintained a school-wide Wildly Important Goal (WIG): by focusing on scholar engagement, 100% of our eligible scholars will graduate by the end of the 2022-23 school year.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

As the Local Control and Accountability Plan (LCAP) is a three-year plan that is designed and meant to provide full transparency at the local level and encourage valuable input from all educational partners in the community, Compass Charter Schools of Los Angeles (Compass) engaged all educational partners (see “Engaging Educational Partners” for more information) to develop a streamlined, three-year plan aligned to the California Eight State Priorities.

Based on the feedback from our educational partners, Compass developed the following LCAP goals for the 2021-24 academic years:

1. Increase scholar academic achievement in core academic subjects.
2. Increase scholar and parent engagement/involvement.

3. Increase college and career readiness for scholars.
4. Ensure that at-promise scholars are making progress toward earning a high school diploma.

Compass also ensured to include actions in response to the lessons learned from the COVID-19 pandemic and the lingering impacts from the on-going pandemic challenges, such as providing social-emotional/well being opportunities and programs to mitigate scholar learning loss.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Scholar Survey (Spring 2022): A survey was sent to all scholars on behalf of the Scholar Leadership Council, which asked scholars for input and insight into the academic program, engagement offerings, school communication, and COVID-19 response. The results of the Scholar Survey were subsequently reviewed at Scholar Leadership Council meetings in January, February, March, and April 2022.

Parent Survey (Spring 2022): A survey was sent to all parents on behalf of the Parent Advisory Council, which asked parents for input and insight into the academic program, engagement offerings, school communication, and COVID-19 response. The results of the Parent Survey were subsequently reviewed at Parent Advisory Council meetings in January and March 2022.

Planning Survey (Spring 2022): A survey was sent to all educational partners, including scholars, parents, staff, authorizers, Board of Directors, and community members, asking for input and insight into the educational program and on several other items. Questions were also asked to help determine priority areas for the upcoming 2022-23 school year.

Scholar Leadership Council (March 8, 2022): During this month's meeting, scholar leaders discussed the Framework for the Future project and the scholar survey results. The Scholar Leadership Council engaged in a deep dive of the communications results within the scholar survey. The council will finalize their feedback and craft recommendations to bring to their April meeting for consideration for inclusion into the LCAP goals and actions.

Parent Advisory Council (March 18, 2022): During this month's meeting, parent leaders discussed the parent survey results. The Parent Advisory Council was also introduced to the results of the 2022-23 Planning Survey results. The Parent Advisory Council will be reflecting on both sets of survey results and bringing suggestions to their May meeting for consideration for inclusion into the LCAP goals and actions.

Board of Directors Meeting (March 26, 2022): During this Board of Directors meeting, the results of the Parent Survey, Scholar Survey, and 2022-23 Planning Survey were shared with the Board. The Board engaged in a workshop on the 2022-23 LCAP and shared insights and

wonderings with the Superintendent. The Board will use these various survey results as they prepare for the Public Hearing on Saturday, May 21.

Leadership Team Meeting (April 26, 2022): During this leadership meeting, LCAP actions and measures were reviewed line by line with the leadership team. Every team member had the opportunity to provide feedback on the LCAP goals, actions, and measures. There was also a focus on academic achievement and engagement goals and actions and how to achieve those goals.

Scholar Leadership Council (May 10, 2022): During this month's meeting, scholar leaders reviewed and had an in-depth conversation on LCAP goals 1 through 4 and each member of the council had an opportunity to provide feedback on the LCAP goals and actions. They also adopted a set of recommendations for the Superintendent to consider for the upcoming 2022-23 school year.

Parent Advisory Council (May 20, 2022): During this month's meeting, the Council provided feedback on the overview of the draft LCAP PowerPoint. There was a conversation around the new additions to the LCAP Goal #1: Targeted supports for foster and homeless youth populations, parent enrichment support in the engagement section, Wellness for Educator workshops, partnerships with organizations to expand college career readiness with counseling and resources, and refining our Summer Session. The Parent Advisory Council will continue to refine ways to make our LCAP's actions meaningful.

Board of Directors Public Hearing (May 21, 2022): During this Board of Directors Public Hearing, we reviewed and discussed the goals and actions set for the LCAPs. Board members inquired about the process for getting actions and for reaching the goals established in the LCAPs. They also reviewed the vetting process for selecting the best metrics for each goal. The Board members and public in attendance provided positive feedback on our 2022-23 LCAPs.

Board of Directors Annual Meeting (June 25, 2022): The final version of the 2022-23 Local Control and Accountability Plan was presented by staff to the Board of Directors for consideration and final approval.

A summary of the feedback provided by specific educational partners.

Scholar Feedback: Our Scholar Leadership Council provided specific feedback on communications and ways to enhance our communication platforms for scholars.

Parent Feedback: Our Parent Advisory Council provided specific feedback on targeted supports for our foster you and McKinney-Vento scholars, ways to enhance the parent enrichment support and Wellness for Educators workshops, ways to enhance partnerships with organizations to expand college/career readiness, and refining our Summer Session.

Staff Feedback: Our Leadership Team and Staff Advisory Committee provided specific feedback on goal #1 and added the following metrics to the goal: Chronic Absenteeism and Decrease the Cohort Dropout rate along with targeted interventions for our special populations. They also provided feedback on Goal #2 adding a metric to measure our engagement offering satisfaction. They also provided feedback on how to refine our Summer Session offerings and added a new metric to ensure our scholars have access to the technology required to access required educational offerings.

Board of Directors Feedback: Our Board of Directors provided specific feedback on Goals 1-4 and recommended we revise our action items based on the feedback provided in the Public Hearing.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The feedback provided by our educational partners indicated we did not need to change anything within the LCAP. Instead the feedback provided was full of affirmations and confirmed we are continuing to head in the exact direction we need to be on.

Goals and Actions

Goal #	Description
1	Increase scholar academic achievement in core academic subjects.

An explanation of why the LEA has developed this goal.

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 monitor progress and inform instruction and the implementation of responsive interventions to meet each scholar's needs.

Measuring and Reporting Results

Metric	Baseline	2021-22 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain ample Standards-aligned curricula and resources	Standards-aligned: 5 of 5 subjects	<ul style="list-style-type: none"> 5 of 5 subjects 	[Insert outcome here]	[Insert outcome here]	Standards-aligned: 5 of 5 subjects

Metric	Baseline	2021-22 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>State-mandated Assessments (School-wide, SED)</p> <ul style="list-style-type: none"> SBAC ELA - Grades 3-8, 11 (Meet/Exceed) SBAC Math - Grades 3-8, 11 (Meet/Exceed) CAST- (Meet/Exceed) 	<p>Compass Grades 3-8, 11 Scholars (2019)</p> <p>Schoolwide</p> <ul style="list-style-type: none"> SBAC ELA (3-8) 39% SBAC ELA (11) 53% SBAC Math (3-8) 18% SBAC Math (11) 6% CAST 18% <p>SED</p> <ul style="list-style-type: none"> SBAC ELA (3-8) 33% SBAC ELA (11) 42% SBAC Math (3-8) 12% SBAC Math (11) 0% CAST 8% 	<ul style="list-style-type: none"> TBA in Fall of 2022 	[Insert outcome here]	[Insert outcome here]	<p>SBAC Grades 3-8, 11 Scholars</p> <p>Schoolwide</p> <ul style="list-style-type: none"> SBAC ELA (3-8) 50% SBAC ELA (11) 60% SBAC Math (3-8) 30% SBAC Math (11) 12% CAST 25% <p>SED</p> <ul style="list-style-type: none"> SBAC ELA (3-8) 45% SBAC ELA (11) 50% SBAC Math (3-8) 25% SBAC Math (11) 15% CAST 20%

<p>Percent of scholars at/ above grade level and demonstrating growth on Spring Internal ELA assessments</p> <p>Grades 3-8</p> <p>Grade 11</p>	<p>Spring Internal ELA Assessment</p> <p>Grades 3-8</p> <ul style="list-style-type: none"> • “At/Above Grade-level”- Establish school wide baseline in Spring 2021 • Demonstrated growth over previous year- Establish school wide baseline in Spring 2021 <p>Grade 11</p> <ul style="list-style-type: none"> • “At/Above Grade-level”- Establish school wide baseline in Spring 2021 • Demonstrated growth over previous year- Establish school wide baseline in Spring 2021 	<p>Grades 3-8</p> <p>“At/Above Grade-Level</p> <ul style="list-style-type: none"> • 53.50% <p>(As of June 10, 2022)</p> <p>Grades 3-8</p> <p>“Demonstrated growth over previous years”:</p> <ul style="list-style-type: none"> • Establish school wide baseline in Spring 2022 due to new internal assessments <p>Grade 11 “At/Above Grade-Level”</p> <ul style="list-style-type: none"> • 56% <p>(As of June 10, 2022)</p> <p>Grade 11</p> <p>“Demonstrated growth over previous years”</p>	<p>[Insert outcome here]</p>	<p>[Insert outcome here]</p>	<p>Spring Internal ELA Assessment</p> <p>Grades 3-8</p> <ul style="list-style-type: none"> • “At/Above Grade-level”- TBD once baseline is established • Demonstrated growth over previous year- TBD once baseline is established <p>Grade 11</p> <ul style="list-style-type: none"> • “At/Above Grade-level”- TBD once baseline is established • Demonstrated growth over previous year- TBD once baseline is established
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Metric	Baseline	2021-22 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> • Establish school wide baseline in Spring 2022 due to new internal assessments 			

<p>Percent of scholars at/ above grade level and demonstrating growth on Spring Internal Math assessments</p> <p>Grades 3-8</p> <p>Grade 11</p>	<p>Spring Internal Math Assessment</p> <p>Grades 3-8</p> <ul style="list-style-type: none"> • “At/Above Grade-level”- Establish school wide baseline in Spring 2021 • Demonstrated growth over previous year- Establish school wide baseline in Spring 2021 <p>Grade 11</p> <ul style="list-style-type: none"> • “At/Above Grade-level”- Establish school wide baseline in Spring 2021 • Demonstrated growth over previous year- Establish school wide baseline in Spring 2021 	<p>Grades 3-8</p> <p>“At/Above Grade-Level</p> <ul style="list-style-type: none"> • 52.60% <p>(As of June 10, 2022)</p> <p>Grades 3-8</p> <p>“Demonstrated growth over previous years”:</p> <ul style="list-style-type: none"> • Establish school wide baseline in Spring 2022 due to new internal assessments <p>Grade 11 “At/Above Grade-Level”</p> <ul style="list-style-type: none"> • 58.10% <p>(As of June 10, 2022)</p> <p>Grade 11</p> <p>“Demonstrated growth over previous years”</p>	<p>[Insert outcome here]</p>	<p>[Insert outcome here]</p>	<p>Spring Internal Math Assessment</p> <p>Grades 3-8</p> <ul style="list-style-type: none"> • “At/Above Grade-level”- TBD once baseline is established • Demonstrated growth over previous year- TBD once baseline is established <p>Grade 11</p> <ul style="list-style-type: none"> • “At/Above Grade-level”- TBD once baseline is established • Demonstrated growth over previous year- TBD once baseline is established
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Metric	Baseline	2021-22 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> Establish school wide baseline in Spring 2022 due to new internal assessments 			
Chronic Absenteeism	Chronic Absenteeism (2019 CA Dashboard) 6.02%	<ul style="list-style-type: none"> 11.90% 	[Insert outcome here]	[Insert outcome here]	Chronic Absenteeism (CA Dashboard) <4%
Decrease the Cohort Dropout Rate	Cohort Dropout Rate 42.7%	<ul style="list-style-type: none"> 31.70% 	[Insert outcome here]	[Insert outcome here]	Cohort Dropout Rate 15%
EL Reclassification Rate	EL Reclassification Rate (2019) <ul style="list-style-type: none"> 24% 	<ul style="list-style-type: none"> 16% 	[Insert outcome here]	[Insert outcome here]	EL Reclassification Rate >25%
ELPI Status Level	The ELPI Status Level <ul style="list-style-type: none"> Data suppressed due to privacy 	<ul style="list-style-type: none"> Establishing baseline since data was suppressed (needs 2 years of data) 	[Insert outcome here]	[Insert outcome here]	“Medium” - 45% to less than 55% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4).

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. (Funding Sources: LCFF)	\$3,565,264	No
1.1b	Basic Services - Common Core Curriculum	All scholars will have access to core curriculum which is Common Core-aligned. (Funding Sources: LCFF)	\$71,660	No
1.1c	Basic Services - Advancement Via Individual Determination (AVID)	All teachers will utilize AVID instructional strategies in their live synchronous sessions, as well as asynchronous sessions. (Funding Sources: LCFF)	\$1,777	No
1.2a	Multi-Tiered System of Supports (MTSS) and Positive Behavior Interventions & Supports (PBIS)	All scholars will be supported through the Multi-Tiered System of Supports (MTSS) framework, with a focus on Positive Behavioral Interventions and Supports (PBIS). (Funding Sources: LCFF, Title I)	Marketing \$1,000 Communications \$200 Tutors \$58,260	No
1.2b	Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI)	All scholars will be supported through the Multi-Tiered System of Supports (MTSS) framework, with a focus on Response to	Tutor total compensation	No

Action #	Title	Description	Total Funds	Contributing
		Intervention (Rtl). Scholars who are identified as needing Tier 2 and Tier 3 levels of support will have access to tutoring services. (Funding Sources: LCFF, ELO, ESSER III)	\$50,500 Resource Specialist total compensation \$100,735 Supplemental Curriculum/ Subscriptions \$23,595	
1.2c	Multi-Tiered System of Supports (MTSS) and Social Emotional Learning (SEL) and Well-Being	All scholars will be supported through the Multi-Tiered System of Supports (MTSS) framework, with a focus on Social Emotional Learning (SEL) and well-being.	\$0.00	No
1.3a	Staff Development - Onboarding	All new staff will participate in a 90-day onboarding program facilitated by the Human Resources Department. (Funding Sources: LCFF)	Training & Development Manager total compensation \$37,100 Alludo \$16,355	No

Action #	Title	Description	Total Funds	Contributing
1.3b	Staff Development - Professional Learning	All staff will have access to professional learning through conferences, internal professional learning sessions, and workshops. (Funding Sources: LCFF, CSI, Title II)	\$113,000	No
1.3c	Staff Development - Leadership Development	All staff in a leadership pipeline will be supported with a leadership development program. (Funding Sources: LCFF, CSI, Educator Effectiveness Grant, Title II)	Conferences \$37,630 Piece of LCC contract \$30,450	No
1.4	Orientation - Scholar and Learning Coach	All scholars and learning coaches will be offered an orientation, which will include strategies to be successful in our program as well as resources to support their educational journey. (Funding Sources: LCFF)	\$32,205	No
1.5a	Supports for Unduplicated Scholars - Foster and Homeless Youth	The Operations Department, through its McKinney-Vento Liaison, will make resources and programs available to scholars and their families experiencing homelessness and/or in foster care. (Funding Sources: Title I)	\$25,200	Yes
1.5b	Supports for Unduplicated Scholars - Free and Reduced	The Operations Department will deploy its team to create and/or identify resources and programs for scholars identified as socially-economically disadvantaged.	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6a	Targeted Intervention - English Learners	The English Language Learning Department will make supplemental resources and programs available to scholars to target increased English language acquisition/proficiency and academic achievement. (Funding Sources: Title I)	EL Support Coordinator & EL Tutor total compensation \$66,270 Lexia \$4,330	Yes
1.6b	Targeted Intervention - Students with Disabilities	The Special Education Department will make supplemental resources and programs accessible to scholars to target increased achievement in both English/Language Arts and mathematics. (Funding Sources: LCFF)	\$5,870	No

Goal Analysis for 2021-22

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.

There were no substantive changes to the planned action and actual implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Anticipated expenditures were \$5,780,553; current actual expenditures are \$5,385,452. All allocated funds will be fully obligated by June 30, 2022.

An explanation of how effective the specific actions were in making progress toward the goal.

Compass Charter Schools of Los Angeles (Compass) supervising teachers (STs) maintained an average of 23.1 ADA to FTE ratio throughout the 2021-22 school year. Our scholars all have access to core curriculum. Compass integrated two Social Emotional Learning programs into our Student Information System; one is Panorama, which allows for surveying scholars and then accessing appropriate resources to support them based on their responses; the other is NOVA, which is a customized self-paced workshop being created via the use of Expanded Learning Opportunity (ELO) funds. We launched our Weeks of Welcome and ongoing supports/orientation during the 2021-22 school year have been well received. Our Engagement Department continuously integrates feedback to constantly improve the support. Our Multi-Tiered System of Supports (MTSS) interventions have proven to be highly successful, with gains in academic achievement noted in either course grades or benchmark assessment gains. We have a McKinney-Vento Liaison who has provided key support for our homeless and foster youth, and we are seeing academic gains slowly happening for those scholars. Our adopted English Language Development program has shown steady gains in our scholars' English proficiency. Supplemental resources have been integrated into Specialized Academic Instruction for our special education scholars, and progress is tracked. Access to supports directly and positively impacts progress toward our 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.

No major changes are planned for the 2022-23 school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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. Compass Charter Schools of Los Angeles (Compass) 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 scholars 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	2021-22 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates (P2 Reporting)	Attendance Rates (P2 Reporting) <ul style="list-style-type: none"> Track A - 95.24% Track S - 82.78% 	<ul style="list-style-type: none"> 97.04% 	[Insert outcome here]	[Insert outcome here]	Attendance Rates (P2 Reporting) 95%
Suspension Rate	Suspension Rate 0%	<ul style="list-style-type: none"> 0% 	[Insert outcome here]	[Insert outcome here]	Suspension Rate 0%
Engagement Offering Satisfaction	Satisfaction of Engagement Offerings	<ul style="list-style-type: none"> Baseline to be determined in Spring of 2022 	[Insert outcome here]	[Insert outcome here]	Satisfaction of Engagement Offerings Rate 85%
Parent Advisory Council Meetings	Parent Advisory Council Meetings: 4 per year	<ul style="list-style-type: none"> 5 meetings 	[Insert outcome here]	[Insert outcome here]	Parent Advisory Council Meetings: 4 per year
Scholar Leadership Council Meetings	Scholar Leadership Council Meetings: 7 per year	<ul style="list-style-type: none"> 10 meetings 	[Insert outcome here]	[Insert outcome here]	Scholar Leadership Council Meetings: 7 per year

Metric	Baseline	2021-22 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Participation in Academic Monitoring Activities (i.e. Parent-Teacher Conferences, Connection Meetings, etc.)	Percentage of Parents participating in academic monitoring activities: 69%	<ul style="list-style-type: none"> 87% 	[Insert outcome here]	[Insert outcome here]	Percentage of Parents participating in academic monitoring activities: Between 90 - 100%
Scholar Participation in Academic Learning Activities (i.e. Learning Labs, Demonstration of Learning, etc.)	Participation of Scholars participating in academic learning activities	<ul style="list-style-type: none"> 50% participation in 30% or more synchronous instruction 	[Insert outcome here]	[Insert outcome here]	Participation of Scholars participating in academic learning activities: Between 90 - 100%
Participation in Annual Satisfaction/LCAP Survey <ul style="list-style-type: none"> Scholars Parents Staff 	Participation in Annual Satisfaction/LCAP Survey <ul style="list-style-type: none"> Scholars Parents Staff 	<ul style="list-style-type: none"> 32% Scholars 40% Parents 38% Staff 	[Insert outcome here]	[Insert outcome here]	Participation in Annual Satisfaction/LCAP Survey <ul style="list-style-type: none"> Scholars Parents Staff

Actions

Action #	Title	Description	Total Funds	Contributing
2.1a	Learning Coach Academy	Compass will offer a Learning Coach Academy program that covers support topics of interest for learning coaches.	\$0.00	No

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Action #	Title	Description	Total Funds	Contributing
2.1b	Summer Session	Compass will offer a Summer Session that utilizes online courses and/or academic subscriptions to increase K-8 scholar engagement. (Funding Sources: ESSER III)	\$37,630	No
2.1c	Scholar Attendance	All teachers will offer engaging live synchronous sessions, as well as asynchronous sessions. (Funding Sources: LCFF)	\$7,715	No
2.1d	Scholar Attendance - Counseling	Compass will provide live Social Emotional Learning groups led by counselors to promote academic and enrichment engagement by addressing the social-emotional needs of scholars. Funding Sources: LCFF)	\$341,380	No
2.2a	Scholar Celebrations	Compass will provide end-of-year celebrations. (Funding Sources: LCFF)	\$11,655	No
2.2b	Scholar Recognition	Compass will provide scholar recognition opportunities throughout the school year. Funds allocated in 2.3c	\$0.00	No
2.2c	Parent Recognition	Compass will provide parent recognition opportunities throughout the school year.	\$0.00	No
2.3a	Scholar Extracurricular Activities	Compass will provide a variety of extracurricular activities, such as field trips, virtual scholar workshops, and scholar-led clubs. Funds allocated in 2.3c	\$0.00	No
2.3b	Community Service	Compass will provide a variety of community service opportunities to emboldened our scholars to be community leaders and for all staff to give back to our communities.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Funds allocated in 2.3c		
2.3c	Scholar Enrichment	Compass will provide a variety of enrichment activities to encourage scholars to collaborate, learn, and further develop their educational experience. Funding Sources: LCFF)	\$48,555	No
2.3d	Parent Enrichment	Compass will provide a variety of enrichment activities for parents to encourage parents to collaborate, learn, and further support their scholars educational experience.	\$0.00	No
2.4a	School Communication	Compass will provide tools to support one and two way communications with its educational partners.	\$0.00	No
2.4b	Technology Access	Compass will provide technology access to scholars who are unable to access required educational offerings.. (Funding Sources: LCFF, Title IV)	\$10,000	Yes
2.5	Staff Development - Professional Learning	All staff will have access to professional learning through conferences, internal professional learning sessions, and workshops.	\$0.00	No
2.6	Military-Connected Support	Our dedicated Scholar Community Advocate will make resources and programs available to military families and scholars. These services will include transition support, enrollment, deployment support, and referrals to military community partners.	\$0.00	No

Goal Analysis for 2021-22

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.

There were no substantive changes to the planned action and actual implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Anticipated expenditures were \$67,500; current actual expenditures are \$100,201. Additional spending occurred in support of prompt 2.3 through a variety of extracurricular and enrichment activities.

An explanation of how effective the specific actions were in making progress toward the goal.

Learning Coach Academy has received excellent feedback and suggestions made by participants are used to improve the program each year. Our celebrations and recognitions have been well received and have elicited positive feedback from our school community. After limited in-person activity/field trip options due to COVID-19, we were able to start offering more in-person events, and still keep many of our virtual offerings, so families and scholars had choices in how to stay engaged with the school.

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.

No major changes are planned for the 2022-23 school year.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal #	Description
3	Increase college and career readiness for scholars.

An explanation of why the LEA has developed this goal.

Compass Charter Schools of Los Angeles 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	2021-22 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate (CA Dashboard)	2019 CA Dashboard): Graduation Rate 52.5%	<ul style="list-style-type: none"> 79% (As of June 10, 2022)	[Insert outcome here]	[Insert outcome here]	Graduation Rate (CA Dashboard): 65%
Graduates A-G Course Completion (UC/CSU eligibility)	2019-2020 10%	<ul style="list-style-type: none"> 17% 	[Insert outcome here]	[Insert outcome here]	30% A-G Course Completion
Concurrent Enrollment	2019-2020 Concurrent Enrollment 7.8%	<ul style="list-style-type: none"> 29% 	[Insert outcome here]	[Insert outcome here]	20% of scholars will have enrolled into at least one concurrent course
Scholars “Prepared” for College/Career (CA Dashboard)	(2018-19 Dashboard) 15.7% Prepared	<ul style="list-style-type: none"> 17% 	[Insert outcome here]	[Insert outcome here]	25% College Career Indicator “Prepared”

Actions

Action #	Title	Description	Total Funds	Contributing
3.1a	Summer Session	Compass will offer a Summer Session for high school scholars wishing to earn extra credits in online classrooms. (Funding Sources: LCFF, ESSER III)	\$25,608	No
3.1b	Summer Tutoring	Compass will offer access to a tutoring platform to support scholars with successful completion of Summer Session courses that lead to A-G course preparation or completion. (Funding Sources: A-G Completion Improvement Grant)	\$46,312	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. (Funding Sources: LCFF, A-G Completion Improvement Grant)	\$31,606	No
3.2b	Dual Enrollment	Compass will partner with community colleges and Universities to incorporate dual enrollment in the 4-year plan for all high school scholars. (Funding Sources: LCFF)	\$0.00	No
3.2c	AVID Elective	Compass will provide AVID courses to middle and high school scholars and provide the opportunity for them to earn the AVID Elective Digital Badge after completing the courses. (Funding Sources: LCFF)	\$10,000	No
3.3	Recognized ASCA Model Program (RAMP)	Compass will implement the ASCA model program and apply to become a RAMP School in the 2022-23 school year.	\$2,000	No

Action #	Title	Description	Total Funds	Contributing
		(Funding Sources: LCFF, Educator Effectiveness Grant)		
3.4a	Family College Awareness/Preparation	Compass will provide scholar and parent training and resources on A-G requirements, going to college, completing a college and career application, completing a FAFSA, applying for scholarships, and general college entrance exam information. Encourage all Seniors to apply to a college, university, career-based training institution, or military.	\$0.00	No
3.4b	Partnerships with organizations for financial aid, college tours, etc.	Compass will partner with various providers to expand college readiness opportunities.	\$0.00	No
3.5	Staff Development - Professional Learning	All staff will have access to professional learning through conferences, internal professional learning sessions, and workshops. Funds allocated in 1.3b	\$0.00	No

Goal Analysis for 2021-22

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.

The ASCA RAMP application process requires additional time; we contracted with an ASCA RAMP consultant to support the process so we can move forward. We recently forged a partnership with Snow College to move forward with a dual enrollment offering.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Anticipated expenditures were \$181,575; current actual expenditures are \$285,808. The additional expenditures were in prompts 3.2a and 3.3b.

An explanation of how effective the specific actions were in making progress toward the goal.

Our Summer Session has helped close the credit deficiency gap and supported an increase in graduation rates. We provide both online and internal project-based A-G courses, so scholars can access A-G preparedness in more than one way. We contracted with a consultant to support the ASCA RAMP application process. We are excited about our new partnership with Snow College for dual enrollment that will be rolled out in 2022-23.

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.

No major changes are planned for the 2022-23 school year.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal #	Description
4	Ensure that at-promise scholars are making progress toward earning a high school diploma.

An explanation of why the LEA has developed this goal.

Compass Charter Schools of Los Angeles offers a unique model for addressing the current needs of scholars/families. 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. Compass Charter schools will monitor scholars identified as at-promise (including current scholars and late entrants) to develop strategic support systems to ensure these scholars persist to graduation albeit on an extended timeline.

Measuring and Reporting Results

Metric	Baseline	2021-22 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Accelerated Course Options Program (ACOP)	2019-2020 12.4% participation in ACOP for at-promise scholars	<ul style="list-style-type: none"> 25% 	[Insert outcome here]	[Insert outcome here]	60% participation in ACOP for at-promise scholars
Extended Graduation (5+ years to earn diploma)	2019-2020 5th Year Cohort 3%	<ul style="list-style-type: none"> 13% (As of June 10, 2022)	[Insert outcome here]	[Insert outcome here]	0% 5th Year Cohort

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	At- Promise Interventions/Supports	Compass will use data from our benchmark assessments to identify potentially at-promise scholars and implement our MTSS tiered intervention framework to ensure they are supported.	\$0.00	No
4.2	Summer Session	Compass will offer Summer Session for at-promise scholars who are deficient in credits for graduating within their cohort and for scholars who are at-promise for entering high school with a skill gap. Funds allocated in 3.1	\$0.00	Yes
4.3	Extended Graduation Plan	Compass will develop an extended graduation plan and program to ensure at-promise scholars have a realistic pathway and expectations for earning a high school diploma.	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.4	Staff Development - Professional Learning	All staff will have access to professional learning through conferences, internal professional learning sessions, and workshops. Funds allocated in 1.3b	\$0.00	No

Goal Analysis for 2021-22

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.

There were no substantive changes to the planned action and actual implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The efforts to provide access to these goals and action costs were captured elsewhere. The services outlined in these goals and actions were realized, however, no expenditures were coded to this goal and its associated actions.

An explanation of how effective the specific actions were in making progress toward the goal.

Compass Charter Schools of Los Angeles has been reviewing data on our at-promise youth, including internal benchmarks, and we are currently researching systems of support. Summer session was offered via our Online program and has been successful in providing our at-promise scholars opportunities to close the gap on credit deficiencies. Our graduation plans and pathways provide extended time to help our scholars successfully graduate.

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.

No major changes are planned for the 2022-23 school year.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$893,141.00	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.62%	0%	\$0.00	10.62%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

The Compass Charter Schools of Los Angeles (Compass) Leadership Team met several times throughout the year to review the goals they set for the LCAP. Everyone in the meeting representing various divisions and departments of the organization had input on adjusting the goals and actions and prioritized the needs of Foster Youth, English Learners, and Low-income scholars by hiring dedicated staff specifically to monitor and support these special populations including a McKinney-Vento Liaison and English Learner Tutors.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Our dedicated McKinney-Liaison will make resources and programs available to scholars and their families experiencing homelessness and/or are in foster care. The Liaison will continue to attend professional development training and PLC's to ensure all targeted services are the most current available. English learners will continue to receive direct support sessions via trained EL tutors and access to Lexia for increasing language fluency and increasing our reclassification rates. Low-income scholars will continue to have access to MTSS tutoring to close skill gaps and/or 24/7 access to an online tutoring system.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Compass Charter Schools of Los Angeles did not receive any additional LCFF Concentration Grant funds.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	25:1 ADA to FTE ratio	Not Applicable
Staff-to-student ratio of certificated staff providing direct services to students	25:1 ADA to FTE ratio	Not Applicable

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, January 2022

2021–22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 100,000	\$ 10,000	1.50%	11.50%	\$ 10,500	0.00%	10.50%	\$ 1,000.00	1.00%

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, January 2022

2021–22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 100,000	\$ 10,000	1.50%	11.50%	\$ -	0.00%	0.00%	\$ 11,500.00	11.50%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]*). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC Section 52064[e][1]*). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective 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:

- o 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* Section 52064[b][4-6]).
- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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.

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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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 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/>.

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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 students
- 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

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners 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 educational partners 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 should 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.
- **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 educational partners. 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 those for which the LEA, in consultation with educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the

student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 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 2021–22. 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.
- **Year 1 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 2 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.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 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 2023–24:** 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 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	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 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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 action 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 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the

percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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.

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 2021–24 LCAP from the 2017–2020 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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:
 - **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 transitional kindergarten through grade five), 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.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.

- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

- o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - o This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - o This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

- o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Compass Charter Schools of Los Angeles

CDS Code: 19 75309 0135145

School Year: 2022 – 23

LEA contact information: JJ Lewis

Superintendent, CEO

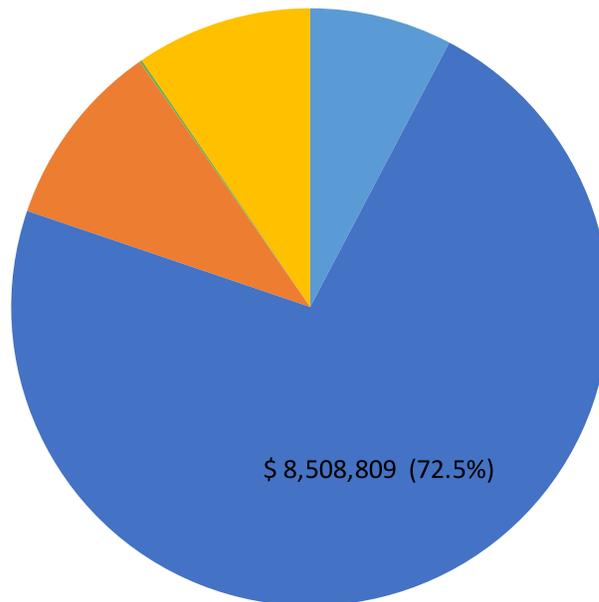
(818) 824-6233

jlewis@compasscharters.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022 – 23 School Year

Projected Revenue by Fund Source

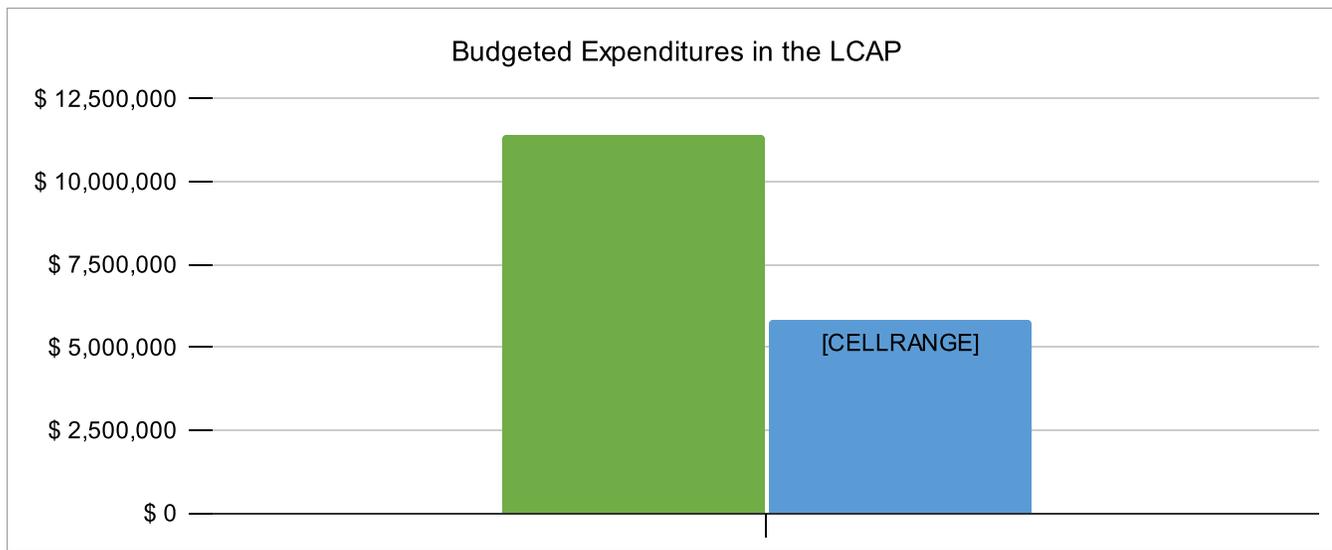


This chart shows the total general purpose revenue Compass Charter Schools of Los Angeles expects to receive in the coming year from all sources.

LCFF Budget Overview for Parents

The text description for the above chart is as follows: The total revenue projected for Compass Charter Schools of Los Angeles is \$11,734,716.34, of which \$9,412,445.00 is Local Control Funding Formula (LCFF), \$1,188,665.00 is other state funds, \$15,192.80 is local funds, and \$1,118,413.54 is federal funds. Of the \$9,412,445.00 in LCFF Funds, \$903,636.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Compass Charter Schools of Los Angeles plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Compass Charter Schools of Los Angeles plans to spend \$11,415,290.00 for the 2022 – 23 school year. Of that amount, \$5,846,441.00 is tied to actions/services in the LCAP and \$5,568,849.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures not included in the LCAP include accounting, administrative, audit, legal and other general operational costs.

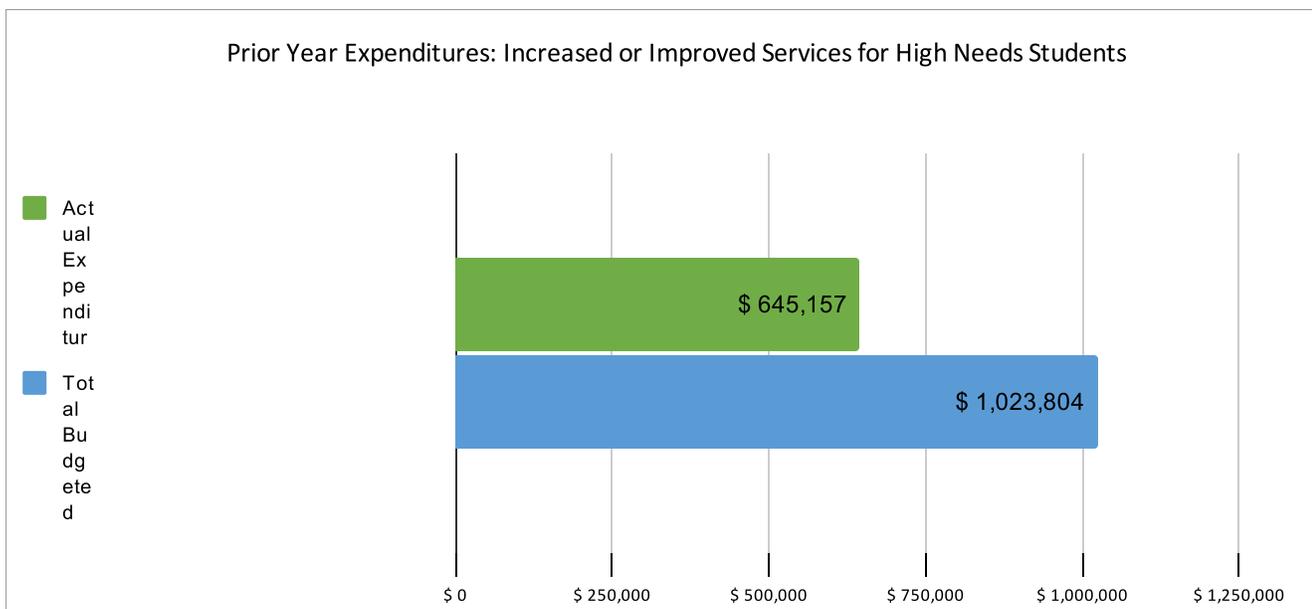
Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

LCFF Budget Overview for Parents

In 2022 – 23, Compass Charter Schools of Los Angeles is projecting it will receive \$903,636.00 based on the enrollment of foster youth, English learner, and low-income students. Compass Charter Schools of Los Angeles must describe how it intends to increase or improve services for high needs students in the LCAP. Compass Charter Schools of Los Angeles plans to spend \$218,629.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

Compass strives to serve our high-needs scholars through a variety of supports. Each high-needs scholar has a personalized learning plan tailored to his/her needs. We provide live synchronous classes and office hours to ensure these scholars have the support they need. We have increased our direct support sessions for English Learners and adopted a research-based supplemental

Update on Increased or Improved Services for High Needs Students in 2021 – 22



This chart compares what Compass Charter Schools of Los Angeles budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Compass Charter Schools of Los Angeles estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

LCFF Budget Overview for Parents

The text description of the above chart is as follows: In 2021 – 22, Compass Charter Schools of Los Angeles's LCAP budgeted \$1,023,804.00 for planned actions to increase or improve services for high needs students. Compass Charter Schools of Los Angeles actually spent \$645,157.00 for actions to increase or improve services for high needs students in 2021 – 22. The difference between the budgeted and actual expenditures of \$378,647.00 had the following impact on Compass Charter Schools of Los Angeles's ability to increase or improve services for high needs students:

This is year to date spend as of May 9, 2022 and a portion of this includes summer school expenses which have not yet been incurred.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan – Compass Charter Schools of Los Angeles

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Compass Charter Schools of Los Angeles 850 Hampshire Road, Suite R Thousand Oaks, CA 91361 Website: https://www.compasscharters.org	J.J. Lewis, Superintendent & CEO	jlewis@compasscharters.org (855) 937-4227

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020-21 Local Control and Accountability Plan (LCAP).

Compass Charter Schools of Los Angeles (Compass) engaged with its educational partners for the development of the 2021-22 Local Control and Accountability Plan (LCAP) throughout the spring of 2021. Resources available as of June 27, 2021 did not permit the inclusion of all state funds included in the Budget Act of 2021. Additional funds not included in the 2021-22 LCAP include:

- **LCFF S&C including One-time 15% Add-On (\$0.00):** Compass did not receive this funding.
- **Educator Effectiveness Block Grant (\$141,662.00):** A public meeting/forum was held on December 4, 2021 regarding the Educator Effectiveness Block Grant.
- **A-G Completion Improvement Grant (\$46,767):** A public meeting/forum is planned for January 22, 2022 regarding the A-G Completion Grant.
- **Pre-K Planning & Implementation Grant (\$55,535):** A public meeting/forum is planned on May 21, 2022 regarding the Pre-K Planning & Implementation Grant.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Compass Charter Schools of Los Angeles (Compass) has an unduplicated pupil enrollment of 33,299%. As such, Compass will not be receiving additional concentration grant add-on funding. We will, however, continue to provide robust support for all of our scholars who are low-income, English learners, and/or foster youth.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Throughout the annual LCAP development process, Compass Charter Schools of Los Angeles (Compass) received input on a variety of programs and services provided to scholars. Due to limited LCFF resources and previous funding plan development, not all of these expressed needs were addressed in the 2021-22 LCAP; however the feedback received has been considered in the use of additional funds including federal COVID-19 Relief funds.

Compass engaged its educational partners during the release of these federal funds as follows:

- Compass developed the Extended Learning Opportunity Grant (ELO) in consultation with all educational partners to identify needs and priorities for supplemental and support strategies. Staff members from each department were surveyed during the Staff Advisory Committee meeting held on May 2, 2021. Scholars were surveyed during their Scholar Leadership Council (SLC) meeting held on May 11, 2021. Learning Coaches (parents) were surveyed at their Parent Advisory Council (PAC) meeting on May 21, 2021. The Leadership team was surveyed and provided their feedback during their May Leadership Advance. All feedback provided by all Educational Partners were incorporated into the ELO plan for the Public Hearing on May 23, 2021. Ongoing collaboration with all educational partners has continued throughout the 2021-22 school year at monthly committee meetings, leadership advances, SLC meetings, and PAC meetings. During these meetings all Educational Partners continue to review and discuss the implementation of the ELO plan, feedback on scholar programs, review assessments and benchmark data, and overall progress being made. Any adjustments are made as needed and the Board of Directors are updated during their quarterly meetings in the 2021-22 school year (ELO now includes federal resources 3216, 3217, 3218, 3219).
- Compass reviewed its scholar demographic data as of the first day of school, which was Wednesday, September 1, 2021, in order to identify community members and groups needed for consultation on its ESSER III Expenditure Plan. The following is a breakdown of Compass' scholar demographic data:
 - - 35 English Learners (4% of total scholar enrollment)
 - - 1 Foster Youth Scholar (>1% of total scholar enrollment)
 - - 46 Homeless Scholars (6% of total scholar enrollment)
 - - 93 Scholars with IEPs (12% of total scholar enrollment)

Based on these demographics, all applicable community members (scholars, families, school administrators (Cabinet), school leaders (Leadership Team), teachers and school staff, as well as civil rights organizations, and advocates representing the interests of children with disabilities, English learners, homeless scholars, foster youth, and other underserved scholars (12 in

all) were invited to engage in providing feedback on this [ESSER III Expenditure Plan](#). In addition to reviewing the Expanded Learning Opportunities Grant Plan and Local Control and Accountability Plan, inclusive of Educational Partners for those plans, Compass provided the following specific Community Engagement opportunities:

- Leadership Team Meeting (July 27-29, 2021). During this Leadership Team Meeting, the Cabinet and Leadership Team ideated on uses of the ESSER III funds, which included summer school opportunities for scholars, bringing on an additional counselor, bringing on additional English Learner Tutors, bringing on additional tutors, and creating a Virtual Resource Center for scholars to work with a credentialed ELA Specialist, math specialist, and reading specialist.
- Board of Directors Special Meeting (August 11, 2021). During this Board of Directors Special Meeting, staff presented concepts from the Leadership Team and sought feedback from the Board on those concepts.
- Staff Ideation Form (August 25 – September 3, 2021). All staff were invited to share suggestions on how to best utilize ESSER III Funds to support scholars.
- Community Partner Survey (September 7 – September 13, 2021). Community partners (12) were invited to review the draft ESSER III Expenditure Plan and rate the extent in which they agree or disagree (along with sharing their ‘why’) with each proposed action. There was also space on the survey to share additional ideation on how Compass might best utilize the funds.
- Educational Partners Survey (September 13 – September 17, 2021). Compass Educational Partners (scholars, parents, staff, authorizer, and board members) were invited to review the draft ESSER III Expenditure Plan and rate the extent in which they agree or disagree (along with sharing their ‘why’) with each proposed action. There was also space on the survey to share additional ideation on how Compass might best utilize the funds.
- Scholar Leadership Council (September 14, 2021). During this meeting, staff presented the draft plan to scholars and sought feedback from the scholars on the plan.
- Parent Advisory Council (September 17, 2021). During this meeting, staff presented the draft plan to parents and sought feedback from the parents on the plan.
- Board of Directors Regular Meeting (September 25, 2021). During this Board of Directors Regular Meeting, the final ESSER III Expenditure Plan was reviewed and approved.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

It is a priority of Compass Charter Schools of Los Angeles (Compass) to ensure the health and safety of scholars, educators, and other staff as well as to ensure continuity of services, as required by the American Rescue Plan (ARP) Action of 2021. To this end, Compass has implemented some actions identified in our Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan.

Specifically, we have successfully implemented curricular support, Multi-tiered System of Supports (MTSS) and Response to Intervention (RtI), targeted intervention - English learners and social-emotional/well-being.

We have also experienced challenges to implementation. These challenges include supports for unduplicated scholars - progress monitoring and program improvement, which created a school psychologist position. We continue to recruit for this open position.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update

Compass Charter Schools of Los Angeles (Compass) considers the LCAP to be the comprehensive planning document which captures the priorities, goals, and actions to improve scholar outcomes. As such, the additional funds received are viewed through the lens of the LCAP to determine where scholar needs exist and what services are needed to address those needs. Some examples of the alignment of these funds to the LCAP are:

- ESSER III: Addressing the Impact of Lost Instructional Time - the additional funds received are in alignment with the following goals in our LCAP:
 - Goal #1, Action 1.1b - Curricular Support: Creating staff positions in order to write curriculum, map curriculum, and vertically align curriculum, including lesson plans and scaffolding recommendations (**\$77,600.00**)
 - Goal #1, Action 1.2b - Multi-tiered System of Supports and Response to Intervention (Rtl): Creating staff positions to serve as content-area intervention specialists, to enhance the level of support provided to scholars through MTSS and Rtl (**\$534,322.04**)
 - Goal #1, Action 1.1d - Basic Services - Summer Academic Access: Providing all scholars with access to app-based educational subscriptions over the summer (**\$48,000.00**)
 - Goal #3, Action 3.1 & Goal #4, Action 4.2 - Summer School: Providing all scholars with access to summer school through Accelerate Education (**\$60,000.00**)
- ESSER III: Use of Any Remaining Funds - the additional funds received are in alignment with the following goals in our LCAP:
 - Goal #1, Action 1.5b - Supports for Unduplicated Scholars - Progress Monitoring and Program Improvement: Creating a staff position (school psychologist) to support the social and emotional well-being and wellness of scholars (**\$80,000.00**)
 - Goal #1, Action 1.6a - Targeted Intervention - English Learners: Creating staff positions to serve as English Learner (EL) Tutors to enhance the level of support provided to EL scholars (**\$144,000.00**)
 - Goal #4, Action 4.4 - Social-Emotional/Well Being: Developing and providing Social-Emotional Learning workshops for scholars, learning coaches (parents), and staff (**\$30,000.00**)

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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 R Thousand Oaks, CA 91361 Website: https://www.compasscharters.org	J.J. Lewis, Superintendent & CEO	jlewis@compasscharters.org (855) 937-4227

Plan Summary 2022-23

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Compass Charter Schools of Los Angeles (Compass) is a free, personalized learning, public charter school that offers an alternative for scholars to thrive outside of a traditional brick and mortar environment. Compass is directly funded by the state of California and the federal government. We are authorized by the Acton-Agua Dulce Unified School District for scholars in grades TK-12 who reside in Los Angeles and its adjacent counties and wish to pursue high-quality and rigorous instructional programs via virtual learning.

Our academic programs are designed with our scholars in mind and provide our families with gold standard choices in their virtual education. Compass intentionally matches scholars and families with virtual, at-home, and in-person learning programs that support their lifestyle and vision for success. We provide coordinated academic, social emotional, and college and career readiness support. And, we continuously improve our personalized learning models and influence a more individualized approach throughout the education sector.

In our Online Learning Program, our scholars use Accelerate Education as their curriculum. They are assigned a credentialed supervising teacher (ST) who acts as the Teacher of Record, and supports the scholar by providing both synchronous and asynchronous instruction to personalize scholar learning. Scholars enrolled in our Online Learning Program participate in learning labs each day where they interact with their teacher and peers. During these labs, scholars participate in Advancement Via Individual Determination (AVID) and research-based instructional activities designed by the teacher to engage in their learning. Our personalized learning model provides flexibility with scholar

schedules, so each learning lab is recorded for scholars to view if they cannot attend live. The Online Learning Program teachers also provide Q&A office hours, small group instruction, and one on one sessions to further support scholars.

In our Options Learning Program, we partner with home study families to provide flexible options for scholars to thrive academically, socially, and emotionally. The learning coach (parent or legal guardian) is the primary instructor for their scholars and commits to providing a well-rounded education for their child that addresses state standards. Scholars and learning coaches work with their assigned, credentialed ST to develop a custom personalized learning plan for scholars. Throughout the year, families connect with their ST to discuss assigned work, manage progress, and review scholars' body of work and activity logs. In addition to the academic support, each scholar is allocated educational support funds. These funds are used to purchase non-sectarian curriculum, supplies, lessons, and classes to enhance scholar learning. These materials and services are provided by businesses on our approved community providers list.

In compliance with AB 130 and AB 167, scholars in both programs in grades TK-3 have access to daily live synchronous instruction; scholars in grades 4-8 have weekly live synchronous instruction and daily live interaction opportunities; and scholars in grades 9-12 have access to weekly live synchronous instruction.

Whatever the reason behind scholars' enrollment at Compass, scholars are provided an environment where they can feel safe and inspired to develop into confident, innovative, creative, self-directed learners. Scholars find success at Compass because they have the support of a dedicated staff and their families.

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 (note - the California Dashboard has been suspended since 2019), Compass Charter Schools of Los Angeles (Compass) has demonstrated success in the following areas:

(1) Chronic Absenteeism Indicator - Compass 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 virtual learning platforms.

(2) Suspension Rate - We have maintained a 0% suspension rate for all years of reporting on the California Dashboard as our personalized learning programs allow scholars to be self-directed learners with a curiosity for life-long learning and prepares them to take responsibility for their future success.

(3) English/Language Arts - Compass 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 scholar 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 CAASPP.

(4) College/Career Readiness - For the two years for which California Dashboard data is available, Compass has shown growth from “orange” in 2018 [8.3% schoolwide, 9.3% SED] to “yellow” in 2019 [15.7% schoolwide, SED 13.5%]. Our internal data shows concurrent enrollment increased from 17.2% in the 2020-21 school year to 31.6% in the 2021-22 school year.

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.

According to the 2019 California School Dashboard (note - the California Dashboard has been suspended since 2019) enrollment demographics for Compass Charter Schools of Los Angeles (Compass) shows a statistically significant number of scholars in the Socioeconomically Disadvantaged scholar group. There are two indicators on the California Dashboard which are in need of increased attention, and they are as follows:

(1) Mathematics - The schoolwide performance in mathematics continues to be an area of need (“Orange”), with a slight decline of 2.6 points (92.5 below DF3), and Hispanic and Socioeconomically Disadvantaged scholar groups in “Red” performance level. As such, Compass will continue to monitor data more frequently and implement timely responses such as interventions to address scholar performance. As a result

of our monitoring progress and participation in math tutoring through our Multi-Tiered System of Supports (MTSS) framework, As of June 10, 2022 65% of our scholars have passed their courses with 60% or higher in the 2021-22 school year.

(2) Graduation - Compass graduation declined slightly with the schoolwide color-gauge rating of “red” remaining unchanged. That said, it is important to note that the 2018 California Dashboard graduation rate was originally captured/reported as 51.7%, but was adjusted in retrospect by the State to be 59.2% to capture 5-year cohort graduates who were awarded diplomas within the 2018 cut-off period. Compass will review/revise the academic planning process to support all scholars with programming leading to graduation with a high school diploma, including establishing a dual enrollment program and increasing family engagement around post-secondary educational and career options. The 2022-23 LCAP includes, where appropriate, metrics which will analyze the Socioeconomically Disadvantaged (SED) scholar group in comparison to the schoolwide performance. Compass remains steadfast in devotion and commitment to scholars' success. As a result of this commitment, we have maintained a school-wide Wildly Important Goal (WIG): by focusing on scholar engagement, 100% of our eligible scholars will graduate by the end of the 2022-23 school year.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

As the Local Control and Accountability Plan (LCAP) is a three-year plan that is designed and meant to provide full transparency at the local level and encourage valuable input from all educational partners in the community, Compass Charter Schools of Los Angeles (Compass) engaged all educational partners (see “Engaging Educational Partners” for more information) to develop a streamlined, three-year plan aligned to the California Eight State Priorities.

Based on the feedback from our educational partners, Compass developed the following LCAP goals for the 2021-24 academic years:

1. Increase scholar academic achievement in core academic subjects.
2. Increase scholar and parent engagement/involvement.

3. Increase college and career readiness for scholars.
4. Ensure that at-promise scholars are making progress toward earning a high school diploma.

Compass also ensured to include actions in response to the lessons learned from the COVID-19 pandemic and the lingering impacts from the on-going pandemic challenges, such as providing social-emotional/well being opportunities and programs to mitigate scholar learning loss.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Scholar Survey (Spring 2022): A survey was sent to all scholars on behalf of the Scholar Leadership Council, which asked scholars for input and insight into the academic program, engagement offerings, school communication, and COVID-19 response. The results of the Scholar Survey were subsequently reviewed at Scholar Leadership Council meetings in January, February, March, and April 2022.

Parent Survey (Spring 2022): A survey was sent to all parents on behalf of the Parent Advisory Council, which asked parents for input and insight into the academic program, engagement offerings, school communication, and COVID-19 response. The results of the Parent Survey were subsequently reviewed at Parent Advisory Council meetings in January and March 2022.

Planning Survey (Spring 2022): A survey was sent to all educational partners, including scholars, parents, staff, authorizers, Board of Directors, and community members, asking for input and insight into the educational program and on several other items. Questions were also asked to help determine priority areas for the upcoming 2022-23 school year.

Scholar Leadership Council (March 8, 2022): During this month's meeting, scholar leaders discussed the Framework for the Future project and the scholar survey results. The Scholar Leadership Council engaged in a deep dive of the communications results within the scholar survey. The council will finalize their feedback and craft recommendations to bring to their April meeting for consideration for inclusion into the LCAP goals and actions.

Parent Advisory Council (March 18, 2022): During this month's meeting, parent leaders discussed the parent survey results. The Parent Advisory Council was also introduced to the results of the 2022-23 Planning Survey results. The Parent Advisory Council will be reflecting on both sets of survey results and bringing suggestions to their May meeting for consideration for inclusion into the LCAP goals and actions.

Board of Directors Meeting (March 26, 2022): During this Board of Directors meeting, the results of the Parent Survey, Scholar Survey, and 2022-23 Planning Survey were shared with the Board. The Board engaged in a workshop on the 2022-23 LCAP and shared insights and

wonderings with the Superintendent. The Board will use these various survey results as they prepare for the Public Hearing on Saturday, May 21.

Leadership Team Meeting (April 26, 2022): During this leadership meeting, LCAP actions and measures were reviewed line by line with the leadership team. Every team member had the opportunity to provide feedback on the LCAP goals, actions, and measures. There was also a focus on academic achievement and engagement goals and actions and how to achieve those goals.

Scholar Leadership Council (May 10, 2022): During this month's meeting, scholar leaders reviewed and had an in-depth conversation on LCAP goals 1 through 4 and each member of the council had an opportunity to provide feedback on the LCAP goals and actions. They also adopted a set of recommendations for the Superintendent to consider for the upcoming 2022-23 school year.

Parent Advisory Council (May 20, 2022): During this month's meeting, the Council provided feedback on the overview of the draft LCAP PowerPoint. There was a conversation around the new additions to the LCAP Goal #1: Targeted supports for foster and homeless youth populations, parent enrichment support in the engagement section, Wellness for Educator workshops, partnerships with organizations to expand college career readiness with counseling and resources, and refining our Summer Session. The Parent Advisory Council will continue to refine ways to make our LCAP's actions meaningful.

Board of Directors Public Hearing (May 21, 2022): During this Board of Directors Public Hearing, we reviewed and discussed the goals and actions set for the LCAPs. Board members inquired about the process for getting actions and for reaching the goals established in the LCAPs. They also reviewed the vetting process for selecting the best metrics for each goal. The Board members and public in attendance provided positive feedback on our 2022-23 LCAPs.

Board of Directors Annual Meeting (June 25, 2022): The final version of the 2022-23 Local Control and Accountability Plan was presented by staff to the Board of Directors for consideration and final approval.

A summary of the feedback provided by specific educational partners.

Scholar Feedback: Our Scholar Leadership Council provided specific feedback on communications and ways to enhance our communication platforms for scholars.

Parent Feedback: Our Parent Advisory Council provided specific feedback on targeted supports for our foster you and McKinney-Vento scholars, ways to enhance the parent enrichment support and Wellness for Educators workshops, ways to enhance partnerships with organizations to expand college/career readiness, and refining our Summer Session.

Staff Feedback: Our Leadership Team and Staff Advisory Committee provided specific feedback on goal #1 and added the following metrics to the goal: Chronic Absenteeism and Decrease the Cohort Dropout rate along with targeted interventions for our special populations. They also provided feedback on Goal #2 adding a metric to measure our engagement offering satisfaction. They also provided feedback on how to refine our Summer Session offerings and added a new metric to ensure our scholars have access to the technology required to access required educational offerings.

Board of Directors Feedback: Our Board of Directors provided specific feedback on Goals 1-4 and recommended we revise our action items based on the feedback provided in the Public Hearing.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The feedback provided by our educational partners indicated we did not need to change anything within the LCAP. Instead the feedback provided was full of affirmations and confirmed we are continuing to head in the exact direction we need to be on.

Goals and Actions

Goal #	Description
1	Increase scholar academic achievement in core academic subjects.

An explanation of why the LEA has developed this goal.

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 monitor progress and inform instruction and the implementation of responsive interventions to meet each scholar’s needs.

Measuring and Reporting Results

Metric	Baseline	2021-22 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain ample Standards-aligned curricula and resources	Standards-aligned: 5 of 5 subjects	<ul style="list-style-type: none"> 5 of 5 subjects 	[Insert outcome here]	[Insert outcome here]	Standards-aligned: 5 of 5 subjects

Metric	Baseline	2021-22 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>State-mandated Assessments (School-wide, SED)</p> <ul style="list-style-type: none"> SBAC ELA - Grades 3-8, 11 (Meet/Exceed) SBAC Math - Grades 3-8, 11 (Meet/Exceed) CAST- (Meet/Exceed) 	<p>Compass Grades 3-8, 11 Scholars (2019)</p> <p>Schoolwide</p> <ul style="list-style-type: none"> SBAC ELA (3-8) 39% SBAC ELA (11) 53% SBAC Math (3-8) 18% SBAC Math (11) 6% CAST 18% <p>SED</p> <ul style="list-style-type: none"> SBAC ELA (3-8) 33% SBAC ELA (11) 42% SBAC Math (3-8) 12% SBAC Math (11) 0% CAST 8% 	<ul style="list-style-type: none"> TBA in Fall of 2022 	[Insert outcome here]	[Insert outcome here]	<p>SBAC Grades 3-8, 11 Scholars</p> <p>Schoolwide</p> <ul style="list-style-type: none"> SBAC ELA (3-8) 50% SBAC ELA (11) 60% SBAC Math (3-8) 30% SBAC Math (11) 12% CAST 25% <p>SED</p> <ul style="list-style-type: none"> SBAC ELA (3-8) 45% SBAC ELA (11) 50% SBAC Math (3-8) 25% SBAC Math (11) 15% CAST 20%

<p>Percent of scholars at/ above grade level and demonstrating growth on Spring Internal ELA assessments</p> <p>Grades 3-8</p> <p>Grade 11</p>	<p>Spring Internal ELA Assessment</p> <p>Grades 3-8</p> <ul style="list-style-type: none"> “At/Above Grade-level”- Establish school wide baseline in Spring 2021 Demonstrated growth over previous year- Establish school wide baseline in Spring 2021 <p>Grade 11</p> <ul style="list-style-type: none"> “At/Above Grade-level”- Establish school wide baseline in Spring 2021 Demonstrated growth over previous year- Establish school wide baseline in Spring 2021 	<p>Grades 3-8</p> <p>“At/Above Grade-Level</p> <ul style="list-style-type: none"> 53.50% <p>(As of June 10, 2022)</p> <p>Grades 3-8</p> <p>“Demonstrated growth over previous years”:</p> <ul style="list-style-type: none"> Establish school wide baseline in Spring 2022 due to new internal assessments <p>Grade 11 “At/Above Grade-Level”</p> <ul style="list-style-type: none"> 56% <p>(As of June 10, 2022)</p> <p>Grade 11</p> <p>“Demonstrated growth over previous years”</p>	<p>[Insert outcome here]</p>	<p>[Insert outcome here]</p>	<p>Spring Internal ELA Assessment</p> <p>Grades 3-8</p> <ul style="list-style-type: none"> “At/Above Grade-level”- TBD once baseline is established Demonstrated growth over previous year- TBD once baseline is established <p>Grade 11</p> <ul style="list-style-type: none"> “At/Above Grade-level”- TBD once baseline is established Demonstrated growth over previous year- TBD once baseline is established
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Metric	Baseline	2021-22 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> • Establish school wide baseline in Spring 2022 due to new internal assessments 			

<p>Percent of scholars at/ above grade level and demonstrating growth on Spring Internal Math assessments</p> <p>Grades 3-8</p> <p>Grade 11</p>	<p>Spring Internal Math Assessment</p> <p>Grades 3-8</p> <ul style="list-style-type: none"> • “At/Above Grade-level”- Establish school wide baseline in Spring 2021 • Demonstrated growth over previous year- Establish school wide baseline in Spring 2021 <p>Grade 11</p> <ul style="list-style-type: none"> • “At/Above Grade-level”- Establish school wide baseline in Spring 2021 • Demonstrated growth over previous year- Establish school wide baseline in Spring 2021 	<p>Grades 3-8</p> <p>“At/Above Grade-Level</p> <ul style="list-style-type: none"> • 52.60% <p>(As of June 10, 2022)</p> <p>Grades 3-8</p> <p>“Demonstrated growth over previous years”:</p> <ul style="list-style-type: none"> • Establish school wide baseline in Spring 2022 due to new internal assessments <p>Grade 11 “At/Above Grade-Level”</p> <ul style="list-style-type: none"> • 58.10% <p>(As of June 10, 2022)</p> <p>Grade 11</p> <p>“Demonstrated growth over previous years”</p>	<p>[Insert outcome here]</p>	<p>[Insert outcome here]</p>	<p>Spring Internal Math Assessment</p> <p>Grades 3-8</p> <ul style="list-style-type: none"> • “At/Above Grade-level”- TBD once baseline is established • Demonstrated growth over previous year- TBD once baseline is established <p>Grade 11</p> <ul style="list-style-type: none"> • “At/Above Grade-level”- TBD once baseline is established • Demonstrated growth over previous year- TBD once baseline is established
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Metric	Baseline	2021-22 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> Establish school wide baseline in Spring 2022 due to new internal assessments 			
Chronic Absenteeism	Chronic Absenteeism (2019 CA Dashboard) 6.02%	<ul style="list-style-type: none"> 11.90% 	[Insert outcome here]	[Insert outcome here]	Chronic Absenteeism (CA Dashboard) <4%
Decrease the Cohort Dropout Rate	Cohort Dropout Rate 42.7%	<ul style="list-style-type: none"> 31.70% 	[Insert outcome here]	[Insert outcome here]	Cohort Dropout Rate 15%
EL Reclassification Rate	EL Reclassification Rate (2019) <ul style="list-style-type: none"> 24% 	<ul style="list-style-type: none"> 16% 	[Insert outcome here]	[Insert outcome here]	EL Reclassification Rate >25%
ELPI Status Level	The ELPI Status Level <ul style="list-style-type: none"> Data suppressed due to privacy 	<ul style="list-style-type: none"> Establishing baseline since data was suppressed (needs 2 years of data) 	[Insert outcome here]	[Insert outcome here]	“Medium” - 45% to less than 55% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4).

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. (Funding Sources: LCFF)	\$3,565,264	No
1.1b	Basic Services - Common Core Curriculum	All scholars will have access to core curriculum which is Common Core-aligned. (Funding Sources: LCFF)	\$71,660	No
1.1c	Basic Services - Advancement Via Individual Determination (AVID)	All teachers will utilize AVID instructional strategies in their live synchronous sessions, as well as asynchronous sessions. (Funding Sources: LCFF)	\$1,777	No
1.2a	Multi-Tiered System of Supports (MTSS) and Positive Behavior Interventions & Supports (PBIS)	All scholars will be supported through the Multi-Tiered System of Supports (MTSS) framework, with a focus on Positive Behavioral Interventions and Supports (PBIS). (Funding Sources: LCFF, Title I)	Marketing \$1,000 Communications \$200 Tutors \$58,260	No
1.2b	Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI)	All scholars will be supported through the Multi-Tiered System of Supports (MTSS) framework, with a focus on Response to	Tutor total compensation	No

Action #	Title	Description	Total Funds	Contributing
		Intervention (Rtl). Scholars who are identified as needing Tier 2 and Tier 3 levels of support will have access to tutoring services. (Funding Sources: LCFF, ELO, ESSER III)	\$50,500 Resource Specialist total compensation \$100,735 Supplemental Curriculum/ Subscriptions \$23,595	
1.2c	Multi-Tiered System of Supports (MTSS) and Social Emotional Learning (SEL) and Well-Being	All scholars will be supported through the Multi-Tiered System of Supports (MTSS) framework, with a focus on Social Emotional Learning (SEL) and well-being.	\$0.00	No
1.3a	Staff Development - Onboarding	All new staff will participate in a 90-day onboarding program facilitated by the Human Resources Department. (Funding Sources: LCFF)	Training & Development Manager total compensation \$37,100 Alludo \$16,355	No

Action #	Title	Description	Total Funds	Contributing
1.3b	Staff Development - Professional Learning	All staff will have access to professional learning through conferences, internal professional learning sessions, and workshops. (Funding Sources: LCFF, CSI, Title II)	\$113,000	No
1.3c	Staff Development - Leadership Development	All staff in a leadership pipeline will be supported with a leadership development program. (Funding Sources: LCFF, CSI, Educator Effectiveness Grant, Title II)	Conferences \$37,630 Piece of LCC contract \$30,450	No
1.4	Orientation - Scholar and Learning Coach	All scholars and learning coaches will be offered an orientation, which will include strategies to be successful in our program as well as resources to support their educational journey. (Funding Sources: LCFF)	\$32,205	No
1.5a	Supports for Unduplicated Scholars - Foster and Homeless Youth	The Operations Department, through its McKinney-Vento Liaison, will make resources and programs available to scholars and their families experiencing homelessness and/or in foster care. (Funding Sources: Title I)	\$25,200	Yes
1.5b	Supports for Unduplicated Scholars - Free and Reduced	The Operations Department will deploy its team to create and/or identify resources and programs for scholars identified as socially-economically disadvantaged.	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6a	Targeted Intervention - English Learners	The English Language Learning Department will make supplemental resources and programs available to scholars to target increased English language acquisition/proficiency and academic achievement. (Funding Sources: Title I)	EL Support Coordinator & EL Tutor total compensation \$66,270 Lexia \$4,330	Yes
1.6b	Targeted Intervention - Students with Disabilities	The Special Education Department will make supplemental resources and programs accessible to scholars to target increased achievement in both English/Language Arts and mathematics. (Funding Sources: LCFF)	\$5,870	No

Goal Analysis for 2021-22

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.

There were no substantive changes to the planned action and actual implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Anticipated expenditures were \$5,780,553; current actual expenditures are \$5,385,452. All allocated funds will be fully obligated by June 30, 2022.

An explanation of how effective the specific actions were in making progress toward the goal.

Compass Charter Schools of Los Angeles (Compass) supervising teachers (STs) maintained an average of 23.1 ADA to FTE ratio throughout the 2021-22 school year. Our scholars all have access to core curriculum. Compass integrated two Social Emotional Learning programs into our Student Information System; one is Panorama, which allows for surveying scholars and then accessing appropriate resources to support them based on their responses; the other is NOVA, which is a customized self-paced workshop being created via the use of Expanded Learning Opportunity (ELO) funds. We launched our Weeks of Welcome and ongoing supports/orientation during the 2021-22 school year have been well received. Our Engagement Department continuously integrates feedback to constantly improve the support. Our Multi-Tiered System of Supports (MTSS) interventions have proven to be highly successful, with gains in academic achievement noted in either course grades or benchmark assessment gains. We have a McKinney-Vento Liaison who has provided key support for our homeless and foster youth, and we are seeing academic gains slowly happening for those scholars. Our adopted English Language Development program has shown steady gains in our scholars' English proficiency. Supplemental resources have been integrated into Specialized Academic Instruction for our special education scholars, and progress is tracked. Access to supports directly and positively impacts progress toward our 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.

No major changes are planned for the 2022-23 school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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. Compass Charter Schools of Los Angeles (Compass) 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 scholars 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	2021-22 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates (P2 Reporting)	Attendance Rates (P2 Reporting) <ul style="list-style-type: none"> Track A - 95.24% Track S - 82.78% 	<ul style="list-style-type: none"> 97.04% 	[Insert outcome here]	[Insert outcome here]	Attendance Rates (P2 Reporting) 95%
Suspension Rate	Suspension Rate 0%	<ul style="list-style-type: none"> 0% 	[Insert outcome here]	[Insert outcome here]	Suspension Rate 0%
Engagement Offering Satisfaction	Satisfaction of Engagement Offerings	<ul style="list-style-type: none"> Baseline to be determined in Spring of 2022 	[Insert outcome here]	[Insert outcome here]	Satisfaction of Engagement Offerings Rate 85%
Parent Advisory Council Meetings	Parent Advisory Council Meetings: 4 per year	<ul style="list-style-type: none"> 5 meetings 	[Insert outcome here]	[Insert outcome here]	Parent Advisory Council Meetings: 4 per year
Scholar Leadership Council Meetings	Scholar Leadership Council Meetings: 7 per year	<ul style="list-style-type: none"> 10 meetings 	[Insert outcome here]	[Insert outcome here]	Scholar Leadership Council Meetings: 7 per year

Metric	Baseline	2021-22 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Participation in Academic Monitoring Activities (i.e. Parent-Teacher Conferences, Connection Meetings, etc.)	Percentage of Parents participating in academic monitoring activities: 69%	<ul style="list-style-type: none"> 87% 	[Insert outcome here]	[Insert outcome here]	Percentage of Parents participating in academic monitoring activities: Between 90 - 100%
Scholar Participation in Academic Learning Activities (i.e. Learning Labs, Demonstration of Learning, etc.)	Participation of Scholars participating in academic learning activities	<ul style="list-style-type: none"> 50% participation in 30% or more synchronous instruction 	[Insert outcome here]	[Insert outcome here]	Participation of Scholars participating in academic learning activities: Between 90 - 100%
Participation in Annual Satisfaction/LCAP Survey <ul style="list-style-type: none"> Scholars Parents Staff 	Participation in Annual Satisfaction/LCAP Survey <ul style="list-style-type: none"> Scholars Parents Staff 	<ul style="list-style-type: none"> 32% Scholars 40% Parents 38% Staff 	[Insert outcome here]	[Insert outcome here]	Participation in Annual Satisfaction/LCAP Survey <ul style="list-style-type: none"> Scholars Parents Staff

Actions

Action #	Title	Description	Total Funds	Contributing
2.1a	Learning Coach Academy	Compass will offer a Learning Coach Academy program that covers support topics of interest for learning coaches.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.1b	Summer Session	Compass will offer a Summer Session that utilizes online courses and/or academic subscriptions to increase K-8 scholar engagement. (Funding Sources: ESSER III)	\$37,630	No
2.1c	Scholar Attendance	All teachers will offer engaging live synchronous sessions, as well as asynchronous sessions. (Funding Sources: LCFF)	\$7,715	No
2.1d	Scholar Attendance - Counseling	Compass will provide live Social Emotional Learning groups led by counselors to promote academic and enrichment engagement by addressing the social-emotional needs of scholars. Funding Sources: LCFF)	\$341,380	No
2.2a	Scholar Celebrations	Compass will provide end-of-year celebrations. (Funding Sources: LCFF)	\$11,655	No
2.2b	Scholar Recognition	Compass will provide scholar recognition opportunities throughout the school year. Funds allocated in 2.3c	\$0.00	No
2.2c	Parent Recognition	Compass will provide parent recognition opportunities throughout the school year.	\$0.00	No
2.3a	Scholar Extracurricular Activities	Compass will provide a variety of extracurricular activities, such as field trips, virtual scholar workshops, and scholar-led clubs. Funds allocated in 2.3c	\$0.00	No
2.3b	Community Service	Compass will provide a variety of community service opportunities to emboldened our scholars to be community leaders and for all staff to give back to our communities.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Funds allocated in 2.3c		
2.3c	Scholar Enrichment	Compass will provide a variety of enrichment activities to encourage scholars to collaborate, learn, and further develop their educational experience. Funding Sources: LCFF)	\$48,555	No
2.3d	Parent Enrichment	Compass will provide a variety of enrichment activities for parents to encourage parents to collaborate, learn, and further support their scholars educational experience.	\$0.00	No
2.4a	School Communication	Compass will provide tools to support one and two way communications with its educational partners.	\$0.00	No
2.4b	Technology Access	Compass will provide technology access to scholars who are unable to access required educational offerings.. (Funding Sources: LCFF, Title IV)	\$10,000	Yes
2.5	Staff Development - Professional Learning	All staff will have access to professional learning through conferences, internal professional learning sessions, and workshops.	\$0.00	No
2.6	Military-Connected Support	Our dedicated Scholar Community Advocate will make resources and programs available to military families and scholars. These services will include transition support, enrollment, deployment support, and referrals to military community partners.	\$0.00	No

Goal Analysis for 2021-22

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.

There were no substantive changes to the planned action and actual implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Anticipated expenditures were \$67,500; current actual expenditures are \$100,201. Additional spending occurred in support of prompt 2.3 through a variety of extracurricular and enrichment activities.

An explanation of how effective the specific actions were in making progress toward the goal.

Learning Coach Academy has received excellent feedback and suggestions made by participants are used to improve the program each year. Our celebrations and recognitions have been well received and have elicited positive feedback from our school community. After limited in-person activity/field trip options due to COVID-19, we were able to start offering more in-person events, and still keep many of our virtual offerings, so families and scholars had choices in how to stay engaged with the school.

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.

No major changes are planned for the 2022-23 school year.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal #	Description
3	Increase college and career readiness for scholars.

An explanation of why the LEA has developed this goal.

Compass Charter Schools of Los Angeles 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	2021-22 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate (CA Dashboard)	2019 CA Dashboard): Graduation Rate 52.5%	<ul style="list-style-type: none"> 79% (As of June 10, 2022)	[Insert outcome here]	[Insert outcome here]	Graduation Rate (CA Dashboard): 65%
Graduates A-G Course Completion (UC/CSU eligibility)	2019-2020 10%	<ul style="list-style-type: none"> 17% 	[Insert outcome here]	[Insert outcome here]	30% A-G Course Completion
Concurrent Enrollment	2019-2020 Concurrent Enrollment 7.8%	<ul style="list-style-type: none"> 29% 	[Insert outcome here]	[Insert outcome here]	20% of scholars will have enrolled into at least one concurrent course
Scholars “Prepared” for College/Career (CA Dashboard)	(2018-19 Dashboard) 15.7% Prepared	<ul style="list-style-type: none"> 17% 	[Insert outcome here]	[Insert outcome here]	25% College Career Indicator “Prepared”

Actions

Action #	Title	Description	Total Funds	Contributing
3.1a	Summer Session	Compass will offer a Summer Session for high school scholars wishing to earn extra credits in online classrooms. (Funding Sources: LCFF, ESSER III)	\$25,608	No
3.1b	Summer Tutoring	Compass will offer access to a tutoring platform to support scholars with successful completion of Summer Session courses that lead to A-G course preparation or completion. (Funding Sources: A-G Completion Improvement Grant)	\$46,312	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. (Funding Sources: LCFF, A-G Completion Improvement Grant)	\$31,606	No
3.2b	Dual Enrollment	Compass will partner with community colleges and Universities to incorporate dual enrollment in the 4-year plan for all high school scholars. (Funding Sources: LCFF)	\$0.00	No
3.2c	AVID Elective	Compass will provide AVID courses to middle and high school scholars and provide the opportunity for them to earn the AVID Elective Digital Badge after completing the courses. (Funding Sources: LCFF)	\$10,000	No
3.3	Recognized ASCA Model Program (RAMP)	Compass will implement the ASCA model program and apply to become a RAMP School in the 2022-23 school year.	\$2,000	No

Action #	Title	Description	Total Funds	Contributing
		(Funding Sources: LCFF, Educator Effectiveness Grant)		
3.4a	Family College Awareness/Preparation	Compass will provide scholar and parent training and resources on A-G requirements, going to college, completing a college and career application, completing a FAFSA, applying for scholarships, and general college entrance exam information. Encourage all Seniors to apply to a college, university, career-based training institution, or military.	\$0.00	No
3.4b	Partnerships with organizations for financial aid, college tours, etc.	Compass will partner with various providers to expand college readiness opportunities.	\$0.00	No
3.5	Staff Development - Professional Learning	All staff will have access to professional learning through conferences, internal professional learning sessions, and workshops. Funds allocated in 1.3b	\$0.00	No

Goal Analysis for 2021-22

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.

The ASCA RAMP application process requires additional time; we contracted with an ASCA RAMP consultant to support the process so we can move forward. We recently forged a partnership with Snow College to move forward with a dual enrollment offering.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Anticipated expenditures were \$181,575; current actual expenditures are \$285,808. The additional expenditures were in prompts 3.2a and 3.3b.

An explanation of how effective the specific actions were in making progress toward the goal.

Our Summer Session has helped close the credit deficiency gap and supported an increase in graduation rates. We provide both online and internal project-based A-G courses, so scholars can access A-G preparedness in more than one way. We contracted with a consultant to support the ASCA RAMP application process. We are excited about our new partnership with Snow College for dual enrollment that will be rolled out in 2022-23.

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.

No major changes are planned for the 2022-23 school year.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal #	Description
4	Ensure that at-promise scholars are making progress toward earning a high school diploma.

An explanation of why the LEA has developed this goal.

Compass Charter Schools of Los Angeles offers a unique model for addressing the current needs of scholars/families. 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. Compass Charter schools will monitor scholars identified as at-promise (including current scholars and late entrants) to develop strategic support systems to ensure these scholars persist to graduation albeit on an extended timeline.

Measuring and Reporting Results

Metric	Baseline	2021-22 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Accelerated Course Options Program (ACOP)	2019-2020 12.4% participation in ACOP for at-promise scholars	<ul style="list-style-type: none"> 25% 	[Insert outcome here]	[Insert outcome here]	60% participation in ACOP for at-promise scholars
Extended Graduation (5+ years to earn diploma)	2019-2020 5th Year Cohort 3%	<ul style="list-style-type: none"> 13% (As of June 10, 2022) 	[Insert outcome here]	[Insert outcome here]	0% 5th Year Cohort

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	At- Promise Interventions/Supports	Compass will use data from our benchmark assessments to identify potentially at-promise scholars and implement our MTSS tiered intervention framework to ensure they are supported.	\$0.00	No
4.2	Summer Session	Compass will offer Summer Session for at-promise scholars who are deficient in credits for graduating within their cohort and for scholars who are at-promise for entering high school with a skill gap. Funds allocated in 3.1	\$0.00	Yes
4.3	Extended Graduation Plan	Compass will develop an extended graduation plan and program to ensure at-promise scholars have a realistic pathway and expectations for earning a high school diploma.	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.4	Staff Development - Professional Learning	All staff will have access to professional learning through conferences, internal professional learning sessions, and workshops. Funds allocated in 1.3b	\$0.00	No

Goal Analysis for 2021-22

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.

There were no substantive changes to the planned action and actual implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The efforts to provide access to these goals and action costs were captured elsewhere. The services outlined in these goals and actions were realized, however, no expenditures were coded to this goal and its associated actions.

An explanation of how effective the specific actions were in making progress toward the goal.

Compass Charter Schools of Los Angeles has been reviewing data on our at-promise youth, including internal benchmarks, and we are currently researching systems of support. Summer session was offered via our Online program and has been successful in providing our at-promise scholars opportunities to close the gap on credit deficiencies. Our graduation plans and pathways provide extended time to help our scholars successfully graduate.

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.

No major changes are planned for the 2022-23 school year.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$893,141.00	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.62%	0%	\$0.00	10.62%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

The Compass Charter Schools of Los Angeles (Compass) Leadership Team met several times throughout the year to review the goals they set for the LCAP. Everyone in the meeting representing various divisions and departments of the organization had input on adjusting the goals and actions and prioritized the needs of Foster Youth, English Learners, and Low-income scholars by hiring dedicated staff specifically to monitor and support these special populations including a McKinney-Vento Liaison and English Learner Tutors.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Our dedicated McKinney-Liaison will make resources and programs available to scholars and their families experiencing homelessness and/or are in foster care. The Liaison will continue to attend professional development training and PLC's to ensure all targeted services are the most current available. English learners will continue to receive direct support sessions via trained EL tutors and access to Lexia for increasing language fluency and increasing our reclassification rates. Low-income scholars will continue to have access to MTSS tutoring to close skill gaps and/or 24/7 access to an online tutoring system.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Compass Charter Schools of Los Angeles did not receive any additional LCFF Concentration Grant funds.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	25:1 ADA to FTE ratio	Not Applicable
Staff-to-student ratio of certificated staff providing direct services to students	25:1 ADA to FTE ratio	Not Applicable

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, January 2022

2021–22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 100,000	\$ 10,000	1.50%	11.50%	\$ 10,500	0.00%	10.50%	\$ 1,000.00	1.00%

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, January 2022

2021–22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 100,000	\$ 10,000	1.50%	11.50%	\$ -	0.00%	0.00%	\$ 11,500.00	11.50%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]*). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC Section 52064[e][1]*). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective 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:

- o 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* Section 52064[b][4-6]).
- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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.

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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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 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/>.

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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 students
- 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

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners 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 educational partners 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 should 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.
- **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 educational partners. 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 those for which the LEA, in consultation with educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the

student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 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 2021–22. 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.
- **Year 1 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 2 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.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 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 2023–24:** 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 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	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 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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 action 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 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the

percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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.

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 2021–24 LCAP from the 2017–2020 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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:
 - **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 transitional kindergarten through grade five), 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.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.

- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

- o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - o This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - o This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

- o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Compass Charter Schools of Yolo

CDS Code: 57 72702 0139436

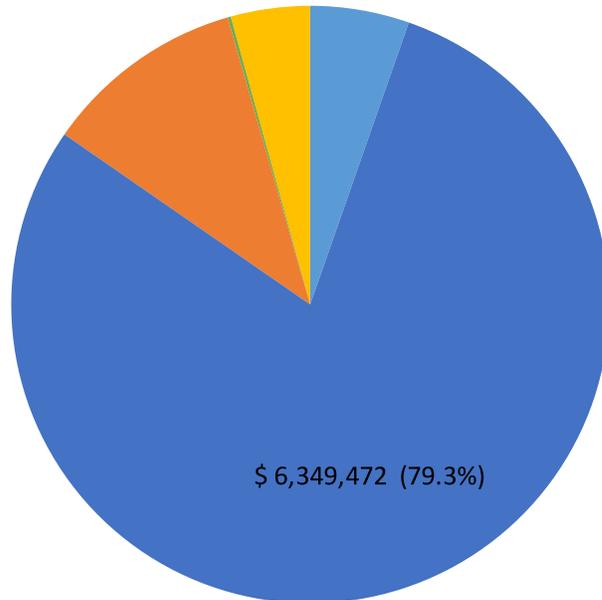
School Year: 2022 – 23

LEA contact information: JJ Lewis
Superintendent, CEO
(818) 824-6233
jlewis@compasscharters.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022 – 23 School Year

Projected Revenue by Fund Source

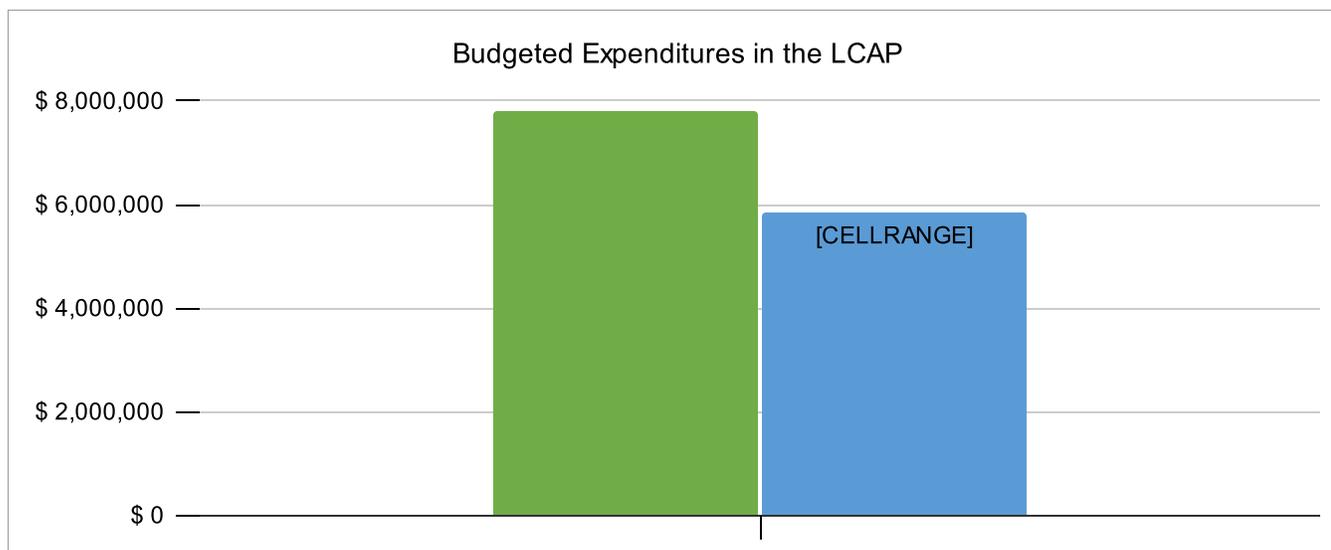


This chart shows the total general purpose revenue Compass Charter Schools of Yolo expects to receive in the coming year from all sources.

LCFF Budget Overview for Parents

The text description for the above chart is as follows: The total revenue projected for Compass Charter Schools of Yolo is \$8,007,735.93, of which \$6,777,934.00 is Local Control Funding Formula (LCFF), \$873,025.63 is other state funds, \$13,466.68 is local funds, and \$343,309.62 is federal funds. Of the \$6,777,934.00 in LCFF Funds, \$428,462.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Compass Charter Schools of Yolo plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Compass Charter Schools of Yolo plans to spend \$7,792,247.67 for the 2022 – 23 school year. Of that amount, \$5,854,790.00 is tied to actions/services in the LCAP and \$1,937,457.67 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures not included in the LCAP include accounting, administrative, audit, legal and other general operational costs.

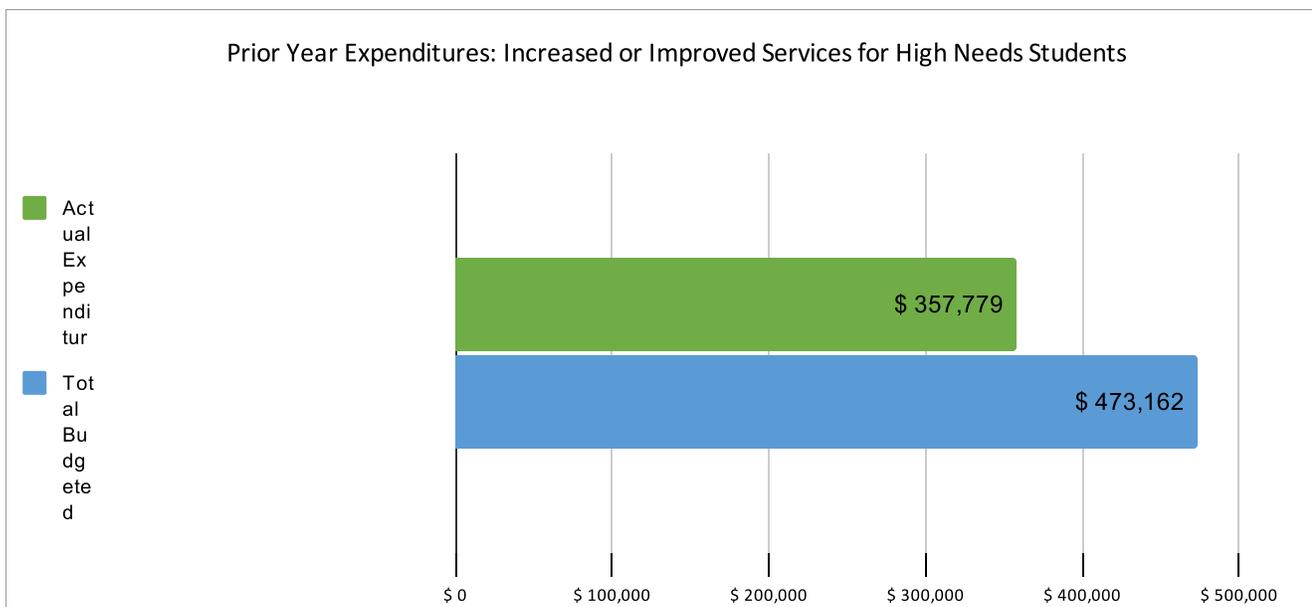
Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

LCFF Budget Overview for Parents

In 2022 – 23, Compass Charter Schools of Yolo is projecting it will receive \$428,462.00 based on the enrollment of foster youth, English learner, and low-income students. Compass Charter Schools of Yolo must describe how it intends to increase or improve services for high needs students in the LCAP. Compass Charter Schools of Yolo plans to spend \$115,974.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

Compass strives to serve our high-needs scholars through a variety of supports. Each high-needs scholar has a personalized learning plan tailored to his/her needs. We provide live synchronous classes and office hours to ensure these scholars have the support they need. We have increased our direct support sessions for English Learners and adopted a research-based supplemental

Update on Increased or Improved Services for High Needs Students in 2021 – 22



This chart compares what Compass Charter Schools of Yolo budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Compass Charter Schools of Yolo estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

LCFF Budget Overview for Parents

The text description of the above chart is as follows: In 2021 – 22, Compass Charter Schools of Yolo's LCAP budgeted \$473,162.00 for planned actions to increase or improve services for high needs students. Compass Charter Schools of Yolo actually spent \$357,779.00 for actions to increase or improve services for high needs students in 2021 – 22. The difference between the budgeted and actual expenditures of \$115,383.00 had the following impact on Compass Charter Schools of Yolo's ability to increase or improve services for high needs students:

This is year to date spend as of May 9, 2022 and a portion of this includes summer school expenses which have not yet been incurred.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan – Compass Charter Schools of Yolo

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Compass Charter Schools of Yolo 850 Hampshire Road, Suite R Thousand Oaks, CA 91361 Website: https://www.compasscharters.org	J.J. Lewis, Superintendent & CEO	jlewis@compasscharters.org (855) 937-4227

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020-21 Local Control and Accountability Plan (LCAP).

Compass Charter Schools of Yolo (Compass) engaged with its educational partners for the development of the 2021-22 Local Control and Accountability Plan (LCAP) throughout the spring of 2021. Resources available as of June 27, 2021 did not permit the inclusion of all state funds included in the Budget Act of 2021. Additional funds not included in the 2021-22 LCAP include:

- **LCFF S&C including One-time 15% Add-On (\$0.00):** Compass did not receive this funding
- **Educator Effectiveness Block Grant (\$98,879.00):** A public meeting/forum was held on 12/04/2021 regarding the Educator Effectiveness Block Grant
- **A-G Completion Improvement Grant (\$11,034):** A public meeting/forum is planned on 03/26/2022 regarding the A-G Completion Grant.
- **Pre-K Planning & Implementation Grant (\$58,401):** A public meeting forum is planned on 06/30/2022 regarding the Pre-K Planning & Implementation Grant.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Compass Charter Schools of Yolo (Compass) has an unduplicated pupil enrollment of 99.99%. As such, Compass will not be receiving additional concentration grant add-on funding. We will, however, continue to provide robust support for all of our scholars who are low-income, English learners, and/or foster youth.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Throughout the annual LCAP development process, Compass Charter Schools of Yolo (Compass) received input on a variety of programs and services provided to students. Due to limited LCFF resources and previous funding plan development, not all of these expressed needs were addressed in the 21-22 LCAP, however the feedback received has been considered in the use of additional funds including federal COVID-19 Relief funds.

The LEA engaged its educational partners during the release of these federal funds as follows:

- Compass developed the Extended Learning Opportunity Grant (ELO) in consultation with all educational partners to identify needs and priorities for supplemental and support strategies. Staff members from each department were surveyed during the Staff Advisory Committee meeting held on May 2, 2021. Scholars were surveyed during their Scholar Leadership Council (SLC) meeting held on May 11, 2021. Learning Coaches (parents) were surveyed at their Parent Advisory Council (PAC) meeting on May 21, 2021. The Leadership team was surveyed and provided their feedback during their May Leadership Advance. All feedback provided by all Educational Partners were incorporated into the ELO plan for the Public Hearing on May 23, 2021. Ongoing collaboration with all educational partners has continued throughout the 2021-22 school year at monthly committee meetings, leadership advances, SLC meetings, and PAC meetings. During these meetings all Educational Partners continue to review and discuss the implementation of the ELO plan, feedback on scholar programs, review assessments and benchmark data, and overall progress being made. Any adjustments are made as needed and the Board of Directors are updated during their quarterly meetings in the 2021-22 school year (ELO now includes federal resources 3216, 3217, 3218, 3219).
- Compass reviewed its scholar demographic data as of the first day of school, which was Wednesday, September 1, 2021, in order to identify community members and groups needed for consultation on its ESSER III Expenditure Plan. The following is a breakdown of Compass' scholar demographic data:
 - - 5 English Learners (>1% of total scholar enrollment)
 - - 9 Foster Youth Scholar (1% of total scholar enrollment)
 - - 67 Homeless Scholars (10% of total scholar enrollment)
 - - 1 Migrant Scholar (>1% of total scholar enrollment)

Based on these demographics, all applicable community members (scholars, families, school administrators (Cabinet), school leaders (Leadership Team), teachers and school staff, as well as civil rights organizations, and advocates representing the interests of children with disabilities, English learners, homeless scholars, foster youth, and other underserved scholars (12 in all) were invited to engage in providing feedback on this [ESSER III Expenditure Plan](#). In addition to reviewing the Expanded

Learning Opportunities Grant Plan and Local Control and Accountability Plan, inclusive of Educational Partners for those plans, Compass provided the following specific Community Engagement opportunities:

- Leadership Team Meeting (July 27-29, 2021). During this Leadership Team Meeting, the Cabinet and Leadership Team ideated on uses of the ESSER III funds, which included summer school opportunities for scholars, bringing on an additional counselor, bringing on additional English Learner Tutors, bringing on additional tutors, and creating a Virtual Resource Center for scholars to work with a credentialed ELA Specialist, math specialist, and reading specialist.
- Board of Directors Special Meeting (August 11, 2021). During this Board of Directors Special Meeting, staff presented concepts from the Leadership Team and sought feedback from the Board on those concepts.
- Staff Ideation Form (August 25 – September 3, 2021). All staff were invited to share suggestions on how to best utilize ESSER III Funds to support scholars.
- Community Partner Survey (September 7 – September 13, 2021). Community partners (12) were invited to review the draft ESSER III Expenditure Plan and rate the extent in which they agree or disagree (along with sharing their ‘why’) with each proposed action. There was also space on the survey to share additional ideation on how Compass might best utilize the funds.
- Educational Partners Survey (September 13 – September 17, 2021). Compass Educational Partners (scholars, parents, staff, authorizer, and board members) were invited to review the draft ESSER III Expenditure Plan and rate the extent in which they agree or disagree (along with sharing their ‘why’) with each proposed action. There was also space on the survey to share additional ideation on how Compass might best utilize the funds.
- Scholar Leadership Council (September 14, 2021). During this meeting, staff presented the draft plan to scholars and sought feedback from the scholars on the plan.
- Parent Advisory Council (September 17, 2021). During this meeting, staff presented the draft plan to parents and sought feedback from the parents on the plan.
- Board of Directors Regular Meeting (September 25, 2021). During this Board of Directors Regular Meeting, the final ESSER III Expenditure Plan was reviewed and approved
- Board of Directors Regular Meeting (September 25, 2021). During this Board of Directors Regular Meeting, the final ESSER III Expenditure Plan was reviewed and approved.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

It is a priority of Compass Charter Schools of Yolo (Compass) to ensure the health and safety of scholars, educators, and other staff as well as to ensure continuity of services, as required by the American Rescue Plan (ARP) Action of 2021. To this end, Compass has implemented some actions identified in our Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan.

Specifically, we have successfully implemented curricular support, Multi-tiered System of Supports (MTSS) and Response to Intervention (RtI), targeted intervention - English learners and social-emotional/well-being.

Compass Charter Schools - Annual Meeting - Agenda - Saturday, June 25, 2022 at 10:00 AM
We have also experienced challenges to implementation. These challenges include supports for unduplicated scholars - progress monitoring and program improvement, which created a school psychologist position. We continue to recruit for this open position.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update

Compass Charter Schools of Yolo (Compass) considers the LCAP to be the comprehensive planning document which captures the priorities, goals, and actions to improve scholar outcomes. As such, the additional funds received are viewed through the lens of the LCAP to determine where scholar needs exist and what services are needed to address those needs. Some examples of the alignment of these funds to the LCAP are:

- ESSER III: Addressing the Impact of Lost Instructional Time - the additional funds received are in alignment with the following goals in our LCAP:
 - Goal #1, Action 1.1b - Curricular Support: Creating staff positions in order to write curriculum, map curriculum, and vertically align curriculum, including lesson plans and scaffolding recommendations (**\$387,800.00**)
 - Goal #1, Action 1.2b - Multi-tiered System of Supports and Response to Intervention (Rtl): Creating staff positions to serve as content-area intervention specialists, to enhance the level of support provided to scholars through MTSS and Rtl (**\$163,245.62**)
 - Goal #1, Action 1.1d - Basic Services - Summer Academic Access: Providing all scholars with access to app-based educational subscriptions over the summer (**\$24,000.00**)
 - Goal #3, Action 3.1 & Goal #4, Action 4.2 - Summer School: Providing all scholars with access to summer school through Accelerate Education (**\$30,000.00**)
- ESSER III: Use of Any Remaining Funds - the additional funds received are in alignment with the following goals in our LCAP:
 - Goal #1, Action 1.5b - Supports for Unduplicated Scholars - Progress Monitoring and Program Improvement: Creating a staff position (school psychologist) to support the social and emotional well-being and wellness of scholars (**\$80,000.00**)
 - Goal #1, Action 1.6a - Targeted Intervention - English Learners: Creating staff positions to serve as English Learner (EL) Tutors to enhance the level of support provided to EL scholars (**\$144,000.00**)
 - Goal #4, Action 4.4 - Social-Emotional/Well Being: Developing and providing Social-Emotional Learning workshops for scholars, learning coaches (parents), and staff (**\$30,000.00**)

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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 R Thousand Oaks, CA 91361 Website: https://www.compasscharters.org	J.J. Lewis, Superintendent & CEO	jlewis@compasscharters.org (855) 937-4227

Plan Summary 2022-23

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Compass Charter Schools of Yolo (Compass) is a free, personalized learning, public charter school that offers an alternative for scholars to thrive outside of a traditional brick and mortar environment. Compass is directly funded by the state of California and the federal government. We are currently authorized by the Winters Joint Unified School District for scholars in grades TK-12 who reside in Yolo and its adjacent counties and wish to pursue high-quality, and rigorous instructional programs via virtual learning.

Our academic programs are designed with our scholars in mind and provide our families with gold standard choices in their virtual education. Compass intentionally matches scholars and families with virtual, at-home, and in-person learning programs that support their lifestyle and vision for success. We provide coordinated academic, social emotional, and college and career readiness support. And, we continuously improve our personalized learning models and influence a more individualized approach throughout the education sector.

In our Online Learning Program, our scholars use Accelerate Education as their curriculum. They are assigned a credentialed supervising teacher (ST) who acts as the Teacher of Record, and supports the scholar by providing both synchronous and asynchronous instruction to personalize scholar learning. Scholars enrolled in our Online Learning Program participate in learning labs each day where they interact with their teacher and peers. During these labs, scholars participate in Advancement Via Individual Determination (AVID) and research-based instructional activities designed by the teacher to engage in their learning. Our personalized learning model provides flexibility with scholar schedules, so each learning lab is recorded for scholars to view if they cannot attend live. The Online Learning Program teachers also provide Q&A office hours, small group instruction, and one on one sessions to further support scholars.

In our Options Learning Program, we partner with home study families to provide flexible options for scholars to thrive academically, socially, and emotionally. The learning coach (parent or legal guardian) is the primary instructor for their scholars and commits to providing a well-rounded education for their child that addresses state standards. Scholars and learning coaches work with their assigned, credentialed ST to develop a custom personalized learning plan for scholars. Throughout the year, families connect with their ST to discuss assigned work, manage progress, and review scholars' body of work and activity logs. In addition to the academic support, each scholar is allocated educational support funds. These funds are used to purchase non-sectarian curriculum, supplies, lessons, and classes to enhance scholar learning. These materials and services are provided by businesses on our approved community providers list.

In compliance with AB 130 and AB 167, scholars in both programs in grades TK-3 have access to daily live synchronous instruction; scholars in grades 4-8 have weekly live synchronous instruction and daily live interaction opportunities; and scholars in grades 9-12 have access to weekly live synchronous instruction.

Whatever the reason behind scholars' enrollment at Compass, scholars are provided an environment where they can feel safe and inspired to develop into confident, innovative, creative, self-directed learners. Scholars find success at Compass because they have the support of a dedicated staff and their families.

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 (Compass) opened in Fall 2019. As a result of the COVID-19 pandemic, the California Department of Education suspended all assessments in Spring of 2020. Because of that, we have limited multiple year data for Compass and rely heavily on our internal benchmark assessments.

(1) Reading - Compass scholars demonstrated significant improvement in the midyear reading scores as indicated by internal assessment data. Overall, scholars in K-5 increased by 25.7% from the beginning of the year compared to mid-year assessment data.

(2) Math - Compass scholars demonstrated significant improvement in the mid-year math scores as indicated by internal assessment data. Overall, scholars in K-5 increased by 28.1% from the beginning of the year compared to mid-year assessment data. We saw some growth (3.4%) in the 6-12 scholar population, but we do expect to see higher growth in our end of the year benchmark due to the intensive MTSS supports and tutoring offered in the second semester.

(3) Multi-tiered Support Systems (MTSS) - Compass has more fully developed a tiered support system for scholars across grade levels and programs to ensure scholars' needs are identified and supported. Based on our internal benchmark assessments, scholars are targeted for support by our MTSS tutors. The school continues to utilize Advancement Via Individual Determination (AVID) instructional strategies in all direct learning opportunities; the school staff set time aside each month to identify scholars at-risk to not pass, reviews scholar data, discusses available supports, and sets goals for accountability.

(4) College and Career Readiness - Compass continues to provide a robust College and Career Readiness program in order to prepare scholars for post-secondary pathways. The program includes weekly workshops, career exploration activities, A-G courses, Advanced Placement courses, college preparatory courses, and opportunities to take college courses through concurrent enrollment. Currently, 55.5% of eligible Yolo scholars participate in concurrent enrollment.

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 (Compass) opened in Fall 2019 (note - the California Dashboard has been suspended since 2019). Below is a summary of the identified needs for Compass based on our internal data:

(1) Reading in grades 6-12: Unfortunately, we did not see growth in the 6-12 scholar population; however, we expect to see growth in our end of the year benchmark due to intense Multi-tiered Support Systems interventions and tutoring offered in the second semester.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

As the Local Control and Accountability Plan (LCAP) is a three-year plan that is designed and meant to provide full transparency at the local level and encourage valuable input from all educational partners in the community, Compass Charter Schools of Yolo (Compass) engaged all educational partners (see “Engaging Educational Partners” for more information) to develop a streamlined, three-year plan aligned to the California Eight State Priorities.

Based on the feedback from our educational partners, Compass developed the following LCAP goals for the 2021-24 academic years:

1. Increase scholar academic achievement in core academic subjects.
2. Increase scholar and parent engagement/involvement.
3. Increase college and career readiness for scholars.
4. Ensure that at-promise scholars are making progress toward earning a high school diploma.

Compass also ensured to include actions in response to the lessons learned from the COVID-19 pandemic and the lingering impacts from the on-going pandemic challenges such as providing social-emotional/well being opportunities and programs to mitigate scholar learning loss.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Scholar Survey (Spring 2022): A survey was sent to all scholars on behalf of the Scholar Leadership Council, which asked scholars for input and insight into the academic program, engagement offerings, school communication, and COVID-19 response. The results of the Scholar Survey were subsequently reviewed at Scholar Leadership Council meetings in January, February, March, and April 2022.

Parent Survey (Spring 2022): A survey was sent to all parents on behalf of the Parent Advisory Council, which asked parents for input and insight into the academic program, engagement offerings, school communication, and COVID-19 response. The results of the Parent Survey were subsequently reviewed at Parent Advisory Council meetings in January and March 2022.

Planning Survey (Spring 2022): A survey was sent to all educational partners, including scholars, parents, staff, authorizers, Board of Directors, and community members, asking for input and insight into the educational program and on several other items. Questions were also asked to help determine priority areas for the upcoming 2022-23 school year.

Scholar Leadership Council (March 8, 2022): During this month's meeting, scholar leaders discussed the Framework for the Future project and the scholar survey results. The Scholar Leadership Council engaged in a deep dive of the communications results within the scholar survey. The council will finalize their feedback and craft recommendations to bring to their April meeting for consideration for inclusion into the LCAP goals and actions.

Parent Advisory Council (March 18, 2022): During this month's meeting, parent leaders discussed the parent survey results. The Parent Advisory Council was also introduced to the results of the 2022-23 Planning Survey results. The Parent Advisory Council will be reflecting on both sets of survey results and bringing suggestions to their May meeting for consideration for inclusion into the LCAP goals and actions.

Board of Directors Meeting (March 26, 2022): During this Board of Directors meeting, the results of the Parent Survey, Scholar Survey, and 2022-23 Planning Survey were shared with the Board. The Board engaged in a workshop on the 2022-23 LCAP and shared insights and wonderings with the Superintendent. The Board will use these various survey results as they prepare for the Public Hearing on Saturday, May 21.

Leadership Team Meeting (April 26, 2022): During this leadership meeting, LCAP actions and measures were reviewed line by line with the leadership team. Every team member had the opportunity to provide feedback on the LCAP goals, actions, and measures. There was also a focus on academic achievement and engagement goals and actions and how to achieve those goals.

Scholar Leadership Council (May 10, 2022): During this month's meeting, scholar leaders reviewed and had an in-depth conversation on LCAP goals 1 through 4 and each member of the council had an opportunity to provide feedback on the LCAP goals and actions. They also adopted a set of recommendations for the Superintendent to consider for the upcoming 2022-23 school year.

Parent Advisory Council (May 20, 2022): During this month's meeting, the Council provided feedback on the overview of the draft LCAP PowerPoint. There was a conversation around the new additions to the LCAP Goal #1: Targeted supports for foster and homeless youth populations, parent enrichment support in the engagement section, Wellness for Educator Workshops, partnerships with organizations to expand college career readiness with counseling and resources, and refining our Summer Session. The Parent Advisory Council will continue to refine ways to make our LCAP's actions meaningful.

Board of Directors Public Hearing (May 21, 2022): During this Board of Directors Public Hearing, we reviewed and discussed the goals and actions set for the LCAPs. Board members inquired about the process for getting actions and for reaching the goals established in the LCAPs. They also reviewed the vetting process for selecting the best metrics for each goal. The Board members and public in attendance provided positive feedback on our 2022-23 LCAPs.

Board of Directors Annual Meeting (June 25, 2022): The final version of the 2022-23 Local Control and Accountability Plan will be presented by staff to the Board of Directors for consideration and approval.

A summary of the feedback provided by specific educational partners.

Scholar Feedback: Our Scholar Leadership Council provided specific feedback on communications and ways to enhance our communication platforms for scholars.

Parent Feedback: Our Parent Advisory Council provided specific feedback on targeted supports for our foster you and McKinney-Vento scholars, ways to enhance the parent enrichment support and Wellness for Educators workshops, ways to enhance partnerships with organizations to expand college/career readiness, and refining our Summer Session.

Staff Feedback: Our Leadership Team and Staff Advisory Committee provided specific feedback on goal #1 and added the following metrics to the goal: Chronic Absenteeism and Decrease the Cohort Dropout rate along with targeted interventions for our special populations. They also provided feedback on Goal #2 adding a metric to measure our engagement offering satisfaction. They also provided feedback on how to refine our Summer Session offerings and added a new metric to ensure our scholars have access to the technology required to access required educational offerings.

Board of Directors Feedback: Our Board of Directors provided specific feedback on Goals 1-4 and recommended we revise our action items based on the feedback provided in the Public Hearing.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The feedback provided by our educational partners indicated we did not need to change anything within the LCAP. Instead the feedback provided was full of affirmations and confirmed we are continuing to head in the exact direction we need to be on.

Goals and Actions

Goal #	Description
1	Increase scholar academic achievement in core academic subjects.

An explanation of why the LEA has developed this goal.

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 monitor progress and inform instruction and the implementation of responsive interventions to meet each scholar’s needs.

Measuring and Reporting Results

Metric	Baseline	2021-22 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain ample Standards-aligned curricula and resources	Standards-aligned:5 of 5 subjects	<ul style="list-style-type: none"> 5 of 5 subjects 	[Insert outcome here]	[Insert outcome here]	Standards-aligned: 5 of 5 subjects

<p>State-mandated Assessments (School-wide, SED)</p> <ul style="list-style-type: none"> • SBAC ELA - Grades 3-8, 11 (Meet/Exceed) • SBAC Math - Grades 3-8, 11 (Meet/Exceed) • CAST- (Meet/Exceed) 	<p>2020-21 Will be the first year of State mandated SBAC assessment to establish school wide baseline</p> <p>Compass Grades 3-8, 11 Scholars (2019)</p> <p>Schoolwide</p> <ul style="list-style-type: none"> • SBAC ELA (3-8): Establish baseline 20/21 • SBAC ELA (11): Establish baseline 20/21 • SBAC Math (3-8): Establish baseline 20/21 • SBAC Math (11) : Establish baseline 20/21 • CAST: Establish baseline 20/21 <p>SED</p> <ul style="list-style-type: none"> • SBAC ELA (3-8): Establish baseline 20/21 	<ul style="list-style-type: none"> • TBA in Fall of 2022 	<p>[Insert outcome here]</p>	<p>[Insert outcome here]</p>	<p>SBAC Grades 3-8, 11 Scholars</p> <p>Schoolwide</p> <ul style="list-style-type: none"> • SBAC ELA (3-8) - 11% over established baseline from 2021 • SBAC ELA (11) - 7% over established baseline from 2021 • SBAC Math (3-8) 12% over established baseline from 2021 • SBAC Math (11) - 6% over established baseline from 2021 • CAST - 7% over established baseline from 2021 • <p>SED</p>
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Metric	Baseline	2021-22 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> ● SBAC ELA (11): Establish baseline 20/21 ● SBAC Math (3-8): Establish baseline 20/21 ● SBAC Math (11) : Establish baseline 20/21 ● CAST : Establish baseline 20/21 				<ul style="list-style-type: none"> ● SBAC ELA (3-8) - 12% over established baseline from 2021 ● SBAC ELA (11) - 8% over established baseline from 2021 ● SBAC Math (3-8) 13% over established baseline from 2021 ● SBAC Math (11) -15% over established baseline from 2021 ● CAST - 12% over established baseline from 2021

<p>Percent of scholars at/ above grade level and demonstrating growth on Spring Internal ELA assessments</p> <p>Grades 3-8</p> <p>Grade 11</p>	<p>Spring Internal ELA Assessment</p> <p>Grades 3-8</p> <ul style="list-style-type: none"> “At/Above Grade-level”- Establish school wide baseline in Spring 2021 Demonstrated growth over previous year- Establish school wide baseline in Spring 2021 <p>Grade 11</p> <ul style="list-style-type: none"> “At/Above Grade-level”- Establish school wide baseline in Spring 2021 Demonstrated growth over previous year- Establish school wide baseline in Spring 2021 	<p>Grades 3-8 “At/Above Grade-Level</p> <ul style="list-style-type: none"> 65.60% <p>(As of June 10, 2022)</p> <p>Grades 3-8 “Demonstrated growth over previous years”:</p> <ul style="list-style-type: none"> Establish school wide baseline in Spring 2022 due to new internal assessments <p>Grade 11 “At/Above Grade-Level”</p> <ul style="list-style-type: none"> 83.30% <p>(As of June 10, 2022)</p> <p>Grade 11 “Demonstrated growth over previous years”</p>	<p>[Insert outcome here]</p>	<p>[Insert outcome here]</p>	<p>Spring Internal ELA Assessment</p> <p>Grades 3-8</p> <ul style="list-style-type: none"> “At/Above Grade-level: TBD once baseline is established Demonstrated growth over previous year- TBD once baseline is established <p>Grade 11</p> <ul style="list-style-type: none"> “At/Above Grade-level”- TBD once baseline is established Demonstrated growth over previous year- TBD once baseline is established
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Metric	Baseline	2021-22 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> • Establish school wide baseline in Spring 2022 due to new internal assessments 			

<p>Percent of scholars at/ above grade level and demonstrating growth on Spring Internal Math assessments</p> <p>Grades 3-8</p> <p>Grade 11</p>	<p>Spring Internal Math Assessment</p> <p>Grades 3-8</p> <ul style="list-style-type: none"> • “At/Above Grade-level”- Establish school wide baseline in Spring 2021 • Demonstrated growth over previous year- Establish school wide baseline in Spring 2021 <p>Grade 11</p> <ul style="list-style-type: none"> • “At/Above Grade-level”- Establish school wide baseline in Spring 2021 • Demonstrated growth over previous year- Establish school wide baseline in Spring 2021 	<p>Grades 3-8 “At/Above Grade-Level”</p> <ul style="list-style-type: none"> • 61.30% <p>(As of June 10, 2022)</p> <p>Grades 3-8 “Demonstrated growth over previous years”:</p> <ul style="list-style-type: none"> • Establish school wide baseline in Spring 2022 due to new internal assessments <p>Grade 11 “At/Above Grade-Level”</p> <ul style="list-style-type: none"> • 84.60% <p>(As of June 10, 2022)</p> <p>Grade 11 “Demonstrated growth over previous years”</p>	<p>[Insert outcome here]</p>	<p>[Insert outcome here]</p>	<p>Spring Internal Math Assessment</p> <p>Grades 3-8</p> <ul style="list-style-type: none"> • “At/Above Grade-level”- TBD once baseline is established • Demonstrated growth over previous year- TBD once baseline is established <p>Grade 11</p> <ul style="list-style-type: none"> • “At/Above Grade-level”- TBD once baseline is established • Demonstrated growth over previous year- TBD once baseline is established
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Metric	Baseline	2021-22 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> Establish school wide baseline in Spring 2022 due to new internal assessments 			
Chronic Absenteeism	Chronic Absenteeism (2019 CA Dashboard) 6.02%	<ul style="list-style-type: none"> 5.36% 	[Insert outcome here]	[Insert outcome here]	Chronic Absenteeism (CA Dashboard) <4%
Decrease the Cohort Dropout Rate	Cohort Dropout Rate 42.7%	<ul style="list-style-type: none"> 15.80% 	[Insert outcome here]	[Insert outcome here]	Cohort Dropout Rate 15%
EL Reclassification Rate	EL Reclassification Rate (2019) <ul style="list-style-type: none"> 11% 	<ul style="list-style-type: none"> 66.67% 	[Insert outcome here]	[Insert outcome here]	EL Reclassification Rate >25%
ELPI Status Level	The ELPI Status Level <ul style="list-style-type: none"> First Dashboard will be in 2021-22 	<ul style="list-style-type: none"> Establishing baseline (needs 2 years of data) 	[Insert outcome here]	[Insert outcome here]	ELs demonstrating progress as measured by ELPI “Medium” 45 to 54%

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. (Funding Sources: LCFF)	\$2,573,260	No
1.1b	Basic Services - Common Core Curriculum	All scholars will have access to core curriculum which is Common Core-aligned. (Funding Sources: LCFF)	\$51,721	No
1.1c	Basic Services - Advancement Via Individual Determination (AVID)	All teachers will utilize AVID instructional strategies in their live synchronous sessions, as well as asynchronous sessions. (Funding Sources: LCFF)	\$1,283	No
1.2a	Multi-Tiered System of Supports (MTSS) and Positive Behavior Interventions & Supports (PBIS)	All scholars will be supported through the Multi-Tiered System of Supports (MTSS) framework, with a focus on Positive Behavioral Interventions and Supports (PBIS). (Funding Sources: LCFF, Title I)	Marketing \$1,000 Communications \$200 Tutors \$35,550	No
1.2b	Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI)	All scholars will be supported through the Multi-Tiered System of Supports (MTSS) framework, with a focus on Response to Intervention (RtI). Scholars who are identified as needing Tier	Tutor total compensation \$36,435	No

Action #	Title	Description	Total Funds	Contributing
		2 and Tier 3 levels of support will have access to tutoring services. (Funding Sources: LCFF, ELO, ESSER III)	Resource Specialist total compensation \$132,923 Supplemental Curriculum / Subscriptions \$17,030	
1.2c	Multi-Tiered System of Supports (MTSS) and Social Emotional Learning (SEL) and Well-Being	All scholars will be supported through the Multi-Tiered System of Supports (MTSS) framework, with a focus on Social Emotional Learning (SEL) and well-being.	\$0.00	No
1.3a	Staff Development - Onboarding	All new staff will participate in a 90-day onboarding program facilitated by the Human Resources Department. (Funding Sources: LCFF)	Training & Development Manager total compensation \$26,775 Alludo \$11,805	No
1.3b	Staff Development - Professional Learning	All staff will have access to professional learning through conferences, internal professional learning sessions, and workshops. (Funding Sources: LCFF, Title II)	\$81,480	No

Action #	Title	Description	Total Funds	Contributing
1.3c	Staff Development - Leadership Development	All staff in a leadership pipeline will be supported with a leadership development program. (Funding Sources: LCFF, CSI, Educator Effectiveness Grant, Title II)	Conferences \$27,160 Piece of LCC contract \$21,980	No
1.4a	Orientation - Scholar and Learning Coach	All scholars and learning coaches will be offered an orientation, which will include strategies to be successful in our program as well as resources to support their educational journey. (Funding Sources: LCFF)	\$23,245	No
1.5a	Supports for Unduplicated Scholars - Foster and Homeless Youth	The Operations Department, through its McKinney-Vento Liaison, will make resources and programs available to scholars and their families experiencing homelessness and/or in foster care. (Funding Sources: Title I)	\$18,190	Yes
1.5b	Supports for Unduplicated Scholars - Free and Reduced	The Operations Department will deploy its team to create and/or identify resources and programs for scholars identified as socially-economically disadvantaged.	\$0.00	Yes
1.6a	Targeted Intervention - English Learners	The English Language Learning Department will make supplemental resources and programs available to scholars to target increased English language acquisition/proficiency and academic achievement. (Funding Sources: Title I)	EL Support Coordinator & EL Tutor total compensation \$47,832 Lexia	Yes

Action #	Title	Description	Total Funds	Contributing
			\$3,125	
1.6b	Targeted Intervention - Students with Disabilities	The Special Education Department will make supplemental resources and programs accessible to scholars to target increased achievement in both English/Language Arts and mathematics. (Funding Sources: LCFF)	\$4,240	No

Goal Analysis for 2021-22

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.

There were no substantive changes to the planned action and actual implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Anticipated expenditures were \$5,684,006 the current actual expenditures are \$3,733,896. The remaining funds will be fully obligated by June 30, 2022.

An explanation of how effective the specific actions were in making progress toward the goal.

Compass Charter Schools of Los Yolo (Compass) supervising teachers (STs) maintained an average of 23.1 ADA to FTE ratio throughout the 2021-22 school year. Our scholars all have access to core curriculum. Compass integrated two Social Emotional Learning programs into our Student Information System; one is Panorama, which allows for surveying scholars and then accessing appropriate resources to support them based on their responses; the other is NOVA, which is a customized self-paced workshop being created via the use of Expanded Learning Opportunity (ELO) funds. We launched our Weeks of Welcome and ongoing supports/orientation during the 2021-22 school year have been well received. Our Engagement Department continuously integrates feedback to constantly improve the support. Our Multi-Tiered System of Supports (MTSS) interventions have proven to be highly successful, with gains in academic achievement noted in either course grades or benchmark assessment gains. We have a McKinney-Vento Liaison who has provided key support for our homeless and foster youth, and we are seeing academic gains slowly happening for those scholars. Our adopted English Language Development program has

shown steady gains in our scholars' English proficiency. Supplemental resources have been integrated into Specialized Academic Instruction for our special education scholars, and progress is tracked. Access to supports directly and positively impacts progress toward our 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.

No major changes are planned for the 2022-23 school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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. Compass Charter Schools of Yolo (Compass) 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	2021-22 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates (P2 Reporting)	Attendance Rates (P2 Reporting) <ul style="list-style-type: none"> Track A - 98.11% Track S - 72.02% 	<ul style="list-style-type: none"> 98.56% 	[Insert outcome here]	[Insert outcome here]	Attendance Rates (P2 Reporting) 95%
Suspension Rate	Suspension Rate 0%	<ul style="list-style-type: none"> 0% 	[Insert outcome here]	[Insert outcome here]	Suspension Rate 0%
Engagement Offering Satisfaction	Satisfaction of Engagement Offerings	<ul style="list-style-type: none"> Baseline to be determined in Spring of 2022 	[Insert outcome here]	[Insert outcome here]	Satisfaction of Engagement Offerings Rate 85%

Metric	Baseline	2021-22 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Advisory Council Meetings	Parent Advisory Council Meetings: 4 per year	<ul style="list-style-type: none"> 5 meetings 	[Insert outcome here]	[Insert outcome here]	Parent Advisory Council Meetings: 4 per year
Scholar Leadership Council Meetings	Scholar Leadership Council Meetings: 7 per year	<ul style="list-style-type: none"> 10 meetings 	[Insert outcome here]	[Insert outcome here]	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: 70%	<ul style="list-style-type: none"> 88% 	[Insert outcome here]	[Insert outcome here]	Percentage of Parents participating in academic monitoring activities: Between 90 - 100%
Scholar Participation in Academic Learning Activities (i.e. Learning Labs, Demonstration of Learning, etc.)	Participation of Scholars participating in academic learning activities	<ul style="list-style-type: none"> 51% participation in 30% or more synchronous instruction and live interaction 	[Insert outcome here]	[Insert outcome here]	Participation of Scholars participating in academic learning activities: Between 90 - 100%
Participation in Annual Satisfaction/LCAP Survey <ul style="list-style-type: none"> Scholars Parents Staff 	Participation in Annual Satisfaction/LCAP Survey <ul style="list-style-type: none"> Scholars Parents Staff 	<ul style="list-style-type: none"> Scholars 17% Parents 34% Staff 38% 	[Insert outcome here]	[Insert outcome here]	Participation in Annual Satisfaction/LCAP Survey <ul style="list-style-type: none"> Scholars Parents Staff

Actions

Action #	Title	Description	Total Funds	Contributing
2.1a	Learning Coach Academy	Compass will offer a Learning Coach Academy program that covers support topics of interest for learning coaches. (Funding Sources: LCFF)	\$0.00	No
2.1b	Summer Session	Compass will offer a Summer Session that utilizes online courses and/or academic subscriptions to increase K-8 scholar engagement. (Funding Sources: ESSER III)	\$18,482	No
2.1c	Scholar Attendance	All teachers will offer engaging live synchronous sessions, as well as asynchronous sessions. (Funding Sources: LCFF)	\$5,570	No
2.1d	Scholar Attendance - Counseling	Compass will provide live Social Emotional Learning groups led by counselors to promote academic and enrichment engagement by addressing the social-emotional needs of scholars. (Funding Sources: LCFF)	\$246,400	No
2.2a	Scholar Celebrations	Compass will provide end-of-year celebrations. (Funding Sources: LCFF)	\$8,000	No
2.2b	Scholar Recognition	Compass will provide scholar recognition opportunities throughout the school year.	\$0.00	No
2.2c	Parent Recognition	Compass will provide parent recognition opportunities throughout the school year.	\$0.00	No
2.3a	Scholar Extracurricular Activities	Compass will provide a variety of extracurricular activities, such as field trips, virtual scholar workshops, and scholar-led clubs. (Funding Sources: LCFF)	\$33,135	No

Action #	Title	Description	Total Funds	Contributing
2.3b	Community Service	Compass will provide a variety of community service opportunities to emboldened our scholars to be community leaders and for all staff to give back to our communities.	\$0.00	No
2.3c	Scholar Enrichment	Compass will provide a variety of enrichment activities to encourage scholars to collaborate, learn, and further develop their educational experience. Funds allocated in 2.3a		No
2.3d	Parent Enrichment	Compass will provide a variety of enrichment activities for parents to encourage parents to collaborate, learn, and further support their scholars educational experience.	\$0.00	No
2.4a	School Communication	Compass will provide tools to support one and two way communications with its educational partners.	\$0.00	No
2.4b	Technology Access	Compass will provide technology access to scholars who are unable to access required educational offerings.. (Funding Sources: Title IV)	\$10,000	Yes
2.5	Staff Development - Professional Learning	All staff will have access to professional learning through conferences, internal professional learning sessions, and workshops. Funds allocated in 1.3b	\$0.00	No
2.6	Military Connected Support	Our dedicated Scholar Community Advocate will make resources and programs available to military families and scholars. These services will include transition support, enrollment, deployment support, and referrals to military community partners.	\$0.00	No

Goal Analysis for 2021-22

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.

There were no substantive changes to the planned action and actual implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Anticipated expenditures were \$49,550 the current actual expenditures are \$71,324. Additional spending occurred in support of prompt 2.3 through a variety of extracurricular and enrichment activities.

An explanation of how effective the specific actions were in making progress toward the goal.

Learning Coach Academy has received excellent feedback and suggestions made by participants are used to improve the program each year. Our celebrations and recognitions have been well received and have elicited positive feedback from our school community. After limited in-person activity/field trip options due to COVID-19, we were able to start offering more in-person events, and still keep many of our virtual offerings, so families and scholars had choices in how to stay engaged with the school.

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.

No major changes are planned for the 2022-23 school year.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal #	Description
3	Increase college and career readiness for scholars.

An explanation of why the LEA has developed this goal.

Compass Charter Schools of Yolo 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	2021-22 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate (CA Dashboard)	Graduation Rate (2019 CA Dashboard): 46.7%	<ul style="list-style-type: none"> 88% (As of June 10, 2022)	[Insert outcome here]	[Insert outcome here]	Graduation Rate (CA Dashboard): 65%
Graduates A-G Course Completion(UC/CSU eligibility)	2019-2020 13.3%	<ul style="list-style-type: none"> 13% 	[Insert outcome here]	[Insert outcome here]	30% A-G Course Completion
Concurrent Enrollment	2019-2020 Concurrent Enrollment 4.3%	<ul style="list-style-type: none"> 42% 	[Insert outcome here]	[Insert outcome here]	20% of scholars will have enrolled into at least one concurrent course
Scholars “Prepared” for College/Career (CA Dashboard)	(2018-19 Dashboard) 7% Prepared	<ul style="list-style-type: none"> 31% 	[Insert outcome here]	[Insert outcome here]	15% College Career Indicator “Prepared”

Actions

Action #	Title	Description	Total Funds	Contributing
3.1a	Summer Session	Compass will offer a Summer Session for high school scholars wishing to earn extra credits in online classrooms. (Funding Sources: LCFF, ESSER III)	\$27,160	No
3.1b	Summer Tutoring	Compass will offer access to a tutoring platform to support scholars with successful completion of Summer Session courses that lead to A-G course preparation or completion. (Funding Sources: A-G Completion Improvement Grant)		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. (Funding Sources: LCFF, A-G Completion Improvement Grant)		No
3.2b	Dual Enrollment	Compass will partner with community colleges and Universities to incorporate dual enrollment in the 4-year plan for all high school scholars. (Funding Sources: LCFF)		No
3.2c	AVID Elective	Compass will provide AVID courses to middle and high school scholars and provide the opportunity for them to earn the AVID Elective Digital Badge after completing the courses. (Funding Sources: LCFF)	\$2,716	No
3.3	Recognized ASCA Model Program (RAMP)	Compass will implement the ASCA model program and apply to become a RAMP School in the 2022-23 school year. (Funding Sources: LCFF, Educator Effectiveness Grant)	\$1,000	No
3.4a	Family College Awareness/Preparation	Compass will provide scholar and parent training and resources on A-G requirements, going to college, completing a college and	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		career application, completing a FAFSA, applying for scholarships, and general college entrance exam information. Encourage all Seniors to apply to a college, university, career-based training institution, or military.		
3.4b	Partnerships with organizations for financial aid, college tours, etc.	Compass will partner with various providers to expand college readiness opportunities.	\$0.00	No
3.5	Staff Development - Professional Learning	All staff will have access to professional learning through conferences, internal professional learning sessions, and workshops. Funds allocated in 1.3b	\$0.00	No

Goal Analysis for 2021-22

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.

The ASCA RAMP application process requires additional time; we contracted with an ASCA RAMP consultant to support the process so we can move forward. We recently forged a partnership with Snow College to move forward with a dual enrollment offering.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Anticipated expenditures were \$110,245; current actual expenditures are \$196,443. The additional expenditures were in prompts 3.2a and 3.3b.

An explanation of how effective the specific actions were in making progress toward the goal.

Our Summer Session has helped close the credit deficiency gap and supported an increase in graduation rates. We provide both online and internal project-based A-G courses, so scholars can access A-G preparedness in more than one way. We contracted with a consultant to

support the ASCA RAMP application process. We are excited about our new partnership with Snow College for dual enrollment that will be rolled out in 2022-23.

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.

No major changes are planned for the 2022-23 school year.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal #	Description
4	Ensure that at-promise scholars are making progress toward earning a high school diploma.

An explanation of why the LEA has developed this goal.

Compass Charter Schools of Yolo offers a unique model for addressing the current needs of scholars/families. 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. Compass Charter schools will monitor scholars identified as at-promise (including current scholars and late entrants) to develop strategic support systems to ensure these scholars persist to graduation albeit on an extended timeline.

Measuring and Reporting Results

Metric	Baseline	2021-22 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Accelerated Course Options Program (ACOP)	2019-2020 40% of participation in ACOP for at-promise scholars	<ul style="list-style-type: none"> 28% 	[Insert outcome here]	[Insert outcome here]	60% participation in ACOP for at-promise scholars

Metric	Baseline	2021-22 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Extended Graduation (5+ years to earn diploma)	2019-2020 5th Year Cohort 5.6%	<ul style="list-style-type: none"> 7% (As of June 10, 2022)	[Insert outcome here]	[Insert outcome here]	0% 5th Year Cohort

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	At- Promise Interventions/Supports	Compass will use data from our benchmark assessments to identify potentially at-promise scholars and implement our MTSS tiered intervention framework to ensure they are supported.	\$0.00	No
4.2	Summer Session	Compass will offer Summer Session for at-promise scholars who are deficient in credits for graduating within their cohort and for scholars who are at-promise for entering high school with a skill gap. Funds allocated in 3.1	\$0.00	Yes
4.3	Extended Graduation Plan	Compass will develop an extended graduation plan and program to ensure at-promise scholars have a realistic pathway and expectations for earning a high school diploma.	\$0.00	Yes
4.4	Staff Development - Professional Learning	All staff will have access to professional learning through conferences, internal professional learning sessions, and workshops. Funds allocated in 1.3b	\$0.00	No

Goal Analysis for 2021-22

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.

There were no substantive changes to the planned action and actual implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Anticipated expenditures were \$10,989 the current actual expenditures are \$0 because all expenditures were captured in Goal (3)

An explanation of how effective the specific actions were in making progress toward the goal.

Compass Charter Schools of Yolo has been reviewing data on our at-promise youth, including internal benchmarks, and we are currently researching systems of support. Summer session was offered via our Online program and has been successful in providing our at-promise scholars opportunities to close the gap on credit deficiencies. Our graduation plans and pathways provide extended time to help our scholars successfully graduate.

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.

No major changes are planned for the 2022-23 school year.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$423,488	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.75	0]0%	\$0	6.75%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

The Compass Charter Schools of Yolo (Compass) Leadership Team met several times throughout the year to review the goals they set for the LCAP. Everyone in the meeting representing various divisions and departments of the organization had input on adjusting the goals and actions and prioritized the needs of Foster Youth, English Learners, and Low-income scholars by hiring dedicated staff specifically to monitor and support these special populations including a McKinney-Vento Liaison and English Learner Tutors.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Our dedicated McKinney-Liaison will make resources and programs available to scholars and their families experiencing homelessness and/or are in foster care. The Liaison will continue to attend professional development training and PLC's to ensure all targeted services are the most current available. English learners will continue to receive direct support sessions via trained EL tutors and access to Lexia for increasing language fluency and increasing our reclassification rates. Low-income scholars will continue to have access to MTSS tutoring to close skill gaps and/or 24/7 access to an online tutoring system.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Compass Charter Schools of Yolo did not receive any Projected Additional LCFF Concentration Grant (15 percent)

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	25:1 ADA to FTE ratio	Not Applicable
Staff-to-student ratio of certificated staff providing direct services to students	25:1 ADA to FTE ratio	Not Applicable

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, January 2022

2021–22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 100,000	\$ 10,000	1.50%	11.50%	\$ 10,500	0.00%	10.50%	\$ 1,000.00	1.00%

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, January 2022

2021–22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 100,000	\$ 10,000	1.50%	11.50%	\$ -	0.00%	0.00%	\$ 11,500.00	11.50%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]*). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC Section 52064[e][1]*). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective 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:

- o 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* Section 52064[b][4-6]).
- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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.

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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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 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/>.

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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 students
- 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

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners 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 educational partners 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 should 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.
- **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 educational partners. 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 those for which the LEA, in consultation with educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the

student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 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 2021–22. 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.
- **Year 1 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 2 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.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 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 2023–24:** 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 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	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 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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 action 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 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the

percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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.

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 2021–24 LCAP from the 2017–2020 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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:
 - **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 transitional kindergarten through grade five), 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.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.

- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

- o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - o This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - o This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

- o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

California Department of Education
December 2021



Dashboard Local Performance Indicator Report 2021-22

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This 2021-22 Report comes from the California Department of Education Quick Guide identifies the approved standards and self-reflection tools to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code (EC)* for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

	Number	Percentage
Misassignments of teachers of English Learners	0	0%
Total teacher misassignments	0	0%
Vacant teacher positions	0	0%
Students without access to their own copies of standards-aligned instructional materials for use at school and at home	0	0%
Identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)	N/A	

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

- 1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	
History-Social Science				X	

- 2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for				X	

Mathematics					
Next Generation Science Standards				X	
History-Social Science				X	

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			X		
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics			X		
Next Generation Science Standards			X		
History-Social Science			X		

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	X				
Health Education Content Standards				X	
Physical Education Model Content Standards			X		

Visual and Performing Arts				X	
World Language				X	

Support for Teachers and Administrators

- Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				X	
Identifying the professional learning needs of individual teachers			X		
Providing support for teachers on the standards they have not yet mastered			X		

Optional Narrative (Limited to 1,500 characters)

- Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and

in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA’s progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Relationships Between School Staff and Families.

Compass Charter Schools’ Scholar Leadership Council and Parent Advisory Council conducted scholar and parent surveys in January. In addition, Compass itself conducted a planning survey in February and March in order to ensure input from all groups of scholars, families and staff, as well as our authorizers, Board of Directors, and community at large. The survey results provided qualitative and quantitative information on our Compass Experience as well as areas of focus and areas of opportunity to explore for the upcoming school year. In reviewing the results, Compass demonstrated strengths and great progress in the following areas: Communication (weekly Monday Morning Updates, ParentSquare, Workplace, Monthly Town Halls), Engagement (Learning Coach Academy, Virtual Scholar Workshops, field trips and scholar clubs), and monthly connection meetings between our supervising teachers and families.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Relationships Between School Staff and Families.

Compass Charter Schools' Scholar Leadership Council and Parent Advisory Council conducted scholar and parent surveys in January. In addition, Compass itself conducted a planning survey in February and March in order to ensure input from all groups of scholars, families and staff, as well as our authorizers, Board of Directors, and community at large. The survey results provided qualitative and quantitative information on our Compass Experience as well as areas of focus and areas of opportunity to explore for the upcoming school year. In reviewing the results, Compass identified the following as focus areas for improvement in building relationships between school staff and families: Community Involvement (i.e. community service projects) and increasing field trips, especially for Compass Charter Schools of Yolo.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Compass Charter Schools has developed the Compass Framework for the Future as well as the Compass Blueprint for Success. This is based on work and feedback from our Parent Advisory Council, Scholar Leadership Council, Leadership Team, Staff Advisory Committee, and Board of Directors, with support from our partner, the Learner-Centered Collaborative. The framework is designed to align the world we live in, develop scholars who will become engaged and productive citizens, and to enable our community to codify the Gold Standard in Virtual Education. Compass will also 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). The framework and blueprint encompasses our underrepresented families and special populations as well.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
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5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	3

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Compass Charter Schools' Scholar Leadership Council and Parent Advisory Council conducted scholar and parent surveys in January. In addition, Compass itself conducted a planning survey in February and March in order to ensure input from all groups of scholars, families and staff, as well as our authorizers, Board of Directors, and community at large. The survey results provided qualitative and quantitative information on our Compass Experience as well as areas of focus and areas of opportunity to explore for the upcoming school year. Compass Charter Schools demonstrated strengths and great progress in the following areas for scholar outcomes: Multi-Tiered System of Supports (MTSS), English Learner Support, Tutoring, Social Emotional Learning and Well Being, and our synchronous and asynchronous instruction.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Compass Charter Schools' Scholar Leadership Council and Parent Advisory Council conducted scholar and parent surveys in January. In addition, Compass itself conducted a planning survey in February and March in order to ensure input from all groups of scholars, families and staff, as well as our authorizers, Board of Directors, and community at large. The survey results provided qualitative and quantitative information on our Compass Experience as well as areas of focus and

areas of opportunity to explore for the upcoming school year. In reviewing the planning survey results, Compass Charter Schools identified the following areas for improvement in building partnerships for scholar outcomes: Summer Session availability, and curriculum options, more Community Provider options for the Options Learning Program.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Compass Charter Schools is now offering a summer session that utilizes online courses and/or academic subscriptions to increase scholar engagement and outcomes. Compass will also ensure all scholars have access to a-g approved courses, either through a preferred curriculum provider or through internally developed courses.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs,	4

and implementing strategies to reach and seek input from any underrepresented groups in the school community.	
12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Seeking Input for Decision-Making.

Compass Charter Schools takes great pride in our ongoing process for seeking input for decision-making. Compass collaborates with all of our educational partners consistently throughout the year via monthly Leadership Team meetings, Scholar Leadership Council meetings, and Staff Advisory Committee meetings; quarterly Parent Advisory Council meetings; and Parent Town Halls and survey administrations throughout the year. During these opportunities, all educational partners review and discuss the progress we are making, make recommendations for improvements, and are equally involved in the decision-making progress.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Seeking Input for Decision-Making.

Compass Charter Schools’ Scholar Leadership Council and Parent Advisory Council conducted scholar and parent surveys in January. In addition, Compass itself conducted a planning survey in February and March in order to ensure input from all groups of scholars, families and staff, as well as our authorizers, Board of Directors, and community at large. The survey results provided qualitative and quantitative information on our Compass Experience as well as areas of focus and areas of opportunity to explore for the upcoming school year. Compass Charter Schools identified the following areas for improvement in seeking input for decision-making: The expressed need for more clarity behind some of the proposed changes (curriculum, organizational structure, policies and procedures) and extended timelines for responding to surveys and submitting suggestions and recommendations.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Based on input and local data, we will continue to work on providing opportunities for engagement that are accessible to our underrepresented families. The addition of a full time McKinney-Vento Liaison provides a conduit for ensuring that some of

the most underrepresented families have a voice. We are also looking at our engagement activities for our scholars and looking to find additional in-person opportunities in accessible areas. We continue to refine our live learning sessions to provide meaningful educational content. Additionally, we partnered with Wellness for Educators to offer wellness resources for our scholars, families, and staff. These live workshops are recorded and made available asynchronously for those who are unable to attend them live. We continue to refine our supplemental subscription offerings, such as Freckle, for example, for academic support, in addition to expanding our Multi-Tiered System of Supports tutoring hours.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

Compass Charter Schools conducted a Highlight Survey in partnership with Friday in the Spring of 2022. We had a total of 145 scholars (75 females and 69 males) who participated in the survey. 17% of those scholars identified as English Learner Scholars. The vast majority of scholars who submitted their responses strongly agree that their opinions matter and are taken into consideration at Compass. The vast majority of scholars surveyed also strongly agreed that Compass is a safe place for them to attend on a daily basis.

2. **MEANING:** What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

Compass Charter Schools conducted a Highlight Survey in partnership with Friday in the Spring of 2022. We had a total of 145 scholars (75 females and 69 males) who participated in the survey. In reviewing the disaggregated data Compass determined our strengths are being a safe personalized learning public charter school for scholars to attend, the vast majority of scholars who participated in the survey have a strong sense of belonging, being heard and that they have a safe space with their supervising teachers. Compass also determined the following to be challenges or areas of opportunities: 29% of scholars who participated in the survey disagree that Compass gives them enough food to be satisfied, 16% of scholars do not feel their culture is celebrated in our schools, and 25% of scholars who do not identify English as their first language felt unsure about whether or not they feel excited about future opportunities when it comes to college and career preparedness.

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Compass Charter Schools will continuously collaborate with all of our educational partners consistently throughout the 2022-23 school year via monthly Leadership Team meetings, Scholar Leadership Council meetings, and Staff Advisory

Committee meetings; quarterly Parent Advisory Council meetings; and Parent Town Halls to develop, revise, and maintain a plan in order to continue having scholars feeling safe while attending Compass and to provide solutions for the challenges and areas of opportunities revealed through the responses of the Highlight survey administered through our partnership with Friday.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (Response limited to 1,500 characters)

We adopted a research-based internal benchmark assessment this year: STAR Renaissance. We are using that assessment to identify gaps in scholar achievement so we can provide interventions that will close that gap, allowing all scholars to be able to access a broad course of study. We ensure that every scholar is enrolled in grade-level courses and our counselors use graduation pathway planning tools to make sure that every high school scholar has a pathway to graduation via a broad course of study. Our team has a robust catalog of course offerings linked to our student information system. Scholars enrolled in our Online Learning Program, and those in our Options Learning Program who choose to take online courses, have access to coursework via Accelerate Education. Our supervising teachers create personalized learning plans using a template to share a clear plan of study for scholars to access. For our English Learners, we adopted the Lexia ELD courses, which are research-based. Scholars advance in language proficiency, which allows them to access our full course offerings. Scholars with exceptional needs have access to supplement resources to bolster skills to allow full participation in our course of study; these are accessed via our ClassLink single sign-on system. We regularly conduct self-audits to ensure that all scholars are enrolled in their courses, per their Master Agreement. We expanded our MTSS tutoring offerings and we reach out to unduplicated scholar groups to ensure they have the support they need to access the full course of study. For high schoolers, we also track scholar access to Accelerated Course Options Program (ACOP) courses and concurrent enrollment. Scholars with special needs who, per their IEP, cannot complete the grade-level course of study are provided access to and supported with a modified curricular offering. Surveys are used annually to help drive any additional changes that may be needed to promote access to our course of study. We collect attendance at our live learning sessions to track scholar attendance and access. We use a rigorous vetting process for all community providers.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (Response limited to 1,500 characters)

All scholars at Compass Charter Schools have access to and are enrolled in a

broad course of study. Over the last two years, we added in project-based A-G approved coursework, on top of the Online A-G course offerings. We also allotted some of our ELO and ESSER III funds to use toward support for unduplicated scholars in the form of tutors and resource specialists. We also used those funds to add another counselor to our staff for further support for mental health, ensuring that social emotional wellness barriers are addressed for full access to our course of study.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (Response limited to 1,500 characters)

There are currently no barriers.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (Response limited to 1,500 characters)

We will continue to evaluate our course offerings and approved community providers list. We recently contracted with an online tutoring platform that can be accessed 24/7 and has tutoring available in languages other than English to ensure equity in access to such supports. We used ELO funds to purchase additional SEL platforms, such as Panorama, that will allow us to collect more precise information on scholar's connectedness and social-emotional needs. Our San Diego charter is participating in the COPES program with the San Diego County Office of Education, and information learned from that program is being applied to all of our charters. Since the needs of our scholars are so varied, we previously provided the staff with professional learning on Universal Design Learning and intend to provide additional professional learning using our Educator Effectiveness Grant funds in the upcoming 2022-23 school year. We continue to evaluate data to determine which supplemental resources are most helpful for scholars to maximize success in their course of study. We now have a full time McKinney-Vento Liaison to advocate for and support our homeless and foster youth and ensure their needs are met to be able to access our course of study.

Coversheet

Review and Approval of Appointments to the El Dorado Charter SELPA Community Advisory Committee

Section: XI. Executive
Item: B. Review and Approval of Appointments to the El Dorado Charter SELPA
Community Advisory Committee
Purpose: Vote
Submitted by: Lauren Jeffries & Leslie Sharma
Related Material:
2022-23 SELPA Community Advisory Committee Recommendations Memo.pdf
Charter-CAC-Flyer-2021-1.pdf

RECOMMENDATION:

A motion to appoint Barbara Baez (Compass Charter Schools of Los Angeles), Alisann Iler (Compass Charter Schools of San Diego) and Raven Gray (Compass Charter Schools of Yolo) to the El Dorado Charter SELPA Community Advisory Committee for the 2022-23 school year.



Memorandum

To: J.J. Lewis, Superintendent & CEO
From: Lauren Jeffries & Leslie Sharma, Acting Co-Directors of Special Education
Date: June 17, 2022
RE: **Community Advisory Committee Recommendations**

The El Dorado Charter SELPA's Community Advisory Committee is a group formed to advise the Charter SELPA about the Special Education Local Plan, annual priorities, parent education, and other special education related activities. The CAC is designed to be a dynamic collaborative partnership of educators, parents, and community members. The CAC holds three business meetings annually to address topics of interest to families of children with disabilities and gather information to advise our Special Education Local Plan. CAC meetings are open to parents, family members, educators, agency representatives, and community members who are interested in supporting children with special needs. Every Charter School is entitled to have one CAC representative. A CAC representative must be appointed and approved by their Charter School's governing board. The CAC committee should be composed of a majority of parents of children with exceptional needs.

We recommend the following Learning Coaches be considered to represent Compass Charter Schools of the Community Advisory Committee:

- Compass Charter Schools of Los Angeles
 - Barbara Baez (re-appointment)
- Compass Charter Schools of San Diego
 - Alisann Iler
- Compass Charter Schools of Yolo
 - Raven Gray

Coversheet

Election of New Board Members

Section: XII. Organization of the Board of Directors
Item: A. Election of New Board Members
Purpose: Vote
Submitted by: J.J. Lewis
Related Material: Board of Directors Recruitment, Election Memo - 062022.pdf

RECOMMENDATION:

A motion to elect Issac Olvera and William Stinde to the Board of Directors, with three (3) year terms commencing on Friday, July 1, 2022.

A motion to confirm the appointment of Samantha Herrod to the Board of Directors, as the Parent Representative, with a one (1) year term commencing on Friday, July 1, 2022.



Memorandum

To: Thomas Arnett, Board Chair
From: J.J. Lewis, Superintendent & CEO
Date: June 7, 2022
RE: **Board of Directors Recruitment, Election**

I wanted to update you on our recruitment efforts ... we have identified two (2) candidates, and have received confirmation from them both that they would like to be considered to join the Board of Directors.

In terms of the process, in following the Board Action Plan which was created at our Board Advance in August 2021 with our thought-partners from Friday, I utilized LinkedIn to promote the opportunity to join our Board of Directors. We received a total of 31 applicants via LinkedIn. I then followed up with those who reside in California (14 applicants) by asking them for a letter of interest which speaks to our 2021-22 strategic priorities (managers, strategic advisors, and advocates) as outlined in the Board Action Plan. I then interviewed each candidate who submitted a letter of interest (five (5) applicants), and narrowed down the list to these two (2) individuals.

Dr. Isaac Olvera is the first candidate, who I believe will support our work in curriculum and instruction, as well as staff voice and greater community connectedness and representation. Dr. William Stinde is the second candidate, who I believe will support our work in finance, as well as greater community connectedness and representation.

If both candidates were approved, this would bring our Board of Directors to seven (7) members. I ask that the Board of Directors elect them at the Annual Meeting, with three (3) year terms (which are renewable) starting on Friday, July 1.

Additionally, we have a transition in the chair position on our Parent Advisory Council. The chair serves as the Parent Representative on the Board of Directors. The new chair of the Parent Advisory Council for the 2022-23 school year is Samantha Herrod. I ask that the Board of Directors confirm her appointment at the Annual Meeting, with a one (1) year term (which is renewable) starting on Friday, July 1.