



## Compass Charter Schools

### Special Meeting

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#### Date and Time

Wednesday September 29, 2021 at 7:00 PM PDT

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

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

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

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#### Agenda

##### I. Opening Items

Opening Items

- A. Call the Meeting to Order
- B. Record Attendance and Guests

##### II. Consent Items

###### A. Consent Items

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

- Approval of the September 29, 2021 Special Meeting Agenda
- Approval of the revised 2020-21 Local Indicators - Priority 3

### III. Public Comment

#### A. Public Comment

Addressing the Board – Board meetings are meetings of the Board of Directors and will be held in a civil, orderly and respectful manner. All public comments or questions should be addressed to the Board through the Chair of the Board. To ensure an orderly meeting and an equal opportunity for each speaker, persons wishing to address the Board must complete a Speaker Request Card (<https://forms.gle/jEmpDNMxeZYjrg89>) 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.

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. Executive

#### A. Review and Approval of the Revised Independent Study Board Policy

Attachments:

- Board Policy Manual - Section 13 - Independent Study Board Policy

### V. Closing Items

#### A. Upcoming Meetings

Board of Directors Regular Meeting

Saturday, December 4 at 10 am

- Approve 2020-21 Annual Audit
- Approve 2021-22 A-G Completion Plan
- Approve First Interim Reports
- Department Presentations

**B.** Adjourn Meeting

# Coversheet

## Consent Items

**Section:** II. Consent Items  
**Item:** A. Consent Items  
**Purpose:** Vote  
**Submitted by:** J.J. Lewis  
**Related Material:** 2020-21 Local Indicators Priority 3 - CA Dashboard.pdf

**RECOMMENDATION:**

A motion to approve the consent items.



## Local Indicators

### Priority 3: Parent Engagement

This is the submission form for the local educational agency (school districts, charter school, and county office of education) to complete on the local performance indicator for parent engagement.

Standard: Local educational agency annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

#### Building Relationships

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Building Relationships	1	2	3	4	5
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.			x		
2. Rate the LEA's progress in creating welcoming environments for all families in the community.			x		

Building Relationships	1	2	3	4	5
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.			x		
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.			x		

**Dashboard Narrative Box (Limited to 3,000 characters)**

Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

In general, Compass has a fairly, robust and virtual community within staff and stakeholder. We utilize various platforms in order to engage in communication and build relationships. We use a number of systems to ensure meaningful connections with families. We are exploring our staffing structure to best engage and connect with families. We focused on a global scale on national heritage months in the Spring, and looking to target individualized areas of cultures and languages through virtual scholar workshops.

## Building Partnerships for Student Outcomes

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Building Partnerships	1	2	3	4	5
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.				x	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					x
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.					x
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.	x				

**Dashboard Narrative Box (Limited to 3,000 characters)**

Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Compass provides robust professional learning opportunities for its staff whether attending conferences and including partnership with Anti-Defamation League, Association for Supervision and Curriculum Development (ACSD) symposium on building trauma-sensitive schools. Scholar learning and development in the home is another strength due to the virtual nature of our program. Compass realizes there is an opportunity in our sharing of legal rights in a practical way for parents to understand their opportunities through refining Learning Coach Academy and parent workshop series.

**Seeking Input for Decision Making**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Seeking Input	1	2	3	4	5
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.					x
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					x



Seeking Input	1	2	3	4	5
11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.					x
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.					x

**Dashboard Narrative Box (Limited to 3,000 characters)**

Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Compass has a Parent Advisory Council, Scholar Leadership Council, and Staff Advisory Committee to engage families in suggestions and decision-making. We also have a virtual suggestion box located on our website for easy-access. In addition, we have shared our Monday Morning Updates (MMU) to review agenda of items and also recaps of the information shared to ensure that our parents and scholars are engaged. Our Council leaders also have opportunities to attend board meetings and engage in discussions around the reports to the Board, in addition to public comment opportunities for the community at large.

**Criteria: Met**

# Coversheet

## Review and Approval of the Revised Independent Study Board Policy

**Section:** IV. Executive  
**Item:** A. Review and Approval of the Revised Independent Study Board Policy  
**Purpose:** Vote  
**Submitted by:** J.J. Lewis  
**Related Material:** Board Policy Manual - Section 13 - Independent Study Board Policy.pdf

**RECOMMENDATION:**

A motion to approve the revised Independent Study Board Policy.

Board Policy #: 13

Adopted/Ratified: October 3, 2019

Revision Date: March 22, 2020, March 28, 2021, July 31, 2021, September 29, 2021

### **SECTION 13 – CURRICULUM - INDEPENDENT STUDY BOARD POLICIES**

Compass Charter Schools (the “Charter School”) shall offer independent study to meet the educational needs of pupils enrolled in the Charter School. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the Compass Charter Schools Board of Directors for implementation at the Charter School:

1. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be five (5) school days.
2. The Superintendent or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
  - a. When any pupil fails to complete five (5) assignments during any period of five (5) school days.
  - b. In the event Scholar’s educational progress falls below satisfactory levels as determined by the Charter School’s Scholar Success Team Policy and Missed Assignment Policy which considers ALL of the following indicators:
    - i. The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
    - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
    - iii. Learning required concepts, as determined by the supervising teacher.
    - iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.
    - v. The Charter School may also consider the following in determining satisfactory progress:
      1. The required diagnostic assessment which is administered three times per year; or
      2. Scholars’ semester grades as determined by the supervising teacher; or
      3. Data gathered during monthly Connections Meetings.
3. The Charter School shall provide content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by

the Charter School for graduation and approved by the UC or CSU as credible under the A-G admissions criteria.

4. The Charter School has adopted tiered reengagement strategies for the following pupils:

- a. All pupils who are not generating attendance for more than three (3) school days or 60% of the instructional days in a school week, or 10 percent of required minimum instructional time over four (4) continuous weeks of the Charter School's approved instructional calendar;
- b. Pupils found not participatory pursuant to Education Code Section 51747.5 for more than the greater of three (3) schooldays or 60 percent of the scheduled days of synchronous instruction in a school month as applicable by grade span;
- c. Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include, but are not necessarily limited to, all of the following:

- a. Verification of current contact information for each enrolled pupil;
  - b. Notification to parents or guardians of lack of participation within one (1) school day of the recording of a non-attendance day or lack of participation;
  - c. A plan for outreach from the Charter School to determine pupil needs including connection with health and social services as necessary;
  - d. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.
5. The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:
- a. For pupils in transitional kindergarten through grade 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows:
    - i. Each supervising teacher will provide daily synchronous instruction via an online videoconferencing platform wherein scholars will have the opportunity to participate in daily lessons and learning activities with similar aged peers.
    - ii. Daily synchronous instruction shall be approximately 30 minutes per day, but may be longer or shorter in duration at the discretion of the supervising teacher.
    - iii. The schedule for daily synchronous instruction will be communicated to scholars and their families via ParentSquare and/or Google calendar. Scholars shall be required to utilize their Compass Google accounts to access daily synchronous instruction.
  - b. For pupils in grades 4-8, inclusive, the plan to provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of

the Charter School and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows:

- i. Each supervising teacher will provide weekly synchronous instruction via an online videoconferencing platform wherein scholars will have the opportunity to participate in weekly lessons and learning activities with similar aged peers.
  - ii. Weekly synchronous instruction shall be approximately 30 minutes per week, but may be longer or shorter in duration at the discretion of the supervising teacher.
  - iii. The schedule for weekly synchronous instruction will be communicated to scholars and their families via ParentSquare and/or Google calendar. Scholars shall be required to utilize their Compass Google accounts to access weekly synchronous instruction.
  - iv. Daily live interaction shall be available to all scholars in grades 4-8 through a schedule of social and academic programs published via ParentSquare and/or Google calendar. Scholars shall be required to utilize their Compass Google accounts to access daily live interactions.
- c. For pupils in grades 9-12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows:
- i. Each supervising teacher will provide weekly synchronous instruction via an online videoconferencing platform wherein scholars will have the opportunity to participate in weekly lessons and learning activities with similar aged peers.
  - ii. Weekly synchronous instruction shall be approximately 30 minutes per week, but may be longer or shorter in duration at the discretion of the supervising teacher.
  - iii. The schedule for weekly synchronous instruction will be communicated to scholars and their families via ParentSquare and/or Google calendar. Scholars shall be required to utilize their Compass Google accounts to access weekly synchronous instruction.
6. The following plan shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days:
- a. Upon written receipt of a family's wish to return to in-person instruction, the Charter School staff shall inform the family of their right to return to their district of residence for in-person instruction because the Charter School does not offer an in-person instruction option.
  - b. If the family specifically requests additional in-person options, the Charter School will provide a list of recommended alternatives based on the scholar's current address of residence. Parents may also visit <https://www.greatschools.org/> to locate additional school options in their area.

- c. The Charter School shall not have any obligation to assist the family with enrollment in a school district or another charter school, nor can the Charter School guarantee enrollment availability in any school.
7. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:
  - a. The manner, time, frequency, and place for submitting a pupil's assignments and for reporting the pupil's progress.
  - b. The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
  - c. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work.
  - d. A statement of the policies adopted herein, pursuant to Education Code Section 51747(a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
  - e. The duration of the independent study agreement, including beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
  - f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
  - g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
  - h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code sections 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
  - i. Each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or care giver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent

study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with section 6550) of Division 11 of the Family Code.

- Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.
  - For the 2021–22 school year only, the Charter School shall obtain a signed written agreement for an independent study program of any length of time no later than 30 days after the first day of instruction in an independent study program or October 15, whichever date comes later.
8. The Charter School shall comply with the Education Code sections 51745 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.
  9. The Superintendent & CEO may establish regulations to implement these policies in accordance with the law.