Compass Charter Schools

Board Meeting

Date and Time

Saturday January 28, 2023 at 10:00 AM PST

Location

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

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

Elizabeth Brenner is inviting you to a scheduled Zoom meeting.
Topic: Board Meeting
Time: Jan 28, 2023 10:00 AM Pacific Time (US and Canada)
Join Zoom Meeting
https://compasscharters-org.zoom.us/j/87143393476?pwd=elFOSGlmcm1ZdVNPRnhxRFcraGwzdz09
Meeting ID: 871 4339 3476
Passcode: 669066
One tap mobile
+13462487799,,87143393476# US (Houston)
+16694449171,,87143393476# US
Dial by your location
- +1 346 248 7799 US (Houston)
- +1 669 444 9171 US
- +1 719 359 4580 US
- +1 720 707 2699 US (Denver)
- +1 253 205 0468 US
- +1 253 215 8782 US (Tacoma)

+1 360 209 5623 US
+1 386 347 5053 US
+1 507 473 4847 US
+1 564 217 2000 US
+1 646 558 8656 US (New York)
+1 646 931 3860 US
+1 689 278 1000 US
+1 301 715 8592 US (Washington DC)
+1 305 224 1968 US
+1 309 205 3325 US
+1 312 626 6799 US (Chicago)

Meeting ID: 871 4339 3476
Find your local number: https://compasscharters-org.zoom.us/u/kbSmhUVb3

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

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**10:00 AM**
	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	10 m
II.	**Consent Items**			**10:12 AM**
A.	Consent Items	Vote	Elizabeth Brenner	5 m

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

		Purpose	Presenter	Time

- Approval of the January 28, 2023 Regular Meeting Agenda
- Approval of the December 3, 2022 Regular Meeting Minutes
- Approval of the 2021-22 School Accountability Report Cards
  - CCS of Los Angeles
  - CCS of San Diego
  - CCS of Yolo
- Approval of the 2023-24 Academic Calendar
- Approval of the Check Registry for November & December 2022
- Approval of Donations to Compass

B.	Approval of the December 3, 2022 Regular Meeting Minutes	Approve Minutes	Elizabeth Brenner	

III. Public Comment — 10:17 AM

A.	Public Comment	FYI	Thomas Arnett	10 m

Addressing the Board – Board meetings are meetings of the Board of Directors and will be held in a civil, orderly and respectful manner. All public comments or questions should be addressed to the Board through the Chair of the Board. To ensure an orderly meeting and an equal opportunity for each speaker, persons wishing to address the Board must complete a Speaker Request Card (https://forms.gle/jEmpDNMxeZYjirg89) and submit it to 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

		Purpose	Presenter	Time

Directors may also allow for additional public comment and questions after reports and presentations if it deems necessary.

IV. Communications — 10:27 AM

A. Board Member Communication — FYI — Thomas Arnett — 5 m

- Thomas Arnett
- Therese Christopher
- Samantha Herrod
- Isaac Olvera
- Lainie Rowell
- William Stinde

B. Parent Advisory Council Update — FYI — Samantha Herrod — 5 m

Attachments:

- Parent Advisory Council Report

C. Scholar Leadership Council Update — FYI — Taia Saurer — 5 m

Attachments:

- Scholar Leadership Council Report

V. Superintendent's Report — 10:42 AM

A. Superintendent's Report — FYI — Elizabeth Brenner — 30 m

Attachments:

- Superintendent's Report

5-Year Anniversary Presentations

VI. Presentations — 11:12 AM

A. Counseling Services Department Presentation — FYI — Debra Stephan — 15 m

Attachments:

		Purpose	Presenter	Time

• Counseling Services Department Overview Presentation

Recording:

• Board of Directors Presentation - Counseling Department Overview 2022-23

B.	Operations Department Presentation	FYI	Danielle Gamez	15 m

Attachments:

• Operations Department Overview Presentation

Recording:

• Board of Directors Presentation - Operations Department Overview 2022-23

VII. Unfinished Business

VIII. Academic Services Division — 11:42 AM

A.	Academic Services Division Update	FYI	Aviva Ebner	10 m

Attachments:

• Academic Services Division Report

IX. Operations Division — 11:52 AM

A.	Operations Division Update	FYI	Lisa Fishman	15 m

Attachments:

• Operations Division Report
• Operations Division Supplement

B.	Review and Approval of the December 2022 Financial Statements	Vote	Lisa Fishman	15 m

Attachments:

• FY23 Finance Update
• Balance Sheet

		Purpose	Presenter	Time

• Profit v Loss Statement

C. Review and Approval of the School Safety Plan Update — Vote — Danielle Gamez — 5 m

Attachments:

• School Safety Plan

D. Discussion of a board resolution to address fund balance — Discuss — Elizabeth Brenner — 15 m

Discuss the possibility of the board signing a resolution that outlines how funds exceeding the 5% required fund balance will be allocated.

X. People Division — 12:42 PM

A. People Division Update — FYI — Sophie Trivino — 5 m

Attachments:

• People Division Report
• Additions & Terminations Report

XI. Executive — 12:47 PM

A. Planning Updates — FYI — Elizabeth Brenner — 20 m

Attachments:

• Annual Report
• WASC Self-Study

XII. Closed Session — 1:07 PM

The board will adjourn to closed session.

A. Pending litigation — Discuss — Elizabeth Brenner — 15 m

Discussion of pending litigation in accordance with Brown Act 54957.5

XIII. Closing Items — 1:22 PM

		Purpose	Presenter	Time
A.	Upcoming Meetings Board of Directors Regular Meeting Saturday, March 25 at 10 am • Approve 2023-24 Staff Handbook • Approve Second Interim Reports • Department Presentations ◦ People Division ◦ Staff Support • Workshop on 2023-24 LCAPs • Workshop on FY24 Budget • *Superintendent's Evaluation*	FYI	Elizabeth Brenner	1 m
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:	Elizabeth Brenner
Related Material:	Donations to Compass.pdf 21-22 SARC YOLO.pdf 21-22 SARC LA.pdf 21-22 SARC SD.pdf CCS CR DEC 2022.xlsx 2023-24 Calendar - 2023-24 - Scholars.pdf

BACKGROUND:

Approval for SPED contracts in excess of $100,00

RECOMMENDATION:

A motion to approve the consent items.

Memorandum

To: Board of Directors
From: Elizabeth Brenner, Superintendent & CEO
Date: January 28, 2023
RE: **Donations to CCS**

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

The following donations were made to Compass Charter Schools:

- Panda Express ($87.71)
    - To support scholarships

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter School of Yolo

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment

ABOUT THIS SCHOOL

Principal's Message

Provide Feedback

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

Principal's Information

Formats

We are happy scholars and families choose to make Compass their school of choice. I am proud to be the Superintendent & CEO of Compass. I look forward to working with our faculty and staff to provide a quality personalized learning program to every scholar we serve. Everyone at Compass is committed to creating a nurturing environment as we work with our scholars (students) to meet their unique learning needs. There are a few

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

vocabulary words that we use that make our school culture unique from many others.

Compass 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:

Learning Coach

Parents/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 an independent study virtual public charter school, much of the learning is facilitated by the learning coach.

Scholar

At Compass, we choose to refer to students as “scholars.” A 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.

Supervising Teacher

At Compass, we assign a credentialed staff member to support and guide each scholar on their educational journey. These staff members are referred to as “Supervising Teachers” or STs.

We look forward to being part of our scholars’ educational journey, and invite you to learn more about us through this School Accountability Report Card and by visiting us online at www.compasscharters.org!

Principal's Message

Elizabeth Brenner

Superintendent and CEO

Note: When uploading school photos, if your image includes children, it is the local educational agency's responsibility to ensure that there are no parental/guardian "opt-out" forms on file in the local office, and that the inclusion of pupil images is consistent with state and federal privacy laws.

Principal's Photo - (Choose jpg or png images with dimensions of at least 300 X 400. Max file size 5 MB.)

Choose File | No file chosen

Save & Next

- CAASPP Test Results in ELA and Mathematics for All Students ✓
- CAASPP Test Results in ELA by Student Group ✓
- CAASPP Test Results in Mathematics by Student Group ✓
- CAASPP Test Results in Science for All Students ✓
- CAASPP Test Results in Science by Student Group ✓
- Career Technical Education (CTE) Programs ✓
- Career Technical Education (CTE) Participation ✓
- Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) ✓

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ABOUT THIS SCHOOL

Contact Information

Provide Feedback

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Type a comment that will be displayed in this section.

Formats

(School Year 2022—23)

District Contact Information [Refresh from CDE]

District Name

Winters Joint Unified

Phone Number

530-795-6100

Superintendent First Name

Rody

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

Contact Information

Superintendent Last Name

Boonchouy

Email Address

rboonchouy@wintersjusd.org

Website

https://wintersjusd.org/en-US

School Contact Information [Refresh from CDE]

School Name

Compass Charter School of Yolo

Street Address

850 Hampshire Road Suite R

City

Thousand Oaks

State

CA

Zip

91361

Phone Number

8775068631

Principal

Elizabeth Brenner

Contact Information

CAASPP Test Results in ELA and Mathematics for All Students ✓

CAASPP Test Results in ELA by Student Group ✓

CAASPP Test Results in Mathematics by Student Group ✓

CAASPP Test Results in Science for All Students ✓

CAASPP Test Results in Science by Student Group ✓

Career Technical Education (CTE) Programs ✓

Career Technical Education (CTE) Participation ✓

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) ✓

Email Address

info@compasscharters.org

Website

www.compasscharters.org

County-District-School (CDS) Code

57727020139436

Save & Next

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter School of Yolo

Finalize SARC

About This School

- Principal's Message
- Contact Information
- **School Description and Mission Statement**
- Student Enrollment by Grade Level
- Student Enrollment

ABOUT THIS SCHOOL

School Description and Mission Statement

Provide Feedback

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(School Year 2022—23)

School Description and Mission Statement

Use this space to provide information about the school, its program, and its goals.

Formats

Compass is a free, nonclassroom-based public charter school that is directly funded by the State of California and the federal government. Compass provides 21st-century

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

online and home study learning programs authorized by Winters Joint USD for scholars in grades TK-12 who reside in Yolo County and its adjacent counties, and wish to pursue high-quality, rigorous instructional programs via virtual learning.

In our Online Learning Program, our scholars use Accelerate Education as their curriculum. They are assigned a credentialed 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 the Online Learning Program participate in learning labs each day where they interact with their teachers and peers. During these labs, scholars participate in research-based instructional activities designed by the teacher to engage in their learning. Our independent study 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. Further, the Online supervising teachers (STs) meet monthly in a connection meeting with scholars and learning coaches to review scholar progress, provide an opportunity for scholars to showcase their learning, and address learning coach and/or scholar concerns.

In our Options Learning Program, the learning coach is the primary instructor for their scholars and commits to providing a well-rounded education for their child. They are assigned an ST who acts as the teacher of record and is there to support and guide the learning coach with curricular options, order requests, and academic guidance. Options supervising teachers offer live homeroom instruction covering enrichment activities, social-emotional learning, and core subjects. They also meet at least once a month with the learning coach for a connection meeting, to review their personalized learning plans, the scholar's submitted body of work, the progression of grade-level standards, and address any questions the learning coach may

CAASPP Test Results in ELA and Mathematics for All Students ✓
CAASPP Test Results in ELA by Student Group ✓
CAASPP Test Results in Mathematics by Student Group ✓
CAASPP Test Results in Science for All Students ✓
CAASPP Test Results in Science by Student Group ✓
Career Technical Education (CTE) Programs ✓
Career Technical Education (CTE) Participation ✓
Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) ✓

have. Scholars also use this time to showcase their knowledge and any projects they have been working on. Compass provides additional support for scholars through our Counseling Services and Academic Support Departments.

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 lifelong learning, and prepare scholars to take responsibility for their future success.

Core Values

Achievement | Respect | Teamwork | Integrity | Communication

Save & Next

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter School of Yolo

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- **Student Enrollment by Grade Level** ✓
- Student Enrollment ✓

ABOUT THIS SCHOOL

Provide Feedback

Student Enrollment by Grade Level

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(School Year 2021—22)

Enter the total number of students enrolled for each grade level.

Kindergarten	Grade 1
79	59
Grade 2	**Grade 3**
74	85
Grade 4	**Grade 5**
59	54

Student Enrollment by Grade Level

by Student Group

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- Class Assignments
- Quality, Currency, Availability of Textbooks and Other Instructional Materials
- School Facility Conditions and Planned Improvements
- School Facility Good Repair Status

Pupil Outcomes

Grade 6	Grade 7
52	56
Grade 8	**Grade 9**
49	35
Grade 10	**Grade 11**
23	18
Grade 12	**Total Enrollment**
17	660

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Compass Charter School of Yolo

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- Student Enrollment by Grade Level ✓
- **Student Enrollment** ✓

ABOUT THIS SCHOOL

Provide Feedback

Student Enrollment by Student Group

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(School Year 2021—22)

Enter the percentage of total enrollment for each student group.

Female	Male
48	51
Non Binary	**American Indian or Alaska Native**
1	1
Asian	**Black or African American**

Student Enrollment by Student Group

by Student Group

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- Class Assignments
- Quality, Currency, Availability of Textbooks and Other Instructional Materials
- School Facility Conditions and Planned Improvements
- School Facility Good Repair Status

Pupil Outcomes

3

2

Filipino

1

Hispanic or Latino

24

Native Hawaiian or Pacific Islander

1

Two or More Races

8

White

57

English Learners

1

Foster Youth

1

Homeless

2

Migrant

0

Socioeconomically Disadvantaged

33

Student with Disabilities

13

Save & Next

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Compass Charter School of Yolo

Finalize SARC

About This School

- Principal's Message ✓
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- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

CONDITIONS OF LEARNING

Teacher Preparation and Placement

Provide Feedback

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Authorization/Assignment

School 2020—21

Number of Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)

15.10

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

Percent of Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)

60.66

Number of Intern Credential Holders Properly Assigned

0.00

Percent of Intern Credential Holders Properly Assigned

0.00

Number of Teachers Without Credentials and Misassignments (“ineffective” under ESSA)

0.00

Percent of Teachers Without Credentials and Misassignments (“ineffective” under ESSA)

0.00

Number of Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)

9.20

Percent of Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)

36.99

Number of Unknown

0.50

Percent of Unknown

2.28

Total Number Teaching Positions

CAASPP Test Results in ELA and Mathematics for All Students
CAASPP Test Results in ELA by Student Group
CAASPP Test Results in Mathematics by Student Group
CAASPP Test Results in Science for All Students
CAASPP Test Results in Science by Student Group
Career Technical Education (CTE) Programs
Career Technical Education (CTE) Participation
Course Enrollment/Completion of University of California (UC) and/or

25.00

Total Percent Teaching Positions

100.00

Authorization/Assignment

District 2020—21

Number of Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)

76.50

Percent of Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)

75.46

Number of Intern Credential Holders Properly Assigned

0.00

Percent of Intern Credential Holders Properly Assigned

0.00

Number of Teachers Without Credentials and Misassignments (“ineffective” under ESSA)

2.90

Percent of Teachers Without Credentials and Misassignments (“ineffective” under ESSA)

2.90

Number of Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)

13.90

Powered by BoardOnTrack

California State University (CSU) Admission Requirements
California Physical Fitness Test Results ✓

Engagement
Opportunities for Parental Involvement ✓
Dropout Rate and Graduation Rate (Four-Year Cohort Rate) ✓
Graduation Rate by Student Group (Four-Year Cohort Rate) ✓
Chronic Absenteeism by Student Group ✓
Suspensions and Expulsions ✓
Suspensions and Expulsions by Student Group ✓
School Safety Plan ✓

Percent of Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)

13.77

Number of Unknown

7.90

Percent of Unknown

7.85

Total Number Teaching Positions

101.40

Total Percent Teaching Positions

100.00

Authorization/Assignment

State 2020—21

Number of Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)

228366.10

Percent of Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)

83.12

Number of Intern Credential Holders Properly Assigned

4205.90

Percent of Intern Credential Holders Properly Assigned

1.53

Other SARC Information

- Average Class Size and Class Size Distribution (Elementary)
- Average Class Size and Class Size Distribution (Secondary)
- Ratio of Pupils to Academic Counselor
- Student Support Services Staff
- Expenditures Per Pupil and School Site Teacher Salaries
- Types of Services Funded
- Teacher and Administrative Salaries
- Advanced Placement (AP) Courses
- Professional Development

Number of Teachers Without Credentials and Misassignments ("ineffective" under ESSA)

11216.70

Percent of Teachers Without Credentials and Misassignments ("ineffective" under ESSA)

4.08

Number of Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)

12115.80

Percent of Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)

4.41

Number of Unknown

18854.30

Percent of Unknown

6.86

Total Number Teaching Positions

274759.10

Total Percent Teaching Positions

100.00

Authorization/Assignment

School 2021—22

Number of Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)

Percent of Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)

Number of Intern Credential Holders Properly Assigned

Percent of Intern Credential Holders Properly Assigned

Number of Teachers Without Credentials and Misassignments (“ineffective” under ESSA)

Percent of Teachers Without Credentials and Misassignments (“ineffective” under ESSA)

Number of Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)

Percent of Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)

Number of Unknown

Percent of Unknown

Total Number Teaching Positions

Total Percent Teaching Positions

Authorization/Assignment

District 2021—22

Number of Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)

Percent of Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)

Number of Intern Credential Holders Properly Assigned

Percent of Intern Credential Holders Properly Assigned

Number of Teachers Without Credentials and Misassignments (“ineffective” under ESSA)

Percent of Teachers Without Credentials and Misassignments (“ineffective” under ESSA)

Number of Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)

Percent of Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)

Number of Unknown

Percent of Unknown

Total Number Teaching Positions

Total Percent Teaching Positions

Authorization/Assignment

State 2021—22

Number of Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)

Percent of Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)

Number of Intern Credential Holders Properly Assigned

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Percent of Teachers Without Credentials and Misassignments ("ineffective" under ESSA)

Number of Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)

Percent of Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)

Number of Unknown

Percent of Unknown

Total Number Teaching Positions

Total Percent Teaching Positions

Save & Next

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter School of Yolo

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

CONDITIONS OF LEARNING

Teachers Without Credentials and Misassignments

Provide Feedback

☐ Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

Authorization/Assignment

2020—21

Number of Permits and Waivers

0.00

Number of Misassignments

0.00

Number of Vacant Positions

0.00

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

Total Number of Teachers Without Credentials and Misassignments

0.00

Authorization/Assignment

2021—22

Number of Permits and Waivers

Number of Misassignments

Number of Vacant Positions

Total Number of Teachers Without Credentials and Misassignments

Save & Next

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- Student Enrollment ✓

CONDITIONS OF LEARNING

Credentialed Teachers Assigned Out-of-Field

Provide Feedback

☐ Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

Indicator 2020—21

Number of Credentialed Teachers Authorized on a Permit or Waiver

0.00

Number of Local Assignment Options

9.20

Total Number of Out-of-Field Teachers

9.20

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

Indicator 2021—22

Number of Credentialed Teachers Authorized on a Permit or Waiver

Number of Local Assignment Options

Total Number of Out-of-Field Teachers

Save & Next

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter School of Yolo

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

CONDITIONS OF LEARNING

Class Assignments

Provide Feedback

☐ Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

Indicator

2020—21

Percent of Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)

0.00

Percent of No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)

by Student Group

0.00

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- **Class Assignments**
- Quality, Currency, Availability of Textbooks and Other Instructional Materials
- School Facility Conditions and Planned Improvements
- School Facility Good Repair Status

Pupil Outcomes

Indicator

2021—22

Percent of Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)

Percent of No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)

Save & Next

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Accounts Profile Logout

SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter School of Yolo

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

CONDITIONS OF LEARNING

School Facility Conditions and Planned Improvements

Provide Feedback

☐ Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

School Facility Conditions and Planned Improvements

*Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).*

Formats

Compass is a nonclassroom-based public charter school with our Central Office located in Thousand Oaks, CA. The Central Office houses our enrollment, finance, people division or human resources (HR), and records teams, as well as

by Student Group

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- Class Assignments
- Quality, Currency, Availability of Textbooks and Other Instructional Materials
- **School Facility Conditions and Planned Improvements**
- School Facility Good Repair Status

Pupil Outcomes

senior leadership staff. Our Central Office abides by all applicable building, fire, and safety codes. In September of 2022, the Central Office received an “exemplary” rating on the Williams Review visit.

Save & Next

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Accounts Profile Logout

SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter School of Yolo

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

PUPIL OUTCOMES

CAASPP Test Results in ELA and Mathematics for All Students

Provide Feedback

☐ Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted to report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment Percentage of Students Meeting or Exceeding the State Standard

School

English Language Arts/Literacy 2020—21

N/A

Mathematics 2020—21

N/A

English Language Arts/Literacy 2021—22

48

Mathematics 2021—22

35

District

English Language Arts/Literacy 2020—21

N/A

Mathematics 2020—21

N/A

English Language Arts/Literacy 2021—22

39

Mathematics 2021—22

24

State

English Language Arts/Literacy 2020—21

N/A

Mathematics 2020—21

N/A

CAASPP Test Results in ELA and Mathematics for All Students ✓

- CAASPP Test Results in ELA by Student Group ✓
- CAASPP Test Results in Mathematics by Student Group ✓
- CAASPP Test Results in Science for All Students ✓
- CAASPP Test Results in Science by Student Group ✓
- Career Technical Education (CTE) Programs ✓
- Career Technical Education (CTE) Participation ✓
- Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) ✓

English Language Arts/Literacy 2021—22

47

Mathematics 2021—22

33

Save & Next

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Accounts Profile Logout

SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter School of Yolo

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

PUPIL OUTCOMES

Provide Feedback

CAASPP Test Results in ELA by Student Group

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven for School Year 2021—22)

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

by Student Group

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- Class Assignments
- Quality, Currency, Availability of Textbooks and Other Instructional Materials
- School Facility Conditions and Planned Improvements
- School Facility Good Repair Status

Pupil Outcomes

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

All Students - Total Enrollment	All Students - Number Tested
414	303
All Students - Percent Tested	**All Students - Percent Not Tested**
73.19	26.81
All Students - Percent Met or Exceeded	**Female - Total Enrollment**
48.34	192
Female - Number Tested	**Female - Percent Tested**
141	73.44
Female - Percent Not Tested	**Female - Percent Met or Exceeded**
26.56	51.43
Male - Total Enrollment	**Male - Number Tested**
220	160
Male - Percent Tested	**Male - Percent Not Tested**
72.73	27.27
Male - Percent Met or Exceeded	**American Indian or Alaska Native - Total Enrollment**

CAASPP Test Results in ELA and Mathematics for All Students
CAASPP Test Results in ELA by Student Group
CAASPP Test Results in Mathematics by Student Group
CAASPP Test Results in Science for All Students
CAASPP Test Results in Science by Student Group
Career Technical Education (CTE) Programs
Career Technical Education (CTE) Participation
Course Enrollment/Completion of University of California (UC) and/or California State University (CSU)

45.00 --

American Indian or Alaska Native - Number Tested

--

American Indian or Alaska Native - Percent Tested

--

American Indian or Alaska Native - Percent Not Tested

--

American Indian or Alaska Native - Percent Met or Exceeded

--

Asian - Total Enrollment

13

Asian - Number Tested

9

Asian - Percent Tested

69.23

Asian - Percent Not Tested

30.77

Asian - Percent Met or Exceeded

--

Black or African American - Total Enrollment

12

Black or African American - Number Tested

12

Black or African American - Percent Tested

100.00

Black or African American - Percent Not Tested

0.00

Black or African American - Percent Met or Exceeded

41.67

Filipino - Total Enrollment

--

Filipino - Number Tested

--

Filipino - Percent Tested

Filipino - Percent Not Tested

Admission Requirements

California Physical Fitness Test Results

--

--

Filipino - Percent Met or Exceeded

--

Hispanic or Latino - Total Enrollment

89

Engagement

Opportunities for Parental Involvement

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Graduation Rate by Student Group (Four-Year Cohort Rate)

Chronic Absenteeism by Student Group

Suspensions and Expulsions

Suspensions and Expulsions by Student Group

School Safety Plan

Hispanic or Latino - Number Tested

69

Hispanic or Latino - Percent Tested

77.53

Hispanic or Latino - Percent Not Tested

22.47

Hispanic or Latino - Percent Met or Exceeded

46.38

Native Hawaiian or Pacific Islander - Total Enrollment

0

Native Hawaiian or Pacific Islander - Number Tested

0

Native Hawaiian or Pacific Islander - Percent Tested

0

Native Hawaiian or Pacific Islander - Percent Not Tested

0

Native Hawaiian or Pacific Islander - Percent Met or Exceeded

0

Two or More Races - Total Enrollment

53

Two or More Races - Number Tested

34

Two or More Races - Percent Tested

64.15

Two or More Races - Percent Not Tested

Two or More Races - Percent Met or Exceeded

Other SARC

Information

- Average Class Size and Class Size Distribution (Elementary)
- Average Class Size and Class Size Distribution (Secondary)
- Ratio of Pupils to Academic Counselor
- Student Support Services Staff
- Expenditures Per Pupil and School Site Teacher Salaries
- Types of Services Funded
- Teacher and Administrative Salaries
- Advanced Placement (AP) Courses
- Professional Development

35.85

47.06

White - Total Enrollment

239

White - Number Tested

172

White - Percent Tested

71.97

White - Percent Not Tested

28.03

White - Percent Met or Exceeded

47.37

English Learners - Total Enrollment

--

English Learners - Number Tested

--

English Learners - Percent Tested

--

English Learners - Percent Not Tested

--

English Learners - Percent Met or Exceeded

--

Foster Youth - Total Enrollment

--

Foster Youth - Number Tested

--

Foster Youth - Percent Tested

--

Foster Youth - Percent Not Tested

--

Foster Youth - Percent Met or Exceeded

--

Homeless - Total Enrollment

Homeless - Number Tested

Homeless - Percent Tested

Homeless - Percent Not Tested

Homeless - Percent Met or Exceeded

Military - Total Enrollment

--

Military - Number Tested

--

Military - Percent Tested

--

Military - Percent Not Tested

--

Military - Percent Met or Exceeded

--

Socioeconomically Disadvantaged - Total Enrollment

133

Socioeconomically Disadvantaged - Number Tested

104

Socioeconomically Disadvantaged - Percent Tested

78.20

Socioeconomically Disadvantaged - Percent Not Tested

21.80

Socioeconomically Disadvantaged - Percent Met or Exceeded

37.50

Students Receiving Migrant Education Services - Total Enrollment

0

Students Receiving Migrant Education Services - Number Tested

0

Students Receiving Migrant Education

Students Receiving Migrant Education

Services - Percent Tested

0

Services - Percent Not Tested

0

Students Receiving Migrant Education Services - Percent Met or Exceeded

0

Students with Disabilities - Total Enrollment

75

Students with Disabilities - Number Tested

45

Students with Disabilities - Percent Tested

60.00

Students with Disabilities - Percent Not Tested

40.00

Students with Disabilities - Percent Met or Exceeded

18.18

Save & Next

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter School of Yolo

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

PUPIL OUTCOMES

Provide Feedback

CAASPP Test Results in Mathematics by Student Group

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

(CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three though Eight and Grade Eleven for School Year 2021—22)

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who

Formats

by Student Group

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- Class Assignments
- Quality, Currency, Availability of Textbooks and Other Instructional Materials
- School Facility Conditions and Planned Improvements
- School Facility Good Repair Status

Pupil Outcomes

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

All Students - Total Enrollment	All Students - Number Tested
413	305
All Students - Percent Tested	**All Students - Percent Not Tested**
73.85	26.15
All Students - Percent Met or Exceeded	**Female - Total Enrollment**
34.75	192
Female - Number Tested	**Female - Percent Tested**
140	72.92
Female - Percent Not Tested	**Female - Percent Met or Exceeded**
27.08	32.86
Male - Total Enrollment	**Male - Number Tested**
219	163
Male - Percent Tested	**Male - Percent Not Tested**

Formats

Male - Percent Met or Exceeded	American Indian or Alaska Native - Total Enrollment

CAASPP Test Results in ELA and Mathematics for All Students
CAASPP Test Results in ELA by Student Group
CAASPP Test Results in Mathematics by Student Group
CAASPP Test Results in Science for All Students
CAASPP Test Results in Science by Student Group
Career Technical Education (CTE) Programs
Career Technical Education (CTE) Participation
Course Enrollment/Completion of University of California (UC) and/or California State University (CSU)

35.58 --

American Indian or Alaska Native - Number Tested

--

American Indian or Alaska Native - Percent Tested

--

American Indian or Alaska Native - Percent Not Tested

--

American Indian or Alaska Native - Percent Met or Exceeded

--

Asian - Total Enrollment

13

Asian - Number Tested

9

Asian - Percent Tested

69.23

Asian - Percent Not Tested

30.77

Asian - Percent Met or Exceeded

--

Black or African American - Total Enrollment

12

Black or African American - Number Tested

12

Black or African American - Percent Tested

100.00

Black or African American - Percent Not Tested

0.00

Black or African American - Percent Met or Exceeded

16.67

Filipino - Total Enrollment

Filipino - Number Tested

Formats

Filipino - Percent Tested

Filipino - Percent Not Tested

Admission Requirements
California Physical Fitness Test Results

Engagement
Opportunities for Parental Involvement
Dropout Rate and Graduation Rate (Four-Year Cohort Rate)
Graduation Rate by Student Group (Four-Year Cohort Rate)
Chronic Absenteeism by Student Group
Suspensions and Expulsions
Suspensions and Expulsions by Student Group
School Safety Plan

Other SARC

--

--

Filipino - Percent Met or Exceeded

--

Hispanic or Latino - Total Enrollment

88

Hispanic or Latino - Number Tested

70

Hispanic or Latino - Percent Tested

79.55

Hispanic or Latino - Percent Not Tested

20.45

Hispanic or Latino - Percent Met or Exceeded

25.71

Native Hawaiian or Pacific Islander - Total Enrollment

0

Native Hawaiian or Pacific Islander - Number Tested

0

Native Hawaiian or Pacific Islander - Percent Tested

0

Native Hawaiian or Pacific Islander - Percent Not Tested

0

Native Hawaiian or Pacific Islander - Percent Met or Exceeded

0

Two or More Races - Total Enrollment

53

Two or More Races - Number Tested

34

Two or More Races - Percent Tested

64.15

Formats

Tw

Percent Not Tested

Percent Met or Exceeded

Information

- Average Class Size and Class Size Distribution (Elementary)
- Average Class Size and Class Size Distribution (Secondary)
- Ratio of Pupils to Academic Counselor
- Student Support Services Staff
- Expenditures Per Pupil and School Site Teacher Salaries
- Types of Services Funded
- Teacher and Administrative Salaries
- Advanced Placement (AP) Courses
- Professional Development

35.85 | 38.24

White - Total Enrollment

239

White - Number Tested

173

White - Percent Tested

72.38

White - Percent Not Tested

27.62

White - Percent Met or Exceeded

35.84

English Learners - Total Enrollment

--

English Learners - Number Tested

--

English Learners - Percent Tested

--

English Learners - Percent Not Tested

--

English Learners - Percent Met or Exceeded

--

Foster Youth - Total Enrollment

--

Foster Youth - Number Tested

--

Foster Youth - Percent Tested

--

Foster Youth - Percent Not Tested

--

Foster Youth - Percent Met or Exceeded

Homeless - Total Enrollment

Formats

Homeless - Number Tested

Homeless - Percent Tested

Powered by BoardOnTrack

Homeless - Percent Not Tested	Homeless - Percent Met or Exceeded
Military - Total Enrollment	**Military - Number Tested**
--	--
Military - Percent Tested	**Military - Percent Not Tested**
--	--
Military - Percent Met or Exceeded	**Socioeconomically Disadvantaged - Total Enrollment**
--	133
Socioeconomically Disadvantaged - Number Tested	**Socioeconomically Disadvantaged - Percent Tested**
106	79.70
Socioeconomically Disadvantaged - Percent Not Tested	**Socioeconomically Disadvantaged - Percent Met or Exceeded**
20.30	28.30
Students Receiving Migrant Education Services - Total Enrollment	**Students Receiving Migrant Education Services - Number Tested**
Students Receiving Migrant Education	**Students Receiving Migrant Education**

Formats

Services - Percent Tested

0

Services - Percent Not Tested

0

Students Receiving Migrant Education Services - Percent Met or Exceeded

0

Students with Disabilities - Total Enrollment

75

Students with Disabilities - Number Tested

44

Students with Disabilities - Percent Tested

58.67

Students with Disabilities - Percent Not Tested

41.33

Students with Disabilities - Percent Met or Exceeded

11.36

Save & Next

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Accounts Profile Logout

SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter School of Yolo

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

PUPIL OUTCOMES

Provide Feedback

CAASPP Test Results in Science for All Students

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(CAASPP Test Results in Science for All Students Grades Five, Eight, and High School Percentage of Students Meeting or Exceeding the State Standard)

Note: Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School

Science (grades 5, 8, and high school) 2020—21	Science (grades 5, 8, and high school) 2021—22
34.57	44.35

District

Science (grades 5, 8, and high school) 2020—21	Science (grades 5, 8, and high school) 2021—22
19.42	19.16

State

Science (grades 5, 8, and high school) 2020—21	Science (grades 5, 8, and high school) 2021—22
28.5	29.47

Save & Next

myCDEconnect

Accounts Profile Logout

SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter School of Yolo

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

PUPIL OUTCOMES

Provide Feedback

CAASPP Test Results in Science by Student Group

☐ Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(CAASPP Test Results in Science by Student Group Grades Five, Eight and High School for School Year 2021—22)

Grades Five, Eight and High School

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

All Students - Total Enrollment	All Students - Number Tested
149	115

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

All Students - Percent Tested

77.18

All Students - Percent Not Tested

22.82

All Students - Percent Met or Exceeded

44.35

Female - Total Enrollment

73

Female - Number Tested

56

Female - Percent Tested

76.71

Female - Percent Not Tested

23.29

Female - Percent Met or Exceeded

41.07

Male - Total Enrollment

75

Male - Number Tested

58

Male - Percent Tested

77.33

Male - Percent Not Tested

22.67

Male - Percent Met or Exceeded

46.55

American Indian or Alaska Native - Total Enrollment

0

American Indian or Alaska Native - Number Tested

0

American Indian or Alaska Native - Percent Tested

0

American Indian or Alaska Native - Percent Not Tested

0

American Indian or Alaska Native - Percent Met or Exceeded

0

CAASPP Test Results in ELA and Mathematics for All Students
CAASPP Test Results in ELA by Student Group
CAASPP Test Results in Mathematics by Student Group
CAASPP Test Results in Science for All Students
CAASPP Test Results in Science by Student Group
Career Technical Education (CTE) Programs
Career Technical Education (CTE) Participation
Course Enrollment/Comple of University of California (UC) and/or California State University (CSU)

Asian - Total Enrollment
--

Asian - Number Tested
--

Asian - Percent Tested
--

Asian - Percent Not Tested
--

Asian - Percent Met or Exceeded
--

Black or African American - Total Enrollment
--

Black or African American - Number Tested
--

Black or African American - Percent Tested
--

Black or African American - Percent Not Tested
--

Black or African American - Percent Met or Exceeded
--

Filipino - Total Enrollment
--

Filipino - Number Tested
--

Filipino - Percent Tested
--

Filipino - Percent Not Tested
--

Filipino - Percent Met or Exceeded
--

Hispanic or Latino - Total Enrollment
37

Hispanic or Latino - Number Tested
29

Hispanic or Latino - Percent Tested
78.38

Admission Requirements
California Physical Fitness Test Results

Engagement
Opportunities for Parental Involvement
Dropout Rate and Graduation Rate (Four-Year Cohort Rate)
Graduation Rate by Student Group (Four-Year Cohort Rate)
Chronic Absenteeism by Student Group
Suspensions and Expulsions
Suspensions and Expulsions by Student Group
School Safety Plan

Other SARC

Hispanic or Latino - Percent Not Tested
21.62

Hispanic or Latino - Percent Met or Exceeded
27.59

Native Hawaiian or Pacific Islander - Total Enrollment
0

Native Hawaiian or Pacific Islander - Number Tested
0

Native Hawaiian or Pacific Islander - Percent Tested
0

Native Hawaiian or Pacific Islander - Percent Not Tested
0

Native Hawaiian or Pacific Islander - Percent Met or Exceeded
0

Two or More Races - Total Enrollment
20

Two or More Races - Number Tested
17

Two or More Races - Percent Tested
85.00

Two or More Races - Percent Not Tested
15.00

Two or More Races - Percent Met or Exceeded
47.06

White - Total Enrollment
83

White - Number Tested
62

White - Percent Tested
74.70

White - Percent Not Tested
25.30

White - Percent Met or Exceeded

English Learners - Total Enrollment

Information

- Average Class Size and Class Size Distribution (Elementary)
- Average Class Size and Class Size Distribution (Secondary)
- Ratio of Pupils to Academic Counselor
- Student Support Services Staff
- Expenditures Per Pupil and School Site Teacher Salaries
- Types of Services Funded
- Teacher and Administrative Salaries
- Advanced Placement (AP) Courses
- Professional Development

50.00	0
English Learners - Number Tested	**English Learners - Percent Tested**
0	0
English Learners - Percent Not Tested	**English Learners - Percent Met or Exceeded**
0	0
Foster Youth - Total Enrollment	**Foster Youth - Number Tested**
0	0
Foster Youth - Percent Tested	**Foster Youth - Percent Not Tested**
0	0
Foster Youth - Percent Met or Exceeded	**Homeless - Total Enrollment**
0	
Homeless - Number Tested	**Homeless - Percent Tested**
Homeless - Percent Not Tested	**Homeless - Percent Met or Exceeded**
Military - Total Enrollment	**Military - Number Tested**
--	--

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Military - Percent Tested

--

Military - Percent Not Tested

--

Military - Percent Met or Exceeded

--

Socioeconomically Disadvantaged - Total Enrollment

53

Socioeconomically Disadvantaged - Number Tested

46

Socioeconomically Disadvantaged - Percent Tested

86.79

Socioeconomically Disadvantaged - Percent Not Tested

13.21

Socioeconomically Disadvantaged - Percent Met or Exceeded

30.43

Students Receiving Migrant Education Services - Total Enrollment

0

Students Receiving Migrant Education Services - Number Tested

0

Students Receiving Migrant Education Services - Percent Tested

0

Students Receiving Migrant Education Services - Percent Not Tested

0

Students Receiving Migrant Education Services - Percent Met or Exceeded

0

Students with Disabilities - Total Enrollment

22

Students with Disabilities - Number Tested	Students with Disabilities - Percent Tested
15	68.18

Students with Disabilities - Percent Not Tested	Students with Disabilities - Percent Met or Exceeded
31.82	6.67

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter School of Yolo

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

PUPIL OUTCOMES

Provide Feedback

Career Technical Education (CTE) Programs

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(School Year 2021—22)

Use this space to provide information about Career Technical Education (CTE) programs as follows:

- *A list of programs offered by the school district in which pupils at the school may particapate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and*
- *A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and*
- *A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.*

by Student Group

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- Class Assignments
- Quality, Currency, Availability of Textbooks and Other Instructional Materials
- School Facility Conditions and Planned Improvements
- School Facility Good Repair Status

Pupil Outcomes

Formats

Compass offered individual career technical education electives across several industry sectors. These electives were offered to scholars in grades 9 through 12 to support the acquisition of knowledge and exploration in potential career pathways. Scholars wishing to advance in identified pathways are supported through concurrent enrollment at their local community college to continue their education and skill development.

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter School of Yolo

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

PUPIL OUTCOMES

Provide Feedback

Career Technical Education (CTE) Participation

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(School Year 2021—22)

Measure

Number of Pupils Participating in CTE	Percent of Pupils that Complete a CTE Program and Earn a High School Diploma
19	

Percent of CTE Courses that are Sequenced or Articulated Between the

by Student Group

School and Institutions of Postsecondary Education

Save & Next

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- Class Assignments
- Quality, Currency, Availability of Textbooks and Other Instructional Materials
- School Facility Conditions and Planned Improvements
- School Facility Good Repair Status

Pupil Outcomes

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter School of Yolo

Finalize SARC

About This School

- Principal's Message
- Contact Information
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- Student Enrollment by Grade Level
- Student Enrollment

PUPIL OUTCOMES

Provide Feedback

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

UC/CSU Course Measure

2021—22 Percent of Pupils Enrolled in Courses Required for UC/CSU Admission	2020—21 Percent of Graduates Who Completed All Courses Required for UC/CSU Admission
44.09	0

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter School of Yolo

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

PUPIL OUTCOMES

Provide Feedback

California Physical Fitness Test Results

☐ Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(School Year 2021—22)

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.
Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Levels to Show on Public SARC

- ☑ Grade 5
- ☑ Grade 7
- ☑ Grade 9

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

Percentage of Students Participating in Aerobic Capacity

Grade 5	Grade 7
55	67

Grade 9
57

Percentage of Students Participating in Abdominal Strength and Endurance

Grade 5	Grade 7
69	76

Grade 9
67

Percentage of Students Participating in Trunk Extensor and Strength and Flexibility

Grade 5	Grade 7
68	76

Grade 9
67

Percentage of Students Participating in Upper Body Strength and Endurance

Grade 5	Grade 7

CAASPP Test Results in ELA and Mathematics for All Students ✓
CAASPP Test Results in ELA by Student Group ✓
CAASPP Test Results in Mathematics by Student Group ✓
CAASPP Test Results in Science for All Students ✓
CAASPP Test Results in Science by Student Group ✓
Career Technical Education (CTE) Programs ✓
Career Technical Education (CTE) Participation ✓
Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) ✓

68	76

Grade 9

67

Percentage of Students Participating in Flexibility

Grade 5	Grade 7
67	75

Grade 9

65

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter School of Yolo

Finalize SARC

About This School

- Principal's Message ✓
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- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

ENGAGEMENT

Opportunities for Parental Involvement

Provide Feedback

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(School Year 2022—23)

Opportunities for Parental Involvement

Use this space to provide information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement.

Formats

There are a number of opportunities for parents/guardians to be involved at Compass.

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

Learn more about some of these opportunities below:

Parent Advisory Council (PAC)

The PAC serves to provide learning coach 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 the scholars and Compass. They provide feedback and insight from the learning coach's perspective on the school process, policies, and initiatives to ensure that the needs of learning coaches 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.

Virtual Suggestion Box

There is a Virtual Suggestion Box for learning coaches, located on the homepage of our website. The link is also shared in our weekly Monday Morning Update (MMU) to families and during Parent Town Halls. Suggestions to enhance and expand the Compass Experience are shared and discussed with our PAC, Cabinet, and Staff Advisory Committee on a regular basis.

Program Orientation & Weeks of Welcome

Weeks of Welcome are a programmed set of offerings to onboard new and returning families at the start of the school year. Sessions are held virtually and include topics such as

CAASPP Test Results in ELA and Mathematics for All Students ✓
CAASPP Test Results in ELA by Student Group ✓
CAASPP Test Results in Mathematics by Student Group ✓
CAASPP Test Results in Science for All Students ✓
CAASPP Test Results in Science by Student Group ✓
Career Technical Education (CTE) Programs ✓
Career Technical Education (CTE) Participation ✓
Course Enrollment/Comple of University of California (UC) and/or California State University (CSU) ✓

program orientations, department open houses, and social hours. For those families who are unable to attend, the session slides and recordings are shared and available as a resource throughout the school year. There is also a mid-year refresher series of offerings called Mini-WOW for learning coaches as they embark on the second semester of the school year.

Program Orientations are held virtually as part of our Weeks of Welcome offerings as well as held weekly for families that enroll during the school year. In these sessions, program specific staff welcome families and scholars to Compass, introduce the position of the supervising teacher, overview staff teams, and highlight important news and information for the school year. For those families who are unable to attend, the session slides and recordings are shared and available as a resource throughout the school year.

Coffee with Compass

The Superintendent & CEO hosts Coffee with Compass once a month whereby all stakeholders are invited to virtual coffee to discuss school and non-school related topics to connect with other Compass families and staff. While these have been in person previously, they are now held virtually due to the COVID-19 pandemic.

Learning Coach Surveys

Surveys are sent to Compass stakeholders through the PAC. The results from this survey are reviewed by the PAC and Leadership Team and provide stakeholder feedback for continued program improvement.

Learning Coach Academy

Admission Requirements

California Physical Fitness Test Results ✓

Engagement ✓

Opportunities for Parental Involvement ✓

Dropout Rate and Graduation Rate (Four-Year Cohort Rate) ✓

Graduation Rate by Student Group (Four-Year Cohort Rate) ✓

Chronic Absenteeism by Student Group ✓

Suspensions and Expulsions ✓

Suspensions and Expulsions by Student Group ✓

School Safety Plan ✓

Other SARC

Learning Coach Academy is a virtual offering designed to provide relevant and meaningful training along with a collaborative community of learning coaches. Learning coaches are able to attend live sessions every week that alternate between topic focused sessions and social sessions. Learning coaches that complete 10 Academy Sessions are provided certificates to acknowledge the time and effort put forth to complete the requirements of the Learning Coach Academy. Topics covered in Learning Coach Academy include Learning Coach responsibilities, ClassLink, tips for personalizing education, staying organized, SMART goals, and more

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter School of Yolo

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

ENGAGEMENT

Provide Feedback

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

Dropout Rate School

2019—20	2020—21	2021—22
	27.8	11.1

Graduation Rate School

2019—20	2020—21
	61.1

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

by Student Group

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments ✓
- Credentialed Teachers Assigned Out-of-Field ✓
- Class Assignments ✓
- Quality, Currency, Availability of Textbooks and Other Instructional Materials ✓
- School Facility Conditions and Planned Improvements ✓
- School Facility Good Repair Status ✓

Pupil Outcomes

2021—22

72.2

Dropout Rate District

2019—20	2020—21
	17

2021—22

2.3

Graduation Rate District

2019—20	2020—21
	70.2

2021—22

89.1

Dropout Rate State

2019—20	2020—21
	8.9

2021—22

7.8

Graduation Rate State

2019—20	2020—21
	84.2

2021—22

87

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter School of Yolo

Finalize SARC

About This School

- Principal's Message ✓
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- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

ENGAGEMENT

Graduation Rate by Student Group (Four-Year Cohort Rate)

Provide Feedback

☐ Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(School Year 2021—22)

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

All Students - Number of Students in Cohort	All Students - Number of Cohort Graduates
18	13

All Students - Cohort Graduation Rate	Female - Number of Students in Cohort

Graduation Rate by Student Group (Four-Year Cohort Rate)

by Student Group

72.2

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- Class Assignments
- Quality, Currency, Availability of Textbooks and Other Instructional Materials
- School Facility Conditions and Planned Improvements
- School Facility Good Repair Status

Pupil Outcomes

Female - Number of Cohort Graduates

Female - Cohort Graduation Rate

Male - Number of Students in Cohort

Male - Number of Cohort Graduates

Male - Cohort Graduation Rate

Non-Binary - Number of Students in Cohort

0

Non-Binary - Number of Cohort Graduates

0

Non-Binary - Cohort Graduation Rate

0.0

American Indian or Alaska Native - Number of Students in Cohort

0

American Indian or Alaska Native - Number of Cohort Graduates

0

American Indian or Alaska Native - Cohort Graduation Rate

0.00

Asian - Number of Students in Cohort

0

Asian - Number of Cohort Graduates

0

Asian - Cohort Graduation Rate

0.00

Black or African American - Number of Students in Cohort

Black or African American - Number of Cohort Graduates

Powered by BoardOnTrack

Graduation Rate by Student Group (Four-Year Cohort Rate)

- CAASPP Test Results in ELA and Mathematics for All Students ✓
- CAASPP Test Results in ELA by Student Group ✓
- CAASPP Test Results in Mathematics by Student Group ✓
- CAASPP Test Results in Science for All Students ✓
- CAASPP Test Results in Science by Student Group ✓
- Career Technical Education (CTE) Programs ✓
- Career Technical Education (CTE) Participation ✓
- Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) ✓

0

0

Black or African American - Cohort Graduation Rate

0.00

Filipino - Number of Students in Cohort

0

Filipino - Number of Cohort Graduates

0

Filipino - Cohort Graduation Rate

0.00

Hispanic or Latino - Number of Students in Cohort

Hispanic or Latino - Number of Cohort Graduates

Hispanic or Latino - Cohort Graduation Rate

Native Hawaiian or Pacific Islander - Number of Students in Cohort

0

Native Hawaiian or Pacific Islander - Number of Cohort Graduates

0

Native Hawaiian or Pacific Islander - Cohort Graduation Rate

0.00

Two or More Races - Number of Students in Cohort

Two or More Races - Number of Cohort Graduates

Two or More Races - Cohort Graduation Rate

White - Number of Students in Cohort

12

Admission Requirements

California Physical Fitness Test Results

Engagement

Opportunities for Parental Involvement

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Graduation Rate by Student Group (Four-Year Cohort Rate)

Chronic Absenteeism by Student Group

Suspensions and Expulsions

Suspensions and Expulsions by Student Group

School Safety Plan

White - Number of Cohort Graduates

9

White - Cohort Graduation Rate

75.0

English Learners - Number of Students in Cohort

0

English Learners - Number of Cohort Graduates

0

English Learners - Cohort Graduation Rate

0.0

Foster Youth - Number of Students in Cohort

0

Foster Youth - Number of Cohort Graduates

0

Foster Youth - Cohort Graduation Rate

0.00

Homeless - Number of Students in Cohort

Homeless - Number of Cohort Graduates

Homeless - Cohort Graduation Rate

Socioeconomically Disadvantaged - Number of Students in Cohort

11

Socioeconomically Disadvantaged - Number of Cohort Graduates

7

Socioeconomically Disadvantaged - Cohort Graduation Rate

63.6

Students Receiving Migrant Education Services - Number of Students in Cohort

0

Students Receiving Migrant Education Services - Number of Cohort Graduates

0

Graduation Rate by Student Group (Four-Year Cohort Rate)

Other SARC Information

- Average Class Size and Class Size Distribution (Elementary) ✓
- Average Class Size and Class Size Distribution (Secondary) ✓
- Ratio of Pupils to Academic Counselor ✓
- Student Support Services Staff ✓
- Expenditures Per Pupil and School Site Teacher Salaries ✓
- Types of Services Funded ✓
- Teacher and Administrative Salaries ✓
- Advanced Placement (AP) Courses ✓
- Professional Development ✓

Students Receiving Migrant Education Services - Cohort Graduation Rate

0.0

Students with Disabilities - Number of Students in Cohort

Students with Disabilities - Number of Cohort Graduates

Students with Disabilities - Cohort Graduation Rate

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter School of Yolo

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

ENGAGEMENT

Chronic Absenteeism by Student Group

Provide Feedback

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(School Year 2021—22)

All Students - Cumulative Enrollment

831

All Students - Chronic Absenteeism Eligible Enrollment

780

All Students - Chronic Absenteeism Count

34

All Students - Chronic Absenteeism Rate

4.4

Female - Cumulative Enrollment

Female - Chronic Absenteeism Eligible

by Student Group

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- Class Assignments
- Quality, Currency, Availability of Textbooks and Other Instructional Materials
- School Facility Conditions and Planned Improvements
- School Facility Good Repair Status

Pupil Outcomes

413

Enrollment

380

Female - Chronic Absenteeism Count

21

Female - Chronic Absenteeism Rate

5.5

Male - Cumulative Enrollment

412

Male - Chronic Absenteeism Eligible Enrollment

394

Male - Chronic Absenteeism Count

12

Male - Chronic Absenteeism Rate

3.0

American Indian or Alaska Native - Cumulative Enrollment

3

American Indian or Alaska Native - Chronic Absenteeism Eligible Enrollment

3

American Indian or Alaska Native - Chronic Absenteeism Count

0

American Indian or Alaska Native - Chronic Absenteeism Rate

0.0

Asian - Cumulative Enrollment

22

Asian - Chronic Absenteeism Eligible Enrollment

21

Asian - Chronic Absenteeism Count

0

Asian - Chronic Absenteeism Rate

0.0

CAASPP Test Results in ELA and Mathematics for All Students ✓
CAASPP Test Results in ELA by Student Group ✓
CAASPP Test Results in Mathematics by Student Group ✓
CAASPP Test Results in Science for All Students ✓
CAASPP Test Results in Science by Student Group ✓
Career Technical Education (CTE) Programs ✓
Career Technical Education (CTE) Participation ✓
Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) ✓

Black or African American - Cumulative Enrollment

18

Black or African American - Chronic Absenteeism Eligible Enrollment

18

Black or African American - Chronic Absenteeism Count

1

Black or African American - Chronic Absenteeism Rate

5.6

Filipino - Cumulative Enrollment

11

Filipino - Chronic Absenteeism Eligible Enrollment

11

Filipino - Chronic Absenteeism Count

0

Filipino - Chronic Absenteeism Rate

0.0

Hispanic or Latino - Cumulative Enrollment

198

Hispanic or Latino - Chronic Absenteeism Eligible Enrollment

183

Hispanic or Latino - Chronic Absenteeism Count

4

Hispanic or Latino- Chronic Absenteeism Rate

2.2

Native Hawaiian or Pacific Islander - Cumulative Enrollment

3

Native Hawaiian or Pacific Islander - Chronic Absenteeism Eligible Enrollment

2

Admission Requirements
California Physical Fitness Test Results

Engagement
Opportunities for Parental Involvement
Dropout Rate and Graduation Rate (Four-Year Cohort Rate)
Graduation Rate by Student Group (Four-Year Cohort Rate)
Chronic Absenteeism by Student Group
Suspensions and Expulsions
Suspensions and Expulsions by Student Group
School Safety Plan

Other SARC

Native Hawaiian or Pacific Islander - Chronic Absenteeism Count
0

Native Hawaiian or Pacific Islander - Chronic Absenteeism Rate
0.0

Two or More Races - Cumulative Enrollment
80

Two or More Races - Chronic Absenteeism Eligible Enrollment
77

Two or More Races - Chronic Absenteeism Count
6

Two or More Races - Chronic Absenteeism Rate
7.8

White - Cumulative Enrollment
478

White - Chronic Absenteeism Eligible Enrollment
448

White - Chronic Absenteeism Count
21

White - Chronic Absenteeism Rate
4.7

English Learners - Cumulative Enrollment
9

English Learners - Chronic Absenteeism Eligible Enrollment
8

English Learners - Chronic Absenteeism Count
0

English Learners - Chronic Absenteeism Rate
0.0

Foster Youth - Cumulative Enrollment

Foster Youth - Chronic Absenteeism Eligible Enrollment

Chronic Absenteeism by Student Group

Information

- Average Class Size and Class Size Distribution (Elementary)
- Average Class Size and Class Size Distribution (Secondary)
- Ratio of Pupils to Academic Counselor
- Student Support Services Staff
- Expenditures Per Pupil and School Site Teacher Salaries
- Types of Services Funded
- Teacher and Administrative Salaries
- Advanced Placement (AP) Courses
- Professional Development

5	5
Foster Youth - Chronic Absenteeism Count	**Foster Youth - Chronic Absenteeism Rate**
1	20.0
Homeless - Cumulative Enrollment	**Homeless - Chronic Absenteeism Eligible Enrollment**
21	21
Homeless - Chronic Absenteeism Count	**Homeless - Chronic Absenteeism Rate**
1	4.8
Socioeconomically Disadvantaged - Cumulative Enrollment	**Socioeconomically Disadvantaged - Chronic Absenteeism Eligible Enrollment**
277	265
Socioeconomically Disadvantaged - Chronic Absenteeism Count	**Socioeconomically Disadvantaged - Chronic Absenteeism Rate**
14	5.3
Students Receiving Migrant Education Services - Cumulative Enrollment	**Students Receiving Migrant Education Services - Chronic Absenteeism Eligible Enrollment**
0	0
Students Receiving Migrant Education	**Students Receiving Migrant Education Service**

Services - Chronic Absenteeism Count

0

- Chronic Absenteeism Rate

0.0

Students with Disabilities - Cumulative Enrollment

129

Students with Disabilities - Chronic Absenteeism Eligible Enrollment

124

Students with Disabilities - Chronic Absenteeism Count

5

Students with Disabilities - Chronic Absenteeism Rate

4.0

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter School of Yolo

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

ENGAGEMENT

Suspensions and Expulsions

Provide Feedback

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

Data collected between July through June, each full school year respectively

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—20 Only

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

(data collected between July through February, partial school year due to the COVID-19 pandemic)

School Rate of Suspensions 2019—20

0.14

School Rate of Expulsions 2019—20

0

District Rate of Suspensions 2019—20

0.57

District Rate of Expulsions 2019—20

0

State Rate of Suspensions 2019—20

0.2

State Rate of Expulsions 2019—20

0

School

School Rate of Suspensions 2020—21

0

School Rate of Suspensions 2021—22

0

School Rate of Expulsions 2020—21

0

School Rate of Expulsions 2021—22

0

District

District Rate of Suspensions 2020—21

1.55

District Rate of Suspensions 2021—22

3.65

District Rate of Expulsions 2020—21

0

District Rate of Expulsions 2021—22

0

State

CAASPP Test Results in ELA and Mathematics for All Students ✓
CAASPP Test Results in ELA by Student Group ✓
CAASPP Test Results in Mathematics by Student Group ✓
CAASPP Test Results in Science for All Students ✓
CAASPP Test Results in Science by Student Group ✓
Career Technical Education (CTE) Programs ✓
Career Technical Education (CTE) Participation ✓
Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) ✓

State Rate of Suspensions 2020—21	State Rate of Suspensions 2021—22
2.45	3.17

State Rate of Expulsions 2020—21	State Rate of Expulsions 2021—22
0.05	0.07

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter School of Yolo

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

ENGAGEMENT

Suspensions and Expulsions by Student Group

Provide Feedback

☐ Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(School Year 2021—22)

All Students - Suspensions Rate	All Students - Expulsions Rate
0.00	0.00

Female - Suspensions Rate	Female - Expulsions Rate
0.00	0.00

Male - Suspensions Rate	Male - Expulsions Rate
0.00	0.00

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

Non-Binary - Suspensions Rate

0.00

Non-Binary - Expulsions Rate

0.00

American Indian or Alaska Native - Suspensions Rate

0.00

American Indian or Alaska Native - Expulsions Rate

0.00

Asian - Suspensions Rate

0.00

Asian - Expulsions Rate

0.00

Black or African American - Suspensions Rate

0.00

Black or African American - Expulsions Rate

0.00

Filipino - Suspensions Rate

0.00

Filipino - Expulsions Rate

0.00

Hispanic or Latino - Suspensions Rate

0.00

Hispanic or Latino - Expulsions Rate

0.00

Native Hawaiian or Pacific Islander - Suspensions Rate

0.00

Native Hawaiian or Pacific Islander - Expulsions Rate

0.00

Two or More Races - Suspensions Rate

0.00

Two or More Races - Expulsions Rate

0.00

White - Suspensions Rate

0.00

White - Expulsions Rate

0.00

CAASPP Test Results in ELA and Mathematics for All Students ✓
CAASPP Test Results in ELA by Student Group ✓
CAASPP Test Results in Mathematics by Student Group ✓
CAASPP Test Results in Science for All Students ✓
CAASPP Test Results in Science by Student Group ✓
Career Technical Education (CTE) Programs ✓
Career Technical Education (CTE) Participation ✓
Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) ✓

English Learners - Suspensions Rate

0.00

English Learners - Expulsions Rate

0.00

Foster Youth - Suspensions Rate

0.00

Foster Youth - Expulsions Rate

0.00

Homeless - Suspensions Rate

0.00

Homeless - Expulsions Rate

0.00

Socioeconomically Disadvantaged - Suspensions Rate

0.00

Socioeconomically Disadvantaged - Expulsions Rate

0.00

Students Receiving Migrant Education Services - Suspensions Rate

0.00

Students Receiving Migrant Education Services - Expulsions Rate

0.00

Students with Disabilities - Suspensions Rate

0.00

Students with Disabilities - Expulsions Rate

0.00

Save & Next

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter School of Yolo

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

ENGAGEMENT

School Safety Plan

Provide Feedback

☐ Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(School Year 2022—23)

School Safety Plan

Use this space to provide information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan.

Formats

Comprehensive Safety Plan was initially developed in February 2019, is updated every six months, and adopted into the Board Policy

by Student Group

Conditions of Learning

- Teacher Preparation and Placement ✓
- Teachers Without Credentials and Misassignments ✓
- Credentialed Teachers Assigned Out-of-Field ✓
- Class Assignments ✓
- Quality, Currency, Availability of Textbooks and Other Instructional Materials ✓
- School Facility Conditions and Planned Improvements ✓
- School Facility Good Repair Status ✓

Pupil Outcomes

Manual. For the 2022-2023 school year Compass implemented a Safety Committee that gathered the feedback of various educational partners as well as local fire, police, and first responders. The document includes 12 parts containing pertinent information to support and ensure the safety of scholars and staff. The following safety procedures are addressed:

Child abuse reporting

Routine and natural disasters

Suspension/expulsion policies

Dangerous pupils

Discrimination and harassment

Ingress and egress

Orderly learning environment

Tactical response to criminal incidents

Save & Next

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter School of Yolo

Finalize SARC

About This School

- Principal's Message
- Contact Information
- School Description and Mission Statement
- Student Enrollment by Grade Level
- Student Enrollment

OTHER SARC INFORMATION

Provide Feedback

Average Class Size and Class Size Distribution (Elementary)

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Number of classes indicates how many classes fall into each size category (a range of total students per class). "Other" category is for multi-grade level classes.

Formats

42	72

Average Class Size Grade 2	Average Class Size Grade 3
29	1

Average Class Size Grade 4	Average Class Size Grade 5
22	46

by Student Group

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- Class Assignments
- Quality, Currency, Availability of Textbooks and Other Instructional Materials
- School Facility Conditions and Planned Improvements
- School Facility Good Repair Status

Pupil Outcomes

Average Class Size Grade 6

16

Average Class Size Grade Other

54

Number of Grade K Classes with 1-20 Students

Number of Grade 1 Classes with 1-20 Students

Number of Grade 2 Classes with 1-20 Students

4

Number of Grade 3 Classes with 1-20 Students

4

Number of Grade 4 Classes with 1-20 Students

5

Number of Grade 5 Classes with 1-20 Students

Number of Grade 6 Classes with 1-20 Students

16

Number of Grade Other Classes with 1-20 Students

1

Number of Grade K Classes with 21-32 Students

Number of Grade 1 Classes with 21-32 Students

Formats

Number of Grade 2 Classes with 21-32 Students

Number of Grade 3 Classes with 21-32 Students

Number of Grade 4 Classes with 21-32 Students

Number of Grade 5 Classes with 21-32 Students

CAASPP Test Results in ELA and Mathematics for All Students ✓
CAASPP Test Results in ELA by Student Group ✓
CAASPP Test Results in Mathematics by Student Group ✓
CAASPP Test Results in Science for All Students ✓
CAASPP Test Results in Science by Student Group ✓
Career Technical Education (CTE) Programs ✓
Career Technical Education (CTE) Participation ✓
Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) ✓

Number of Grade 6 Classes with 21-32 Students	Number of Grade Other Classes with 21-32 Students

Number of Grade K Classes with 33+ Students	Number of Grade 1 Classes with 33+ Students
5	5

Number of Grade 2 Classes with 33+ Students	Number of Grade 3 Classes with 33+ Students
5	

Number of Grade 4 Classes with 33+ Students	Number of Grade 5 Classes with 33+ Students
4	5

Number of Grade 6 Classes with 33+ Students	Number of Grade Other Classes with 33+ Students
5	6

2020—21

Average Class Size Grade K	Average Class Size Grade 1

Formats

Average Class Size Grade 2	Average Class Size Grade 3
1	1

Average Class Size Grade 4	Average Class Size Grade 5
1	2

Average Class Size Grade 6	Average Class Size Grade Other
2	

Average Class Size and Class Size Distribution (Elementary)

6

Number of Grade K Classes with 1-20 Students

20

Number of Grade 1 Classes with 1-20 Students

12

Number of Grade 2 Classes with 1-20 Students

20

Number of Grade 3 Classes with 1-20 Students

16

Number of Grade 4 Classes with 1-20 Students

14

Number of Grade 5 Classes with 1-20 Students

32

Number of Grade 6 Classes with 1-20 Students

46

Number of Grade Other Classes with 1-20 Students

36

Number of Grade K Classes with 21-32 Students

Number of Grade 1 Classes with 21-32 Students

N Cl Students

Formats

Students

Number of Grade 4 Classes with 21-32 Students

Number of Grade 5 Classes with 21-32 Students

Number of Grade 6 Classes with 21-32

Number of Grade Other Classes with 21-32

Admission Requirements
California Physical Fitness Test Results

Engagement
Opportunities for Parental Involvement
Dropout Rate and Graduation Rate (Four-Year Cohort Rate)
Graduation Rate by Student Group (Four-Year Cohort Rate)
Chronic Absenteeism by Student Group
Suspensions and Expulsions
Suspensions and Expulsions by Student Group
School Safety Plan

Other SARC

Information

Average Class Size and Class Size Distribution (Elementary)

Average Class Size and Class Size Distribution (Secondary)

Ratio of Pupils to Academic Counselor

Student Support Services Staff

Expenditures Per Pupil and School Site Teacher Salaries

Types of Services Funded

Teacher and Administrative Salaries

Advanced Placement (AP) Courses

Professional Development

Students

Students

Number of Grade K Classes with 33+ Students

Number of Grade 1 Classes with 33+ Students

Number of Grade 2 Classes with 33+ Students

Number of Grade 3 Classes with 33+ Students

Number of Grade 4 Classes with 33+ Students

Number of Grade 5 Classes with 33+ Students

Number of Grade 6 Classes with 33+ Students

Number of Grade Other Classes with 33+ Students

2021—22

Average Class Size Grade K

1

Average Class Size Grade 1

2

Formats

A

1

1

Average Class Size Grade 4

2

Average Class Size Grade 5

3

Average Class Size Grade 6

2

Average Class Size Grade Other

5

Average Class Size and Class Size Distribution (Elementary)

Number of Grade K Classes with 1-20 Students	Number of Grade 1 Classes with 1-20 Students
50	33

Number of Grade 2 Classes with 1-20 Students	Number of Grade 3 Classes with 1-20 Students
10	13

Number of Grade 4 Classes with 1-20 Students	Number of Grade 5 Classes with 1-20 Students
40	5

Number of Grade 6 Classes with 1-20 Students	Number of Grade Other Classes with 1-20 Students
43	40

Number of Grade K Classes with 21-32 Students	Number of Grade 1 Classes with 21-32 Students

Number of Grade 2 Classes with 21-32 Students	Number of Grade 3 Classes with 21-32 Students

Number of Grade 4 Classes with 21-32 Students	Number of Grade 5 Classes with 21-32 Students

Number of Grade 6 Classes with 21-32 Students	Number of Grade Other Classes with 21-32 Students

Average Class Size and Class Size Distribution (Elementary)

Number of Grade K Classes with 33+ Students

Number of Grade 1 Classes with 33+ Students

Number of Grade 2 Classes with 33+ Students

Number of Grade 3 Classes with 33+ Students

Number of Grade 4 Classes with 33+ Students

Number of Grade 5 Classes with 33+ Students

Number of Grade 6 Classes with 33+ Students

Number of Grade Other Classes with 33+ Students

Save & Next

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter School of Yolo

Finalize SARC

About This School

- Principal's Message
- Contact Information
- School Description and Mission Statement
- Student Enrollment by Grade Level
- Student Enrollment

OTHER SARC INFORMATION

Provide Feedback

Average Class Size and Class Size Distribution (Secondary)

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

2019—20

Average English Language Arts Class Size	Average Mathematics Class Size
5	4

Average Science Class Size	Average Social Science Class Size
4	4

by Student Group

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- Class Assignments
- Quality, Currency, Availability of Textbooks and Other Instructional Materials
- School Facility Conditions and Planned Improvements
- School Facility Good Repair Status

Pupil Outcomes

Number of English Language Arts Classes with 1-22 Students

19

Number of Mathematics Classes with 1-22 Students

18

Number of Science Classes with 1-22 Students

14

Number of Social Science Classes with 1-22 Students

16

Number of English Language Arts Classes with 23-32 Students

Number of Mathematics Classes with 23-32 Students

Number of Science Classes with 23-32 Students

Number of Social Science Classes with 23-32 Students

Formats

Number of English Language Arts Classes with 33+ Students

Number of Mathematics Classes with 33+ Students

Number of Science Classes with 33+ Students

Number of Social Science Classes with 33+ Students

2020—21

Average English Language Arts Class Size

1

Average Mathematics Class Size

1

Average Science Class Size

Average Social Science Class Size

CAASPP Test Results in ELA and Mathematics for All Students
CAASPP Test Results in ELA by Student Group
CAASPP Test Results in Mathematics by Student Group
CAASPP Test Results in Science for All Students
CAASPP Test Results in Science by Student Group
Career Technical Education (CTE) Programs
Career Technical Education (CTE) Participation
Course Enrollment/Completion of University of California (UC) and/or California State University (CSU)

1

1

Number of English Language Arts Classes with 1-22 Students

65

Number of Mathematics Classes with 1-22 Students

58

Number of Science Classes with 1-22 Students

42

Number of Social Science Classes with 1-22 Students

53

Number of English Language Arts Classes with 23-32 Students

Number of Mathematics Classes with 23-32 Students

Formats

Number of English Language Arts Classes with 33+ Students

Number of Mathematics Classes with 33+ Students

Number of Science Classes with 33+ Students

Number of Social Science Classes with 33+ Students

2021—22

Average English Language Arts Class Size

2

Average Mathematics Class Size

1

Admission Requirements
California Physical Fitness Test Results

Engagement
Opportunities for Parental Involvement
Dropout Rate and Graduation Rate (Four-Year Cohort Rate)
Graduation Rate by Student Group (Four-Year Cohort Rate)
Chronic Absenteeism by Student Group
Suspensions and Expulsions
Suspensions and Expulsions by Student Group
School Safety Plan

Other SARC

Average Science Class Size

1

Average Social Science Class Size

2

Number of English Language Arts Classes with 1-22 Students

62

Number of Mathematics Classes with 1-22 Students

54

Number of Science Classes with 1-22 Students

46

Number of Social Science Classes with 1-22 Students

42

Number of English Language Arts Classes with 23-32 Students

Number of Mathematics Classes with 23-32 Students

Number of Science Classes with 23-32 Students

Number of Social Science Classes with 23-32 Students

Number of English Language Arts Classes with 33+ Students

Number of Mathematics Classes with 33+ Students

Number of Science Classes with 33+ Students

Number of Social Science Classes with 33+ Students

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter School of Yolo

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

OTHER SARC INFORMATION

Provide Feedback

Ratio of Pupils to Academic Counselor

☐ Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(School Year 2021—22)

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Pupils to Academic Counselor*

240

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter School of Yolo

Finalize SARC

About This School

- Principal's Message
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- Student Enrollment by Grade Level
- Student Enrollment

OTHER SARC INFORMATION

Provide Feedback

Student Support Services Staff

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(School Year 2021—22)

Number of FTE* Assigned to School

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counselor (Academic, Social/Behavioral or Career Development)	Library Media Teacher (Librarian)
2	

Library Media Services Staff (Paraprofessional)	Psychologist

Student Support Services Staff

by Student Group

Conditions of Learning

- Teacher Preparation and Placement ✓
- Teachers Without Credentials and Misassignments ✓
- Credentialed Teachers Assigned Out-of-Field ✓
- Class Assignments ✓
- Quality, Currency, Availability of Textbooks and Other Instructional Materials ✓
- School Facility Conditions and Planned Improvements ✓
- School Facility Good Repair Status ✓

Pupil Outcomes

Social Worker

Nurse

Speech/Language/Hearing Specialist

Resource Specialist (non-teaching)

Other

0.8

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter School of Yolo

Finalize SARC

About This School

- Principal's Message
- Contact Information
- School Description and Mission Statement
- Student Enrollment by Grade Level
- Student Enrollment

OTHER SARC INFORMATION

Expenditures Per Pupil and School Site Teacher Salaries

Provide Feedback

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(Fiscal Year 2020—21)

School Site

Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)
10033	1706

Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
8327	65905

District

by Student Group

Expenditures Per Pupil (Unrestricted) **Average Teacher Salary**

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- Class Assignments
- Quality, Currency, Availability of Textbooks and Other Instructional Materials
- School Facility Conditions and Planned Improvements
- School Facility Good Repair Status

Pupil Outcomes

Percent Difference - School Site and District

Expenditures Per Pupil (Unrestricted) **Average Teacher Salary**

State

Expenditures Per Pupil (Unrestricted) **Average Teacher Salary**

Percent Difference - School Site and State

Expenditures Per Pupil (Unrestricted) **Average Teacher Salary**

Save & Next

CAASPP Test Results in ELA and Mathematics for All Students ✓

CAASPP Test Results in ELA by Student Group ✓

CAASPP Test Results in Mathematics by Student Group ✓

CAASPP Test Results in Science for All Students ✓

CAASPP Test Results in Science by Student Group ✓

Career Technical Education (CTE) Programs ✓

Career Technical Education (CTE) Participation ✓

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) ✓

Admission Requirements

California Physical Fitness Test Results ✓

Engagement

Opportunities for Parental Involvement ✓

Dropout Rate and Graduation Rate (Four-Year Cohort Rate) ✓

Graduation Rate by Student Group (Four-Year Cohort Rate) ✓

Chronic Absenteeism by Student Group ✓

Suspensions and Expulsions ✓

Suspensions and Expulsions by Student Group ✓

School Safety Plan ✓

Other SARC

Expenditures Per Pupil and School Site Teacher Salaries

Information

- Average Class Size and Class Size Distribution (Elementary)
- Average Class Size and Class Size Distribution (Secondary)
- Ratio of Pupils to Academic Counselor
- Student Support Services Staff
- **Expenditures Per Pupil and School Site Teacher Salaries**
- Types of Services Funded
- Teacher and Administrative Salaries
- Advanced Placement (AP) Courses
- Professional Development

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter School of Yolo

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

OTHER SARC INFORMATION

Provide Feedback

Types of Services Funded

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(Fiscal Year 2021—22)

Types of services funded

Provide specific information about the types of programs and services available at the school that support and assist students.

Formats

?**The following are examples of the types of services funded by Compass:**

- **AVID elective**
- **Online courses (Accelerate Education)**

Types of Services Funded

- **Live learning sessions**
- **Special Education support, resources, services**
- **504 supports, accommodations, and services**
- **Live tutoring as part of our Multi-Tiered Systems of Support for Tier 2/3 interventions, synchronous instruction provided by Math/English Language Arts online teachers, Q&A sessions for each course/teacher, and one on one sessions by appointment for any Online scholar with the teacher**
- **English Learner support by teachers, small group live tutoring by our English Language Support Coordinator and English Language Development from Lexia.**
- **Supplemental curriculum support for Online scholars in grades K-5**
- **Standardized testing administration and support.**
- **Supplemental subscriptions to support academic growth and development**
- **Counseling support, resources, services, and live sessions (including academic, SEL, College & Career, etc.)**
- **Multi-Tiered Systems of Support Framework**
- **Community Provider/Curriculum choices for Options scholars**
- **Virtual Scholar Workshops**
- **Scholar Clubs**
- **Field Trips**
- **Learning coach support sessions (virtual sessions)**
- **Learning coach support sessions (virtual sessions)**

?

Save & Next

by Student Group

Conditions of Learning

- Teacher Preparation and Placement ✓
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field ✓
- Class Assignments ✓
- Quality, Currency, Availability of Textbooks and Other Instructional Materials ✓
- School Facility Conditions and Planned Improvements ✓
- School Facility Good Repair Status ✓

Pupil Outcomes

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter School of Yolo

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

OTHER SARC INFORMATION

Provide Feedback

Teacher and Administrative Salaries

☐ Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

(Fiscal Year 2020—21)

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

District Amount

Beginning Teacher Salary

Mid-Range Teacher Salary

Formats B U I

Highest Teacher Salary

by Student Group

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- Class Assignments
- Quality, Currency, Availability of Textbooks and Other Instructional Materials
- School Facility Conditions and Planned Improvements
- School Facility Good Repair Status

Pupil Outcomes

Average Principal Salary (Elementary)

Average Principal Salary (Middle)

Average Principal Salary (High)

Superintendent Salary

Percent of Budget for Teacher Salaries

29.79

Percent of Budget for Administrative Salaries

5.84

State Average For Districts in Same Category

Beginning Teacher Salary

46418.61

Mid-Range Teacher Salary

69901.86

H

Formats

97912.34

Average Principal Salary (Elementary)

CAASPP Test Results in ELA and Mathematics for All Students ✓
CAASPP Test Results in ELA by Student Group ✓
CAASPP Test Results in Mathematics by Student Group ✓
CAASPP Test Results in Science for All Students ✓
CAASPP Test Results in Science by Student Group ✓
Career Technical Education (CTE) Programs ✓
Career Technical Education (CTE) Participation ✓
Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) ✓

111731.31

Average Principal Salary (Middle)

122011.72

Average Principal Salary (High)

122212.22

Superintendent Salary

150971.42

Percent of Budget for Teacher Salaries

28.52

Percent of Budget for Administrative Salaries

6.1

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Formats

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter School of Yolo

Finalize SARC

About This School

- Principal's Message
- Contact Information
- School Description and Mission Statement
- Student Enrollment by Grade Level
- Student Enrollment

OTHER SARC INFORMATION

Provide Feedback

Advanced Placement (AP) Courses

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(School Year 2021—22)

*Where there are student course enrollments of at least one student.

Percent of Students in AP Courses

0

Number of AP Courses Offered *

Computer Science	English
0	0

by Student Group

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- Class Assignments
- Quality, Currency, Availability of Textbooks and Other Instructional Materials
- School Facility Conditions and Planned Improvements
- School Facility Good Repair Status

Pupil Outcomes

Advanced Placement (AP) Courses

Fine and Performing Arts

0

Foreign Language

0

Mathematics

0

Science

0

Social Science

0

Total AP Courses Offered*

0

Save & Next

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter School of Yolo

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

OTHER SARC INFORMATION

Professional Development

Provide Feedback

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

Number of school days dedicated to Staff Development and Continuous Improvement

2020—21	2021—22
16	9

2022—23
25

Save & Next

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Accounts Profile Logout

SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of Los Angeles

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment

ABOUT THIS SCHOOL

Principal's Message

Provide Feedback

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

Principal's Information

Formats

We are happy scholars and families choose to make Compass Charter Schools (Compass) of Los Angeles their school of choice. I am proud to be the Superintendent & CEO of Compass. I look forward to working with our faculty and staff to provide a quality personalized learning program to every scholar we serve. Everyone at Compass is committed to creating a nurturing environment as we work with our scholars (students) to meet their unique learning needs. There are a few

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

vocabulary words that we use that make our school culture unique from many others.

Compass Charter Schools of Los Angeles 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:

Learning Coach

Parents/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 an independent study virtual public charter school, much of the learning is facilitated by the learning coach.

Scholar

At Compass, we choose to refer to students as “scholars.” A 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.

Supervising Teacher

At Compass we assign a credentialed staff member to support and guide each scholar on their educational journey. These staff members are referred to as “Supervising Teachers.”

We look forward to being part of our scholars’ educational journey, and invite you to learn more

CAASPP Test Results in ELA and Mathematics for All Students ✓
CAASPP Test Results in ELA by Student Group ✓
CAASPP Test Results in Mathematics by Student Group ✓
CAASPP Test Results in Science for All Students ✓
CAASPP Test Results in Science by Student Group ✓
Career Technical Education (CTE) Programs ✓
Career Technical Education (CTE) Participation ✓
Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) ✓

about us through this School Accountability Report Card and by visiting us online at www.compasscharters.org!

Elizabeth Brenner

Superintendent and CEO

Note: When uploading school photos, if your image includes children, it is the local educational agency's responsibility to ensure that there are no parental/guardian "opt-out" forms on file in the local office, and that the inclusion of pupil images is consistent with state and federal privacy laws.

Principal's Photo - (Choose jpg or png images with dimensions of at least 300 X 400. Max file size 5 MB.)

Choose File | No file chosen

Save & Next

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Accounts Profile Logout

SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of Los Angeles

Finalize SARC

About This School

- Principal's Message
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- Student Enrollment by Grade Level
- Student Enrollment

ABOUT THIS SCHOOL

Contact Information

Provide Feedback

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(School Year 2022—23)

District Contact Information [Refresh from CDE]

District Name

Acton-Agua Dulce Unified

Phone Number

Superintendent First Name

Eric

Contact Information

by Student Group

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- Class Assignments
- Quality, Currency, Availability of Textbooks and Other Instructional Materials
- School Facility Conditions and Planned Improvements
- School Facility Good Repair Status

Pupil Outcomes

Superintendent Last Name

Sahakian

Email Address

esahakian@aadusd.k12.ca.us

Website

www.compasscharters.org

School Contact Information [Refresh from CDE]

School Name

Compass Charter Schools of Los Angeles

Street Address

850 Hampshire Rd., Ste. R

City

Thousand Oaks

State

CA

Zip

91361-6004

Phone Number

855-937-4227

Principal

Elizabeth Brenner

Contact Information

- CAASPP Test Results in ELA and Mathematics for All Students ✓
- CAASPP Test Results in ELA by Student Group ✓
- CAASPP Test Results in Mathematics by Student Group ✓
- CAASPP Test Results in Science for All Students ✓
- CAASPP Test Results in Science by Student Group ✓
- Career Technical Education (CTE) Programs ✓
- Career Technical Education (CTE) Participation ✓
- Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) ✓

Email Address

info@compasscharters.org

Website

www.compasscharters.org

County-District-School (CDS) Code

19753090135145

Save & Next

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of Los Angeles

Finalize SARC

About This School

- Principal's Message
- Contact Information
- **School Description and Mission Statement**
- Student Enrollment by Grade Level
- Student Enrollment

ABOUT THIS SCHOOL

School Description and Mission Statement

Provide Feedback

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(School Year 2022—23)

School Description and Mission Statement

Use this space to provide information about the school, its program, and its goals.

Formats

Compass Charter Schools (Compass) of Los Angeles is a free, nonclassroom-based public charter school that is directly funded by the State of California and the federal government.

by Student Group

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- Class Assignments
- Quality, Currency, Availability of Textbooks and Other Instructional Materials
- School Facility Conditions and Planned Improvements
- School Facility Good Repair Status

Pupil Outcomes

Compass provides 21st-century online and home study learning programs authorized by Acton-Agua Dulce USD for scholars in grades TK-12 who reside in Los Angeles County and its adjacent counties, and wish to pursue high-quality, rigorous instructional programs via virtual learning.

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 the Online Learning Program participate in learning labs each day where they interact with their teachers and peers. During these labs, scholars participate in research-based instructional activities designed by the teacher to engage in their learning. Our independent study 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. Further, the Online supervising teachers (STs) meet monthly in a connection meeting with scholars and learning coaches to review scholar progress, provide an opportunity for scholars to showcase their learning, and address learning coach and/or scholar concerns.

In our Options Learning Program, the learning coach is the primary instructor for their scholars and commits to providing a well-rounded education for their child. They are assigned a supervising teacher (ST) who acts as the Teacher of Record and is there to support and guide the learning coach with curricular options, order requests, and academic guidance. Options supervising teachers offer live, homeroom instruction covering enrichment activities, social-

CAASPP Test Results in ELA and Mathematics for All Students ✓
CAASPP Test Results in ELA by Student Group ✓
CAASPP Test Results in Mathematics by Student Group ✓
CAASPP Test Results in Science for All Students ✓
CAASPP Test Results in Science by Student Group ✓
Career Technical Education (CTE) Programs ✓
Career Technical Education (CTE) Participation ✓
Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) ✓

emotional learning, and core subjects. They also meet at least once a month with the learning coach for a connection meeting, to review their personalized learning plans, the scholar's submitted body of work, the progression of grade-level standards, and address any questions the learning coach may have. Scholars also use this time to showcase their knowledge and any projects they have been working on. Compass provides additional support for scholars through our Counseling Services and Academic Support Departments.

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 lifelong learning, and prepare scholars to take responsibility for their future success.

Core Values

Achievement | Respect | Teamwork | Integrity | Communication

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of Los Angeles

Finalize SARC

About This School
- Principal's Message
- Contact Information
- School Description and Mission Statement
- **Student Enrollment by Grade Level**
- Student Enrollment

ABOUT THIS SCHOOL

Provide Feedback

Student Enrollment by Grade Level

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(School Year 2021—22)

Enter the total number of students enrolled for each grade level.

Kindergarten	Grade 1
80	71
Grade 2	**Grade 3**
71	71
Grade 4	**Grade 5**
69	66

Student Enrollment by Grade Level

by Student Group

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- Class Assignments
- Quality, Currency, Availability of Textbooks and Other Instructional Materials
- School Facility Conditions and Planned Improvements
- School Facility Good Repair Status

Pupil Outcomes

Grade 6

63

Grade 7

71

Grade 8

67

Grade 9

58

Grade 10

59

Grade 11

41

Grade 12

63

Total Enrollment

850

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of Los Angeles

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- **Student Enrollment** ✓

ABOUT THIS SCHOOL

Student Enrollment by Student Group

Provide Feedback

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(School Year 2021—22)

Enter the percentage of total enrollment for each student group.

Female	Male
52	48
Non Binary	**American Indian or Alaska Native**
0	0
Asian	**Black or African American**

Student Enrollment by Student Group

by Student Group

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- Class Assignments
- Quality, Currency, Availability of Textbooks and Other Instructional Materials
- School Facility Conditions and Planned Improvements
- School Facility Good Repair Status

Pupil Outcomes

4

10

Filipino

1

Hispanic or Latino

48

Native Hawaiian or Pacific Islander

1

Two or More Races

8

White

25

English Learners

4

Foster Youth

0

Homeless

9

Migrant

0

Socioeconomically Disadvantaged

53

Student with Disabilities

13

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of Los Angeles

Finalize SARC

About This School

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- Student Enrollment by Grade Level
- Student Enrollment

CONDITIONS OF LEARNING

Teacher Preparation and Placement

Provide Feedback

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Authorization/Assignment

School 2020—21

Number of Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)

22.30

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

Percent of Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)

58.17

Number of Intern Credential Holders Properly Assigned

0.00

Percent of Intern Credential Holders Properly Assigned

0.00

Number of Teachers Without Credentials and Misassignments ("ineffective" under ESSA)

0.00

Percent of Teachers Without Credentials and Misassignments ("ineffective" under ESSA)

0.00

Number of Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)

14.30

Percent of Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)

37.52

Number of Unknown

1.60

Percent of Unknown

4.28

Total Number Teaching Positions

CAASPP Test Results in ELA and Mathematics for All Students
CAASPP Test Results in ELA by Student Group
CAASPP Test Results in Mathematics by Student Group
CAASPP Test Results in Science for All Students
CAASPP Test Results in Science by Student Group
Career Technical Education (CTE) Programs
Career Technical Education (CTE) Participation
Course Enrollment/Completion of University of California (UC) and/or

38.30

Total Percent Teaching Positions

100.00

Authorization/Assignment

District 2020—21

Number of Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)

237.10

Percent of Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)

43.70

Number of Intern Credential Holders Properly Assigned

9.20

Percent of Intern Credential Holders Properly Assigned

1.70

Number of Teachers Without Credentials and Misassignments (“ineffective” under ESSA)

18.60

Percent of Teachers Without Credentials and Misassignments (“ineffective” under ESSA)

3.44

Number of Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)

268.90

California State University (CSU) Admission Requirements
California Physical Fitness Test Results ✓

Engagement
Opportunities for Parental Involvement ✓
Dropout Rate and Graduation Rate (Four-Year Cohort Rate) ✓
Graduation Rate by Student Group (Four-Year Cohort Rate) ✓
Chronic Absenteeism by Student Group ✓
Suspensions and Expulsions ✓
Suspensions and Expulsions by Student Group ✓
School Safety Plan ✓

Percent of Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)

49.57

Number of Unknown

8.50

Percent of Unknown

1.58

Total Number Teaching Positions

542.60

Total Percent Teaching Positions

100.00

Authorization/Assignment

State 2020—21

Number of Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)

228366.10

Percent of Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)

83.12

Number of Intern Credential Holders Properly Assigned

4205.90

Percent of Intern Credential Holders Properly Assigned

1.53

Other SARC Information

- Average Class Size and Class Size Distribution (Elementary)
- Average Class Size and Class Size Distribution (Secondary)
- Ratio of Pupils to Academic Counselor
- Student Support Services Staff
- Expenditures Per Pupil and School Site Teacher Salaries
- Types of Services Funded
- Teacher and Administrative Salaries
- Advanced Placement (AP) Courses
- Professional Development

Number of Teachers Without Credentials and Misassignments ("ineffective" under ESSA)

11216.70

Percent of Teachers Without Credentials and Misassignments ("ineffective" under ESSA)

4.08

Number of Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)

12115.80

Percent of Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)

4.41

Number of Unknown

18854.30

Percent of Unknown

6.86

Total Number Teaching Positions

274759.10

Total Percent Teaching Positions

100.00

Authorization/Assignment

School 2021—22

Number of Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)

Percent of Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)

Number of Intern Credential Holders Properly Assigned

Percent of Intern Credential Holders Properly Assigned

Number of Teachers Without Credentials and Misassignments (“ineffective” under ESSA)

Percent of Teachers Without Credentials and Misassignments (“ineffective” under ESSA)

Number of Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)

Percent of Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)

Number of Unknown

Percent of Unknown

Total Number Teaching Positions

Total Percent Teaching Positions

Authorization/Assignment

District 2021—22

Number of Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)

Percent of Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)

Number of Intern Credential Holders Properly Assigned

Percent of Intern Credential Holders Properly Assigned

Number of Teachers Without Credentials and Misassignments (“ineffective” under ESSA)

Percent of Teachers Without Credentials and Misassignments (“ineffective” under ESSA)

Number of Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)

Percent of Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)

Number of Unknown

Percent of Unknown

Total Number Teaching Positions

Total Percent Teaching Positions

Authorization/Assignment

State 2021—22

Number of Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)

Percent of Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)

Number of Intern Credential Holders Properly Assigned

Percent of Intern Credential Holders Properly Assigned

Number of Teachers Without Credentials and Misassignments (“ineffective” under ESSA)

Percent of Teachers Without Credentials and Misassignments (“ineffective” under ESSA)

Number of Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)

Percent of Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)

Number of Unknown

Percent of Unknown

Total Number Teaching Positions

Total Percent Teaching Positions

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of Los Angeles

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

CONDITIONS OF LEARNING

Teachers Without Credentials and Misassignments

Provide Feedback

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

Authorization/Assignment

2020—21

Number of Permits and Waivers

0.00

Number of Misassignments

0.00

Number of Vacant Positions

0.00

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

Total Number of Teachers Without Credentials and Misassignments

0.00

Authorization/Assignment

2021—22

Number of Permits and Waivers

Number of Misassignments

Number of Vacant Positions

Total Number of Teachers Without Credentials and Misassignments

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of Los Angeles

Finalize SARC

About This School

- Principal's Message
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- Student Enrollment by Grade Level
- Student Enrollment

CONDITIONS OF LEARNING

Credentialed Teachers Assigned Out-of-Field

Provide Feedback

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

Indicator 2020—21

Number of Credentialed Teachers Authorized on a Permit or Waiver

0.00

Number of Local Assignment Options

14.30

Total Number of Out-of-Field Teachers

14.30

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

Indicator 2021—22

Number of Credentialed Teachers Authorized on a Permit or Waiver

Number of Local Assignment Options

Total Number of Out-of-Field Teachers

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of Los Angeles

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

CONDITIONS OF LEARNING

Provide Feedback

Class Assignments

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

Indicator

2020—21

Percent of Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)

0.00

Percent of No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)

by Student Group

0.00

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- **Class Assignments**
- Quality, Currency, Availability of Textbooks and Other Instructional Materials
- School Facility Conditions and Planned Improvements
- School Facility Good Repair Status

Pupil Outcomes

Indicator

2021—22

Percent of Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)

Percent of No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)

Save & Next

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of Los Angeles

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

CONDITIONS OF LEARNING

School Facility Conditions and Planned Improvements

Provide Feedback

☐ Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

School Facility Conditions and Planned Improvements

*Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).*

Formats

Compass Charter Schools of Los Angeles (Compass) is a nonclassroom-based public charter school with our Central Office located in Thousand Oaks, CA. The Central Office houses our enrollment, finance, Human Resources (HR),

by Student Group

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- Class Assignments
- Quality, Currency, Availability of Textbooks and Other Instructional Materials
- **School Facility Conditions and Planned Improvements**
- School Facility Good Repair Status

Pupil Outcomes

and records teams, as well as senior leadership staff. Our Central Office abides by all applicable building, fire, and safety codes. In September of 2022, the Central Office received an “exemplary” rating on the Williams Review visit.

Save & Next

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of Los Angeles

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

CONDITIONS OF LEARNING

School Facility Good Repair Status

Provide Feedback

☐ Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Data Collection Information

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

Year Collected

2022

Month Collected

September

Systems: Gas Leaks, Mechanical/HVAC, Sewer

Rate

Good ○ Fair ○ Poor

Repair Needed and Action Taken or Planned

Formats

Interior: Interior Surfaces

Rate

Good ○ Fair ○ Poor

Repair Needed and Action Taken or Planned

Formats

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation

Rate

Good ○ Fair ○ Poor

Repair Needed and Action Taken or Planned

CAASPP Test Results in ELA and Mathematics for All Students
CAASPP Test Results in ELA by Student Group
CAASPP Test Results in Mathematics by Student Group
CAASPP Test Results in Science for All Students
CAASPP Test Results in Science by Student Group
Career Technical Education (CTE) Programs
Career Technical Education (CTE) Participation
Course Enrollment/Completion of University of California (UC) and/or

Formats

Electrical: Electrical

Rate

Good Fair Poor

Repair Needed and Action Taken or Planned

Formats

Restrooms/Fountains: Restrooms, Sinks/Fountains

Rate

Good Fair Poor

Repair Needed and Action Taken or Planned

Formats

Safety: Fire Safety, Hazardous Materials

Rate

School Facility Good Repair Status

- California State University (CSU) Admission Requirements
- California Physical Fitness Test Results ✓

Engagement ✓

- Opportunities for Parental Involvement ✓
- Dropout Rate and Graduation Rate (Four-Year Cohort Rate) ✓
- Graduation Rate by Student Group (Four-Year Cohort Rate) ✓
- Chronic Absenteeism by Student Group ✓
- Suspensions and Expulsions ✓
- Suspensions and Expulsions by Student Group ✓
- School Safety Plan ✓

◉ Good ○ Fair ○ Poor

Repair Needed and Action Taken or Planned

Formats

B U I

Structural: Structural Damage, Roofs

Rate

◉ Good ○ Fair ○ Poor

Repair Needed and Action Taken or Planned

Formats

B U I

External: Playground/School Grounds, Windows/Doors/Gates/Fences

Rate

◉ Good ○ Fair ○ Poor

Repair Needed and Action Taken or Planned

Formats

B U I

Other SARC Information

- Average Class Size and Class Size Distribution (Elementary) ✓
- Average Class Size and Class Size Distribution (Secondary) ✓
- Ratio of Pupils to Academic Counselor ✓
- Student Support Services Staff ✓
- Expenditures Per Pupil and School Site Teacher Salaries ✓
- Types of Services Funded ✓
- Teacher and Administrative Salaries ✓
- Advanced Placement (AP) Courses ✓
- Professional Development ✓

Overall Facility Rate

Rate

(●) Exemplary ( ) Good ( ) Fair ( ) Poor

Repair Needed and Action Taken or Planned

Formats

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of Los Angeles

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

PUPIL OUTCOMES

CAASPP Test Results in ELA and Mathematics for All Students

Provide Feedback

☐ Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted to report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment Percentage of Students Meeting or Exceeding the State Standard

School

English Language Arts/Literacy 2020—21

N/A

Mathematics 2020—21

N/A

English Language Arts/Literacy 2021—22

41

Mathematics 2021—22

23

District

English Language Arts/Literacy 2020—21

N/A

Mathematics 2020—21

N/A

English Language Arts/Literacy 2021—22

40

Mathematics 2021—22

21

State

English Language Arts/Literacy 2020—21

N/A

Mathematics 2020—21

N/A

CAASPP Test Results in ELA and Mathematics for All Students

- CAASPP Test Results in ELA by Student Group
- CAASPP Test Results in Mathematics by Student Group
- CAASPP Test Results in Science for All Students
- CAASPP Test Results in Science by Student Group
- Career Technical Education (CTE) Programs
- Career Technical Education (CTE) Participation
- Course Enrollment/Completion of University of California (UC) and/or California State University (CSU)

English Language Arts/Literacy 2021—22

47

Mathematics 2021—22

33

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of Los Angeles

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

PUPIL OUTCOMES

CAASPP Test Results in ELA by Student Group

Provide Feedback

☐ Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven for School Year 2021—22)

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

by Student Group

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- Class Assignments
- Quality, Currency, Availability of Textbooks and Other Instructional Materials
- School Facility Conditions and Planned Improvements
- School Facility Good Repair Status

Pupil Outcomes

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

All Students - Total Enrollment	All Students - Number Tested
566	440
All Students - Percent Tested	**All Students - Percent Not Tested**
77.74	22.26
All Students - Percent Met or Exceeded	**Female - Total Enrollment**
41.06	292
Female - Number Tested	**Female - Percent Tested**
227	77.74
Female - Percent Not Tested	**Female - Percent Met or Exceeded**
22.26	45.13
Male - Total Enrollment	**Male - Number Tested**
274	213
Male - Percent Tested	**Male - Percent Not Tested**
77.74	22.26
Male - Percent Met or Exceeded	**American Indian or Alaska Native - Total Enrollment**

CAASPP Test Results in ELA and Mathematics for All Students
CAASPP Test Results in ELA by Student Group
CAASPP Test Results in Mathematics by Student Group
CAASPP Test Results in Science for All Students
CAASPP Test Results in Science by Student Group
Career Technical Education (CTE) Programs
Career Technical Education (CTE) Participation
Course Enrollment/Completion of University of California (UC) and/or California State University (CSU)

36.67

--

American Indian or Alaska Native - Number Tested

--

American Indian or Alaska Native - Percent Tested

--

American Indian or Alaska Native - Percent Not Tested

--

American Indian or Alaska Native - Percent Met or Exceeded

--

Asian - Total Enrollment

19

Asian - Number Tested

17

Asian - Percent Tested

89.47

Asian - Percent Not Tested

10.53

Asian - Percent Met or Exceeded

56.25

Black or African American - Total Enrollment

55

Black or African American - Number Tested

43

Black or African American - Percent Tested

78.18

Black or African American - Percent Not Tested

21.82

Black or African American - Percent Met or Exceeded

21.43

Filipino - Total Enrollment

--

Filipino - Number Tested

--

Filipino - Percent Tested

Filipino - Percent Not Tested

Admission Requirements

California Physical Fitness Test Results

Engagement

Opportunities for Parental Involvement

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Graduation Rate by Student Group (Four-Year Cohort Rate)

Chronic Absenteeism by Student Group

Suspensions and Expulsions

Suspensions and Expulsions by Student Group

School Safety Plan

Other SARC

--

--

Filipino - Percent Met or Exceeded

--

Hispanic or Latino - Total Enrollment

262

Hispanic or Latino - Number Tested

210

Hispanic or Latino - Percent Tested

80.15

Hispanic or Latino - Percent Not Tested

19.85

Hispanic or Latino - Percent Met or Exceeded

36.36

Native Hawaiian or Pacific Islander - Total Enrollment

0

Native Hawaiian or Pacific Islander - Number Tested

0

Native Hawaiian or Pacific Islander - Percent Tested

0

Native Hawaiian or Pacific Islander - Percent Not Tested

0

Native Hawaiian or Pacific Islander - Percent Met or Exceeded

0

Two or More Races - Total Enrollment

67

Two or More Races - Number Tested

48

Two or More Races - Percent Tested

71.64

Two or More Races - Percent Not Tested

Two or More Races - Percent Met or Exceeded

Information

- Average Class Size and Class Size Distribution (Elementary)
- Average Class Size and Class Size Distribution (Secondary)
- Ratio of Pupils to Academic Counselor
- Student Support Services Staff
- Expenditures Per Pupil and School Site Teacher Salaries
- Types of Services Funded
- Teacher and Administrative Salaries
- Advanced Placement (AP) Courses
- Professional Development

28.36

52.08

White - Total Enrollment

151

White - Number Tested

112

White - Percent Tested

74.17

White - Percent Not Tested

25.83

White - Percent Met or Exceeded

49.55

English Learners - Total Enrollment

25

English Learners - Number Tested

24

English Learners - Percent Tested

96.00

English Learners - Percent Not Tested

4.00

English Learners - Percent Met or Exceeded

12.50

Foster Youth - Total Enrollment

--

Foster Youth - Number Tested

--

Foster Youth - Percent Tested

--

Foster Youth - Percent Not Tested

--

Foster Youth - Percent Met or Exceeded

--

Homeless - Total Enrollment

Homeless - Number Tested

Homeless - Percent Tested

Homeless - Percent Not Tested

Homeless - Percent Met or Exceeded

Military - Total Enrollment

--

Military - Number Tested

--

Military - Percent Tested

--

Military - Percent Not Tested

--

Military - Percent Met or Exceeded

--

Socioeconomically Disadvantaged - Total Enrollment

287

Socioeconomically Disadvantaged - Number Tested

227

Socioeconomically Disadvantaged - Percent Tested

79.09

Socioeconomically Disadvantaged - Percent Not Tested

20.91

Socioeconomically Disadvantaged - Percent Met or Exceeded

36.44

Students Receiving Migrant Education Services - Total Enrollment

0

Students Receiving Migrant Education Services - Number Tested

0

Students Receiving Migrant Education

Students Receiving Migrant Education

Services - Percent Tested

0

Services - Percent Not Tested

0

Students Receiving Migrant Education Services - Percent Met or Exceeded

0

Students with Disabilities - Total Enrollment

90

Students with Disabilities - Number Tested

56

Students with Disabilities - Percent Tested

62.22

Students with Disabilities - Percent Not Tested

37.78

Students with Disabilities - Percent Met or Exceeded

18.87

Save & Next

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of Los Angeles

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

PUPIL OUTCOMES

CAASPP Test Results in Mathematics by Student Group

Provide Feedback

☐ Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three though Eight and Grade Eleven for School Year 2021—22)

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

All Students - Total Enrollment	All Students - Number Tested
565	434
All Students - Percent Tested	**All Students - Percent Not Tested**
76.81	23.19
All Students - Percent Met or Exceeded	**Female - Total Enrollment**
23.33	292
Female - Number Tested	**Female - Percent Tested**
226	77.40
Female - Percent Not Tested	**Female - Percent Met or Exceeded**
22.60	22.22
Male - Total Enrollment	**Male - Number Tested**
273	208
Male - Percent Tested	**Male - Percent Not Tested**
76.19	23.81
Male - Percent Met or Exceeded	**American Indian or Alaska Native - Total Enrollment**

CAASPP Test Results in ELA and Mathematics for All Students
CAASPP Test Results in ELA by Student Group
CAASPP Test Results in Mathematics by Student Group
CAASPP Test Results in Science for All Students
CAASPP Test Results in Science by Student Group
Career Technical Education (CTE) Programs
Career Technical Education (CTE) Participation
Course Enrollment/Completion of University of California (UC) and/or California State University (CSU)

24.52 --

American Indian or Alaska Native - Number Tested

--

American Indian or Alaska Native - Percent Tested

--

American Indian or Alaska Native - Percent Not Tested

--

American Indian or Alaska Native - Percent Met or Exceeded

--

Asian - Total Enrollment

19

Asian - Number Tested

16

Asian - Percent Tested

84.21

Asian - Percent Not Tested

15.79

Asian - Percent Met or Exceeded

62.50

Black or African American - Total Enrollment

55

Black or African American - Number Tested

43

Black or African American - Percent Tested

78.18

Black or African American - Percent Not Tested

21.82

Black or African American - Percent Met or Exceeded

9.30

Filipino - Total Enrollment

--

Filipino - Number Tested

--

Filipino - Percent Tested

Filipino - Percent Not Tested

Admission Requirements
California Physical Fitness Test Results

Engagement
Opportunities for Parental Involvement
Dropout Rate and Graduation Rate (Four-Year Cohort Rate)
Graduation Rate by Student Group (Four-Year Cohort Rate)
Chronic Absenteeism by Student Group
Suspensions and Expulsions
Suspensions and Expulsions by Student Group
School Safety Plan

Other SARC

--

--

Filipino - Percent Met or Exceeded

--

Hispanic or Latino - Total Enrollment

262

Hispanic or Latino - Number Tested

208

Hispanic or Latino - Percent Tested

79.39

Hispanic or Latino - Percent Not Tested

20.61

Hispanic or Latino - Percent Met or Exceeded

16.35

Native Hawaiian or Pacific Islander - Total Enrollment

0

Native Hawaiian or Pacific Islander - Number Tested

0

Native Hawaiian or Pacific Islander - Percent Tested

0

Native Hawaiian or Pacific Islander - Percent Not Tested

0

Native Hawaiian or Pacific Islander - Percent Met or Exceeded

0

Two or More Races - Total Enrollment

66

Two or More Races - Number Tested

46

Two or More Races - Percent Tested

69.70

Two or More Races - Percent Not Tested

Two or More Races - Percent Met or Exceeded

Information

- Average Class Size and Class Size Distribution (Elementary)
- Average Class Size and Class Size Distribution (Secondary)
- Ratio of Pupils to Academic Counselor
- Student Support Services Staff
- Expenditures Per Pupil and School Site Teacher Salaries
- Types of Services Funded
- Teacher and Administrative Salaries
- Advanced Placement (AP) Courses
- Professional Development

30.30

32.61

White - Total Enrollment

151

White - Number Tested

111

White - Percent Tested

73.51

White - Percent Not Tested

26.49

White - Percent Met or Exceeded

33.64

English Learners - Total Enrollment

25

English Learners - Number Tested

23

English Learners - Percent Tested

92.00

English Learners - Percent Not Tested

8.00

English Learners - Percent Met or Exceeded

8.70

Foster Youth - Total Enrollment

--

Foster Youth - Number Tested

--

Foster Youth - Percent Tested

--

Foster Youth - Percent Not Tested

--

Foster Youth - Percent Met or Exceeded

--

Homeless - Total Enrollment

Homeless - Number Tested

Homeless - Percent Tested

Homeless - Percent Not Tested

Homeless - Percent Met or Exceeded

Military - Total Enrollment

--

Military - Number Tested

--

Military - Percent Tested

--

Military - Percent Not Tested

--

Military - Percent Met or Exceeded

--

Socioeconomically Disadvantaged - Total Enrollment

287

Socioeconomically Disadvantaged - Number Tested

225

Socioeconomically Disadvantaged - Percent Tested

78.40

Socioeconomically Disadvantaged - Percent Not Tested

21.60

Socioeconomically Disadvantaged - Percent Met or Exceeded

18.30

Students Receiving Migrant Education Services - Total Enrollment

0

Students Receiving Migrant Education Services - Number Tested

0

Students Receiving Migrant Education

Students Receiving Migrant Education

Services - Percent Tested

0

Services - Percent Not Tested

0

Students Receiving Migrant Education Services - Percent Met or Exceeded

0

Students with Disabilities - Total Enrollment

90

Students with Disabilities - Number Tested

54

Students with Disabilities - Percent Tested

60.00

Students with Disabilities - Percent Not Tested

40.00

Students with Disabilities - Percent Met or Exceeded

16.67

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of Los Angeles

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

PUPIL OUTCOMES

Provide Feedback

CAASPP Test Results in Science for All Students

☐ Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(CAASPP Test Results in Science for All Students Grades Five, Eight, and High School Percentage of Students Meeting or Exceeding the State Standard)

Note: Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School

Science (grades 5, 8, and high school) 2020—21	Science (grades 5, 8, and high school) 2021—22
30.00	27.10

District

Science (grades 5, 8, and high school) 2020—21	Science (grades 5, 8, and high school) 2021—22
N/T	17.23

State

Science (grades 5, 8, and high school) 2020—21	Science (grades 5, 8, and high school) 2021—22
28.5	29.47

Save & Next

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of Los Angeles

Finalize SARC

About This School

- Principal's Message
- Contact Information
- School Description and Mission Statement
- Student Enrollment by Grade Level
- Student Enrollment

PUPIL OUTCOMES

Provide Feedback

CAASPP Test Results in Science by Student Group

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(CAASPP Test Results in Science by Student Group Grades Five, Eight and High School for School Year 2021—22)

Grades Five, Eight and High School

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

All Students - Total Enrollment	All Students - Number Tested
263	214

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

All Students - Percent Tested

81.37

All Students - Percent Not Tested

18.63

All Students - Percent Met or Exceeded

27.10

Female - Total Enrollment

142

Female - Number Tested

114

Female - Percent Tested

80.28

Female - Percent Not Tested

19.72

Female - Percent Met or Exceeded

25.44

Male - Total Enrollment

121

Male - Number Tested

100

Male - Percent Tested

82.64

Male - Percent Not Tested

17.36

Male - Percent Met or Exceeded

29.00

American Indian or Alaska Native - Total Enrollment

--

American Indian or Alaska Native - Number Tested

--

American Indian or Alaska Native - Percent Tested

--

American Indian or Alaska Native - Percent Not Tested

--

American Indian or Alaska Native - Percent Met or Exceeded

--

CAASPP Test Results in ELA and Mathematics for All Students
CAASPP Test Results in ELA by Student Group
CAASPP Test Results in Mathematics by Student Group
CAASPP Test Results in Science for All Students
CAASPP Test Results in Science by Student Group
Career Technical Education (CTE) Programs
Career Technical Education (CTE) Participation
Course Enrollment/Comple of University of California (UC) and/or California State University (CSU)

Asian - Total Enrollment
--

Asian - Number Tested
--

Asian - Percent Tested
--

Asian - Percent Not Tested
--

Asian - Percent Met or Exceeded
--

Black or African American - Total Enrollment
27

Black or African American - Number Tested
21

Black or African American - Percent Tested
77.78

Black or African American - Percent Not Tested
22.22

Black or African American - Percent Met or Exceeded
19.05

Filipino - Total Enrollment
--

Filipino - Number Tested
--

Filipino - Percent Tested
--

Filipino - Percent Not Tested
--

Filipino - Percent Met or Exceeded
--

Hispanic or Latino - Total Enrollment
117

Hispanic or Latino - Number Tested
99

Hispanic or Latino - Percent Tested
84.62

Admission Requirements
California Physical Fitness Test Results

Engagement
Opportunities for Parental Involvement
Dropout Rate and Graduation Rate (Four-Year Cohort Rate)
Graduation Rate by Student Group (Four-Year Cohort Rate)
Chronic Absenteeism by Student Group
Suspensions and Expulsions
Suspensions and Expulsions by Student Group
School Safety Plan

Other SARC

Hispanic or Latino - Percent Not Tested
15.38

Hispanic or Latino - Percent Met or Exceeded
19.19

Native Hawaiian or Pacific Islander - Total Enrollment
0

Native Hawaiian or Pacific Islander - Number Tested
0

Native Hawaiian or Pacific Islander - Percent Tested
0

Native Hawaiian or Pacific Islander - Percent Not Tested
0

Native Hawaiian or Pacific Islander - Percent Met or Exceeded
0

Two or More Races - Total Enrollment
29

Two or More Races - Number Tested
19

Two or More Races - Percent Tested
65.52

Two or More Races - Percent Not Tested
34.48

Two or More Races - Percent Met or Exceeded
26.32

White - Total Enrollment
75

White - Number Tested
60

White - Percent Tested
80.00

White - Percent Not Tested
20.00

White - Percent Met or Exceeded

English Learners - Total Enrollment

Information

- Average Class Size and Class Size Distribution (Elementary) ✓
- Average Class Size and Class Size Distribution (Secondary) ✓
- Ratio of Pupils to Academic Counselor ✓
- Student Support Services Staff ✓
- Expenditures Per Pupil and School Site Teacher Salaries ✓
- Types of Services Funded ✓
- Teacher and Administrative Salaries ✓
- Advanced Placement (AP) Courses ✓
- Professional Development ✓

38.33

16

English Learners - Number Tested

12

English Learners - Percent Tested

75.00

English Learners - Percent Not Tested

25.00

English Learners - Percent Met or Exceeded

8.33

Foster Youth - Total Enrollment

0

Foster Youth - Number Tested

0

Foster Youth - Percent Tested

0

Foster Youth - Percent Not Tested

0

Foster Youth - Percent Met or Exceeded

0

Homeless - Total Enrollment

Homeless - Number Tested

Homeless - Percent Tested

Homeless - Percent Not Tested

Homeless - Percent Met or Exceeded

Military - Total Enrollment

0

Military - Number Tested

0

Military - Percent Tested

0

Military - Percent Not Tested

0

Military - Percent Met or Exceeded

0

Socioeconomically Disadvantaged - Total Enrollment

141

Socioeconomically Disadvantaged - Number Tested

116

Socioeconomically Disadvantaged - Percent Tested

82.27

Socioeconomically Disadvantaged - Percent Not Tested

17.73

Socioeconomically Disadvantaged - Percent Met or Exceeded

25.00

Students Receiving Migrant Education Services - Total Enrollment

0

Students Receiving Migrant Education Services - Number Tested

0

Students Receiving Migrant Education Services - Percent Tested

0

Students Receiving Migrant Education Services - Percent Not Tested

0

Students Receiving Migrant Education Services - Percent Met or Exceeded

0

Students with Disabilities - Total Enrollment

37

Students with Disabilities - Number Tested	Students with Disabilities - Percent Tested
26	70.27

Students with Disabilities - Percent Not Tested	Students with Disabilities - Percent Met or Exceeded
29.73	19.23

Save & Next

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of Los Angeles

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

PUPIL OUTCOMES

Provide Feedback

Career Technical Education (CTE) Programs

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(School Year 2021—22)

Use this space to provide information about Career Technical Education (CTE) programs as follows:

- *A list of programs offered by the school district in which pupils at the school may particapate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and*
- *A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and*
- *A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.*

by Student Group

Conditions of Learning

- Teacher Preparation and Placement ✓
- Teachers Without Credentials and Misassignments ✓
- Credentialed Teachers Assigned Out-of-Field ✓
- Class Assignments ✓
- Quality, Currency, Availability of Textbooks and Other Instructional Materials ✓
- School Facility Conditions and Planned Improvements ✓
- School Facility Good Repair Status ✓

Pupil Outcomes

Career Technical Education (CTE) Programs

Formats

?**Compass Charter Schools (Compass) of Los Angeles offered individual career technical education electives across several industry sectors. These electives were offered to scholars in grades 9 through 12 to support the acquisition of knowledge and exploration in potential career pathways. Scholars wishing to advance in identified pathways are supported through concurrent enrollment at their local community college to continue their education and skill development.** ?

Save & Next

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of Los Angeles

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

PUPIL OUTCOMES

Provide Feedback

Career Technical Education (CTE) Participation

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(School Year 2021—22)

Measure

Number of Pupils Participating in CTE	Percent of Pupils that Complete a CTE Program and Earn a High School Diploma
56	

Percent of CTE Courses that are Sequenced or Articulated Between the

by Student Group

School and Institutions of Postsecondary Education

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- Class Assignments
- Quality, Currency, Availability of Textbooks and Other Instructional Materials
- School Facility Conditions and Planned Improvements
- School Facility Good Repair Status

Save & Next

Pupil Outcomes

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Accounts Profile Logout

SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of Los Angeles

Finalize SARC

About This School

- Principal's Message
- Contact Information
- School Description and Mission Statement
- Student Enrollment by Grade Level
- Student Enrollment

PUPIL OUTCOMES

Provide Feedback

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

UC/CSU Course Measure

2021—22 Percent of Pupils Enrolled in Courses Required for UC/CSU Admission	2020—21 Percent of Graduates Who Completed All Courses Required for UC/CSU Admission
67.27	13.51

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Accounts Profile Logout

SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of Los Angeles

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

PUPIL OUTCOMES

Provide Feedback

California Physical Fitness Test Results

☐ Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(School Year 2021—22)

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.
Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Levels to Show on Public SARC

- ☑ Grade 5
- ☑ Grade 7
- ☑ Grade 9

by Student Group

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- Class Assignments
- Quality, Currency, Availability of Textbooks and Other Instructional Materials
- School Facility Conditions and Planned Improvements
- School Facility Good Repair Status

Pupil Outcomes

Percentage of Students Participating in Aerobic Capacity

Grade 5	Grade 7
55	67

Grade 9
57

Percentage of Students Participating in Abdominal Strength and Endurance

Grade 5	Grade 7
69	76

Grade 9
67

Percentage of Students Participating in Trunk Extensor and Strength and Flexibility

Grade 5	Grade 7
68	76

Grade 9
67

Percentage of Students Participating in Upper Body Strength and Endurance

Grade 5	Grade 7

CAASPP Test Results in ELA and Mathematics for All Students ✓
CAASPP Test Results in ELA by Student Group ✓
CAASPP Test Results in Mathematics by Student Group ✓
CAASPP Test Results in Science for All Students ✓
CAASPP Test Results in Science by Student Group ✓
Career Technical Education (CTE) Programs ✓
Career Technical Education (CTE) Participation ✓
Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) ✓

68	76

Grade 9

67

Percentage of Students Participating in Flexibility

Grade 5	Grade 7
67	75

Grade 9

65

Save & Next

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Accounts Profile Logout

SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of Los Angeles

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

ENGAGEMENT

Opportunities for Parental Involvement

Provide Feedback

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(School Year 2022—23)

Opportunities for Parental Involvement

Use this space to provide information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement.

Formats

There are a number of opportunities for parents to be involved at Compass Charter Schools

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

(Compass) of Los Angeles. Learn more about some of these opportunities below:

Parent Advisory Council (PAC)

The PAC serves to provide learning coach 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 the scholars and Compass. They provide feedback and insight from the learning coach's perspective on the school process, policies, and initiatives to ensure that the needs of learning coaches 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.

Virtual Suggestion Box

There is a Virtual Suggestion Box for learning coaches, located on the homepage of our website. The link is also shared in our weekly Monday Morning Update (MMU) to families and during Parent Town Halls. Suggestions to enhance and expand the Compass Experience are shared and discussed with our PAC, Cabinet, and Staff Advisory Committee on a regular basis.

Program Orientation & Weeks of Welcome

Weeks of Welcome are a programmed set of offerings to onboard new and returning families at the start of the school year. Sessions are held virtually and include topics such as program orientations, department open houses, and social hours. For those families who are

CAASPP Test Results in ELA and Mathematics for All Students ✓

CAASPP Test Results in ELA by Student Group ✓

CAASPP Test Results in Mathematics by Student Group ✓

CAASPP Test Results in Science for All Students ✓

CAASPP Test Results in Science by Student Group ✓

Career Technical Education (CTE) Programs ✓

Career Technical Education (CTE) Participation ✓

Course Enrollment/Comple of University of California (UC) and/or California State University (CSU) ✓

unable to attend, the session slides and recordings are shared and available as a resource throughout the school year. There is also a mid-year refresher series of offerings called Mini-WOW for learning coaches as they embark on the second semester of the school year.

Program Orientations are held virtually as part of our Weeks of Welcome offerings as well as held weekly for families that enroll during the school year. In these sessions, program specific staff welcome families and scholars to Compass, introduce the position of the supervising teacher, overview staff teams, and highlight important news and information for the school year. For those families who are unable to attend, the session slides and recordings are shared and available as a resource throughout the school year.

Coffee with Compass

The Superintendent & CEO hosts Coffee with Compass once a month whereby all stakeholders are invited to virtual coffee to discuss school and non-school related topics to connect with other Compass families and staff. While these have been in person previously, they are now held virtually due to the COVID-19 pandemic.

Learning Coach Surveys

Surveys are sent to Compass stakeholders through the PAC. The results from this survey are reviewed by the PAC and Leadership Team and provide stakeholder feedback for continued program improvement.

Learning Coach Academy

Admission Requirements

California Physical Fitness Test Results ✓

Engagement ✓

Opportunities for Parental Involvement ✓

Dropout Rate and Graduation Rate (Four-Year Cohort Rate) ✓

Graduation Rate by Student Group (Four-Year Cohort Rate) ✓

Chronic Absenteeism by Student Group ✓

Suspensions and Expulsions ✓

Suspensions and Expulsions by Student Group ✓

School Safety Plan ✓

Other SARC

Learning Coach Academy is a virtual offering designed to provide relevant and meaningful training along with a collaborative community of learning coaches. Learning coaches are able to attend live sessions every week that alternate between topic focused sessions and social sessions. Learning coaches who complete 10 Academy Sessions are provided certificates to acknowledge the time and effort put forth to complete the requirements of the Learning Coach Academy. Topics covered in Learning Coach Academy include Learning Coach responsibilities, ClassLink, tips for personalizing education, staying organized, SMART goals, and more.

?

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of Los Angeles

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

ENGAGEMENT

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Provide Feedback

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

Dropout Rate School

2019—20	2020—21	2021—22
	42.7	25.5

Graduation Rate School

2019—20	2020—21
	37.3

by Student Group

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments ✓
- Credentialed Teachers Assigned Out-of-Field ✓
- Class Assignments ✓
- Quality, Currency, Availability of Textbooks and Other Instructional Materials ✓
- School Facility Conditions and Planned Improvements ✓
- School Facility Good Repair Status ✓

Pupil Outcomes

2021—22

60

Dropout Rate District

2019—20

2020—21

29.1

2021—22

26.9

Graduation Rate District

2019—20

2020—21

23.7

2021—22

37.9

Dropout Rate State

2019—20

2020—21

8.9

2021—22

7.8

Graduation Rate State

2019—20

2020—21

84.2

2021—22

87

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of Los Angeles

Finalize SARC

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ENGAGEMENT

Graduation Rate by Student Group (Four-Year Cohort Rate)

Provide Feedback

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(School Year 2021—22)

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

All Students - Number of Students in Cohort	All Students - Number of Cohort Graduates
55	33

All Students - Cohort Graduation Rate	Female - Number of Students in Cohort

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

60.0

32

Female - Number of Cohort Graduates

22

Female - Cohort Graduation Rate

68.8

Male - Number of Students in Cohort

23

Male - Number of Cohort Graduates

11

Male - Cohort Graduation Rate

47.8

Non-Binary - Number of Students in Cohort

0

Non-Binary - Number of Cohort Graduates

0

Non-Binary - Cohort Graduation Rate

0.0

American Indian or Alaska Native - Number of Students in Cohort

0

American Indian or Alaska Native - Number of Cohort Graduates

0

American Indian or Alaska Native - Cohort Graduation Rate

0.00

Asian - Number of Students in Cohort

0

Asian - Number of Cohort Graduates

0

Asian - Cohort Graduation Rate

0

Black or African American - Number of Students in Cohort

Black or African American - Number of Cohort Graduates

CAASPP Test Results in ELA and Mathematics for All Students
CAASPP Test Results in ELA by Student Group
CAASPP Test Results in Mathematics by Student Group
CAASPP Test Results in Science for All Students
CAASPP Test Results in Science by Student Group
Career Technical Education (CTE) Programs
Career Technical Education (CTE) Participation
Course Enrollment/Completion of University of California (UC) and/or California State University (CSU)

0

0

Black or African American - Cohort Graduation Rate

0

Filipino - Number of Students in Cohort

0

Filipino - Number of Cohort Graduates

0

Filipino - Cohort Graduation Rate

0

Hispanic or Latino - Number of Students in Cohort

24

Hispanic or Latino - Number of Cohort Graduates

14

Hispanic or Latino - Cohort Graduation Rate

58.3

Native Hawaiian or Pacific Islander - Number of Students in Cohort

0

Native Hawaiian or Pacific Islander - Number of Cohort Graduates

0

Native Hawaiian or Pacific Islander - Cohort Graduation Rate

0.00

Two or More Races - Number of Students in Cohort

0

Two or More Races - Number of Cohort Graduates

0

Two or More Races - Cohort Graduation Rate

0

White - Number of Students in Cohort

16

Admission Requirements
California Physical Fitness Test Results

Engagement
Opportunities for Parental Involvement
Dropout Rate and Graduation Rate (Four-Year Cohort Rate)
Graduation Rate by Student Group (Four-Year Cohort Rate)
Chronic Absenteeism by Student Group
Suspensions and Expulsions
Suspensions and Expulsions by Student Group
School Safety Plan

White - Number of Cohort Graduates

9

White - Cohort Graduation Rate

56.3

English Learners - Number of Students in Cohort

0

English Learners - Number of Cohort Graduates

0

English Learners - Cohort Graduation Rate

0

Foster Youth - Number of Students in Cohort

0

Foster Youth - Number of Cohort Graduates

0

Foster Youth - Cohort Graduation Rate

0

Homeless - Number of Students in Cohort

0

Homeless - Number of Cohort Graduates

0

Homeless - Cohort Graduation Rate

0

Socioeconomically Disadvantaged - Number of Students in Cohort

43

Socioeconomically Disadvantaged - Number of Cohort Graduates

27

Socioeconomically Disadvantaged - Cohort Graduation Rate

62.8

Students Receiving Migrant Education Services - Number of Students in Cohort

0

Students Receiving Migrant Education Services - Number of Cohort Graduates

0

Graduation Rate by Student Group (Four-Year Cohort Rate)

Other SARC Information

- Average Class Size and Class Size Distribution (Elementary) ✓
- Average Class Size and Class Size Distribution (Secondary) ✓
- Ratio of Pupils to Academic Counselor ✓
- Student Support Services Staff ✓
- Expenditures Per Pupil and School Site Teacher Salaries ✓
- Types of Services Funded ✓
- Teacher and Administrative Salaries ✓
- Advanced Placement (AP) Courses ✓
- Professional Development ✓

Students Receiving Migrant Education Services - Cohort Graduation Rate

0.0

Students with Disabilities - Number of Students in Cohort

0

Students with Disabilities - Number of Cohort Graduates

0

Students with Disabilities - Cohort Graduation Rate

0

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of Los Angeles

Finalize SARC

About This School

- Principal's Message
- Contact Information
- School Description and Mission Statement
- Student Enrollment by Grade Level
- Student Enrollment

ENGAGEMENT

Chronic Absenteeism by Student Group

Provide Feedback

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(School Year 2021—22)

All Students - Cumulative Enrollment

1208

All Students - Chronic Absenteeism Eligible Enrollment

1135

All Students - Chronic Absenteeism Count

130

All Students - Chronic Absenteeism Rate

11.5

Female - Cumulative Enrollment

Female - Chronic Absenteeism Eligible

by Student Group

624

Enrollment

589

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Female - Chronic Absenteeism Count

70

Female - Chronic Absenteeism Rate

11.9

Male - Cumulative Enrollment

579

Male - Chronic Absenteeism Eligible Enrollment

541

Male - Chronic Absenteeism Count

56

Male - Chronic Absenteeism Rate

10.4

American Indian or Alaska Native - Cumulative Enrollment

5

American Indian or Alaska Native - Chronic Absenteeism Eligible Enrollment

5

American Indian or Alaska Native - Chronic Absenteeism Count

2

American Indian or Alaska Native - Chronic Absenteeism Rate

40.0

Asian - Cumulative Enrollment

47

Asian - Chronic Absenteeism Eligible Enrollment

41

Pupil Outcomes

Asian - Chronic Absenteeism Count

1

Asian - Chronic Absenteeism Rate

2.4

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CAASPP Test Results in ELA and Mathematics for All Students
CAASPP Test Results in ELA by Student Group
CAASPP Test Results in Mathematics by Student Group
CAASPP Test Results in Science for All Students
CAASPP Test Results in Science by Student Group
Career Technical Education (CTE) Programs
Career Technical Education (CTE) Participation
Course Enrollment/Completion of University of California (UC) and/or California State University (CSU)

Black or African American - Cumulative Enrollment

122

Black or African American - Chronic Absenteeism Eligible Enrollment

113

Black or African American - Chronic Absenteeism Count

25

Black or African American - Chronic Absenteeism Rate

22.1

Filipino - Cumulative Enrollment

17

Filipino - Chronic Absenteeism Eligible Enrollment

15

Filipino - Chronic Absenteeism Count

2

Filipino - Chronic Absenteeism Rate

13.3

Hispanic or Latino - Cumulative Enrollment

570

Hispanic or Latino - Chronic Absenteeism Eligible Enrollment

544

Hispanic or Latino - Chronic Absenteeism Count

66

Hispanic or Latino- Chronic Absenteeism Rate

12.1

Native Hawaiian or Pacific Islander - Cumulative Enrollment

5

Native Hawaiian or Pacific Islander - Chronic Absenteeism Eligible Enrollment

5

Chronic Absenteeism by Student Group

Admission Requirements

California Physical Fitness Test Results

Engagement

Opportunities for Parental Involvement

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Graduation Rate by Student Group (Four-Year Cohort Rate)

Chronic Absenteeism by Student Group

Suspensions and Expulsions

Suspensions and Expulsions by Student Group

School Safety Plan

Other SARC

Native Hawaiian or Pacific Islander - Chronic Absenteeism Count

3

Native Hawaiian or Pacific Islander - Chronic Absenteeism Rate

60.0

Two or More Races - Cumulative Enrollment

99

Two or More Races - Chronic Absenteeism Eligible Enrollment

93

Two or More Races - Chronic Absenteeism Count

9

Two or More Races - Chronic Absenteeism Rate

9.7

White - Cumulative Enrollment

320

White - Chronic Absenteeism Eligible Enrollment

297

White - Chronic Absenteeism Count

22

White - Chronic Absenteeism Rate

7.4

English Learners - Cumulative Enrollment

54

English Learners - Chronic Absenteeism Eligible Enrollment

50

English Learners - Chronic Absenteeism Count

3

English Learners - Chronic Absenteeism Rate

6.0

Foster Youth - Cumulative Enrollment

Foster Youth - Chronic Absenteeism Eligible Enrollment

Chronic Absenteeism by Student Group

Information

- Average Class Size and Class Size Distribution (Elementary)
- Average Class Size and Class Size Distribution (Secondary)
- Ratio of Pupils to Academic Counselor
- Student Support Services Staff
- Expenditures Per Pupil and School Site Teacher Salaries
- Types of Services Funded
- Teacher and Administrative Salaries
- Advanced Placement (AP) Courses
- Professional Development

3	3
Foster Youth - Chronic Absenteeism Count	**Foster Youth - Chronic Absenteeism Rate**
0	0.0
Homeless - Cumulative Enrollment	**Homeless - Chronic Absenteeism Eligible Enrollment**
103	100
Homeless - Chronic Absenteeism Count	**Homeless - Chronic Absenteeism Rate**
11	11.0
Socioeconomically Disadvantaged - Cumulative Enrollment	**Socioeconomically Disadvantaged - Chronic Absenteeism Eligible Enrollment**
639	602
Socioeconomically Disadvantaged - Chronic Absenteeism Count	**Socioeconomically Disadvantaged - Chronic Absenteeism Rate**
90	15.0
Students Receiving Migrant Education Services - Cumulative Enrollment	**Students Receiving Migrant Education Services - Chronic Absenteeism Eligible Enrollment**
0	0
Students Receiving Migrant Education	**Students Receiving Migrant Education Service**

Services - Chronic Absenteeism Count

0

- Chronic Absenteeism Rate

0.0

Students with Disabilities - Cumulative Enrollment

181

Students with Disabilities - Chronic Absenteeism Eligible Enrollment

178

Students with Disabilities - Chronic Absenteeism Count

23

Students with Disabilities - Chronic Absenteeism Rate

12.9

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of Los Angeles

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

ENGAGEMENT

Suspensions and Expulsions

Provide Feedback

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

Data collected between July through June, each full school year respectively

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—20 Only

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

(data collected between July through February, partial school year due to the COVID-19 pandemic)

School Rate of Suspensions 2019—20

0

School Rate of Expulsions 2019—20

0

District Rate of Suspensions 2019—20

0.01

District Rate of Expulsions 2019—20

0

State Rate of Suspensions 2019—20

0.2

State Rate of Expulsions 2019—20

0

School

School Rate of Suspensions 2020—21

0

School Rate of Suspensions 2021—22

0

School Rate of Expulsions 2020—21

0

School Rate of Expulsions 2021—22

0

District

District Rate of Suspensions 2020—21

0.25

District Rate of Suspensions 2021—22

0.37

District Rate of Expulsions 2020—21

0

District Rate of Expulsions 2021—22

0.01

State

CAASPP Test Results in ELA and Mathematics for All Students ✓
CAASPP Test Results in ELA by Student Group ✓
CAASPP Test Results in Mathematics by Student Group ✓
CAASPP Test Results in Science for All Students ✓
CAASPP Test Results in Science by Student Group ✓
Career Technical Education (CTE) Programs ✓
Career Technical Education (CTE) Participation ✓
Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) ✓

State Rate of Suspensions 2020—21	State Rate of Suspensions 2021—22
2.45	3.17

State Rate of Expulsions 2020—21	State Rate of Expulsions 2021—22
0.05	0.07

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- Student Enrollment

ENGAGEMENT

Suspensions and Expulsions by Student Group

Provide Feedback

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(School Year 2021—22)

All Students - Suspensions Rate	All Students - Expulsions Rate
0.00	0.00

Female - Suspensions Rate	Female - Expulsions Rate
0.00	0.00

Male - Suspensions Rate	Male - Expulsions Rate
0.00	0.00

by Student Group

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments ✓
- Credentialed Teachers Assigned Out-of-Field ✓
- Class Assignments ✓
- Quality, Currency, Availability of Textbooks and Other Instructional Materials ✓
- School Facility Conditions and Planned Improvements ✓
- School Facility Good Repair Status ✓

Pupil Outcomes

Non-Binary - Suspensions Rate
0.00

Non-Binary - Expulsions Rate
0.00

American Indian or Alaska Native - Suspensions Rate
0.00

American Indian or Alaska Native - Expulsions Rate
0.00

Asian - Suspensions Rate
0.00

Asian - Expulsions Rate
0.00

Black or African American - Suspensions Rate
0.00

Black or African American - Expulsions Rate
0.00

Filipino - Suspensions Rate
0.00

Filipino - Expulsions Rate
0.00

Hispanic or Latino - Suspensions Rate
0.00

Hispanic or Latino - Expulsions Rate
0.00

Native Hawaiian or Pacific Islander - Suspensions Rate
0.00

Native Hawaiian or Pacific Islander - Expulsions Rate
0.00

Two or More Races - Suspensions Rate
0.00

Two or More Races - Expulsions Rate
0.00

White - Suspensions Rate
0.00

White - Expulsions Rate
0.00

CAASPP Test Results in ELA and Mathematics for All Students ✓
CAASPP Test Results in ELA by Student Group ✓
CAASPP Test Results in Mathematics by Student Group ✓
CAASPP Test Results in Science for All Students ✓
CAASPP Test Results in Science by Student Group ✓
Career Technical Education (CTE) Programs ✓
Career Technical Education (CTE) Participation ✓
Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) ✓

English Learners - Suspensions Rate

0.00

English Learners - Expulsions Rate

0.00

Foster Youth - Suspensions Rate

0.00

Foster Youth - Expulsions Rate

0.00

Homeless - Suspensions Rate

0.00

Homeless - Expulsions Rate

0.00

Socioeconomically Disadvantaged - Suspensions Rate

0.00

Socioeconomically Disadvantaged - Expulsions Rate

0.00

Students Receiving Migrant Education Services - Suspensions Rate

0.00

Students Receiving Migrant Education Services - Expulsions Rate

0.00

Students with Disabilities - Suspensions Rate

0.00

Students with Disabilities - Expulsions Rate

0.00

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of Los Angeles

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

ENGAGEMENT

School Safety Plan

Provide Feedback

☐ Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(School Year 2022—23)

School Safety Plan

Use this space to provide information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan.

Formats

Compass Charter Schools (Compass) of Los Angeles' Comprehensive Safety Plan was initially developed in February 2019, is updated every six

by Student Group

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- Class Assignments
- Quality, Currency, Availability of Textbooks and Other Instructional Materials
- School Facility Conditions and Planned Improvements
- School Facility Good Repair Status

Pupil Outcomes

months, and adopted into the Board Policy Manual. For the 2022-2023 school year Compass implemented a Safety Committee that gathered the feedback of various educational partners as well as local fire, police, and first responders. The document includes 12 parts containing pertinent information to support and ensure the safety of scholars and staff. The following safety procedures are addressed:

Child abuse reporting

Routine and natural disasters

Suspension/expulsion policies

Dangerous pupils

Discrimination and harassment

Ingress and egress

Orderly learning environment

Tactical response to criminal incidents

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of Los Angeles

Finalize SARC

About This School

- Principal's Message
- Contact Information
- School Description and Mission Statement
- Student Enrollment by Grade Level
- Student Enrollment

OTHER SARC INFORMATION

Average Class Size and Class Size Distribution (Elementary)

Provide Feedback

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

Number of classes indicates how many classes fall into each size category (a range of total students per class). "Other" category is for multi-grade level classes.

2019—20

Average Class Size Grade K	Average Class Size Grade 1
20	10

Average Class Size Grade 2	Average Class Size Grade 3
12	10

Average Class Size Grade 4	Average Class Size Grade 5

by Student Group

13

10

Conditions of Learning

Teacher Preparation and Placement
Teachers Without Credentials and Misassignments
Credentialed Teachers Assigned Out-of-Field
Class Assignments
Quality, Currency, Availability of Textbooks and Other Instructional Materials
School Facility Conditions and Planned Improvements
School Facility Good Repair Status

Average Class Size Grade 6

14

Average Class Size Grade Other

13

Number of Grade K Classes with 1-20 Students

8

Number of Grade 1 Classes with 1-20 Students

20

Number of Grade 2 Classes with 1-20 Students

20

Number of Grade 3 Classes with 1-20 Students

24

Number of Grade 4 Classes with 1-20 Students

21

Number of Grade 5 Classes with 1-20 Students

24

Number of Grade 6 Classes with 1-20 Students

23

Number of Grade Other Classes with 1-20 Students

11

Number of Grade K Classes with 21-32 Students

Number of Grade 1 Classes with 21-32 Students

Number of Grade 2 Classes with 21-32 Students

Number of Grade 3 Classes with 21-32 Students

Pupil Outcomes

Number of Grade 4 Classes with 21-32 Students

Number of Grade 5 Classes with 21-32 Students

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CAASPP Test Results in ELA and Mathematics for All Students
CAASPP Test Results in ELA by Student Group
CAASPP Test Results in Mathematics by Student Group
CAASPP Test Results in Science for All Students
CAASPP Test Results in Science by Student Group
Career Technical Education (CTE) Programs
Career Technical Education (CTE) Participation
Course Enrollment/Completion of University of California (UC) and/or California State University (CSU)

Number of Grade 6 Classes with 21-32 Students	Number of Grade Other Classes with 21-32 Students
	5

Number of Grade K Classes with 33+ Students	Number of Grade 1 Classes with 33+ Students
5	5

Number of Grade 2 Classes with 33+ Students	Number of Grade 3 Classes with 33+ Students
5	5

Number of Grade 4 Classes with 33+ Students	Number of Grade 5 Classes with 33+ Students
5	5

Number of Grade 6 Classes with 33+ Students	Number of Grade Other Classes with 33+ Students
5	

2020—21

Average Class Size Grade K	Average Class Size Grade 1
2	2

Average Class Size Grade 2	Average Class Size Grade 3
2	1

Average Class Size Grade 4	Average Class Size Grade 5
2	1

Average Class Size and Class Size Distribution (Elementary)

Admission Requirements

California Physical Fitness Test Results

Engagement

Opportunities for Parental Involvement

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Graduation Rate by Student Group (Four-Year Cohort Rate)

Chronic Absenteeism by Student Group

Suspensions and Expulsions

Suspensions and Expulsions by Student Group

School Safety Plan

Other SARC

Average Class Size Grade 6	Average Class Size Grade Other
4	9

Number of Grade K Classes with 1-20 Students	Number of Grade 1 Classes with 1-20 Students
33	39

Number of Grade 2 Classes with 1-20 Students	Number of Grade 3 Classes with 1-20 Students
32	34

Number of Grade 4 Classes with 1-20 Students	Number of Grade 5 Classes with 1-20 Students
33	30

Number of Grade 6 Classes with 1-20 Students	Number of Grade Other Classes with 1-20 Students
45	11

Number of Grade K Classes with 21-32 Students	Number of Grade 1 Classes with 21-32 Students

Number of Grade 2 Classes with 21-32 Students	Number of Grade 3 Classes with 21-32 Students

Number of Grade 4 Classes with 21-32 Students	Number of Grade 5 Classes with 21-32 Students

Information

Average Class Size and Class Size Distribution (Elementary)

Average Class Size and Class Size Distribution (Secondary)

Ratio of Pupils to Academic Counselor

Student Support Services Staff

Expenditures Per Pupil and School Site Teacher Salaries

Types of Services Funded

Teacher and Administrative Salaries

Advanced Placement (AP) Courses

Professional Development

Number of Grade 6 Classes with 21-32 Students

4

Number of Grade Other Classes with 21-32 Students

Number of Grade K Classes with 33+ Students

Number of Grade 1 Classes with 33+ Students

Number of Grade 2 Classes with 33+ Students

Number of Grade 3 Classes with 33+ Students

Number of Grade 4 Classes with 33+ Students

Number of Grade 5 Classes with 33+ Students

Number of Grade 6 Classes with 33+ Students

Number of Grade Other Classes with 33+ Students

2021—22

Average Class Size Grade K

2

Average Class Size Grade 1

3

Average Class Size Grade 2

2

Average Class Size Grade 3

4

Average Class Size Grade 4

2

Average Class Size Grade 5

2

Average Class Size Grade 6

4

Average Class Size Grade Other

Average Class Size and Class Size Distribution (Elementary)

5

Number of Grade K Classes with 1-20 Students

43

Number of Grade 1 Classes with 1-20 Students

8

Number of Grade 2 Classes with 1-20 Students

11

Number of Grade 3 Classes with 1-20 Students

5

Number of Grade 4 Classes with 1-20 Students

39

Number of Grade 5 Classes with 1-20 Students

19

Number of Grade 6 Classes with 1-20 Students

40

Number of Grade Other Classes with 1-20 Students

46

Number of Grade K Classes with 21-32 Students

Number of Grade 1 Classes with 21-32 Students

Number of Grade 2 Classes with 21-32 Students

Number of Grade 3 Classes with 21-32 Students

Number of Grade 4 Classes with 21-32 Students

Number of Grade 5 Classes with 21-32 Students

Number of Grade 6 Classes with 21-32

Number of Grade Other Classes with 21-32

Students

Students

4

Number of Grade K Classes with 33+ Students

Number of Grade 1 Classes with 33+ Students

Number of Grade 2 Classes with 33+ Students

Number of Grade 3 Classes with 33+ Students

Number of Grade 4 Classes with 33+ Students

Number of Grade 5 Classes with 33+ Students

Number of Grade 6 Classes with 33+ Students

Number of Grade Other Classes with 33+ Students

Save & Next

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of Los Angeles

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

OTHER SARC INFORMATION

Provide Feedback

Average Class Size and Class Size Distribution (Secondary)

☐ Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

2019—20

Average English Language Arts Class Size	Average Mathematics Class Size
11	7

Average Science Class Size	Average Social Science Class Size
9	

by Student Group

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- Class Assignments
- Quality, Currency, Availability of Textbooks and Other Instructional Materials
- School Facility Conditions and Planned Improvements
- School Facility Good Repair Status

Pupil Outcomes

9

Number of English Language Arts Classes with 1-22 Students

20

Number of Mathematics Classes with 1-22 Students

24

Number of Science Classes with 1-22 Students

15

Number of Social Science Classes with 1-22 Students

21

Number of English Language Arts Classes with 23-32 Students

3

Number of Mathematics Classes with 23-32 Students

2

Number of Science Classes with 23-32 Students

1

Number of Social Science Classes with 23-32 Students

3

Number of English Language Arts Classes with 33+ Students

1

Number of Mathematics Classes with 33+ Students

1

Number of Science Classes with 33+ Students

1

Number of Social Science Classes with 33+ Students

1

2020—21

Average English Language Arts Class Size

2

Average Mathematics Class Size

3

CAASPP Test Results in ELA and Mathematics for All Students
CAASPP Test Results in ELA by Student Group
CAASPP Test Results in Mathematics by Student Group
CAASPP Test Results in Science for All Students
CAASPP Test Results in Science by Student Group
Career Technical Education (CTE) Programs
Career Technical Education (CTE) Participation
Course Enrollment/Completion of University of California (UC) and/or California State University (CSU)

Average Science Class Size

2

Average Social Science Class Size

3

Number of English Language Arts Classes with 1-22 Students

91

Number of Mathematics Classes with 1-22 Students

83

Number of Science Classes with 1-22 Students

71

Number of Social Science Classes with 1-22 Students

70

Number of English Language Arts Classes with 23-32 Students

2

Number of Mathematics Classes with 23-32 Students

1

Number of Science Classes with 23-32 Students

1

Number of Social Science Classes with 23-32 Students

2

Number of English Language Arts Classes with 33+ Students

Number of Mathematics Classes with 33+ Students

Number of Science Classes with 33+ Students

Number of Social Science Classes with 33+ Students

2021—22

Average English Language Arts Class Size

Average Mathematics Class Size

Admission Requirements
California Physical Fitness Test Results

Engagement
Opportunities for Parental Involvement
Dropout Rate and Graduation Rate (Four-Year Cohort Rate)
Graduation Rate by Student Group (Four-Year Cohort Rate)
Chronic Absenteeism by Student Group
Suspensions and Expulsions
Suspensions and Expulsions by Student Group
School Safety Plan

Other SARC

2

3

Average Science Class Size

2

Average Social Science Class Size

3

Number of English Language Arts Classes with 1-22 Students

102

Number of Mathematics Classes with 1-22 Students

71

Number of Science Classes with 1-22 Students

67

Number of Social Science Classes with 1-22 Students

79

Number of English Language Arts Classes with 23-32 Students

2

Number of Mathematics Classes with 23-32 Students

1

Number of Science Classes with 23-32 Students

Number of Social Science Classes with 23-32 Students

3

Number of English Language Arts Classes with 33+ Students

Number of Mathematics Classes with 33+ Students

Number of Science Classes with 33+ Students

1

Number of Social Science Classes with 33+ Students

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of Los Angeles

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

OTHER SARC INFORMATION

Provide Feedback

Ratio of Pupils to Academic Counselor

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(School Year 2021—22)

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Pupils to Academic Counselor*

240

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of Los Angeles

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

OTHER SARC INFORMATION

Provide Feedback

Student Support Services Staff

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(School Year 2021—22)

Number of FTE* Assigned to School

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counselor (Academic, Social/Behavioral or Career Development)	Library Media Teacher (Librarian)
2.5	

Library Media Services Staff (Paraprofessional)	Psychologist

Student Support Services Staff

by Student Group

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- Class Assignments
- Quality, Currency, Availability of Textbooks and Other Instructional Materials
- School Facility Conditions and Planned Improvements
- School Facility Good Repair Status

Social Worker

Nurse

Speech/Language/Hearing Specialist

Resource Specialist (non-teaching)

Other

0.4

Save & Next

Pupil Outcomes

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of Los Angeles

Finalize SARC

About This School

- Principal's Message
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- School Description and Mission Statement
- Student Enrollment by Grade Level
- Student Enrollment

OTHER SARC INFORMATION

Expenditures Per Pupil and School Site Teacher Salaries

Provide Feedback

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(Fiscal Year 2020—21)

School Site

Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)
11430	2311

Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
9118	65905

District

by Student Group

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- Class Assignments
- Quality, Currency, Availability of Textbooks and Other Instructional Materials
- School Facility Conditions and Planned Improvements
- School Facility Good Repair Status

Pupil Outcomes

Expenditures Per Pupil (Unrestricted) Average Teacher Salary

Percent Difference - School Site and District

Expenditures Per Pupil (Unrestricted) Average Teacher Salary

State

Expenditures Per Pupil (Unrestricted) Average Teacher Salary

Percent Difference - School Site and State

Expenditures Per Pupil (Unrestricted) Average Teacher Salary

Save & Next

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of Los Angeles

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

OTHER SARC INFORMATION

Provide Feedback

Types of Services Funded

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(Fiscal Year 2021—22)

Types of services funded

Provide specific information about the types of programs and services available at the school that support and assist students.

Formats

The following are examples of the types of services funded by Compass Charter School (Compass) of Los Angeles:

- **AVID elective**
- **Online courses (Accelerate Education)**

Types of Services Funded

- **Live learning sessions**
- **Special Education support, resources, services**
- **504 supports, accommodations, and services**
- **Live tutoring as part of our Multi-Tiered Systems of Support for Tier 2/3 interventions, synchronous instruction provided by Math/English Language Arts online teachers, Q&A sessions for each course/teacher, and one on one sessions by appointment for any Online scholar with the teacher**
- **English Learner support by teachers, small group live tutoring by our English Language Support Coordinator and English Language Development from Lexia.**
- **Supplemental curriculum support for Online scholars in grades K-5**
- **Standardized testing administration and support.**
- **Supplemental subscriptions to support academic growth and development**
- **Counseling support, resources, services, and live sessions (including academic, SEL, College & Career, etc.)**
- **Multi-Tiered Systems of Support Framework**
- **Community Provider/Curriculum choices for Options scholars**
- **Virtual Scholar Workshops**
- **Scholar Clubs**
- **Field Trips**
- **Learning coach support sessions (virtual sessions)**

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

Save & Next

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Accounts Profile Logout

SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of Los Angeles

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

OTHER SARC INFORMATION

Provide Feedback

Teacher and Administrative Salaries

☐ Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(Fiscal Year 2020—21)

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

District Amount

Beginning Teacher Salary

Mid-Range Teacher Salary

Highest Teacher Salary

by Student Group

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- Class Assignments
- Quality, Currency, Availability of Textbooks and Other Instructional Materials
- School Facility Conditions and Planned Improvements
- School Facility Good Repair Status

Pupil Outcomes

Average Principal Salary (Elementary)

Average Principal Salary (Middle)

Average Principal Salary (High)

Superintendent Salary

Percent of Budget for Teacher Salaries

27.08

Percent of Budget for Administrative Salaries

7.58

State Average For Districts in Same Category

Beginning Teacher Salary

46418.61

Mid-Range Teacher Salary

69901.86

Highest Teacher Salary

97912.34

Average Principal Salary (Elementary)

CAASPP Test Results in ELA and Mathematics for All Students ✓
CAASPP Test Results in ELA by Student Group ✓
CAASPP Test Results in Mathematics by Student Group ✓
CAASPP Test Results in Science for All Students ✓
CAASPP Test Results in Science by Student Group ✓
Career Technical Education (CTE) Programs ✓
Career Technical Education (CTE) Participation ✓
Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) ✓

111731.31

Average Principal Salary (Middle)

122011.72

Average Principal Salary (High)

122212.22

Superintendent Salary

150971.42

Percent of Budget for Teacher Salaries

28.52

Percent of Budget for Administrative Salaries

6.1

Save & Next

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of Los Angeles

Finalize SARC

About This School

- Principal's Message
- Contact Information
- School Description and Mission Statement
- Student Enrollment by Grade Level
- Student Enrollment

OTHER SARC INFORMATION

Provide Feedback

Advanced Placement (AP) Courses

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(School Year 2021—22)

*Where there are student course enrollments of at least one student.

Percent of Students in AP Courses

1

Number of AP Courses Offered *

Computer Science	English
0	1

by Student Group

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- Class Assignments
- Quality, Currency, Availability of Textbooks and Other Instructional Materials
- School Facility Conditions and Planned Improvements
- School Facility Good Repair Status

Pupil Outcomes

Fine and Performing Arts

0

Foreign Language

0

Mathematics

0

Science

0

Social Science

0

Total AP Courses Offered*

1

Save & Next

Professional Development

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of Los Angeles

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

OTHER SARC INFORMATION

Professional Development

Provide Feedback

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

B U I

Number of school days dedicated to Staff Development and Continuous Improvement

2020—21	2021—22
16	9

2022—23
25

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of San Diego

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment

ABOUT THIS SCHOOL

Principal's Message

Provide Feedback

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

Principal's Information

Formats

We are happy scholars and families choose to make Compass their school of choice. I am proud to be the Superintendent & CEO of Compass. I look forward to working with our faculty and staff to provide a quality personalized learning program to every scholar we serve. Everyone at Compass is committed to creating a nurturing environment as we work with our scholars (students) to meet their unique learning needs. There are a few

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

vocabulary words that we use that make our school culture unique from many others.

Compass 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:

Learning Coach

Parents/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 an independent study virtual public charter school, much of the learning is facilitated by the learning coach.

Scholar

At Compass, we choose to refer to students as "scholars." A 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.

Supervising Teacher

At Compass, we assign a credentialed staff member to support and guide each scholar on their educational journey. These staff members are referred to as "Supervising Teachers" or STs.

We look forward to being part of our scholars' educational journey, and invite you to learn more about us through this School Accountability Report Card and by visiting us online at www.compasscharters.org!

Principal's Message

Elizabeth Brenner

Superintendent and CEO

Note: When uploading school photos, if your image includes children, it is the local educational agency's responsibility to ensure that there are no parental/guardian "opt-out" forms on file in the local office, and that the inclusion of pupil images is consistent with state and federal privacy laws.

Principal's Photo - (Choose jpg or png images with dimensions of at least 300 X 400. Max file size 5 MB.)

Choose File | No file chosen

Save & Next

- CAASPP Test Results in ELA and Mathematics for All Students ✓
- CAASPP Test Results in ELA by Student Group ✓
- CAASPP Test Results in Mathematics by Student Group ✓
- CAASPP Test Results in Science for All Students ✓
- CAASPP Test Results in Science by Student Group ✓
- Career Technical Education (CTE) Programs ✓
- Career Technical Education (CTE) Participation ✓
- Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) ✓

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of San Diego

Finalize SARC

About This School

- Principal's Message
- Contact Information
- School Description and Mission Statement
- Student Enrollment by Grade Level
- Student Enrollment

ABOUT THIS SCHOOL

Contact Information

Provide Feedback

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(School Year 2022—23)

District Contact Information [Refresh from CDE]

District Name

Mountain Empire Unified

Phone Number

Superintendent First Name

Patrick

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

Contact Information

Superintendent Last Name

Keeley

Email Address

patrick.keeley@meusd.org

Website

www.compasscharters.org

School Contact Information [Refresh from CDE]

School Name

Compass Charter Schools of San Diego

Street Address

850 Hampshire Rd., Ste. P

City

Thousand Oaks

State

CA

Zip

91361-2851

Phone Number

8775068631

Principal

Elizabeth Brenner

Contact Information

- CAASPP Test Results in ELA and Mathematics for All Students ✓
- CAASPP Test Results in ELA by Student Group ✓
- CAASPP Test Results in Mathematics by Student Group ✓
- CAASPP Test Results in Science for All Students ✓
- CAASPP Test Results in Science by Student Group ✓
- Career Technical Education (CTE) Programs ✓
- Career Technical Education (CTE) Participation ✓
- Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) ✓

Email Address

info@compasscharters.org

Website

www.compasscharters.org

County-District-School (CDS) Code

37682130127084

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of San Diego

Finalize SARC

About This School

- Principal's Message
- Contact Information
- **School Description and Mission Statement**
- Student Enrollment by Grade Level
- Student Enrollment

ABOUT THIS SCHOOL

School Description and Mission Statement

Provide Feedback

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(School Year 2022—23)

School Description and Mission Statement

Use this space to provide information about the school, its program, and its goals.

Formats

Compass is a free, nonclassroom-based public charter school that is directly funded by the State of California and the federal government. Compass provides 21st-century

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

online and home study learning programs authorized by Mountain Empire USD for scholars in grades TK-12 who reside in San Diego County and its adjacent counties, and wish to pursue high-quality, rigorous instructional programs via virtual learning.

In our Online Learning Program, our scholars use Accelerate Education as their curriculum. They are assigned a credentialed 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 the Online Learning Program participate in learning labs each day where they interact with their teachers and peers. During these labs, scholars participate in research-based instructional activities designed by the teacher to engage in their learning. Our independent study 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. Further, the Online supervising teachers (STs) meet monthly in a connection meeting with scholars and learning coaches to review scholar progress, provide an opportunity for scholars to showcase their learning, and address learning coach and/or scholar concerns.

In our Options Learning Program, the learning coach is the primary instructor for their scholars and commits to providing a well-rounded education for their child. They are assigned an ST who acts as the teacher of record and is there to support and guide the learning coach with curricular options, order requests, and academic guidance. Options supervising teachers offer live homeroom instruction covering enrichment activities, social-emotional learning, and core subjects. They also meet at least once a month with the learning coach for a connection meeting, to review their personalized learning plans, the scholar's submitted body of work, the

CAASPP Test Results in ELA and Mathematics for All Students ✓
CAASPP Test Results in ELA by Student Group ✓
CAASPP Test Results in Mathematics by Student Group ✓
CAASPP Test Results in Science for All Students ✓
CAASPP Test Results in Science by Student Group ✓
Career Technical Education (CTE) Programs ✓
Career Technical Education (CTE) Participation ✓
Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) ✓

progression of grade-level standards, and address any questions the learning coach may have. Scholars also use this time to showcase their knowledge and any projects they have been working on. Compass provides additional support for scholars through our Counseling Services and Academic Support Departments.

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 lifelong learning, and prepare scholars to take responsibility for their future success.

Core Values

Achievement | Respect | Teamwork | Integrity | Communication

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of San Diego

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- **Student Enrollment by Grade Level** ✓
- Student Enrollment ✓

ABOUT THIS SCHOOL

Provide Feedback

Student Enrollment by Grade Level

☐ Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(School Year 2021—22)

Enter the total number of students enrolled for each grade level.

Kindergarten	Grade 1
99	70
Grade 2	**Grade 3**
73	66
Grade 4	**Grade 5**
69	74

Student Enrollment by Grade Level

by Student Group

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- Class Assignments
- Quality, Currency, Availability of Textbooks and Other Instructional Materials
- School Facility Conditions and Planned Improvements
- School Facility Good Repair Status

Pupil Outcomes

Grade 6	Grade 7
70	66
Grade 8	**Grade 9**
57	56
Grade 10	**Grade 11**
53	36
Grade 12	**Total Enrollment**
64	853

Save & Next

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of San Diego

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- **Student Enrollment** ✓

ABOUT THIS SCHOOL

Student Enrollment by Student Group

Provide Feedback

☐ Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(School Year 2021—22)

Enter the percentage of total enrollment for each student group.

Female	Male
51	49
Non Binary	**American Indian or Alaska Native**
0	1
Asian	**Black or African American**

Student Enrollment by Student Group

by Student Group

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments ✓
- Credentialed Teachers Assigned Out-of-Field ✓
- Class Assignments ✓
- Quality, Currency, Availability of Textbooks and Other Instructional Materials ✓
- School Facility Conditions and Planned Improvements ✓
- School Facility Good Repair Status ✓

Pupil Outcomes

2

3

Filipino

1

Hispanic or Latino

49

Native Hawaiian or Pacific Islander

1

Two or More Races

6

White

36

English Learners

14

Foster Youth

0

Homeless

17

Migrant

0

Socioeconomically Disadvantaged

50

Student with Disabilities

10

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of San Diego

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

CONDITIONS OF LEARNING

Teacher Preparation and Placement

Provide Feedback

☐ Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Authorization/Assignment

School 2020—21

Number of Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)

30.70

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

Percent of Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)

58.82

Number of Intern Credential Holders Properly Assigned

0.00

Percent of Intern Credential Holders Properly Assigned

0.00

Number of Teachers Without Credentials and Misassignments (“ineffective” under ESSA)

0.00

Percent of Teachers Without Credentials and Misassignments (“ineffective” under ESSA)

0.00

Number of Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)

18.10

Percent of Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)

34.71

Number of Unknown

3.30

Percent of Unknown

6.45

Total Number Teaching Positions

CAASPP Test Results in ELA and Mathematics for All Students
CAASPP Test Results in ELA by Student Group
CAASPP Test Results in Mathematics by Student Group
CAASPP Test Results in Science for All Students
CAASPP Test Results in Science by Student Group
Career Technical Education (CTE) Programs
Career Technical Education (CTE) Participation
Course Enrollment/Completion of University of California (UC) and/or

52.20

Total Percent Teaching Positions

100.00

Authorization/Assignment

District 2020—21

Number of Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)

131.90

Percent of Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)

60.46

Number of Intern Credential Holders Properly Assigned

0.70

Percent of Intern Credential Holders Properly Assigned

0.34

Number of Teachers Without Credentials and Misassignments (“ineffective” under ESSA)

11.50

Percent of Teachers Without Credentials and Misassignments (“ineffective” under ESSA)

5.27

Number of Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)

54.10

California State University (CSU) Admission Requirements

California Physical Fitness Test Results

Engagement

Opportunities for Parental Involvement

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Graduation Rate by Student Group (Four-Year Cohort Rate)

Chronic Absenteeism by Student Group

Suspensions and Expulsions

Suspensions and Expulsions by Student Group

School Safety Plan

Percent of Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)

24.82

Number of Unknown

19.80

Percent of Unknown

9.10

Total Number Teaching Positions

218.20

Total Percent Teaching Positions

100.00

Authorization/Assignment

State 2020—21

Number of Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)

228366.10

Percent of Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)

83.12

Number of Intern Credential Holders Properly Assigned

4205.90

Percent of Intern Credential Holders Properly Assigned

1.53

Powered by BoardOnTrack

Other SARC Information

- Average Class Size and Class Size Distribution (Elementary)
- Average Class Size and Class Size Distribution (Secondary)
- Ratio of Pupils to Academic Counselor
- Student Support Services Staff
- Expenditures Per Pupil and School Site Teacher Salaries
- Types of Services Funded
- Teacher and Administrative Salaries
- Advanced Placement (AP) Courses
- Professional Development

Number of Teachers Without Credentials and Misassignments ("ineffective" under ESSA)

11216.70

Percent of Teachers Without Credentials and Misassignments ("ineffective" under ESSA)

4.08

Number of Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)

12115.80

Percent of Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)

4.41

Number of Unknown

18854.30

Percent of Unknown

6.86

Total Number Teaching Positions

274759.10

Total Percent Teaching Positions

100.00

Authorization/Assignment

School 2021—22

Number of Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)

Percent of Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)

Number of Intern Credential Holders Properly Assigned

Percent of Intern Credential Holders Properly Assigned

Number of Teachers Without Credentials and Misassignments (“ineffective” under ESSA)

Percent of Teachers Without Credentials and Misassignments (“ineffective” under ESSA)

Number of Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)

Percent of Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)

Number of Unknown

Percent of Unknown

Total Number Teaching Positions

Total Percent Teaching Positions

Authorization/Assignment

District 2021—22

Number of Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)

Percent of Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)

Number of Intern Credential Holders Properly Assigned

Percent of Intern Credential Holders Properly Assigned

Number of Teachers Without Credentials and Misassignments (“ineffective” under ESSA)

Percent of Teachers Without Credentials and Misassignments (“ineffective” under ESSA)

Number of Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)

Percent of Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)

Number of Unknown

Percent of Unknown

Total Number Teaching Positions

Total Percent Teaching Positions

Authorization/Assignment

State 2021—22

Number of Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)

Percent of Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)

Number of Intern Credential Holders Properly Assigned

Percent of Intern Credential Holders Properly Assigned

Number of Teachers Without Credentials and Misassignments ("ineffective" under ESSA)

Percent of Teachers Without Credentials and Misassignments ("ineffective" under ESSA)

Number of Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)

Percent of Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)

Number of Unknown

Percent of Unknown

Total Number Teaching Positions

Total Percent Teaching Positions

Save & Next

myCDEconnect

Accounts Profile Logout

SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of San Diego

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

CONDITIONS OF LEARNING

Teachers Without Credentials and Misassignments

Provide Feedback

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

Authorization/Assignment

2020—21

Number of Permits and Waivers

0.00

Number of Misassignments

0.00

Number of Vacant Positions

0.00

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

Total Number of Teachers Without Credentials and Misassignments

0.00

Authorization/Assignment

2021—22

Number of Permits and Waivers

Number of Misassignments

Number of Vacant Positions

Total Number of Teachers Without Credentials and Misassignments

Save & Next

myCDEconnect

Accounts Profile Logout

SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of San Diego

Finalize SARC

About This School

- Principal's Message
- Contact Information
- School Description and Mission Statement
- Student Enrollment by Grade Level
- Student Enrollment

CONDITIONS OF LEARNING

Credentialed Teachers Assigned Out-of-Field

Provide Feedback

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

Indicator 2020—21

Number of Credentialed Teachers Authorized on a Permit or Waiver

0.00

Number of Local Assignment Options

18.10

Total Number of Out-of-Field Teachers

18.10

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

Indicator 2021—22

Number of Credentialed Teachers Authorized on a Permit or Waiver

Number of Local Assignment Options

Total Number of Out-of-Field Teachers

Save & Next

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Accounts Profile Logout

SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of San Diego

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

CONDITIONS OF LEARNING

Class Assignments

Provide Feedback

☐ Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

Indicator

2020—21

Percent of Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)

0.00

Percent of No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

0.00

Indicator

2021—22

Percent of Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)

Percent of No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)

Save & Next

myCDEconnect

Accounts Profile Logout

SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of San Diego

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

CONDITIONS OF LEARNING

School Facility Conditions and Planned Improvements

Provide Feedback

☐ Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

School Facility Conditions and Planned Improvements

*Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).*

Formats

Compass Charter Schools has its Central Office in Thousand Oaks, California. The Central Office houses our enrollment, finance, HR, and records teams, as well as senior leadership staff. Our

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

Central Office abides by all applicable building, fire, and safety codes.

Located in Santa Ana, Compass Charter Schools of San Diego also has a learning center for our scholars. The Orange County Learning Center (OCLC) offers enrichment opportunities for scholars and collaboration space for staff. The OCLC abides by all applicable building, fire, and safety code

Save & Next

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Accounts Profile Logout

SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of San Diego

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

CONDITIONS OF LEARNING

School Facility Good Repair Status

Provide Feedback

☐ Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Data Collection Information

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

Year Collected

2022

Month Collected

September

Systems: Gas Leaks, Mechanical/HVAC, Sewer

Rate

(●) Good ( ) Fair ( ) Poor

Repair Needed and Action Taken or Planned

Formats

Interior: Interior Surfaces

Rate

( ) Good ( ) Fair (●) Poor

Repair Needed and Action Taken or Planned

Formats

The laminate flooring in the classroom closet is in the planning phase for replacement.

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation

Rate

CAASPP Test Results in ELA and Mathematics for All Students
CAASPP Test Results in ELA by Student Group
CAASPP Test Results in Mathematics by Student Group
CAASPP Test Results in Science for All Students
CAASPP Test Results in Science by Student Group
Career Technical Education (CTE) Programs
Career Technical Education (CTE) Participation
Course Enrollment/Comple of University of California (UC) and/or

Good ○ Fair ○ Poor

Repair Needed and Action Taken or Planned

Formats

Electrical: Electrical

Rate

○ Good Fair ○ Poor

Repair Needed and Action Taken or Planned

Formats

Missing lightbulb covers replaced.

Restrooms/Fountains: Restrooms, Sinks/Fountains

Rate

○ Good Fair ○ Poor

Repair Needed and Action Taken or Planned

Formats

The bathroom divider between the urinals is to be replaced.

California State University (CSU) Admission Requirements

California Physical Fitness Test Results ✓

Engagement

Opportunities for Parental Involvement ✓

Dropout Rate and Graduation Rate (Four-Year Cohort Rate) ✓

Graduation Rate by Student Group (Four-Year Cohort Rate) ✓

Chronic Absenteeism by Student Group ✓

Suspensions and Expulsions ✓

Suspensions and Expulsions by Student Group ✓

School Safety Plan ✓

Safety: Fire Safety, Hazardous Materials

Rate

◯ Good ◉ Fair ◯ Poor

Repair Needed and Action Taken or Planned

Formats

Peeling paint on the walls; new paint in the planning phase. The hole in the ceiling is scheduled for repair.

Structural: Structural Damage, Roofs

Rate

◉ Good ◯ Fair ◯ Poor

Repair Needed and Action Taken or Planned

Formats

External: Playground/School Grounds, Windows/Doors/Gates/Fences

Rate

◯ Good ◉ Fair ◯ Poor

Repair Needed and Action Taken or Planned

School Facility Good Repair Status

Formats

The roof on the exterior shed in the planning phase for replacement

Overall Facility Rate

Rate

○ Exemplary ○ Good ● Fair ○ Poor

Repair Needed and Action Taken or Planned

Formats

Compass leases the classroom space from a church. Compass is working with the church staff to address findings and repairs.

Save & Next

Other SARC Information

- Average Class Size and Class Size Distribution (Elementary) ✓
- Average Class Size and Class Size Distribution (Secondary) ✓
- Ratio of Pupils to Academic Counselor ✓
- Student Support Services Staff ✓
- Expenditures Per Pupil and School Site Teacher Salaries ✓
- Types of Services Funded ✓
- Teacher and Administrative Salaries ✓
- Advanced Placement (AP) Courses ✓
- Professional Development ✓

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Accounts Profile Logout

SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of San Diego

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

PUPIL OUTCOMES

CAASPP Test Results in ELA and Mathematics for All Students

Provide Feedback

☐ Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted to report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment Percentage of Students Meeting or Exceeding the State Standard

School

English Language Arts/Literacy 2020—21

N/A

Mathematics 2020—21

N/A

English Language Arts/Literacy 2021—22

44

Mathematics 2021—22

30

District

English Language Arts/Literacy 2020—21

N/A

Mathematics 2020—21

N/A

English Language Arts/Literacy 2021—22

40

Mathematics 2021—22

25

State

English Language Arts/Literacy 2020—21

N/A

Mathematics 2020—21

N/A

CAASPP Test Results in ELA and Mathematics for All Students

- CAASPP Test Results in ELA by Student Group
- CAASPP Test Results in Mathematics by Student Group
- CAASPP Test Results in Science for All Students
- CAASPP Test Results in Science by Student Group
- Career Technical Education (CTE) Programs
- Career Technical Education (CTE) Participation
- Course Enrollment/Completion of University of California (UC) and/or California State University (CSU)

English Language Arts/Literacy 2021—22

47

Mathematics 2021—22

33

Save & Next

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Accounts Profile Logout

SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of San Diego

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

PUPIL OUTCOMES

CAASPP Test Results in ELA by Student Group

Provide Feedback

☐ Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven for School Year 2021—22)

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

All Students - Total Enrollment	All Students - Number Tested
492	413
All Students - Percent Tested	**All Students - Percent Not Tested**
83.94	16.06
All Students - Percent Met or Exceeded	**Female - Total Enrollment**
44.07	242
Female - Number Tested	**Female - Percent Tested**
203	83.88
Female - Percent Not Tested	**Female - Percent Met or Exceeded**
16.12	47.78
Male - Total Enrollment	**Male - Number Tested**
250	210
Male - Percent Tested	**Male - Percent Not Tested**
84.00	16.00
Male - Percent Met or Exceeded	**American Indian or Alaska Native - Total Enrollment**

CAASPP Test Results in ELA and Mathematics for All Students
CAASPP Test Results in ELA by Student Group
CAASPP Test Results in Mathematics by Student Group
CAASPP Test Results in Science for All Students
CAASPP Test Results in Science by Student Group
Career Technical Education (CTE) Programs
Career Technical Education (CTE) Participation
Course Enrollment/Completion of University of California (UC) and/or California State University (CSU)

40.48

--

American Indian or Alaska Native - Number Tested

--

American Indian or Alaska Native - Percent Tested

--

American Indian or Alaska Native - Percent Not Tested

--

American Indian or Alaska Native - Percent Met or Exceeded

--

Asian - Total Enrollment

17

Asian - Number Tested

11

Asian - Percent Tested

64.71

Asian - Percent Not Tested

35.29

Asian - Percent Met or Exceeded

54.55

Black or African American - Total Enrollment

17

Black or African American - Number Tested

14

Black or African American - Percent Tested

82.35

Black or African American - Percent Not Tested

17.65

Black or African American - Percent Met or Exceeded

14.29

Filipino - Total Enrollment

--

Filipino - Number Tested

--

Filipino - Percent Tested

Filipino - Percent Not Tested

CAASPP Test Results in ELA by Student Group

Admission Requirements

California Physical Fitness Test Results

--

--

Filipino - Percent Met or Exceeded

--

Hispanic or Latino - Total Enrollment

219

Engagement

Opportunities for Parental Involvement

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Graduation Rate by Student Group (Four-Year Cohort Rate)

Chronic Absenteeism by Student Group

Suspensions and Expulsions

Suspensions and Expulsions by Student Group

School Safety Plan

Hispanic or Latino - Number Tested

196

Hispanic or Latino - Percent Tested

89.50

Hispanic or Latino - Percent Not Tested

10.50

Hispanic or Latino - Percent Met or Exceeded

32.65

Native Hawaiian or Pacific Islander - Total Enrollment

--

Native Hawaiian or Pacific Islander - Number Tested

--

Native Hawaiian or Pacific Islander - Percent Tested

--

Native Hawaiian or Pacific Islander - Percent Not Tested

--

Native Hawaiian or Pacific Islander - Percent Met or Exceeded

--

Two or More Races - Total Enrollment

47

Two or More Races - Number Tested

37

Two or More Races - Percent Tested

78.72

Other SARC

Two or More Races - Percent Not Tested

Two or More Races - Percent Met or Exceeded

Information

- Average Class Size and Class Size Distribution (Elementary)
- Average Class Size and Class Size Distribution (Secondary)
- Ratio of Pupils to Academic Counselor
- Student Support Services Staff
- Expenditures Per Pupil and School Site Teacher Salaries
- Types of Services Funded
- Teacher and Administrative Salaries
- Advanced Placement (AP) Courses
- Professional Development

21.28

43.24

White - Total Enrollment

181

White - Number Tested

145

White - Percent Tested

80.11

White - Percent Not Tested

19.89

White - Percent Met or Exceeded

60.00

English Learners - Total Enrollment

56

English Learners - Number Tested

49

English Learners - Percent Tested

87.50

English Learners - Percent Not Tested

12.50

English Learners - Percent Met or Exceeded

14.29

Foster Youth - Total Enrollment

0

Foster Youth - Number Tested

0

Foster Youth - Percent Tested

0

Foster Youth - Percent Not Tested

0

Foster Youth - Percent Met or Exceeded

0

Homeless - Total Enrollment

Homeless - Number Tested

Homeless - Percent Tested

Homeless - Percent Not Tested

Homeless - Percent Met or Exceeded

Military - Total Enrollment

--

Military - Number Tested

--

Military - Percent Tested

--

Military - Percent Not Tested

--

Military - Percent Met or Exceeded

--

Socioeconomically Disadvantaged - Total Enrollment

236

Socioeconomically Disadvantaged - Number Tested

201

Socioeconomically Disadvantaged - Percent Tested

85.17

Socioeconomically Disadvantaged - Percent Not Tested

14.83

Socioeconomically Disadvantaged - Percent Met or Exceeded

31.84

Students Receiving Migrant Education Services - Total Enrollment

0

Students Receiving Migrant Education Services - Number Tested

0

Students Receiving Migrant Education

Students Receiving Migrant Education

Services - Percent Tested

0

Services - Percent Not Tested

0

Students Receiving Migrant Education Services - Percent Met or Exceeded

0

Students with Disabilities - Total Enrollment

62

Students with Disabilities - Number Tested

39

Students with Disabilities - Percent Tested

62.90

Students with Disabilities - Percent Not Tested

37.10

Students with Disabilities - Percent Met or Exceeded

33.33

Save & Next

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Accounts Profile Logout

SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of San Diego

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

PUPIL OUTCOMES

Provide Feedback

CAASPP Test Results in Mathematics by Student Group

☐ Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three though Eight and Grade Eleven for School Year 2021—22)

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

All Students - Total Enrollment	All Students - Number Tested
492	415
All Students - Percent Tested	**All Students - Percent Not Tested**
84.35	15.65
All Students - Percent Met or Exceeded	**Female - Total Enrollment**
30.19	242
Female - Number Tested	**Female - Percent Tested**
206	85.12
Female - Percent Not Tested	**Female - Percent Met or Exceeded**
14.88	30.58
Male - Total Enrollment	**Male - Number Tested**
250	209
Male - Percent Tested	**Male - Percent Not Tested**
83.60	16.40
Male - Percent Met or Exceeded	**American Indian or Alaska Native - Total Enrollment**

CAASPP Test Results in ELA and Mathematics for All Students
CAASPP Test Results in ELA by Student Group
CAASPP Test Results in Mathematics by Student Group
CAASPP Test Results in Science for All Students
CAASPP Test Results in Science by Student Group
Career Technical Education (CTE) Programs
Career Technical Education (CTE) Participation
Course Enrollment/Completion of University of California (UC) and/or California State University (CSU)

29.81 --

American Indian or Alaska Native - Number Tested

--

American Indian or Alaska Native - Percent Tested

--

American Indian or Alaska Native - Percent Not Tested

--

American Indian or Alaska Native - Percent Met or Exceeded

--

Asian - Total Enrollment

17

Asian - Number Tested

11

Asian - Percent Tested

64.71

Asian - Percent Not Tested

35.29

Asian - Percent Met or Exceeded

36.36

Black or African American - Total Enrollment

17

Black or African American - Number Tested

14

Black or African American - Percent Tested

82.35

Black or African American - Percent Not Tested

17.65

Black or African American - Percent Met or Exceeded

21.43

Filipino - Total Enrollment

--

Filipino - Number Tested

--

Filipino - Percent Tested

Filipino - Percent Not Tested

Admission Requirements
California Physical Fitness Test Results

Engagement
Opportunities for Parental Involvement
Dropout Rate and Graduation Rate (Four-Year Cohort Rate)
Graduation Rate by Student Group (Four-Year Cohort Rate)
Chronic Absenteeism by Student Group
Suspensions and Expulsions
Suspensions and Expulsions by Student Group
School Safety Plan

Other SARC

--

--

Filipino - Percent Met or Exceeded

--

Hispanic or Latino - Total Enrollment

219

Hispanic or Latino - Number Tested

197

Hispanic or Latino - Percent Tested

89.95

Hispanic or Latino - Percent Not Tested

10.05

Hispanic or Latino - Percent Met or Exceeded

20.41

Native Hawaiian or Pacific Islander - Total Enrollment

--

Native Hawaiian or Pacific Islander - Number Tested

--

Native Hawaiian or Pacific Islander - Percent Tested

--

Native Hawaiian or Pacific Islander - Percent Not Tested

--

Native Hawaiian or Pacific Islander - Percent Met or Exceeded

--

Two or More Races - Total Enrollment

47

Two or More Races - Number Tested

37

Two or More Races - Percent Tested

78.72

Two or More Races - Percent Not Tested

Two or More Races - Percent Met or Exceeded

Information

- Average Class Size and Class Size Distribution (Elementary)
- Average Class Size and Class Size Distribution (Secondary)
- Ratio of Pupils to Academic Counselor
- Student Support Services Staff
- Expenditures Per Pupil and School Site Teacher Salaries
- Types of Services Funded
- Teacher and Administrative Salaries
- Advanced Placement (AP) Courses
- Professional Development

21.28

35.14

White - Total Enrollment

181

White - Number Tested

146

White - Percent Tested

80.66

White - Percent Not Tested

19.34

White - Percent Met or Exceeded

39.73

English Learners - Total Enrollment

56

English Learners - Number Tested

49

English Learners - Percent Tested

87.50

English Learners - Percent Not Tested

12.50

English Learners - Percent Met or Exceeded

8.16

Foster Youth - Total Enrollment

0

Foster Youth - Number Tested

0

Foster Youth - Percent Tested

0

Foster Youth - Percent Not Tested

0

Foster Youth - Percent Met or Exceeded

0

Homeless - Total Enrollment

Homeless - Number Tested

Homeless - Percent Tested

Powered by BoardOnTrack

Homeless - Percent Not Tested

Homeless - Percent Met or Exceeded

Military - Total Enrollment

--

Military - Number Tested

--

Military - Percent Tested

--

Military - Percent Not Tested

--

Military - Percent Met or Exceeded

--

Socioeconomically Disadvantaged - Total Enrollment

236

Socioeconomically Disadvantaged - Number Tested

201

Socioeconomically Disadvantaged - Percent Tested

85.17

Socioeconomically Disadvantaged - Percent Not Tested

14.83

Socioeconomically Disadvantaged - Percent Met or Exceeded

19.50

Students Receiving Migrant Education Services - Total Enrollment

0

Students Receiving Migrant Education Services - Number Tested

0

Students Receiving Migrant Education

Students Receiving Migrant Education

Services - Percent Tested

0

Services - Percent Not Tested

0

Students Receiving Migrant Education Services - Percent Met or Exceeded

0

Students with Disabilities - Total Enrollment

62

Students with Disabilities - Number Tested

40

Students with Disabilities - Percent Tested

64.52

Students with Disabilities - Percent Not Tested

35.48

Students with Disabilities - Percent Met or Exceeded

32.50

Save & Next

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of San Diego

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

PUPIL OUTCOMES

Provide Feedback

CAASPP Test Results in Science for All Students

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(CAASPP Test Results in Science for All Students Grades Five, Eight, and High School Percentage of Students Meeting or Exceeding the State Standard)

Note: Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School

Science (grades 5, 8, and high school) 2020—21	Science (grades 5, 8, and high school) 2021—22
25.36	30.52

District

Science (grades 5, 8, and high school) 2020—21	Science (grades 5, 8, and high school) 2021—22
14.43	16.48

State

Science (grades 5, 8, and high school) 2020—21	Science (grades 5, 8, and high school) 2021—22
28.5	29.47

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of San Diego

Finalize SARC

About This School

- Principal's Message ✓
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- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

PUPIL OUTCOMES

CAASPP Test Results in Science by Student Group

Provide Feedback

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(CAASPP Test Results in Science by Student Group Grades Five, Eight and High School for School Year 2021—22)

Grades Five, Eight and High School

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

All Students - Total Enrollment	All Students - Number Tested
244	213

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

All Students - Percent Tested

87.30

All Students - Percent Not Tested

12.70

All Students - Percent Met or Exceeded

30.52

Female - Total Enrollment

126

Female - Number Tested

112

Female - Percent Tested

88.89

Female - Percent Not Tested

11.11

Female - Percent Met or Exceeded

32.14

Male - Total Enrollment

118

Male - Number Tested

101

Male - Percent Tested

85.59

Male - Percent Not Tested

14.41

Male - Percent Met or Exceeded

28.71

American Indian or Alaska Native - Total Enrollment

--

American Indian or Alaska Native - Number Tested

--

American Indian or Alaska Native - Percent Tested

--

American Indian or Alaska Native - Percent Not Tested

--

American Indian or Alaska Native - Percent Met or Exceeded

--

CAASPP Test Results in ELA and Mathematics for All Students
CAASPP Test Results in ELA by Student Group
CAASPP Test Results in Mathematics by Student Group
CAASPP Test Results in Science for All Students
CAASPP Test Results in Science by Student Group
Career Technical Education (CTE) Programs
Career Technical Education (CTE) Participation
Course Enrollment/Comple of University of California (UC) and/or California State University (CSU)

Asian - Total Enrollment
--

Asian - Number Tested
--

Asian - Percent Tested
--

Asian - Percent Not Tested
--

Asian - Percent Met or Exceeded
--

Black or African American - Total Enrollment
--

Black or African American - Number Tested
--

Black or African American - Percent Tested
--

Black or African American - Percent Not Tested
--

Black or African American - Percent Met or Exceeded
--

Filipino - Total Enrollment
--

Filipino - Number Tested
--

Filipino - Percent Tested
--

Filipino - Percent Not Tested
--

Filipino - Percent Met or Exceeded
--

Hispanic or Latino - Total Enrollment
123

Hispanic or Latino - Number Tested
114

Hispanic or Latino - Percent Tested
92.68

Admission Requirements
California Physical Fitness Test Results

Engagement
Opportunities for Parental Involvement
Dropout Rate and Graduation Rate (Four-Year Cohort Rate)
Graduation Rate by Student Group (Four-Year Cohort Rate)
Chronic Absenteeism by Student Group
Suspensions and Expulsions
Suspensions and Expulsions by Student Group
School Safety Plan

Other SARC

Hispanic or Latino - Percent Not Tested
7.32

Hispanic or Latino - Percent Met or Exceeded
21.05

Native Hawaiian or Pacific Islander - Total Enrollment
0

Native Hawaiian or Pacific Islander - Number Tested
0

Native Hawaiian or Pacific Islander - Percent Tested
0

Native Hawaiian or Pacific Islander - Percent Not Tested
0

Native Hawaiian or Pacific Islander - Percent Met or Exceeded
0

Two or More Races - Total Enrollment
24

Two or More Races - Number Tested
23

Two or More Races - Percent Tested
95.83

Two or More Races - Percent Not Tested
4.17

Two or More Races - Percent Met or Exceeded
39.13

White - Total Enrollment
77

White - Number Tested
61

White - Percent Tested
79.22

White - Percent Not Tested
20.78

White - Percent Met or Exceeded

English Learners - Total Enrollment

CAASPP Test Results in Science by Student Group

Information

- Average Class Size and Class Size Distribution (Elementary)
- Average Class Size and Class Size Distribution (Secondary)
- Ratio of Pupils to Academic Counselor
- Student Support Services Staff
- Expenditures Per Pupil and School Site Teacher Salaries
- Types of Services Funded
- Teacher and Administrative Salaries
- Advanced Placement (AP) Courses
- Professional Development

42.62	39
English Learners - Number Tested	**English Learners - Percent Tested**
35	89.74
English Learners - Percent Not Tested	**English Learners - Percent Met or Exceeded**
10.26	2.86
Foster Youth - Total Enrollment	**Foster Youth - Number Tested**
0	0
Foster Youth - Percent Tested	**Foster Youth - Percent Not Tested**
0	0
Foster Youth - Percent Met or Exceeded	**Homeless - Total Enrollment**
0	
Homeless - Number Tested	**Homeless - Percent Tested**
Homeless - Percent Not Tested	**Homeless - Percent Met or Exceeded**
Military - Total Enrollment	**Military - Number Tested**
--	--

Military - Percent Tested

--

Military - Percent Not Tested

--

Military - Percent Met or Exceeded

--

Socioeconomically Disadvantaged - Total Enrollment

126

Socioeconomically Disadvantaged - Number Tested

112

Socioeconomically Disadvantaged - Percent Tested

88.89

Socioeconomically Disadvantaged - Percent Not Tested

11.11

Socioeconomically Disadvantaged - Percent Met or Exceeded

26.79

Students Receiving Migrant Education Services - Total Enrollment

0

Students Receiving Migrant Education Services - Number Tested

0

Students Receiving Migrant Education Services - Percent Tested

0

Students Receiving Migrant Education Services - Percent Not Tested

0

Students Receiving Migrant Education Services - Percent Met or Exceeded

0

Students with Disabilities - Total Enrollment

19

Students with Disabilities - Number Tested	Students with Disabilities - Percent Tested
14	73.68

Students with Disabilities - Percent Not Tested	Students with Disabilities - Percent Met or Exceeded
26.32	14.29

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of San Diego

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

PUPIL OUTCOMES

Provide Feedback

Career Technical Education (CTE) Programs

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(School Year 2021—22)

Use this space to provide information about Career Technical Education (CTE) programs as follows:

- *A list of programs offered by the school district in which pupils at the school may particapate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and*
- *A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and*
- *A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.*

by Student Group

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- Class Assignments
- Quality, Currency, Availability of Textbooks and Other Instructional Materials
- School Facility Conditions and Planned Improvements
- School Facility Good Repair Status

Pupil Outcomes

Formats

Compass offered individual career technical education electives across several industry sectors. These electives were offered to scholars in grades 9 through 12 to support the acquisition of knowledge and exploration in potential career pathways. Scholars wishing to advance in identified pathways are supported through concurrent enrollment at their local community college to continue their education and skill development.

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of San Diego

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

PUPIL OUTCOMES

Provide Feedback

Career Technical Education (CTE) Participation

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(School Year 2021—22)

Measure

Number of Pupils Participating in CTE	Percent of Pupils that Complete a CTE Program and Earn a High School Diploma
57	

Percent of CTE Courses that are Sequenced or Articulated Between the

by Student Group

School and Institutions of Postsecondary Education

Save & Next

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- Class Assignments
- Quality, Currency, Availability of Textbooks and Other Instructional Materials
- School Facility Conditions and Planned Improvements
- School Facility Good Repair Status

Pupil Outcomes

SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of San Diego

Finalize SARC

About This School

Principal's Message ✓

Contact Information ✓

School Description and Mission Statement ✓

Student Enrollment by Grade Level ✓

Student Enrollment ✓

PUPIL OUTCOMES

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

Provide Feedback

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

UC/CSU Course Measure

2021—22 Percent of Pupils Enrolled in Courses Required for UC/CSU Admission	2020—21 Percent of Graduates Who Completed All Courses Required for UC/CSU Admission
53.11	10

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of San Diego

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

PUPIL OUTCOMES

California Physical Fitness Test Results

Provide Feedback

☐ Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(School Year 2021—22)

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.
Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Levels to Show on Public SARC

- ☑ Grade 5
- ☑ Grade 7
- ☑ Grade 9

by Student Group

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- Class Assignments
- Quality, Currency, Availability of Textbooks and Other Instructional Materials
- School Facility Conditions and Planned Improvements
- School Facility Good Repair Status

Pupil Outcomes

Percentage of Students Participating in Aerobic Capacity

Grade 5	Grade 7
55	67

Grade 9
57

Percentage of Students Participating in Abdominal Strength and Endurance

Grade 5	Grade 7
69	76

Grade 9
67

Percentage of Students Participating in Trunk Extensor and Strength and Flexibility

Grade 5	Grade 7
68	76

Grade 9
67

Percentage of Students Participating in Upper Body Strength and Endurance

Grade 5	Grade 7

CAASPP Test Results in ELA and Mathematics for All Students ✓
CAASPP Test Results in ELA by Student Group ✓
CAASPP Test Results in Mathematics by Student Group ✓
CAASPP Test Results in Science for All Students ✓
CAASPP Test Results in Science by Student Group ✓
Career Technical Education (CTE) Programs ✓
Career Technical Education (CTE) Participation ✓
Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) ✓

68	76

Grade 9

67

Percentage of Students Participating in Flexibility

Grade 5	Grade 7
67	75

Grade 9

65

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of San Diego

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

ENGAGEMENT

Opportunities for Parental Involvement

Provide Feedback

☐ Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(School Year 2022—23)

Opportunities for Parental Involvement

Use this space to provide information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement.

Formats

There are a number of opportunities for parents/guardians to be involved at Compass.

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

Learn more about some of these opportunities below:

Parent Advisory Council (PAC)

The PAC serves to provide learning coach 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 the scholars and Compass. They provide feedback and insight from the learning coach's perspective on the school process, policies, and initiatives to ensure that the needs of learning coaches 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.

Virtual Suggestion Box

There is a Virtual Suggestion Box for learning coaches, located on the homepage of our website. The link is also shared in our weekly Monday Morning Update (MMU) to families and during Parent Town Halls. Suggestions to enhance and expand the Compass Experience are shared and discussed with our PAC, Cabinet, and Staff Advisory Committee on a regular basis.

Program Orientation & Weeks of Welcome

Weeks of Welcome are a programmed set of offerings to onboard new and returning families at the start of the school year. Sessions are held virtually and include topics such as

CAASPP Test Results in ELA and Mathematics for All Students ✓
CAASPP Test Results in ELA by Student Group ✓
CAASPP Test Results in Mathematics by Student Group ✓
CAASPP Test Results in Science for All Students ✓
CAASPP Test Results in Science by Student Group ✓
Career Technical Education (CTE) Programs ✓
Career Technical Education (CTE) Participation ✓
Course Enrollment/Comple of University of California (UC) and/or California State University (CSU) ✓

program orientations, department open houses, and social hours. For those families who are unable to attend, the session slides and recordings are shared and available as a resource throughout the school year. There is also a mid-year refresher series of offerings called Mini-WOW for learning coaches as they embark on the second semester of the school year.

Program Orientations are held virtually as part of our Weeks of Welcome offerings as well as held weekly for families that enroll during the school year. In these sessions, program specific staff welcome families and scholars to Compass, introduce the position of the supervising teacher, overview staff teams, and highlight important news and information for the school year. For those families who are unable to attend, the session slides and recordings are shared and available as a resource throughout the school year.

Coffee with Compass

The Superintendent & CEO hosts Coffee with Compass once a month whereby all stakeholders are invited to virtual coffee to discuss school and non-school related topics to connect with other Compass families and staff. While these have been in person previously, they are now held virtually due to the COVID-19 pandemic.

Learning Coach Surveys

Surveys are sent to Compass stakeholders through the PAC. The results from this survey are reviewed by the PAC and Leadership Team and provide stakeholder feedback for continued program improvement.

Learning Coach Academy

Admission Requirements

California Physical Fitness Test Results ✓

Engagement ✓

Opportunities for Parental Involvement ✓

Dropout Rate and Graduation Rate (Four-Year Cohort Rate) ✓

Graduation Rate by Student Group (Four-Year Cohort Rate) ✓

Chronic Absenteeism by Student Group ✓

Suspensions and Expulsions ✓

Suspensions and Expulsions by Student Group ✓

School Safety Plan ✓

Learning Coach Academy is a virtual offering designed to provide relevant and meaningful training along with a collaborative community of learning coaches. Learning coaches are able to attend live sessions every week that alternate between topic focused sessions and social sessions. Learning coaches that complete 10 Academy Sessions are provided certificates to acknowledge the time and effort put forth to complete the requirements of the Learning Coach Academy. Topics covered in Learning Coach Academy include Learning Coach responsibilities, ClassLink, tips for personalizing education, staying organized, SMART goals, and more.

Save & Next

Other SARC

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of San Diego

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

ENGAGEMENT

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Provide Feedback

☐ Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

Dropout Rate School

2019—20	2020—21	2021—22
	23	33.3

Graduation Rate School

2019—20	2020—21
	50.8

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

by Student Group

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments ✓
- Credentialed Teachers Assigned Out-of-Field ✓
- Class Assignments ✓
- Quality, Currency, Availability of Textbooks and Other Instructional Materials ✓
- School Facility Conditions and Planned Improvements ✓
- School Facility Good Repair Status ✓

Pupil Outcomes

2021—22

62.2

Dropout Rate District

2019—20	2020—21
	16.5

2021—22

17.8

Graduation Rate District

2019—20	2020—21
	68

2021—22

76.7

Dropout Rate State

2019—20	2020—21
	8.9

2021—22

7.8

Graduation Rate State

2019—20	2020—21
	84.2

2021—22

87

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of San Diego

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- Student Enrollment by Grade Level
- Student Enrollment

ENGAGEMENT

Graduation Rate by Student Group (Four-Year Cohort Rate)

Provide Feedback

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(School Year 2021—22)

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

All Students - Number of Students in Cohort	All Students - Number of Cohort Graduates
90	56

All Students - Cohort Graduation Rate	Female - Number of Students in Cohort

Graduation Rate by Student Group (Four-Year Cohort Rate)

by Student Group

62.2

46

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- Class Assignments
- Quality, Currency, Availability of Textbooks and Other Instructional Materials
- School Facility Conditions and Planned Improvements
- School Facility Good Repair Status

Female - Number of Cohort Graduates

32

Female - Cohort Graduation Rate

69.6

Male - Number of Students in Cohort

44

Male - Number of Cohort Graduates

24

Male - Cohort Graduation Rate

54.5

Non-Binary - Number of Students in Cohort

0

Non-Binary - Number of Cohort Graduates

0

Non-Binary - Cohort Graduation Rate

0.0

American Indian or Alaska Native - Number of Students in Cohort

0

American Indian or Alaska Native - Number of Cohort Graduates

0

American Indian or Alaska Native - Cohort Graduation Rate

0.00

Asian - Number of Students in Cohort

Asian - Number of Cohort Graduates

Asian - Cohort Graduation Rate

Pupil Outcomes

Black or African American - Number of Students in Cohort

Black or African American - Number of Cohort Graduates

Graduation Rate by Student Group (Four-Year Cohort Rate)

- CAASPP Test Results in ELA and Mathematics for All Students ✓
- CAASPP Test Results in ELA by Student Group ✓
- CAASPP Test Results in Mathematics by Student Group ✓
- CAASPP Test Results in Science for All Students ✓
- CAASPP Test Results in Science by Student Group ✓
- Career Technical Education (CTE) Programs ✓
- Career Technical Education (CTE) Participation ✓
- Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) ✓

Black or African American - Cohort Graduation Rate

Filipino - Number of Students in Cohort

0

Filipino - Number of Cohort Graduates

0

Filipino - Cohort Graduation Rate

0.00

Hispanic or Latino - Number of Students in Cohort

61

Hispanic or Latino - Number of Cohort Graduates

33

Hispanic or Latino - Cohort Graduation Rate

54.1

Native Hawaiian or Pacific Islander - Number of Students in Cohort

0

Native Hawaiian or Pacific Islander - Number of Cohort Graduates

0

Native Hawaiian or Pacific Islander - Cohort Graduation Rate

0.00

Two or More Races - Number of Students in Cohort

Two or More Races - Number of Cohort Graduates

Two or More Races - Cohort Graduation Rate

White - Number of Students in Cohort

20

Graduation Rate by Student Group (Four-Year Cohort Rate)

Admission Requirements

California Physical Fitness Test Results

Engagement

Opportunities for Parental Involvement

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Graduation Rate by Student Group (Four-Year Cohort Rate)

Chronic Absenteeism by Student Group

Suspensions and Expulsions

Suspensions and Expulsions by Student Group

School Safety Plan

White - Number of Cohort Graduates

16

White - Cohort Graduation Rate

80.0

English Learners - Number of Students in Cohort

41

English Learners - Number of Cohort Graduates

17

English Learners - Cohort Graduation Rate

41.5

Foster Youth - Number of Students in Cohort

0

Foster Youth - Number of Cohort Graduates

0

Foster Youth - Cohort Graduation Rate

0.0

Homeless - Number of Students in Cohort

26

Homeless - Number of Cohort Graduates

21

Homeless - Cohort Graduation Rate

80.8

Socioeconomically Disadvantaged - Number of Students in Cohort

54

Socioeconomically Disadvantaged - Number of Cohort Graduates

37

Socioeconomically Disadvantaged - Cohort Graduation Rate

68.5

Students Receiving Migrant Education Services - Number of Students in Cohort

0

Students Receiving Migrant Education Services - Number of Cohort Graduates

0

Graduation Rate by Student Group (Four-Year Cohort Rate)

Other SARC Information

- Average Class Size and Class Size Distribution (Elementary) ✓
- Average Class Size and Class Size Distribution (Secondary) ✓
- Ratio of Pupils to Academic Counselor ✓
- Student Support Services Staff ✓
- Expenditures Per Pupil and School Site Teacher Salaries ✓
- Types of Services Funded ✓
- Teacher and Administrative Salaries ✓
- Advanced Placement (AP) Courses ✓
- Professional Development ✓

Students Receiving Migrant Education Services - Cohort Graduation Rate

0.0

Students with Disabilities - Number of Students in Cohort

Students with Disabilities - Number of Cohort Graduates

Students with Disabilities - Cohort Graduation Rate

Save & Next

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of San Diego

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

ENGAGEMENT

Chronic Absenteeism by Student Group

Provide Feedback

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(School Year 2021—22)

All Students - Cumulative Enrollment	All Students - Chronic Absenteeism Eligible Enrollment
1095	1034

All Students - Chronic Absenteeism Count	All Students - Chronic Absenteeism Rate
55	5.3

Female - Cumulative Enrollment	Female - Chronic Absenteeism Eligible

by Student Group

554

Enrollment

526

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- Class Assignments
- Quality, Currency, Availability of Textbooks and Other Instructional Materials
- School Facility Conditions and Planned Improvements
- School Facility Good Repair Status

Female - Chronic Absenteeism Count

34

Female - Chronic Absenteeism Rate

6.5

Male - Cumulative Enrollment

541

Male - Chronic Absenteeism Eligible Enrollment

508

Male - Chronic Absenteeism Count

21

Male - Chronic Absenteeism Rate

4.1

American Indian or Alaska Native - Cumulative Enrollment

2

American Indian or Alaska Native - Chronic Absenteeism Eligible Enrollment

2

American Indian or Alaska Native - Chronic Absenteeism Count

1

American Indian or Alaska Native - Chronic Absenteeism Rate

50.0

Asian - Cumulative Enrollment

33

Asian - Chronic Absenteeism Eligible Enrollment

28

Pupil Outcomes

Asian - Chronic Absenteeism Count

2

Asian - Chronic Absenteeism Rate

7.1

CAASPP Test Results in ELA and Mathematics for All Students ✓
CAASPP Test Results in ELA by Student Group ✓
CAASPP Test Results in Mathematics by Student Group ✓
CAASPP Test Results in Science for All Students ✓
CAASPP Test Results in Science by Student Group ✓
Career Technical Education (CTE) Programs ✓
Career Technical Education (CTE) Participation ✓
Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) ✓

Black or African American - Cumulative Enrollment

31

Black or African American - Chronic Absenteeism Eligible Enrollment

29

Black or African American - Chronic Absenteeism Count

2

Black or African American - Chronic Absenteeism Rate

6.9

Filipino - Cumulative Enrollment

12

Filipino - Chronic Absenteeism Eligible Enrollment

12

Filipino - Chronic Absenteeism Count

0

Filipino - Chronic Absenteeism Rate

0.0

Hispanic or Latino - Cumulative Enrollment

525

Hispanic or Latino - Chronic Absenteeism Eligible Enrollment

500

Hispanic or Latino - Chronic Absenteeism Count

27

Hispanic or Latino- Chronic Absenteeism Rate

5.4

Native Hawaiian or Pacific Islander - Cumulative Enrollment

6

Native Hawaiian or Pacific Islander - Chronic Absenteeism Eligible Enrollment

6

Admission Requirements
California Physical Fitness Test Results

Engagement
Opportunities for Parental Involvement
Dropout Rate and Graduation Rate (Four-Year Cohort Rate)
Graduation Rate by Student Group (Four-Year Cohort Rate)
Chronic Absenteeism by Student Group
Suspensions and Expulsions
Suspensions and Expulsions by Student Group
School Safety Plan

Other SARC

Native Hawaiian or Pacific Islander - Chronic Absenteeism Count
2

Native Hawaiian or Pacific Islander - Chronic Absenteeism Rate
33.3

Two or More Races - Cumulative Enrollment
75

Two or More Races - Chronic Absenteeism Eligible Enrollment
72

Two or More Races - Chronic Absenteeism Count
7

Two or More Races - Chronic Absenteeism Rate
9.7

White - Cumulative Enrollment
385

White - Chronic Absenteeism Eligible Enrollment
361

White - Chronic Absenteeism Count
13

White - Chronic Absenteeism Rate
3.6

English Learners - Cumulative Enrollment
150

English Learners - Chronic Absenteeism Eligible Enrollment
145

English Learners - Chronic Absenteeism Count
10

English Learners - Chronic Absenteeism Rate
6.9

Foster Youth - Cumulative Enrollment

Foster Youth - Chronic Absenteeism Eligible Enrollment

Information

- Average Class Size and Class Size Distribution (Elementary)
- Average Class Size and Class Size Distribution (Secondary)
- Ratio of Pupils to Academic Counselor
- Student Support Services Staff
- Expenditures Per Pupil and School Site Teacher Salaries
- Types of Services Funded
- Teacher and Administrative Salaries
- Advanced Placement (AP) Courses
- Professional Development

0

0

Foster Youth - Chronic Absenteeism Count

0

Foster Youth - Chronic Absenteeism Rate

0.0

Homeless - Cumulative Enrollment

186

Homeless - Chronic Absenteeism Eligible Enrollment

178

Homeless - Chronic Absenteeism Count

14

Homeless - Chronic Absenteeism Rate

7.9

Socioeconomically Disadvantaged - Cumulative Enrollment

538

Socioeconomically Disadvantaged - Chronic Absenteeism Eligible Enrollment

516

Socioeconomically Disadvantaged - Chronic Absenteeism Count

36

Socioeconomically Disadvantaged - Chronic Absenteeism Rate

7.0

Students Receiving Migrant Education Services - Cumulative Enrollment

0

Students Receiving Migrant Education Services - Chronic Absenteeism Eligible Enrollment

0

Students Receiving Migrant Education

Students Receiving Migrant Education Service

Powered by BoardOnTrack

Services - Chronic Absenteeism Count

0

- Chronic Absenteeism Rate

0.0

Students with Disabilities - Cumulative Enrollment

131

Students with Disabilities - Chronic Absenteeism Eligible Enrollment

127

Students with Disabilities - Chronic Absenteeism Count

7

Students with Disabilities - Chronic Absenteeism Rate

5.5

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of San Diego

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

ENGAGEMENT

Suspensions and Expulsions

Provide Feedback

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

Data collected between July through June, each full school year respectively

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—20 Only

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

(data collected between July through February, partial school year due to the COVID-19 pandemic)

School Rate of Suspensions 2019—20

0.09

School Rate of Expulsions 2019—20

0

District Rate of Suspensions 2019—20

0.13

District Rate of Expulsions 2019—20

0

State Rate of Suspensions 2019—20

0.2

State Rate of Expulsions 2019—20

0

School

School Rate of Suspensions 2020—21

0

School Rate of Suspensions 2021—22

0

School Rate of Expulsions 2020—21

0

School Rate of Expulsions 2021—22

0

District

District Rate of Suspensions 2020—21

0.43

District Rate of Suspensions 2021—22

1.37

District Rate of Expulsions 2020—21

0

District Rate of Expulsions 2021—22

0

State

CAASPP Test Results in ELA and Mathematics for All Students ✓
CAASPP Test Results in ELA by Student Group ✓
CAASPP Test Results in Mathematics by Student Group ✓
CAASPP Test Results in Science for All Students ✓
CAASPP Test Results in Science by Student Group ✓
Career Technical Education (CTE) Programs ✓
Career Technical Education (CTE) Participation ✓
Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) ✓

State Rate of Suspensions 2020—21	State Rate of Suspensions 2021—22
2.45	3.17

State Rate of Expulsions 2020—21	State Rate of Expulsions 2021—22
0.05	0.07

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of San Diego

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

ENGAGEMENT

Provide Feedback

Suspensions and Expulsions by Student Group

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(School Year 2021—22)

All Students - Suspensions Rate	All Students - Expulsions Rate
0.00	0.00

Female - Suspensions Rate	Female - Expulsions Rate
0.00	0.00

Male - Suspensions Rate	Male - Expulsions Rate
0.00	0.00

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

Non-Binary - Suspensions Rate

0.00

Non-Binary - Expulsions Rate

0.00

American Indian or Alaska Native - Suspensions Rate

0.00

American Indian or Alaska Native - Expulsions Rate

0.00

Asian - Suspensions Rate

0.00

Asian - Expulsions Rate

0.00

Black or African American - Suspensions Rate

0.00

Black or African American - Expulsions Rate

0.00

Filipino - Suspensions Rate

0.00

Filipino - Expulsions Rate

0.00

Hispanic or Latino - Suspensions Rate

0.00

Hispanic or Latino - Expulsions Rate

0.00

Native Hawaiian or Pacific Islander - Suspensions Rate

0.00

Native Hawaiian or Pacific Islander - Expulsions Rate

0.00

Two or More Races - Suspensions Rate

0.00

Two or More Races - Expulsions Rate

0.00

White - Suspensions Rate

0.00

White - Expulsions Rate

0.00

CAASPP Test Results in ELA and Mathematics for All Students ✓
CAASPP Test Results in ELA by Student Group ✓
CAASPP Test Results in Mathematics by Student Group ✓
CAASPP Test Results in Science for All Students ✓
CAASPP Test Results in Science by Student Group ✓
Career Technical Education (CTE) Programs ✓
Career Technical Education (CTE) Participation ✓
Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) ✓

English Learners - Suspensions Rate

0.00

English Learners - Expulsions Rate

0.00

Foster Youth - Suspensions Rate

0.00

Foster Youth - Expulsions Rate

0.00

Homeless - Suspensions Rate

0.00

Homeless - Expulsions Rate

0.00

Socioeconomically Disadvantaged - Suspensions Rate

0.00

Socioeconomically Disadvantaged - Expulsions Rate

0.00

Students Receiving Migrant Education Services - Suspensions Rate

0.00

Students Receiving Migrant Education Services - Expulsions Rate

0.00

Students with Disabilities - Suspensions Rate

0.00

Students with Disabilities - Expulsions Rate

0.00

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of San Diego

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

ENGAGEMENT

School Safety Plan

Provide Feedback

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(School Year 2022—23)

School Safety Plan

Use this space to provide information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan.

Formats

Compass' Comprehensive Safety Plan was initially developed in February 2019, is updated every six months, and adopted into the Board

by Student Group

Conditions of Learning

- Teacher Preparation and Placement ✓
- Teachers Without Credentials and Misassignments ✓
- Credentialed Teachers Assigned Out-of-Field ✓
- Class Assignments ✓
- Quality, Currency, Availability of Textbooks and Other Instructional Materials ✓
- School Facility Conditions and Planned Improvements ✓
- School Facility Good Repair Status ✓

Pupil Outcomes

Policy Manual. For the 2022-2023 school year, Compass implemented a Safety Committee that gathered the feedback of various educational partners as well as local fire, police, and first responders. The document includes 12 parts containing pertinent information to support and ensure the safety of scholars and staff. The following safety procedures are addressed:

Child abuse reporting

Routine and natural disasters

Suspension/expulsion policies

Dangerous pupils

Discrimination and harassment

Ingress and egress

Orderly learning environment

Tactical response to criminal incidents

Save & Next

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of San Diego

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

OTHER SARC INFORMATION

Provide Feedback

Average Class Size and Class Size Distribution (Elementary)

☐ Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

Number of classes indicates how many classes fall into each size category (a range of total students per class). "Other" category is for multi-grade level classes.

2019—20

Average Class Size Grade K	Average Class Size Grade 1
13	19

Average Class Size Grade 2	Average Class Size Grade 3
2	2

Average Class Size Grade 4	Average Class Size Grade 5

by Student Group

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- Class Assignments
- Quality, Currency, Availability of Textbooks and Other Instructional Materials
- School Facility Conditions and Planned Improvements
- School Facility Good Repair Status

Pupil Outcomes

14	11
Average Class Size Grade 6	**Average Class Size Grade Other**
23	54
Number of Grade K Classes with 1-20 Students	**Number of Grade 1 Classes with 1-20 Students**
12	12
Number of Grade 2 Classes with 1-20 Students	**Number of Grade 3 Classes with 1-20 Students**
16	16
Number of Grade 4 Classes with 1-20 Students	**Number of Grade 5 Classes with 1-20 Students**
32	28
Number of Grade 6 Classes with 1-20 Students	**Number of Grade Other Classes with 1-20 Students**
21	8
Number of Grade K Classes with 21-32 Students	**Number of Grade 1 Classes with 21-32 Students**
Number of Grade 2 Classes with 21-32 Students	**Number of Grade 3 Classes with 21-32 Students**
Number of Grade 4 Classes with 21-32 Students	**Number of Grade 5 Classes with 21-32 Students**

CAASPP Test Results in ELA and Mathematics for All Students
CAASPP Test Results in ELA by Student Group
CAASPP Test Results in Mathematics by Student Group
CAASPP Test Results in Science for All Students
CAASPP Test Results in Science by Student Group
Career Technical Education (CTE) Programs
Career Technical Education (CTE) Participation
Course Enrollment/Completion of University of California (UC) and/or California State University (CSU)

Number of Grade 6 Classes with 21-32 Students	Number of Grade Other Classes with 21-32 Students
1	

Number of Grade K Classes with 33+ Students	Number of Grade 1 Classes with 33+ Students
5	5

Number of Grade 2 Classes with 33+ Students	Number of Grade 3 Classes with 33+ Students

Number of Grade 4 Classes with 33+ Students	Number of Grade 5 Classes with 33+ Students
5	4

Number of Grade 6 Classes with 33+ Students	Number of Grade Other Classes with 33+ Students
5	16

2020—21

Average Class Size Grade K	Average Class Size Grade 1
2	2

Average Class Size Grade 2	Average Class Size Grade 3
2	2

Average Class Size Grade 4	Average Class Size Grade 5
2	2

Admission Requirements
California Physical Fitness Test Results

Engagement
Opportunities for Parental Involvement
Dropout Rate and Graduation Rate (Four-Year Cohort Rate)
Graduation Rate by Student Group (Four-Year Cohort Rate)
Chronic Absenteeism by Student Group
Suspensions and Expulsions
Suspensions and Expulsions by Student Group
School Safety Plan

Other SARC

Average Class Size Grade 6	Average Class Size Grade Other
3	11

Number of Grade K Classes with 1-20 Students	Number of Grade 1 Classes with 1-20 Students
60	45

Number of Grade 2 Classes with 1-20 Students	Number of Grade 3 Classes with 1-20 Students
48	42

Number of Grade 4 Classes with 1-20 Students	Number of Grade 5 Classes with 1-20 Students
46	46

Number of Grade 6 Classes with 1-20 Students	Number of Grade Other Classes with 1-20 Students
57	10

Number of Grade K Classes with 21-32 Students	Number of Grade 1 Classes with 21-32 Students

Number of Grade 2 Classes with 21-32 Students	Number of Grade 3 Classes with 21-32 Students

Number of Grade 4 Classes with 21-32 Students	Number of Grade 5 Classes with 21-32 Students

Information

Average Class Size and Class Size Distribution (Elementary)

Average Class Size and Class Size Distribution (Secondary)

Ratio of Pupils to Academic Counselor

Student Support Services Staff

Expenditures Per Pupil and School Site Teacher Salaries

Types of Services Funded

Teacher and Administrative Salaries

Advanced Placement (AP) Courses

Professional Development

Number of Grade 6 Classes with 21-32 Students

1

Number of Grade Other Classes with 21-32 Students

Number of Grade K Classes with 33+ Students

Number of Grade 1 Classes with 33+ Students

Number of Grade 2 Classes with 33+ Students

Number of Grade 3 Classes with 33+ Students

Number of Grade 4 Classes with 33+ Students

Number of Grade 5 Classes with 33+ Students

Number of Grade 6 Classes with 33+ Students

Number of Grade Other Classes with 33+ Students

1

2021—22

Average Class Size Grade K

2

Average Class Size Grade 1

2

Average Class Size Grade 2

2

Average Class Size Grade 3

1

Average Class Size Grade 4

2

Average Class Size Grade 5

1

Average Class Size Grade 6

2

Average Class Size Grade Other

Average Class Size and Class Size Distribution (Elementary)

4

Number of Grade K Classes with 1-20 Students

58

Number of Grade 1 Classes with 1-20 Students

9

Number of Grade 2 Classes with 1-20 Students

14

Number of Grade 3 Classes with 1-20 Students

8

Number of Grade 4 Classes with 1-20 Students

40

Number of Grade 5 Classes with 1-20 Students

16

Number of Grade 6 Classes with 1-20 Students

63

Number of Grade Other Classes with 1-20 Students

66

Number of Grade K Classes with 21-32 Students

Number of Grade 1 Classes with 21-32 Students

Number of Grade 2 Classes with 21-32 Students

Number of Grade 3 Classes with 21-32 Students

Number of Grade 4 Classes with 21-32 Students

Number of Grade 5 Classes with 21-32 Students

Number of Grade 6 Classes with 21-32

Number of Grade Other Classes with 21-32

Students

Students

Number of Grade K Classes with 33+ Students

Number of Grade 1 Classes with 33+ Students

Number of Grade 2 Classes with 33+ Students

Number of Grade 3 Classes with 33+ Students

Number of Grade 4 Classes with 33+ Students

Number of Grade 5 Classes with 33+ Students

Number of Grade 6 Classes with 33+ Students

Number of Grade Other Classes with 33+ Students

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of San Diego

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

OTHER SARC INFORMATION

Provide Feedback

Average Class Size and Class Size Distribution (Secondary)

☐ Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

2019—20

Average English Language Arts Class Size	Average Mathematics Class Size
17	12

Average Science Class Size	Average Social Science Class Size
10	

Average Class Size and Class Size Distribution (Secondary)

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

12

Number of English Language Arts Classes with 1-22 Students

16

Number of Mathematics Classes with 1-22 Students

21

Number of Science Classes with 1-22 Students

14

Number of Social Science Classes with 1-22 Students

20

Number of English Language Arts Classes with 23-32 Students

1

Number of Mathematics Classes with 23-32 Students

1

Number of Science Classes with 23-32 Students

1

Number of Social Science Classes with 23-32 Students

1

Number of English Language Arts Classes with 33+ Students

4

Number of Mathematics Classes with 33+ Students

2

Number of Science Classes with 33+ Students

1

Number of Social Science Classes with 33+ Students

2

2020—21

Average English Language Arts Class Size

2

Average Mathematics Class Size

2

CAASPP Test Results in ELA and Mathematics for All Students
CAASPP Test Results in ELA by Student Group
CAASPP Test Results in Mathematics by Student Group
CAASPP Test Results in Science for All Students
CAASPP Test Results in Science by Student Group
Career Technical Education (CTE) Programs
Career Technical Education (CTE) Participation
Course Enrollment/Completion of University of California (UC) and/or California State University (CSU)

Average Science Class Size

2

Average Social Science Class Size

2

Number of English Language Arts Classes with 1-22 Students

127

Number of Mathematics Classes with 1-22 Students

123

Number of Science Classes with 1-22 Students

84

Number of Social Science Classes with 1-22 Students

95

Number of English Language Arts Classes with 23-32 Students

2

Number of Mathematics Classes with 23-32 Students

Number of Science Classes with 23-32 Students

1

Number of Social Science Classes with 23-32 Students

1

Number of English Language Arts Classes with 33+ Students

Number of Mathematics Classes with 33+ Students

Number of Science Classes with 33+ Students

Number of Social Science Classes with 33+ Students

2021—22

Average English Language Arts Class Size

Average Mathematics Class Size

Admission Requirements
California Physical Fitness Test Results

Engagement
Opportunities for Parental Involvement
Dropout Rate and Graduation Rate (Four-Year Cohort Rate)
Graduation Rate by Student Group (Four-Year Cohort Rate)
Chronic Absenteeism by Student Group
Suspensions and Expulsions
Suspensions and Expulsions by Student Group
School Safety Plan

Other SARC

2

2

Average Science Class Size

2

Average Social Science Class Size

2

Number of English Language Arts Classes with 1-22 Students

137

Number of Mathematics Classes with 1-22 Students

92

Number of Science Classes with 1-22 Students

74

Number of Social Science Classes with 1-22 Students

80

Number of English Language Arts Classes with 23-32 Students

1

Number of Mathematics Classes with 23-32 Students

1

Number of Science Classes with 23-32 Students

Number of Social Science Classes with 23-32 Students

2

Number of English Language Arts Classes with 33+ Students

Number of Mathematics Classes with 33+ Students

Number of Science Classes with 33+ Students

1

Number of Social Science Classes with 33+ Students

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of San Diego

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

OTHER SARC INFORMATION

Provide Feedback

Ratio of Pupils to Academic Counselor

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(School Year 2021—22)

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Pupils to Academic Counselor*

240

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of San Diego

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

OTHER SARC INFORMATION

Provide Feedback

Student Support Services Staff

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(School Year 2021—22)

Number of FTE* Assigned to School

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counselor (Academic, Social/Behavioral or Career Development)	Library Media Teacher (Librarian)
2.5	

Library Media Services Staff (Paraprofessional)	Psychologist

Student Support Services Staff

by Student Group

Conditions of Learning

- Teacher Preparation and Placement ✓
- Teachers Without Credentials and Misassignments ✓
- Credentialed Teachers Assigned Out-of-Field ✓
- Class Assignments ✓
- Quality, Currency, Availability of Textbooks and Other Instructional Materials ✓
- School Facility Conditions and Planned Improvements ✓
- School Facility Good Repair Status ✓

Pupil Outcomes

Social Worker

Nurse

Speech/Language/Hearing Specialist

Resource Specialist (non-teaching)

Other

0.7

Save & Next

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of San Diego

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

OTHER SARC INFORMATION

Provide Feedback

Expenditures Per Pupil and School Site Teacher Salaries

☐ Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(Fiscal Year 2020—21)

School Site

Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)
10805	1665

Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
9141	65905

District

by Student Group

Expenditures Per Pupil (Unrestricted) | **Average Teacher Salary**

61021.00

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- Class Assignments
- Quality, Currency, Availability of Textbooks and Other Instructional Materials
- School Facility Conditions and Planned Improvements
- School Facility Good Repair Status

Pupil Outcomes

Percent Difference - School Site and District

Expenditures Per Pupil (Unrestricted) | **Average Teacher Salary**

State

Expenditures Per Pupil (Unrestricted) | **Average Teacher Salary**

Percent Difference - School Site and State

Expenditures Per Pupil (Unrestricted) | **Average Teacher Salary**

Save & Next

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of San Diego

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

OTHER SARC INFORMATION

Provide Feedback

Types of Services Funded

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(Fiscal Year 2021—22)

Types of services funded

Provide specific information about the types of programs and services available at the school that support and assist students.

Formats

The following are examples of the types of services funded by Compass:

?

- **AVID elective**

by Student Group

Conditions of Learning

Teacher Preparation and Placement

Teachers Without Credentials and Misassignments

Credentialed Teachers Assigned Out-of-Field

Class Assignments

Quality, Currency, Availability of Textbooks and Other Instructional Materials

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Pupil Outcomes

Types of Services Funded

- **Online courses (Accelerate Education)**
- **Live learning sessions**
- **Special Education support, resources, services**
- **504 supports, accommodations, and services**
- **Live tutoring as part of our Multi-Tiered Systems of Support for Tier 2/3 interventions, synchronous instruction provided by Math/English Language Arts online teachers, Q&A sessions for each course/teacher, and one on one sessions by appointment for any Online scholar with the teacher**
- **English Learner support by teachers, small group live tutoring by our English Language Support Coordinator and English Language Development from Lexia.**
- **Supplemental curriculum support for Online scholars in grades K-5**
- **Standardized testing administration and support.**
- **Supplemental subscriptions to support academic growth and development**
- **Counseling support, resources, services, and live sessions (including academic, SEL, College & Career, etc.)**
- **Multi-Tiered Systems of Support Framework**
- **Community Provider/Curriculum choices for Options scholars**
- **Virtual Scholar Workshops**
- **Scholar Clubs**
- **Field Trips**

Types of Services Funded

- **Learning coach support sessions (virtual sessions)**

?

Save & Next

- CAASPP Test Results in ELA and Mathematics for All Students ✓
- CAASPP Test Results in ELA by Student Group ✓
- CAASPP Test Results in Mathematics by Student Group ✓
- CAASPP Test Results in Science for All Students ✓
- CAASPP Test Results in Science by Student Group ✓
- Career Technical Education (CTE) Programs ✓
- Career Technical Education (CTE) Participation ✓
- Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) ✓

myCDEconnect

Accounts Profile Logout

SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of San Diego

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

OTHER SARC INFORMATION

Provide Feedback

Teacher and Administrative Salaries

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(Fiscal Year 2020—21)

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

District Amount

Beginning Teacher Salary

45555

Mid-Range Teacher Salary

58168

Highest Teacher Salary

by Student Group

89579

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- Class Assignments
- Quality, Currency, Availability of Textbooks and Other Instructional Materials
- School Facility Conditions and Planned Improvements
- School Facility Good Repair Status

Average Principal Salary (Elementary)

114690

Average Principal Salary (Middle)

120034

Average Principal Salary (High)

130942

Superintendent Salary

160000

Percent of Budget for Teacher Salaries

28.95

Percent of Budget for Administrative Salaries

5.71

State Average For Districts in Same Category

Beginning Teacher Salary

48502.57

Mid-Range Teacher Salary

74912

Highest Teacher Salary

100321.14

Pupil Outcomes

Average Principal Salary (Elementary)

CAASPP Test Results in ELA and Mathematics for All Students ✓
CAASPP Test Results in ELA by Student Group ✓
CAASPP Test Results in Mathematics by Student Group ✓
CAASPP Test Results in Science for All Students ✓
CAASPP Test Results in Science by Student Group ✓
Career Technical Education (CTE) Programs ✓
Career Technical Education (CTE) Participation ✓
Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) ✓

122159.71

Average Principal Salary (Middle)

127631.69

Average Principal Salary (High)

137578.46

Superintendent Salary

198664.67

Percent of Budget for Teacher Salaries

30.66

Percent of Budget for Administrative Salaries

5.61

Save & Next

SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of San Diego

Finalize SARC

About This School

Principal's Message

Contact Information

School Description and Mission Statement

Student Enrollment by Grade Level

Student Enrollment

OTHER SARC INFORMATION

Advanced Placement (AP) Courses

Provide Feedback

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

(School Year 2021—22)

*Where there are student course enrollments of at least one student.

Percent of Students in AP Courses

1

Number of AP Courses Offered *

Computer Science	English
0	2

by Student Group

Conditions of Learning

- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- Class Assignments
- Quality, Currency, Availability of Textbooks and Other Instructional Materials
- School Facility Conditions and Planned Improvements
- School Facility Good Repair Status

Pupil Outcomes

Fine and Performing Arts

0

Foreign Language

0

Mathematics

0

Science

0

Social Science

0

Total AP Courses Offered*

2

Save & Next

CAASPP Test Results in ELA and Mathematics for All Students ✓

CAASPP Test Results in ELA by Student Group ✓

CAASPP Test Results in Mathematics by Student Group ✓

CAASPP Test Results in Science for All Students ✓

CAASPP Test Results in Science by Student Group ✓

Career Technical Education (CTE) Programs ✓

Career Technical Education (CTE) Participation ✓

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) ✓

myCDEconnect

Accounts Profile Logout

SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Compass Charter Schools of San Diego

Finalize SARC

About This School

- Principal's Message ✓
- Contact Information ✓
- School Description and Mission Statement ✓
- Student Enrollment by Grade Level ✓
- Student Enrollment ✓

OTHER SARC INFORMATION

Professional Development

Provide Feedback

Do not display this table to the public

Guidelines for this Section

Comments

Type a comment that will be displayed in this section.

Formats

Number of school days dedicated to Staff Development and Continuous Improvement

2020—21	2021—22
16	9

2022—23

25

Save & Next

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. Adobe Reader:

CCS CR DEC 2022.xlsx

COMPASS CHARTER SCHOOLS
THE GOLD STANDARD IN VIRTUAL EDUCATION

2023-24 Academic Calendar

Key			
	First Day of School		Holiday - No School
	Internal Assessment Window		Options Learning Ordering Window
	Start of Semester 2 (Spring)		State Testing Window
	Graduation Week		Last Day of School
	Governing Body Meetings		In-service day

August '23 — 3

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

29 First Day of School
30-31 Internal Benchmark Window

23

September '23 — 19

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1-15 Internal Benchmark Window
4 Labor Day
12 Scholar Leadership Council
15 Parent Advisory Council
22 Native American Day
23 Board of Directors

19

OCTOBER '23 — 21

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

9 Indigenous People's Day
10 Scholar Leadership Council
20 In-Service Day

21

NOVEMBER '23 — 16

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

10 Veteran's Day (observed)
14 Scholar Leadership Council
17 Parent Advisory Council
20-24 Fall Break

16

DECEMBER '23 — 11

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1-15 Internal Benchmark Window
2 Board of Directors
12 Scholar Leadership Council
18-29 Winter Break

11

JANUARY '24 — 21

S	M	T	W	T	F	S
	1	2	3	4	5	6
8	9	10	11	12	13	14
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1 Winter Break
10 Scholar Leadership Council
15 MLK Day
19 Parent Advisory Council
27 Board of Directors Meeting

21

FEBRUARY '24 — 18

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

1-2 Mid-Winter Break
6 Scholar Leadership Council
19 Presidents Day

20

MARCH '24 — 21

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

8 In-Service Day
12 Scholar Leadership Council
15 Parent Advisory Council

21

APRIL '24 — 16

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1-5 Spring Break
15 CAASPP Window Starts
24 Genocide Remembrance Day

16

MAY '24 — 22

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

14 Scholar Leadership Council
18 Board of Directors
20 CAASPP Window Closes
27 Memorial Day

22

JUNE '24 — 7

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

11 Last Day of School
19 Juneteenth
22 Board of Directors

175

JULY '24

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

3 ESY Starts
4 Independence Day school closed
5 Summer Session starts
28 ESY and Summer Session last day

Coversheet

Approval of the December 3, 2022 Regular Meeting Minutes

Section: II. Consent Items
Item: B. Approval of the December 3, 2022 Regular Meeting Minutes
Purpose: Approve Minutes
Submitted by: J.J. Lewis
Related Material: Minutes for Board Meeting on December 3, 2022

RECOMMENDATION:

N/A - motion covered through consent items motion.

APPROVED

Compass Charter Schools

Minutes

Board Meeting

Date and Time
Saturday December 3, 2022 at 10:00 AM

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

If you are unable to join us in-person in Carson, 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
I. Olvera, L. Rowell, S. Herrod, T. Arnett, T. Christopher, W. Stinde

Directors Absent
None

Ex Officio Members Present

J. Lewis

Non Voting Members Present
J. Lewis

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 Dec 3, 2022 at 10:10 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.
S. Herrod seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Approval of the September 24, 2022 Regular Meeting Minutes

T. Christopher made a motion to approve the minutes from Board Meeting on 09-24-22.
S. Herrod seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. Approval of the October 24, 2022 Special Meeting Minutes

T. Christopher made a motion to approve the minutes from Special Meeting on 10-24-22.
S. Herrod seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. Approval of the November 3, 2022 Special Meeting Minutes

T. Christopher made a motion to approve the minutes from Special Meeting on 11-03-22.
S. Herrod seconded the motion.
The board **VOTED** unanimously to approve the motion.

E. Approval of the November 14, 2022 Special Meeting Minutes

T. Christopher made a motion to approve the minutes from Special Meeting on 11-14-22.

S. Herrod seconded the motion.
The board **VOTED** unanimously to approve the motion.

F. Approval of the November 17, 2022 Special Meeting Minutes

T. Christopher made a motion to approve the minutes from Special Meeting on 11-17-22.
S. Herrod seconded the motion.
The board **VOTED** unanimously to approve the motion.

III. Organization of the Board of Directors

A. Confirmation of Scholar Representative

S. Herrod made a motion to confirm the appointment of Taia Sauer to the Board of Directors, as the Scholar Representative, with a one (1) year term commencing today.
L. Rowell seconded the motion.
The board **VOTED** unanimously to approve the motion.

IV. Public Comment

A. Public Comment

No public comment.

V. Communications

A. Guest Speaker

Marcy Kearney, Partner with Christy White Associates, presented the results of the 2021-22 Audit.

B. Board Member Communication

No Board member communication.

C. Parent Advisory Council Update

Mrs. Herrod shared the Parent Advisory Council Report.

D. Scholar Leadership Council Update

Mr. Lewis shared the Scholar Leadership Council Report.

VI. Superintendent's Report

A. Superintendent's Report

Mr. Lewis shared the Superintendent's Report.

VII. Presentations

A. Academic Support Department Presentation

Mrs. Erin Smith, Director of Academic Support, provided the board a video to explore the Academic Support Department: https://youtu.be/mET5b5q7zks

B. Special Education Department Presentation

Mrs. Amy Foody, Director of Special Education, provided the board a video to explore the Special Education Department: https://youtu.be/CGlrj6OrH6Y

VIII. Academic Services Division

A. Academic Services Division Update

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

IX. Operations Division

A. Operations Division Update

Ms. Lisa Fishman, Chief Operations Officer, shared the Operations Division Report.

B. Review and Approval of the October 2022 Financial Statements

S. Herrod made a motion to approve the October 2022 Financial Statements.
T. Christopher seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. Review and Approval of the First Interim Reports

W. Stinde made a motion to approve the First Interim Reports for Compass Charter Schools of Los Angeles, Compass Charter Schools of San Diego, and Compass Charter Schools of Yolo.
S. Herrod seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. Review and Approval of the Arts, Music, and Instructional Materials Discretionary Block Grant Plans

L. Rowell made a motion to approve the Arts, Music, and Instructional Materials Discretionary Block Grant Plans for Compass Charter Schools of Los Angeles, Compass Charter Schools of San Diego, and Compass Charter Schools of Yolo.
T. Christopher seconded the motion.
The board **VOTED** unanimously to approve the motion.

X. People Division

A. People Division Update

Ms. Sophie Trivino, Chief People Officer, shared the People Division Report.

XI. Executive

A. Review and Approval of the 2021-22 Audit

W. Stinde made a motion to approve the 2021-22 Audit.
S. Herrod seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Review and Approval of the Marketing Agreement with Charter School Capital

T. Arnett made a motion to approve the Marketing Agreement with Charter School Capital.
T. Christopher seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. Review and Approval of the 2023-2025 Fixed Term Employment Agreement for the Superintendent

T. Arnett made a motion to approve the 2023-2025 Fixed-Term Employment Agreement for the Superintendent for Elizbeth Brenner.
L. Rowell seconded the motion.
Oral report of salary, salary schedule, or compensation paid in the form of fringe benefits to Superintendent & CEO

1. Salary: $187,601
2. Health benefits: Same as staff, starting January 3, 2023
3. Stipends/Allowances: Auto ($9,000 annually), Higher Education ($1,500 annually)

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

XII. Special Presentation

A. Special Presentations

Mr. Lewis and Mr. Arnett officially welcomed Ms. Elizabeth (Liz) Brenner as the next Superintendent & CEO. Ms. Brenner shared introductory remarks to the Compass community.

Mr. Arnett and Mrs. Herrod presented Mr. Lewis with the Founders Award. Mr. Arnett facilitated Board comments on Mr. Lewis' leadership of Compass. Ms. Fishman facilitated comments on behalf of the staff of Mr. Lewis' leadership of Compass.

XIII. Closing Items

A. Upcoming Meetings

The next Board of Directors Regular Meeting will be held on Saturday, January 28, 2023 at 10 am.
Agenda items will include:

- Approve 2021-22 School Accountability Report Cards
- Approve 2023-24 Academic Calendar
- Approve School Safety Plan Update
- Department Presentations
    - Counseling Services
    - Operations

B. Optimistic Closure Activity

Mrs. Rowell invited the Board of Directors and attendees to participate in an Optimistic Closure Activity following the meeting, after the Special Presentations from the day.

C. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 12:00 PM.

Respectfully Submitted,
J. Lewis

Coversheet

Parent Advisory Council Update

Section: IV. Communications
Item: B. Parent Advisory Council Update
Purpose: FYI
Submitted by: Josue Garcia
Related Material: Advisory Council Report - January 25, 2028.docx.pdf

RECOMMENDATION:

N/A - FYI-only; open for Board discussion.

Proud Parent
Compass Charter Schools

Parent Advisory Council Report
January 28, 2023

The Parent Advisory Council (PAC) met on Friday, January 20 at 3 pm. Members of the council consist of Ms. Mariecor Agravante, Ms. Teresa Cabral, Ms. Renee Cervantez, Ms. Galit Gordon, Ms. Samantha Herrod (Chair), Ms. Brianne Manning, Ms. Ty Metztli, Ms. Leah Smith, and Ms. Roann Vanderwath.

Mrs. Brenner provided the Staff Report.

Under New Business, Ms. Brenner started her new role in Compass as Superintendent and CEO on January 3, 2023. The council also reviewed & discussed the 2022-23 School Safety and the Annual Parent Survey Initial Result and provided recommendations to Mrs. Brenner.

Draft minutes can be found on BoardonTrack. The next Parent Advisory Council meeting will be held on Friday, March 17 at 3 pm.

Respectfully Submitted,

Mrs. Samantha Herrod
Parent Advisory Council Chair

Coversheet

Scholar Leadership Council Update

Section: IV. Communications
Item: C. Scholar Leadership Council Update
Purpose: FYI
Submitted by: Josue Garcia
Related Material: Scholar Leadership Council Report - January 25, 2028.docx.pdf

RECOMMENDATION:

N/A - FYI-only; open for Board discussion.

Proud Scholar
Compass Charter Schools

Scholar Leadership Council Report
January 28, 2023

The Scholar Leadership Council (SLC) met on Tuesday, December 13 at 2 pm and on Tuesday, January 10 at 2:00 pm. Members of the council consist of Mr. Brayden Bereki, Ms. Hannah Cervantez, Ms. Alexis Gordon, Mr. Alex Iihara, Ms. Alice Provencio, Ms. Aure Ruediger, Mr. Cricht Ruediger, Ms. Taia Saurer, Mr. Avery Stansbury, Mr. Joshua Tompins.

Ms. Brenner provided the Staff Report.

At the December meeting, the council heard from Mrs. Smith, Director of Online Learning, to discuss the Online Learning Program at Compass. In January, Rebecca McAlpine, Director of Engagement, joined the Scholar Leadership Council meeting for a discussion on the Engagement Department.

Under New Business in December, the council reviewed and discussed the Annual Planning Survey and provided feedback. Under New Business in January, Avery Stansbury and Alice Provencio were both elected as Co-Vice Chairpersons. Under New Business in January, Ms. Brenner started her new role in Compass as Superintendent and CEO on January 3, 2023. The council also reviewed & discussed Annual Scholar Survey Initial Results.

Draft minutes can be found on BoardonTrack. The next Scholar Leadership Council meeting will be on Tuesday, February 14 at 2 pm.

Respectfully Submitted,

Alice Provencio
Scholar Leadership
Council Secretary

Coversheet

Superintendent's Report

Section: V. Superintendent's Report
Item: A. Superintendent's Report
Purpose: FYI
Submitted by: Elizabeth Brenner
Related Material: Superintendent's Report January 2023.pdf

RECOMMENDATION:

N/A - FYI-only; open for Board discussion.

Compass Charter Schools

Superintendent's Report

January 28, 2023

Listening Tour

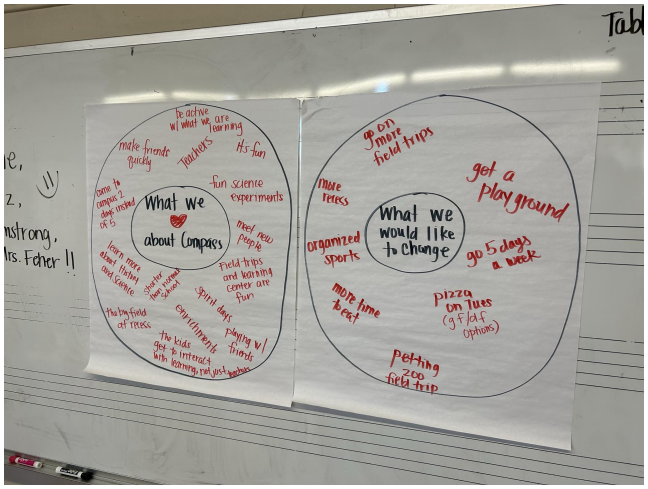
During my first 90 days, I am conducting a listening tour to ask as many Compass family members as possible two questions:

1. What do you love about Compass?
2. What ideas do you have to make Compass better?

Listening Tour

Activities to date:

1. Individual meetings with Cabinet and Directors
2. Scholar Leadership Council
3. Parent Advisory Council
4. Coffee with the Superintendent
5. Survey
6. In-person meeting at OCLC



Listening Tour

Upcoming activities:

1. Virtual Meeting with staff
2. Virtual Meeting with scholars
3. Virtual Meeting with parents
4. PFT in-person meeting
5. San Diego Family Event in-person
6. Continue online survey highlighted in the MMU

Listening Tour

Results will be reported at the March board meeting.

Top Priorities

1. San Diego Charter renewal
2. Budget and staffing analysis- recommendations to be brought to March meeting
3. WASC accreditation
4. LCAP review and update
5. Get up-to-speed on all Compass systems

Discussion Topics

1. Board meeting format
2. Enrollment Caps
3. Superintendent's evaluation

Questions?

Contact:

Ms. Liz Brenner| Superintendent and CEO
805.358.4761
ebrenner@compasscharters.org

Coversheet

Counseling Services Department Presentation

Section:	VI. Presentations
Item:	A. Counseling Services Department Presentation
Purpose:	FYI
Submitted by:	Debra Stephan
Related Material:	Final Counseling Services Compass Board Presentation 2022_2023.pdf Counseling Services Board Presentation Recording 2022_2023.mp4

RECOMMENDATION:

N/A - FYI-only; open for Board discussion.

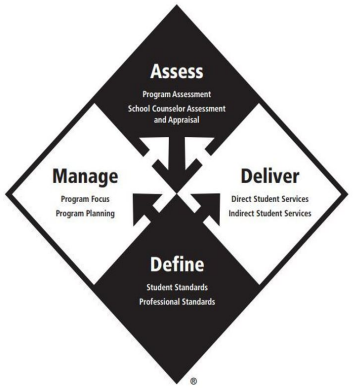
Compass Charter Schools

Counseling Services Department Board Presentation

January 2023

Agenda

- Mission and Vision
- Values
- Meet the School Counseling Team
- The Compass Comprehensive School Counseling Program
- 2022/2023 Actions for Program Improvement
- 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 involed 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

Meet the School Counseling Team

Debra Stephan
Director of Counseling Services

Mataya Olson
College Career Readiness Counselor

Gabriela Ayala
Counselor (A-Cl)

Stephen Duarte
Counselor (Co-Ha)

Jacob Samples
Counselor (He-Me)

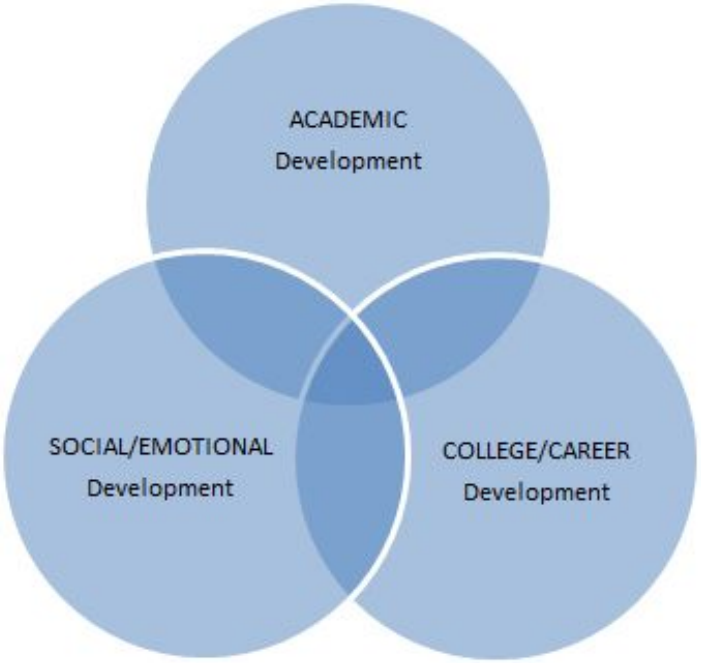
Mrs. Schwartzberg
Counselor (Mi-R)

Ms. Bateman
Counselor (S-Z)

Compass Comprehensive School Counseling Program

A proactive and preventative 6-12 school program that addresses academic, social/emotional and college career development of all scholars by providing:

- Leadership
- Advocacy
- Collaboration
- Systemic Change



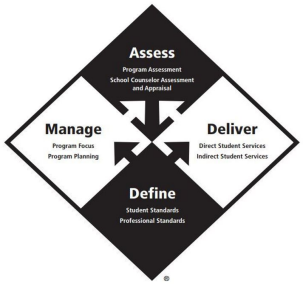
Compass Comprehensive School Counseling Program

Areas of Domain

Academic Development	• Apply skills needed for educational achievement • Apply skills of transitioning between educational levels • Develop & monitoring Individual Academic and College/Career Plans (AO) known as our Academic Outlook.
College/Career Development	• Apply college/career exploration & planning skills in achievement of life college/career goals • Know where & how to obtain information about the world of work & post-secondary training/education • Apply skills for college/career readiness & success
Social/Emotional Development	• Understand self as an individual and as a member of diverse local & global communities • Interact with others in ways that respect individual & group differences • Apply personal safety skills & coping strategies

Compass Comprehensive School Counseling Program

School Counseling Implementation Framework



DEFINE

Scholar Standards
- ASCA Mindsets & Behaviors

Professional Standards
- ASCA Ethical Standards
- ASCA Professional Standards & Competencies
-

MANAGE

Program Focus
- Beliefs
- Vision
- Mission

Program Planning
- Data Profile
- Lesson Plans
- Use of Time
- Calendars
- Advisory Council

DELIVER

Direct Services with Scholars
- Instruction
- Advisement
- Counseling

Indirect Scholar Services
- Consultation
- Collaboration
- Referrals

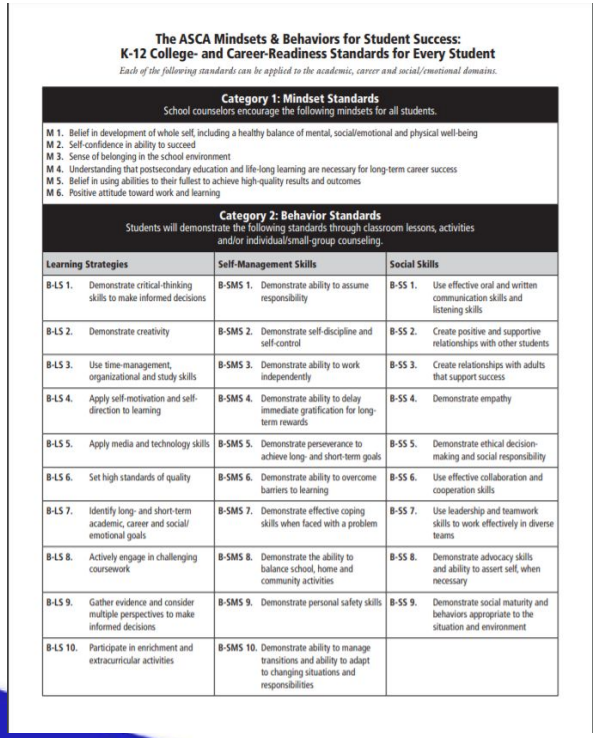
ASSESS

Program Assessment

School Counselor Assessment and Evaluation

Compass Comprehensive School Counseling Program

Define: Scholar Standards & School Counselor Professional Standards



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

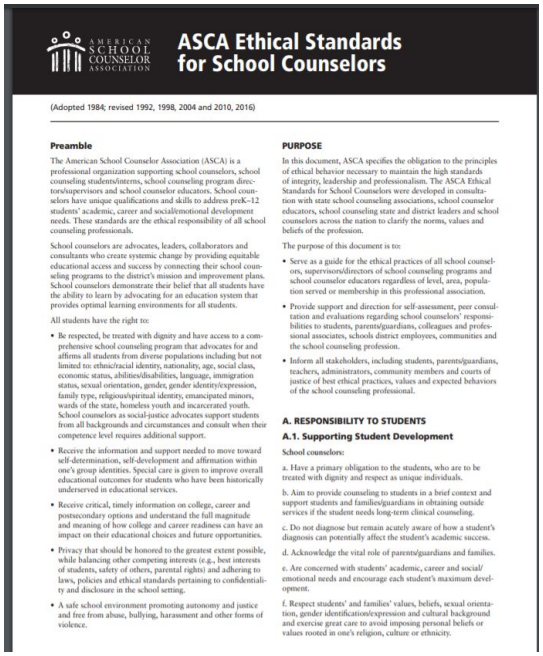
Each of the following standards can be applied to the academic, career and social/emotional domains.

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

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

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

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



AMERICAN SCHOOL COUNSELOR ASSOCIATION

ASCA Ethical Standards for School Counselors

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

Preamble

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

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

All students have the right to:

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

PURPOSE

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

The purpose of this document is to:

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

A. RESPONSIBILITY TO STUDENTS

A.1. Supporting Student Development

School counselors:

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

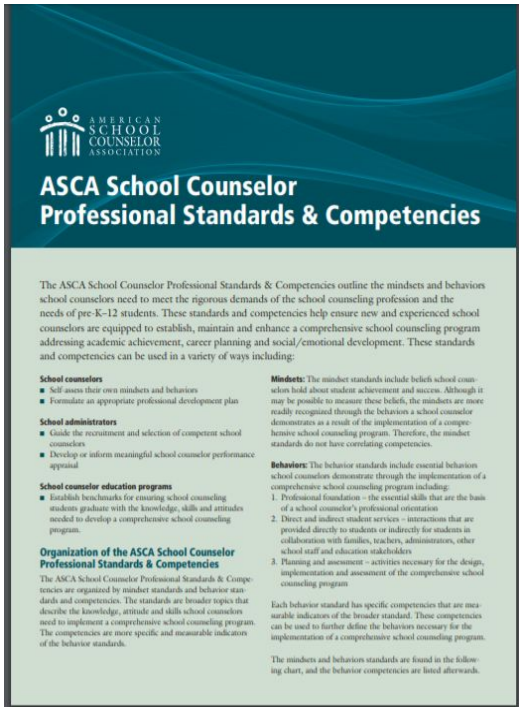
b. Aim to provide counseling to students in a brief context and support students and families/guardians in obtaining outside services if the student needs long-term clinical counseling.

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

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

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

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



AMERICAN SCHOOL COUNSELOR ASSOCIATION

ASCA School Counselor Professional Standards & Competencies

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

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

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

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

Organization of the ASCA School Counselor Professional Standards & Competencies

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

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

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

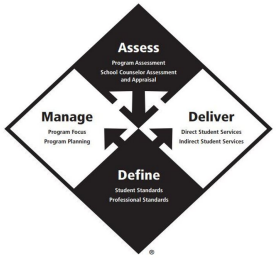
1. Professional foundation – the essential skills that are the basis of a school counselor's professional orientation
2. Direct and indirect student services – interactions that are provided directly to students or indirectly for students in collaboration with families, teachers, administrators, other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

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

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

Compass Comprehensive School Counseling Program

School Counseling Implementation Framework



DEFINE

Scholar Standards
- ASCA Mindsets & Behaviors

Professional Standards
- ASCA Ethical Standards
- ASCA Professional Standards & Competencies

MANAGE

Program Focus
- Beliefs
- Vision
- Mission

Program Planning
- Data Profile
- Lesson Plans
- Use of Time
- Calendars
- Advisory Council

DELIVER

Direct Services with Scholars
- Instruction
- Advisement
- Counseling

Indirect Scholar Services
- Consultation
- Collaboration
- Referrals
-

ASSESS

Program Assessment

School Counselor Assessment and Evaluation

Compass Comprehensive School Counseling Program

Manage: Program Focus & Planning

Mission

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

Vision

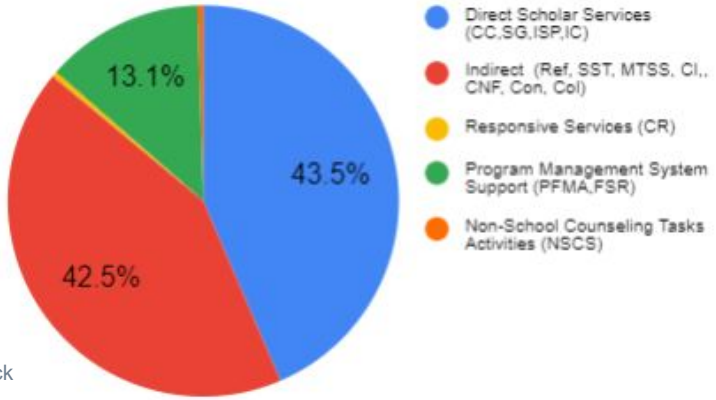
We are committed to proactive collaboration with scholars to provide equitable school counseling services that promote academic success, personal growth and career exploration in a virtual learning environment.

Counseling Services Curriculum Lesson Plan

Counselor(s):	Michelle Bateman Kiki Helton
Date:	10/8/2020
Activity:	Learning Lab Get SMART: Goal Setting
Grade(s):	6-8

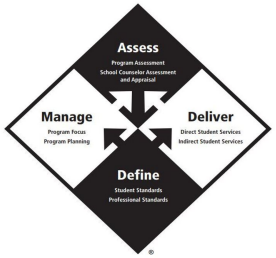
ASCA Domain:	Academic	Social/Emotional
ASCA Mindsets & Behaviors:		
Identify the appropriate mindset and behavior standards addressed in the core curriculum being presented (2-3 maximum). Use the following link for reference to the standards: https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf		
Mindset Standards		
	M 6. Positive attitude toward work and learning	
Behavior Standards		
Learning Strategies	B-LS 7. Identify long- and short-term academic/career/social-emotional goals	
Self Management Skills	s B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	

Time Task Analysis



Compass Comprehensive School Counseling Program

School Counseling Implementation Framework



DEFINE

Scholar Standards
- ASCA Mindsets & Behaviors

Professional Standards
- ASCA Ethical Standards
- ASCA Professional Standards & Competencies
-

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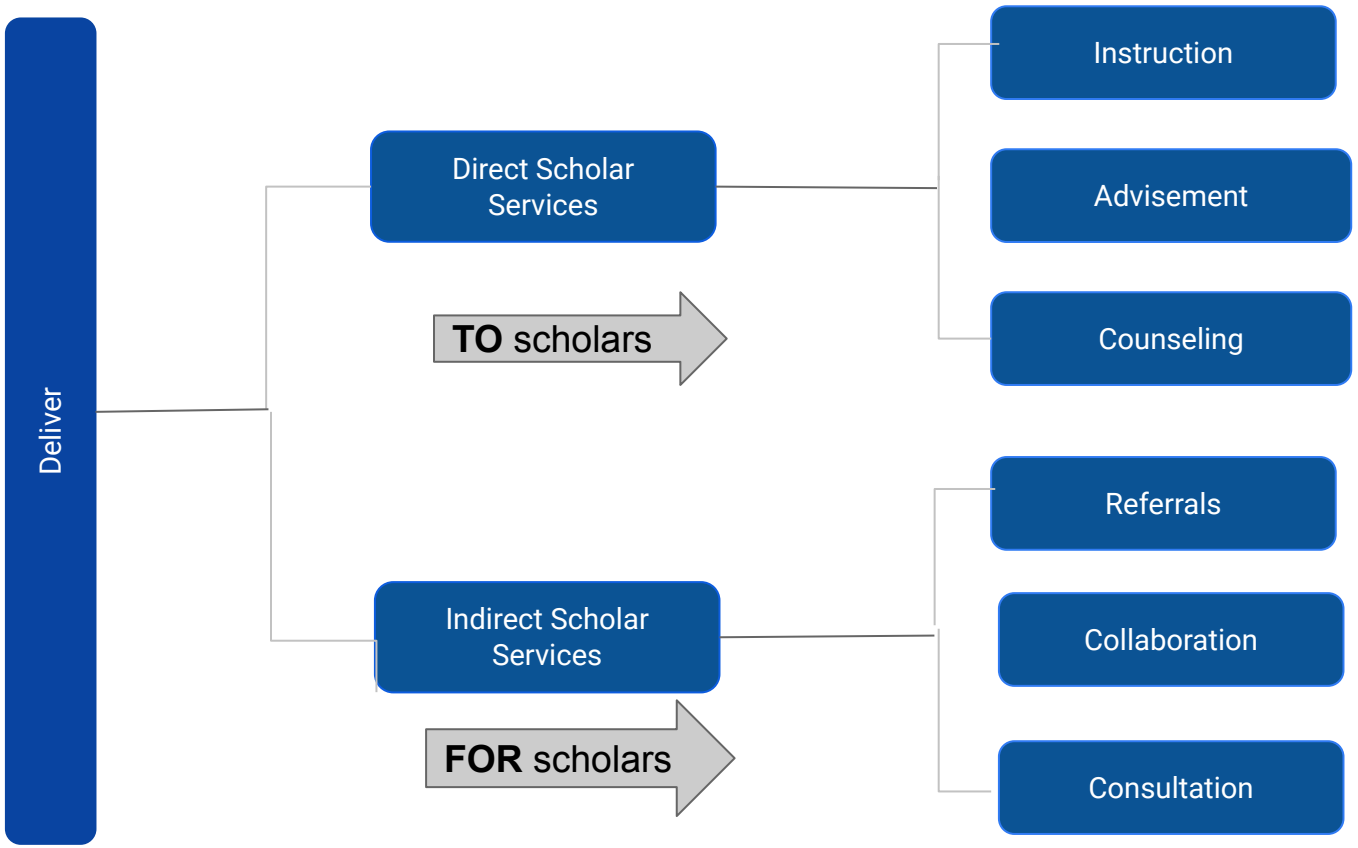
ASSESS

Program Assessment

School Counselor Assessment and Evaluation

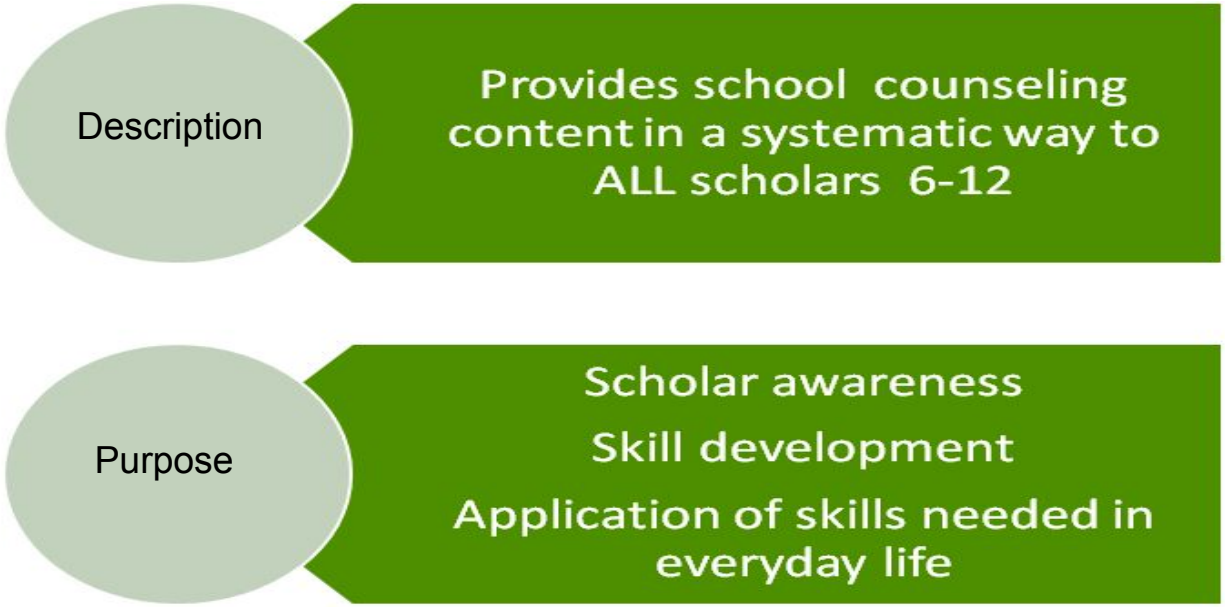
Compass Comprehensive School Counseling Program

Direct & Indirect Counseling Services



Compass Comprehensive School Counseling Program

Direct Instruction: Counseling Core Curriculum



Compass Comprehensive School Counseling Program

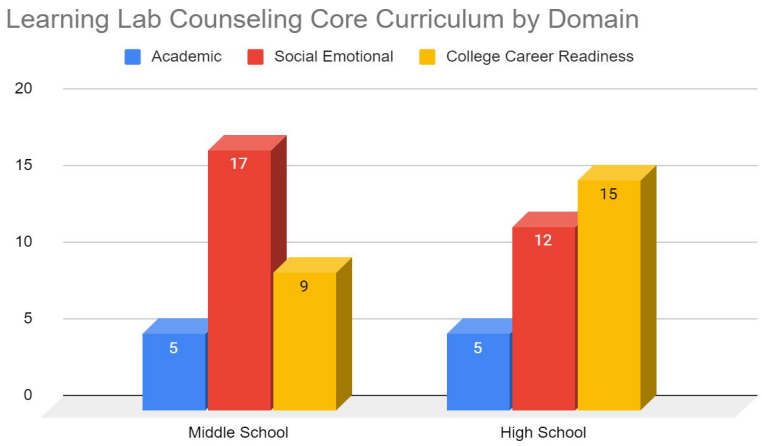
Direct Instruction: Counseling Core Curriculum

Deliver

Instruction

Direct Scholar Services

TO scholars



CCS Direct Instruction Services Examples:

- MS/HS Learning Lab Curriculum
- Morning Starter and Ready to Launch Small Groups
- Transition Moving-UP Program Middle & High School

37 Learning Lab Lessons

8 "Let's Explore" Counseling Podcast Sessions

Compass Comprehensive School Counseling Program

Direct Advisement: Individual Scholar Planning

Description	Assists scholars in planning, monitoring, and managing their academic, social emotional, and college/career development
Purpose	Development and use of Individual Academic Outlook Plans (AO)

Compass Comprehensive School Counseling Program

Direct Appraisal & Advisement: Individual Scholar Planning

Deliver

Direct Scholar Services

Instruction

Advisement

TO scholars

Individual Scholar Planning

- Academic Planning & Course Selection Process (CP, Honors, AP, Concurrent Enrollment)
- Exploring School & Community Opportunities (Clubs,Field Trips, Community Service)
- Determining Post Secondary Educational Goals (Enroll, Employ, Enlist)
- College Application Process
- Financial Aid
- Work/Entertainment Permits

Compass Comprehensive School Counseling Program

Direct Counseling

Description

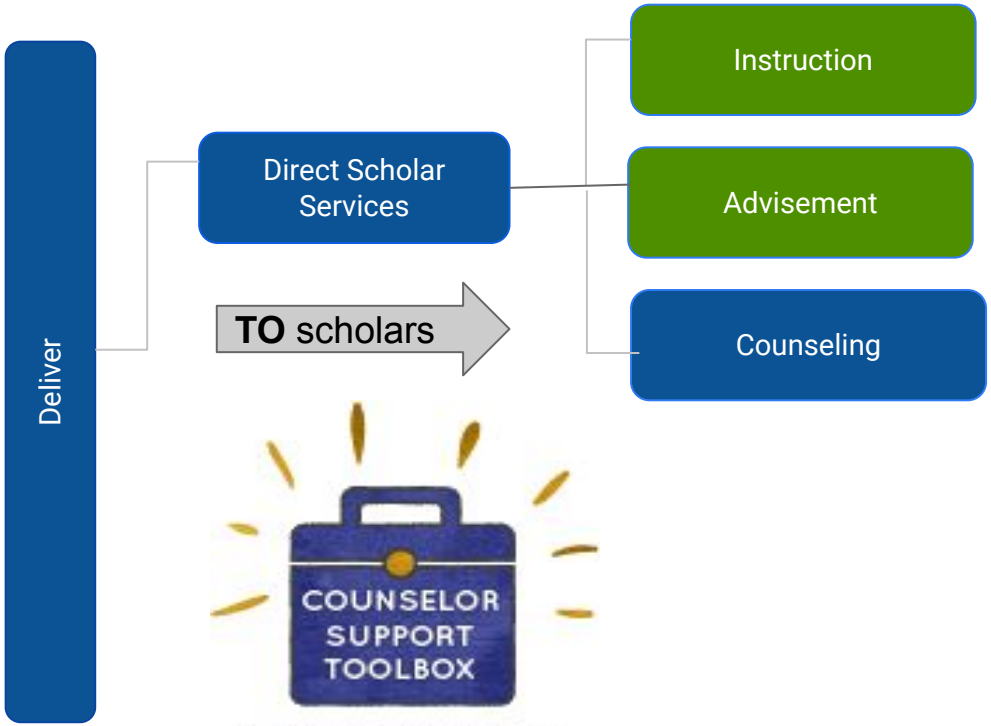
Short term professional assistance and support provided to a scholar based on counseling theories and techniques

Purpose

Help scholars identify problems, causes, potential consequences and benefits, alternatives and outcomes to make decisions and take appropriate actions

Compass Comprehensive School Counseling Program

Direct Counseling

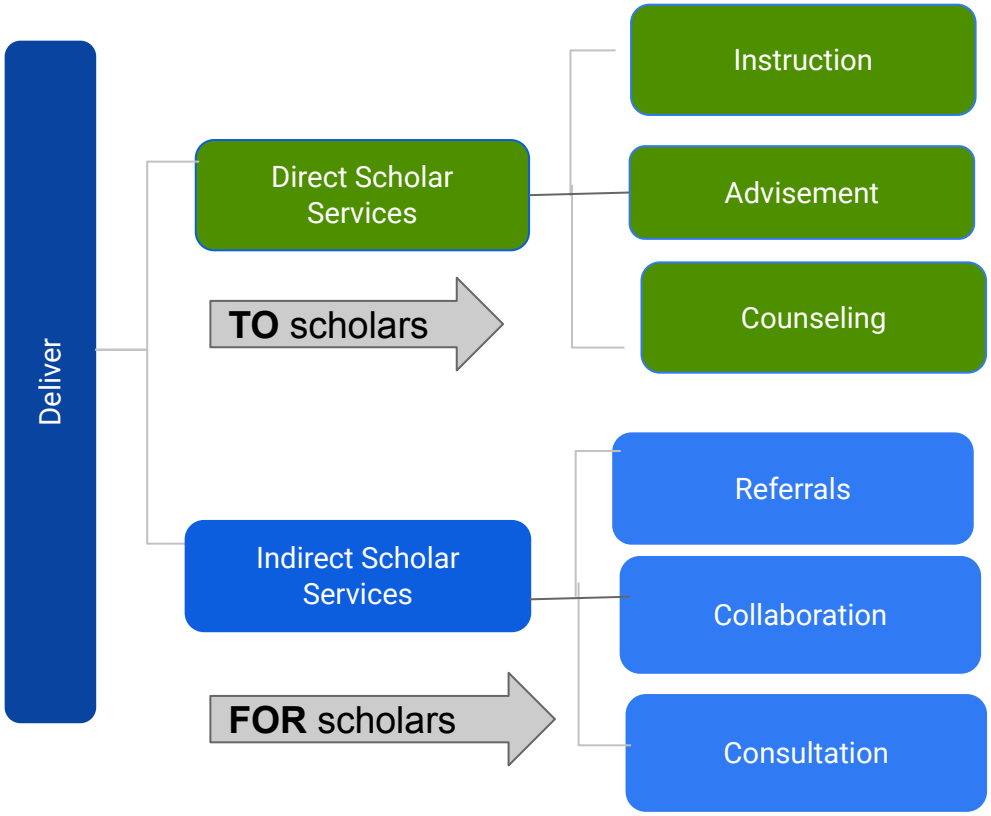


CCS Counseling Examples:

- Times of transition
- Heightened stress
- Critical change
- Support during or after crisis (Crisis Response)

Compass Comprehensive School Counseling Program

Indirect Scholar Services



CCS Indirect Examples:

- Community Resources
- Teacher or LC meetings
- Committees
- Professional Development
- SSTs, IEPs, 504s

Compass Comprehensive School Counseling Program

School Counseling Implementation Framework

DEFINE

Scholar Standards
- ASCA Mindsets & Behaviors

Professional Standards
- ASCA Ethical Standards
- ASCA Professional Standards & Competencies

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- Referrals

ASSESS

Program Assessment

School Counselor Assessment and Evaluation

Compass Comprehensive School Counseling Program

2022/2023 Actions for Program Improvement

- **SUPPORT** for all scholars grades 6-12 within each domain
  - Full Implementation and evidence-based suicide risk screening tool (Columbia-Suicide Severity Rating Scale (C-SSRS)
- **ADVOCATE** for scholar needs
  - ASCA Model Coaching
- **ELIMINATE** scholar barriers to learning
  - Annual Scholar Outcome Goal Plan and Closing the Gap Action Plan
- **DELIVER** a planned proactive curriculum
  - Podcast Series (8 episodes) on important topics related to overall well-being
- **USE of DATA**
  - Data tracking monthly suicide risk screening data
- **PROVIDE** individualized scholar interventions
  - All counseling staff trained in suicide risk screening
- **CONNECT** scholars with school activities and community resources
  - Developing health and wellness section of our CCS Counseling Office with a library of books on various topics to support positive self development

Compass Comprehensive School Counseling Program

THANK YOU
COMPASS SCHOOL COUNSELING TEAM

Questions?

Contact:
Debra Stephan M.S., PPS | Director of Counseling Services
(805) 807-8211
dstephan@compasscharters.org

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. Adobe Reader:

Counseling Services Board Presentation Recording 2022_2023.mp4

Coversheet

Operations Department Presentation

Section:	VI. Presentations
Item:	B. Operations Department Presentation
Purpose:	FYI
Submitted by:	Danielle Gamez
Related Material:	22-23 Operations Department Overview Presentation.pdf 22-23 Operations Department Overview Recording.mp4

RECOMMENDATION:

N/A - FYI-only; open for Board discussion.

Compass Charter Schools

Operations Department Overview

January 28th, 2023

Agenda

- Mission and Vision
- Values
- Team Organization
- Department WIG
- New for 2022-2023
- Celebrations
- Looking Ahead
- 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
Acheivement: 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.

Welcome to the Operations Department for Compass Charter Schools!

We are diverse subject matter experts dedicated to data integrity for all internal and external partners through efficient processes and a commitment to collaboration. We are also self-proclaimed data nerds and true professionals with a heart for scholars!

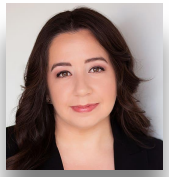
I’m excited to share some of the amazing things our team has accomplished so far this year as well as goals, new initiatives, and future plans.

-Dr. Gamez
Director of Operations

Team Organization

Operations Leadership

Nora Barnhart
Attendance Coordinator



Dr. Gamez
Director

Karla Gonzalez
Scholar Community Advocate

Vanessa Beyer
Outreach Coordinator

Lindsay Woods
Registrar

Vanessa Plascencia
Compliance Coordinator

Team Organization cont.

Attendance Specialist

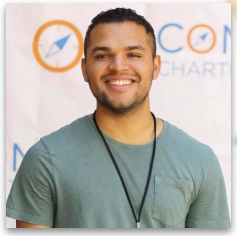
Jason Henry

Compliance Specialist

Taylor Castillo

Enrollment Specialists

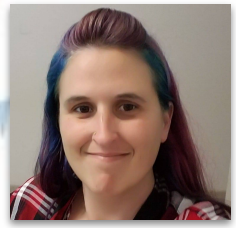
Dario Eminente



Eli Velasquez

Adriana Escobar

Records Specialists



Arianne Machgan

Silvia Neri

Operations Department Wildly Important Goals (WIG)

Wig #1

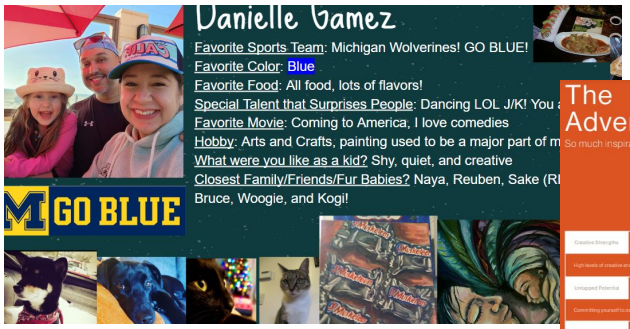
Teams will report feeling supported in their roles.

Teams will report increased connectedness to the colleagues in their department and with others at Compass.

Wig #2

Timely Support to all educational partners.

Effective Support to all Educational Partners.



WIG 2- 100% of eligible scholars will graduate by June 2023. (60 Points)	
Timely Support to all educational partners (30 Points)	**Effective Support to all Educational Partners (30 Points)**
Initial Response time to Ops Help Desk within 24 hours (5 point	100% of Attendance Reviewed on time (5 points)
Resolution to Ops Help Desk issues within 48 hours (5 points)	Positive feedback and likert scale prompts 4's and 5's (5 points)
HS Transcript Requested in 72 Hours (5 points)	Provide accurate Transcripts thorugh consistent auditing and communication with counseling team (5 points)
Records entered in SIS within 10 days of CM Flag (5 points)	Ensure the 100% accuracy of the 9th grade entry year entered into the SIS for all high school scholars. (5 points)
Records Request within 5 Business Days (5 points)	100% of counseling staff will receive guidance and resources to track 4 year cohort scholars in order to assist/track progress towards their graduation. (5 points)
Response time to prospective parents and families within 24 ho	Enrollment Survey Feedback at an A+ in Customer Service (5 Points)
Each Lead Measures will be worth 5 points, Coordinators will report their scores to Danielle each reporting period, Danielle will tally all scores within department to create 1 overall department score.	
46-60	
21-45	
11-20	
0-10	

- Team Connection Meetings
- One on One Support
- Targeted Training

New for 2022-2023

Team Organization

- Operations Specialists to Focus Area Specialists
  - Compliance, Attendance, Records, and Enrollment

Position Title Change

- McKinney-Vento Liaison to *Scholar Community Advocate*
  - Emphasis on empowerment

Operations Helpdesk

- Educational partners now have a 1-stop shop for support
  - Continuous positive feedback on timeliness and effectiveness.

Flipped Model Training

- Training videos based viewed on personal schedule
  - Q & A session
  - Exit ticket quiz
  - Tracking and analyzing results and feedback

Celebrations

Dr. Gamez and Karla representing at the APlus Conference in San Diego!

- Highest number of approved MA's at the start of the school year.
- Highest number of Household Data Collection forms collected positively impacting LCFF funding determinations.
- Dr. Gamez leading newly formed Safety Committee.
- Successful presentation about our McKinney Vento program at the APlus Conference in San Diego.
- Clean audit from Christy White Associates for 6th year in a row.
- Solid A+ score results from customer service feedback surveys completed by newly enrolled families.

Looking Ahead

- Re-enrollment for current scholars utilizing Housing Questionnaire forms to begin in March.
- Already preparing for the next annual audit.
- Preparing data for Fall 2 state reporting and P2 attendance.
- Continuing to pursue progress on WIG and employee growth plans.
- Attendance at the School Pathways Spring Academy training in March.

Questions?

Contact:

Dr. Danielle Gamez | Director of Operations
(805) 364-9372
dgamez@compasscharters.org

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. Adobe Reader:

22-23 Operations Department Overview Recording.mp4

Coversheet

Academic Services Division Update

Section: VIII. Academic Services Division
Item: A. Academic Services Division Update
Purpose: FYI
Submitted by: Aviva Ebner
Related Material: Academic Services Division Report - January 2023.docx

RECOMMENDATION:

N/A - FYI-only; open for Board discussion.

Academic Services Division Report
January 28, 2023

This report highlights areas on which the Academic Services Division team has worked since the last regular meeting of the Board of Directors:

- **Dr. Ebner has been working with the Academic Services Division's administrative assistant on identifying potential grants that can support Compass academic initiatives**
- **Dr. Ebner is now serving as leadership liaison for the Diversity, Equity, and Inclusion (DEI) committee.**
- **Planning for Summer session 2023 and for the 2023-24 school year has started.**
- **Preparation has started for obtaining training and support for collection of "street data."**
- **The Academic Support department noted that, of the 148 K-3 scholars that scored at the Intervention or Urgent Intervention levels on the beginning of the year (BOY) Early Literacy assessment, 44% have moved up to On Watch or At/Above Grade Level. Of the 469 MTSS Math scholars tested by 1/3/23, 29.6% moved up to On Watch or At/Above Grade Level. Of the 547 MTSS Reading scholars tested by 1/2/23, 30.4% moved up to On Watch or At/Above Grade Level. The Academic Support team will disaggregate this mid-year data to determine trends in the supports that the team provides for intervention and within resource groups.**
- **Regarding English Learner (EL) progress, of the TK-5 EL scholars who used Lexia Core5, 13% moved into In or Above Grade Level Material. Of the 6-12 grade EL scholars using PowerUp, 23% moved into Intermediate or Advanced for Word Study, 9% moved into Intermediate or Advanced for Grammar, and 12% moved into Intermediate or Advanced for Comprehension.**
- **The Counseling Services department is anticipating fourteen (14) scholars to meet graduation requirements at the close of the fall semester.**
- **Across all three charters, 85 high school scholars participated in the Accelerated Course Options Program (ACOP) to complete a total of 108 additional courses during the fall term to recover lost credit or accelerate towards meeting graduation requirements.**
- **Mini-"Weeks of Welcome" (Mini-WOW) this Spring will be offered as a flipped model, with recordings shared that include helpful information and tips for learning coaches (LCs) as they enter the second semester. Recordings will be prepared by Assessment, Counseling, English Learner Support (EL), Engagement, IT, Online, Options, Scholar Success, and Special Education (SPED). A cumulative live Q&A will be held for LCs in February.**

- **Spring Semester Club Rush will be held in February to highlight the 21 scholar clubs available to scholars for the Spring semester.**
- **The Online Learning Department evaluated the effectiveness of the cross-departmental action plans for the on-watch scholars, the tier 1 interventions, and the STAR MOY benchmark scores.**
    - **Teachers compared and analyzed scholar assessment results to determine growth; they also collaborated on use of the benchmark data to further customize courses.**
    - **94% of the On-Watch Online Elementary scholars who had an action plan created, tier 1 interventions provided, and assignment/assessment choice showed growth on one or both STAR diagnostic assessments and/or increased engagement during learning labs or Accelerate Education courses.**
    - **67% of the On-Watch Online Middle School scholars, with the same criteria, showed growth on one or both STAR diagnostic assessments and/or increased engagement during learning labs or Accelerate Education courses.**
    - **69% of the On-Watch Online High School scholars who had an action plan created, tier 1 interventions provided, and assignment/assessment choice showed growth on one or both STAR diagnostic assessments and/or increased engagement during learning labs or Accelerate Education courses.**
- **The Director of Online Learning audited the Accelerate Education electives to determine additional software needed to offer additional elective choices for the 2023-24 school year. The Director of Online Learning is collaborating with the Director of Counseling Services to determine the feasibility of providing courses in which scholars can earn a certificate upon completion (ex: Microsoft Office certification).**
- **The Director of Online Learning is analyzing the cost for AE A-G courses for Options scholars (amount of instructional support funds to adequately cover the cost of the course, course management, and additional support from an Online teacher). A recommendation will be made and shared with the cabinet to discuss with their respective divisions.**
- **Options Leadership completed a review of the grading guidelines and rubric to support scholar centered learning. The findings reflected a need to structure these guidelines for improved usage in planning with supervising teachers and learning coaches. The review included researching best practices to align language and usage of the document to enhance the learning experience of the scholar as well as the teaching/planning experience of the learning coach. The draft of the recommendations is currently under review by Options Advisory before being formally presented to the Assistant Superintendent & Chief Academic Officer and then shared with the department.**
    - **The Options Learning Department is also currently reviewing live synchronous observation rubrics and aligning with updated grading rubric guidelines. This will ensure that the standards for the teaching profession and key observable actions expected of scholars will be reflected in supervising teacher expectations**

- **Options Advisory and the Director have begun discussions on potential departmental changes. The Options Advisory Chair developed a system to gather feedback, questions, and ideation regarding the impact of, for example, potentially shifting the Options program toward reflect grade span alignment to better serve scholars. Future meetings with Options Advisory and educational partners will be held throughout the semester.**
- **Biweekly meetings with academic directors and academic support include planning for the 2023-24 school year for special education supplemental materials and program design.**
- **The Director of Special Education is analyzing the costs for related services contracted with nonpublic agencies (NPA) to determine ways to reduce costs and improve communication and services to scholars.**
- **Education specialists with moderate/severe credentials are meeting to identify supplemental materials to support scholars with functional needs.**
- **Course offerings for the new Alternative Diploma will be developed in conjunction with the Director of Counseling Services.**
- **Compass has 355 scholars with Individualized Education Plans (IEPs) and an additional 29 scholars in the initial assessment process, as of January 13, 2023**
- **Biweekly meetings with the academic directors were instituted to identify trends and equity gaps in the mid-year (MOY) benchmark data.**
    - **Trends reflect that Compass Latinx and Black scholars are not performing as highly as their counterparts, so further systems are needed to support their growth; the team will work toward obtaining "street data" for alternate ways of evaluating these trends, as well as reviewing current strategies for scholar subgroups.**
    - **Although the midyear benchmarks were administered two months earlier this year than last year, the data reflects a nearly 2% improvement in overall growth from 2022-23 Fall to Winter compared to 2021-22 growth from beginning of the year (BOY) to MOY.**
    - **The scholar population as a whole exceeded the Compass-wide goal of 65% at or above benchmark in reading; 67% of scholars are at or above the reading benchmark.**

These efforts of the Compass academic staff to support improvement of the educational experience for Compass scholars are appreciated.

Respectfully Submitted,

Aviva Ebner, Ph.D.
Assistant Superintendent & Chief Academic Officer

Coversheet

Operations Division Update

Section: IX. Operations Division
Item: A. Operations Division Update
Purpose: FYI
Submitted by: Lisa Fishman
Related Material:
Operations Division - 2022-23 Compass PowerPoint Presentation 01.28.23.pptx
Operations Division Report - January 2023 docx final.docx.pdf

RECOMMENDATION:

N/A - FYI-only; open for Board discussion.

Compass Charter Schools

Operations Division

January 2023

Agenda

- Mission and Vision
- Values
- Community Providers Department
- Finance Department
- Information Technology Department
- Operations Department
- 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

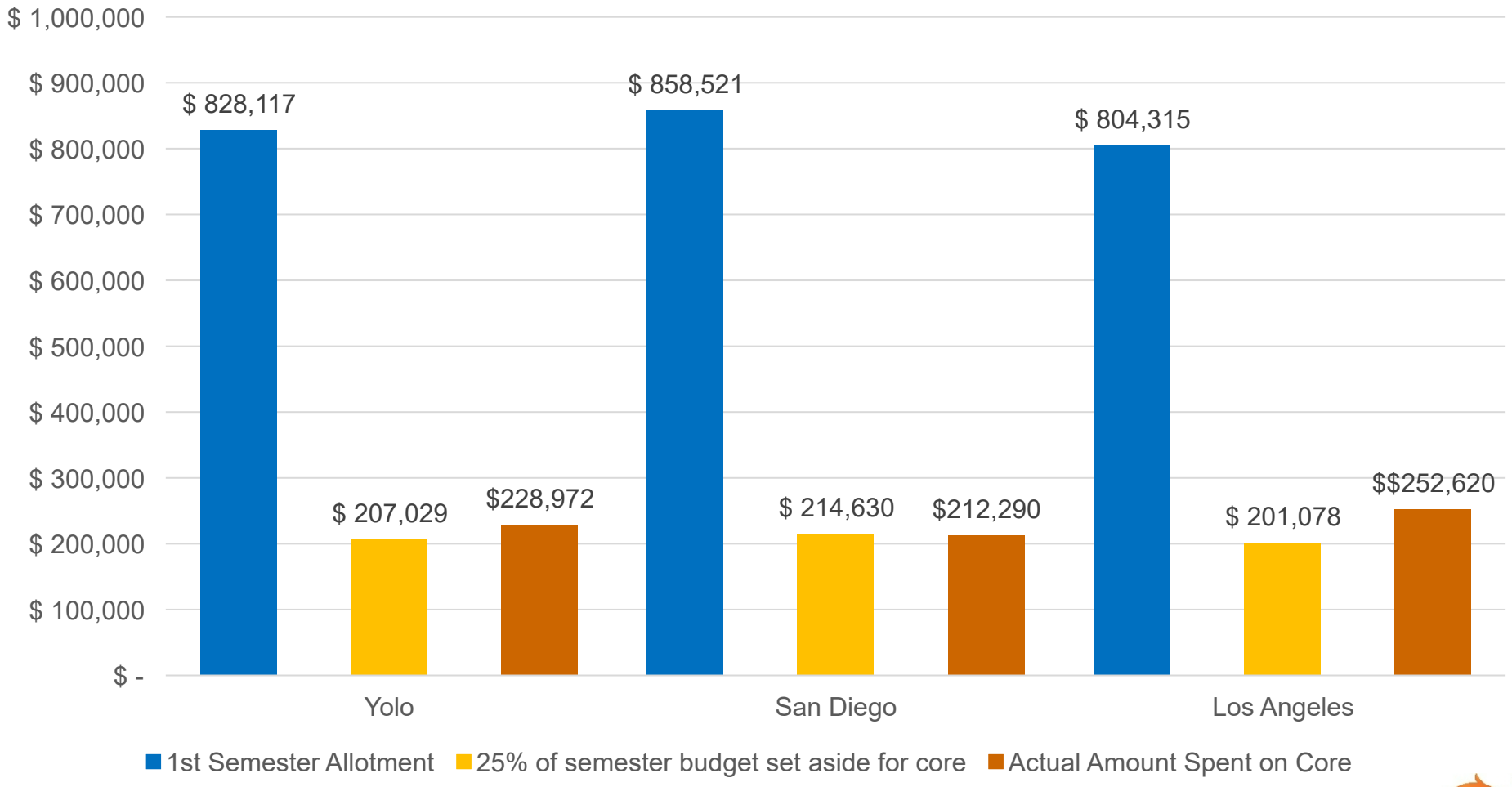
Our vision is to create a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success.

Our Values

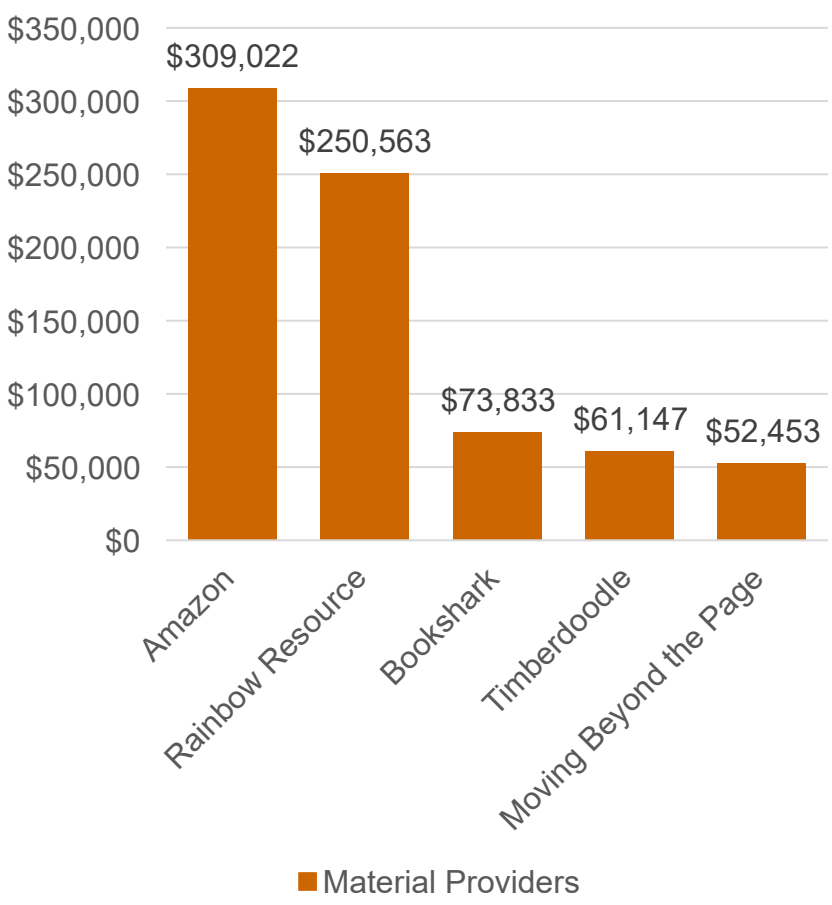
COMPASS CHARTERS
Acheivement: Engage in and take charge of your learning.
Respect: Be respectful in all interactions with fellow scholars, learning coaches, faculty, and staff.
Teamwork: Work cooperatively with all persons involved in your education. *Teamwork makes the Dreamwork*
Integrity: Behave following strong ethical principles, values, and academic honesty.
Communication:Frequently and proactively communicate with all persons involved in your education.

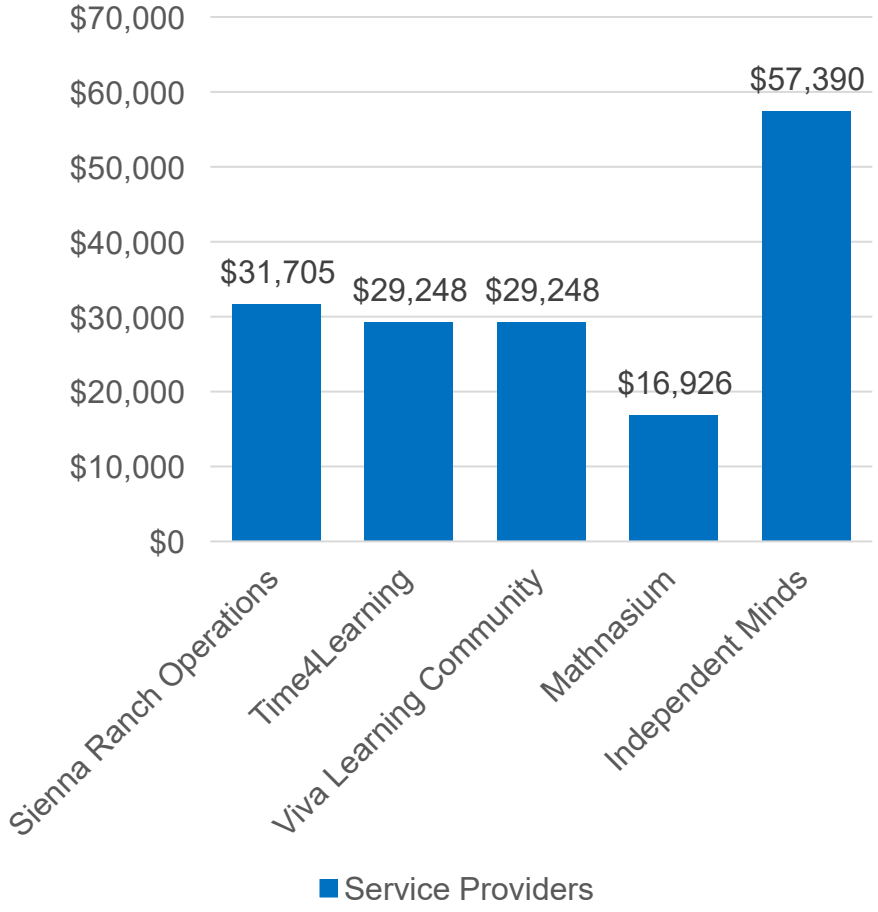
Community Providers Department

Core Expenditure



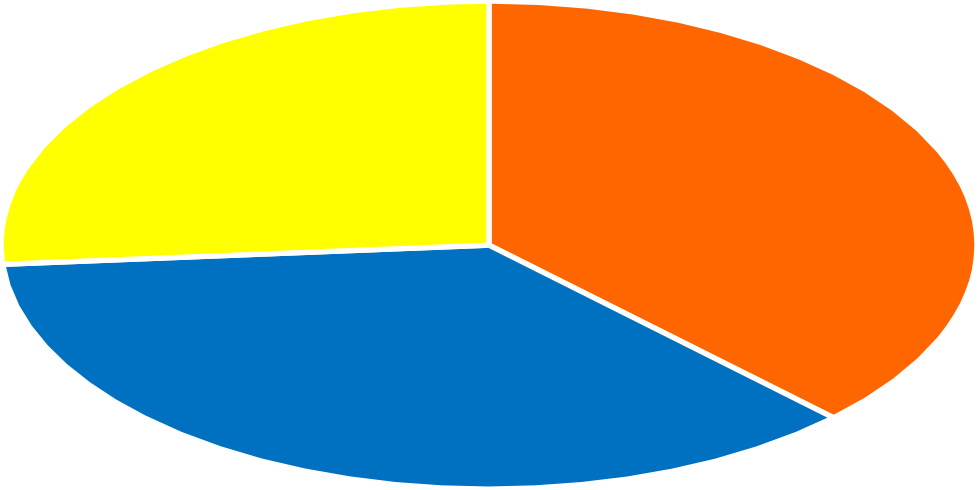
Top 5 Options Providers





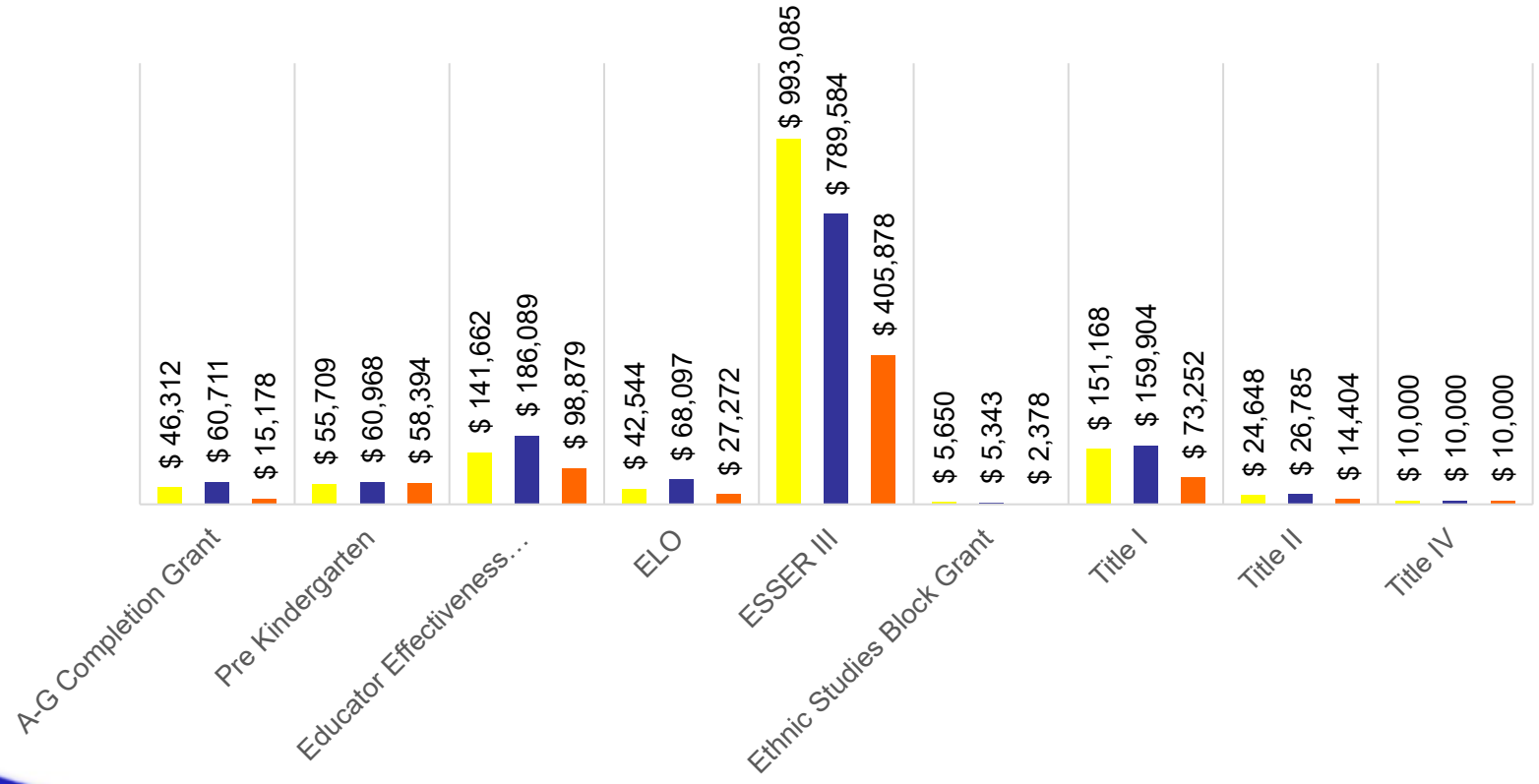
Finance Department

LCAP Expenditures by Charter



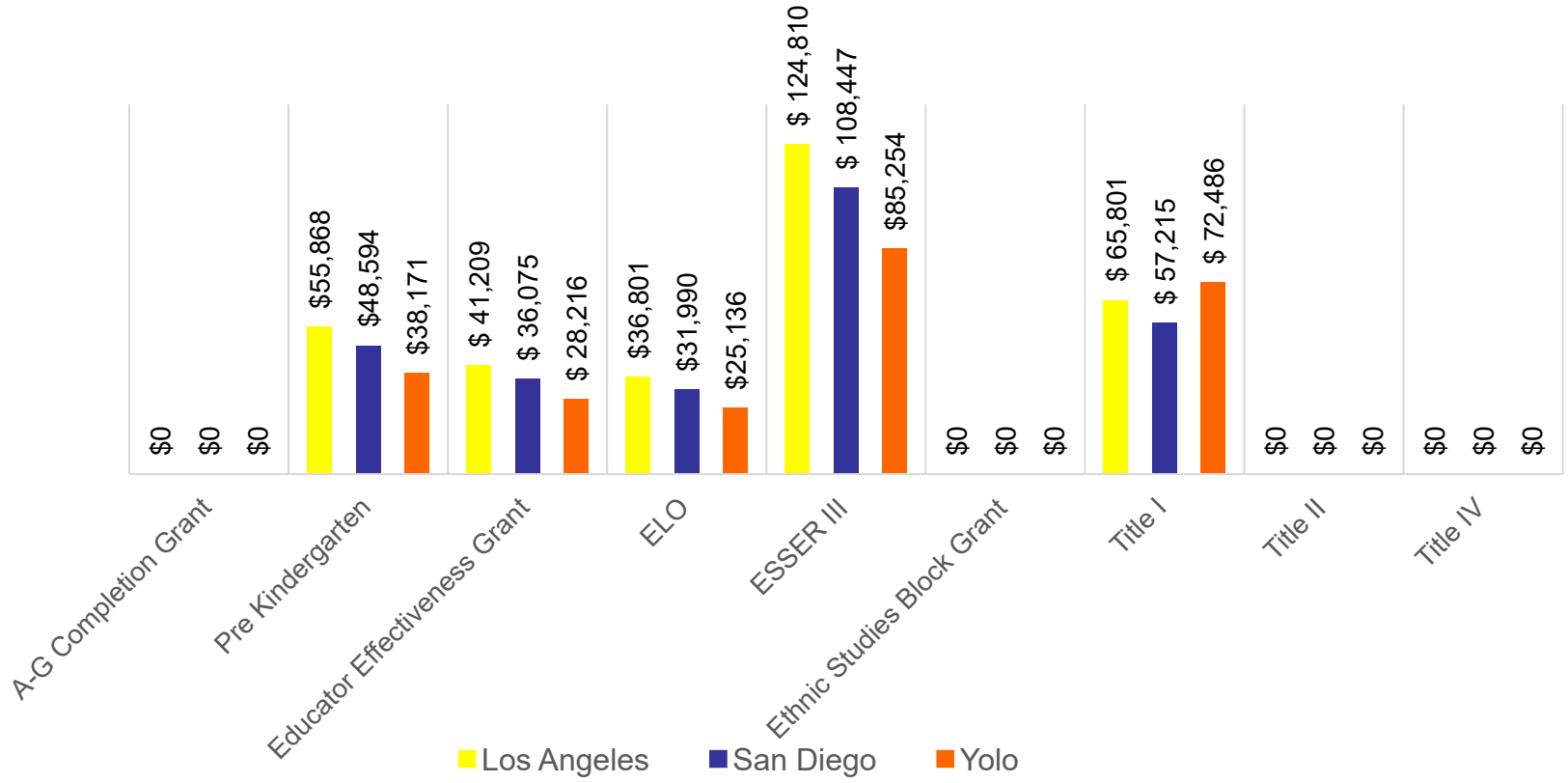
Restricted Funds

Apportionments as of 01.15.23



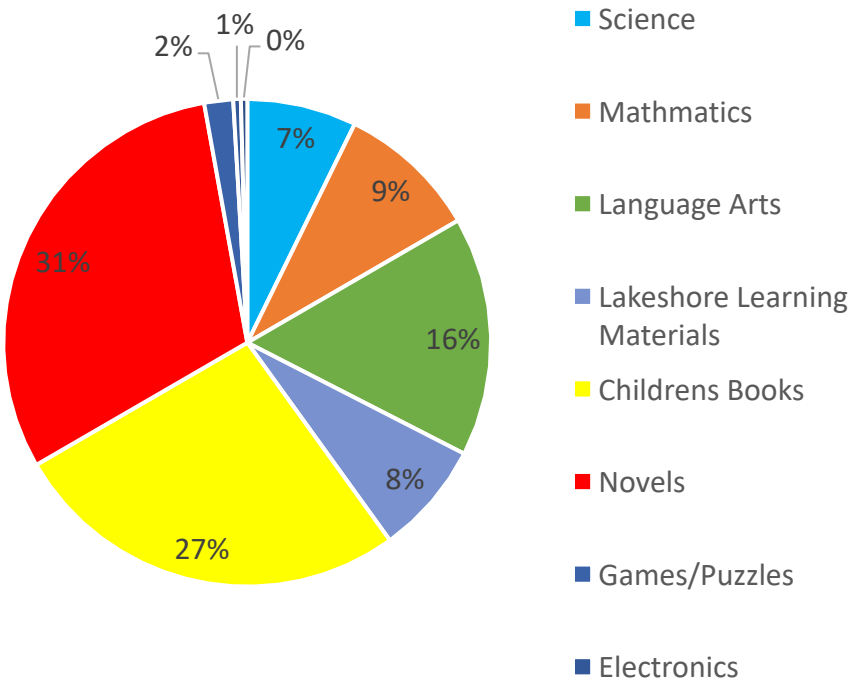
Restricted Funds

Expenditures as of 01.15.23

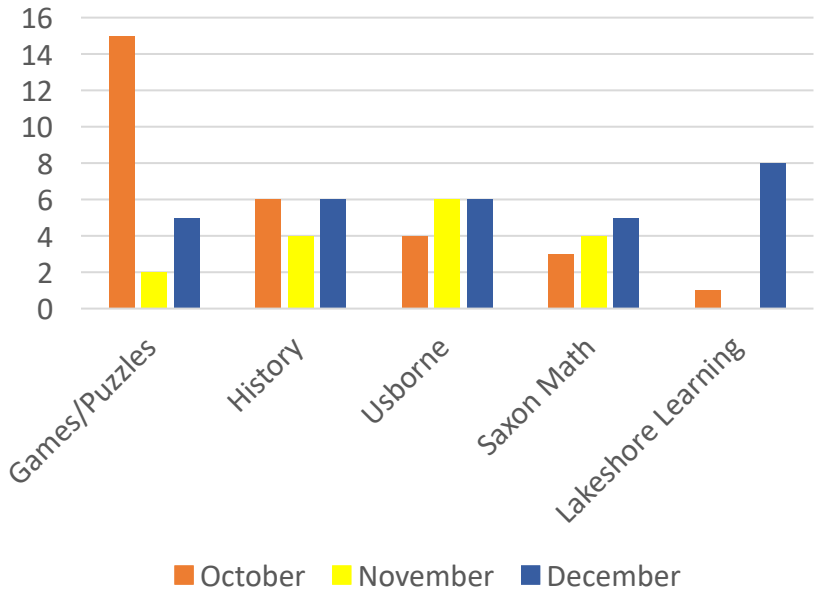


Curriculum Locker

Current Materials Cataloged



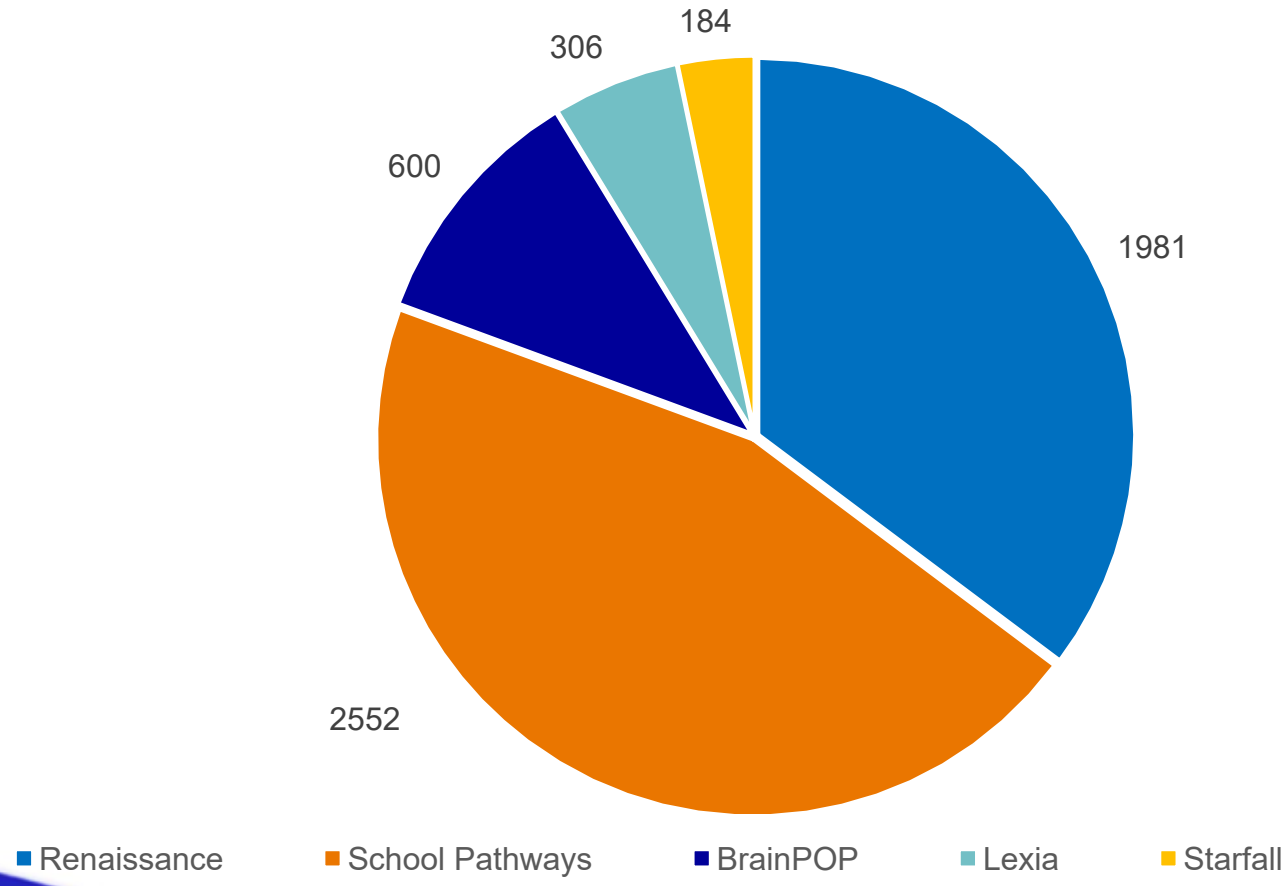
Trending Curriculum Requests



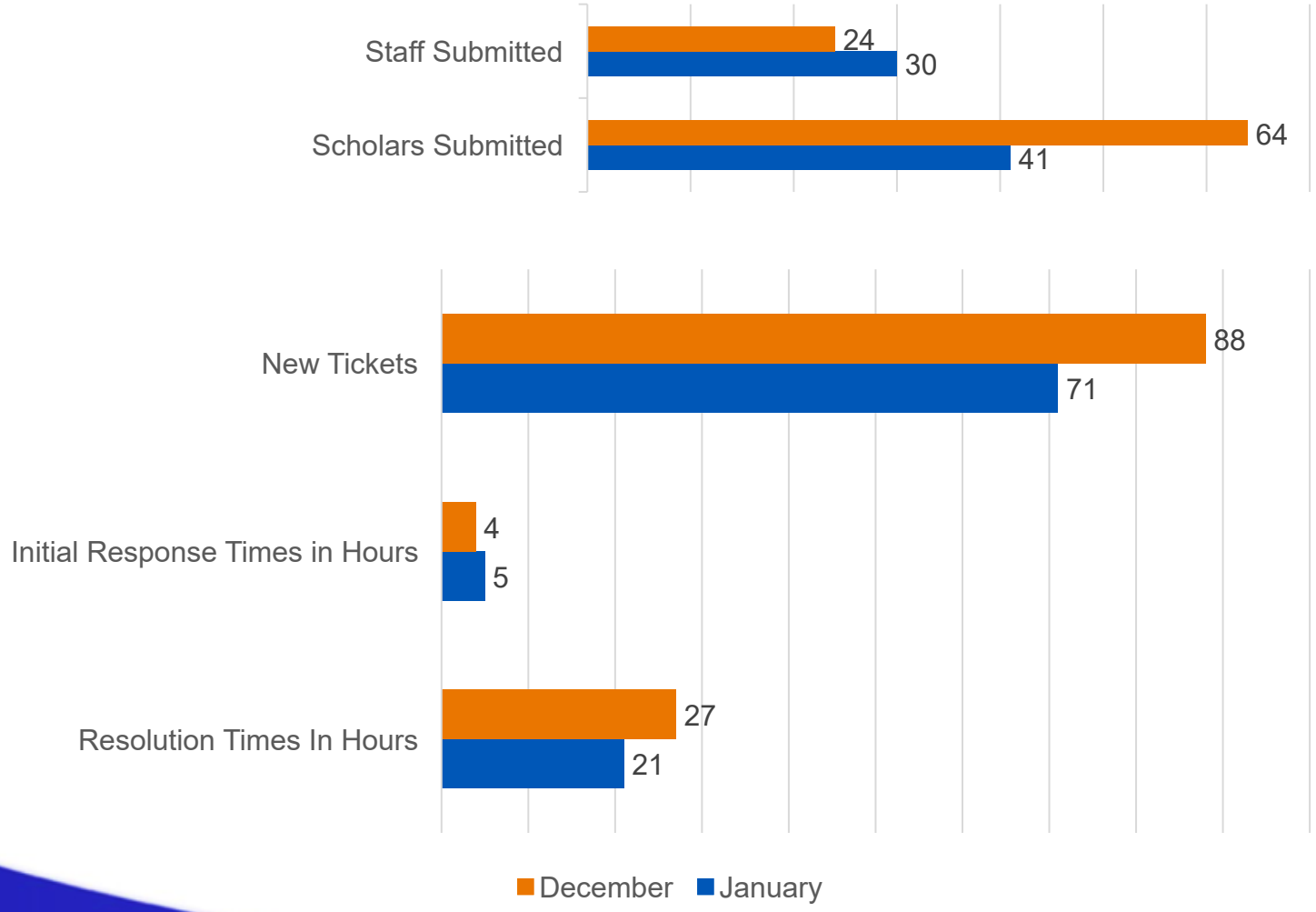
*Total Items Cataloged in the locker from the month of December through January is 104 materials.

Information Technology Department

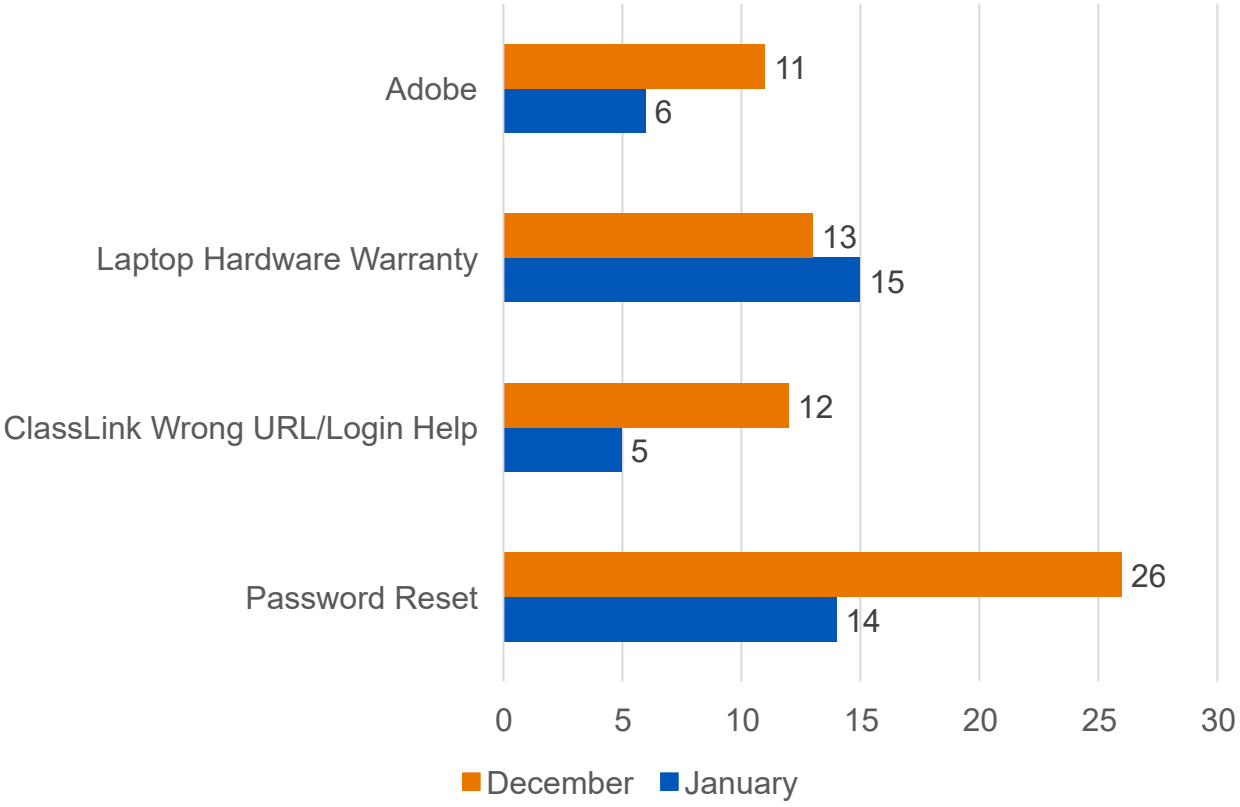
ClassLink Software Users



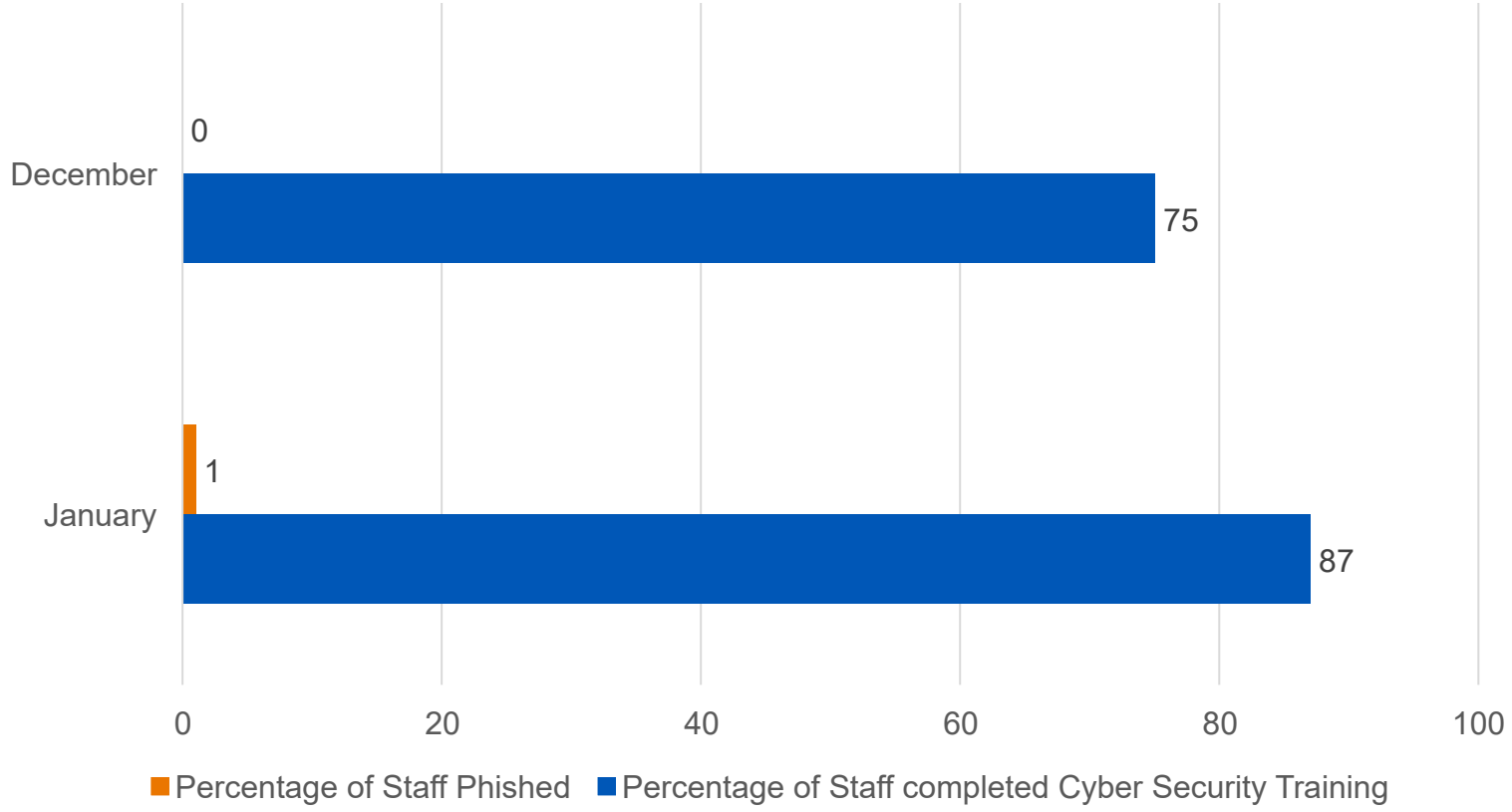
ZoHo Helpdesk



ZoHo Helpdesk Top Issues



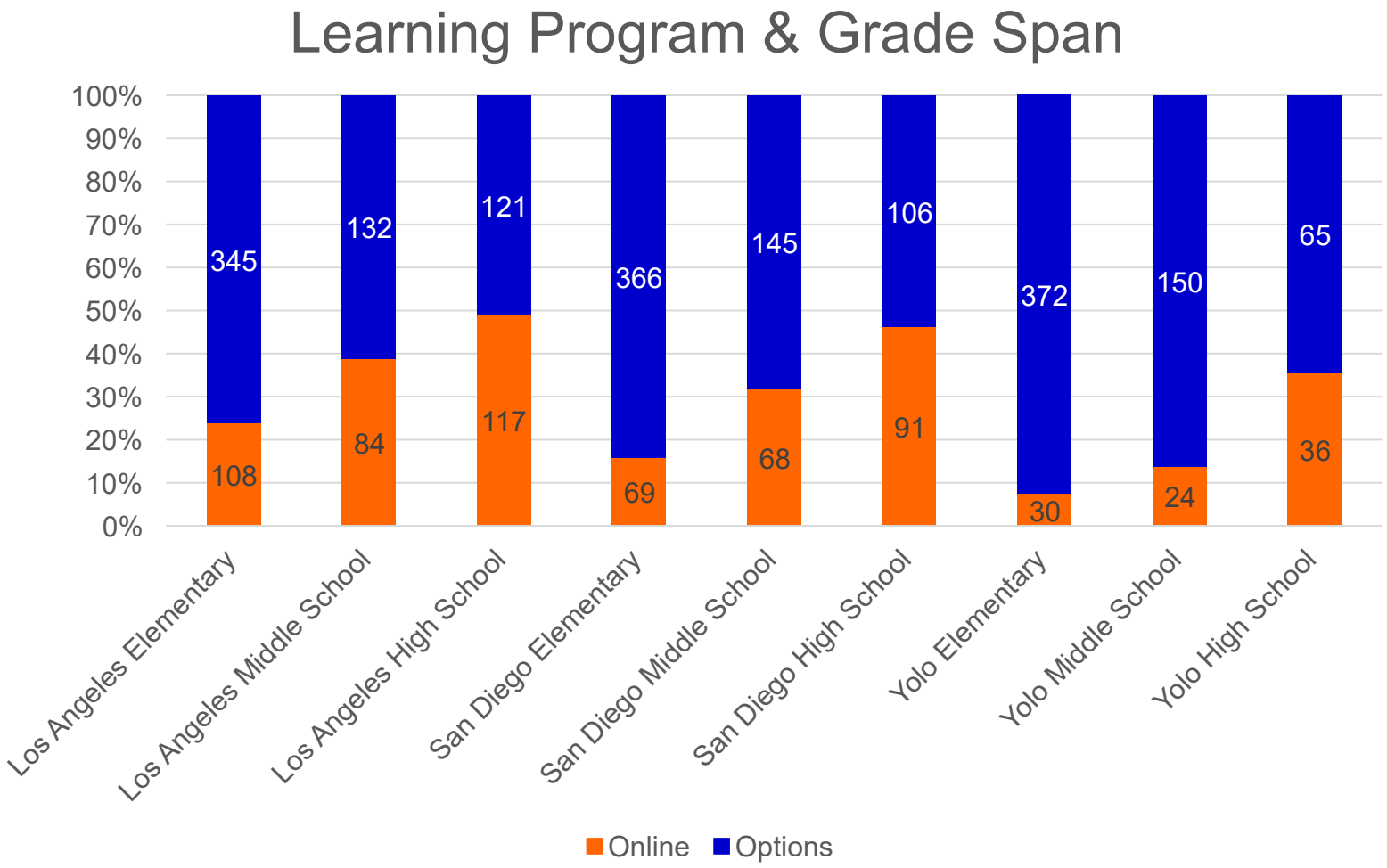
TPX Cyber Security Training September
All Staff (220)



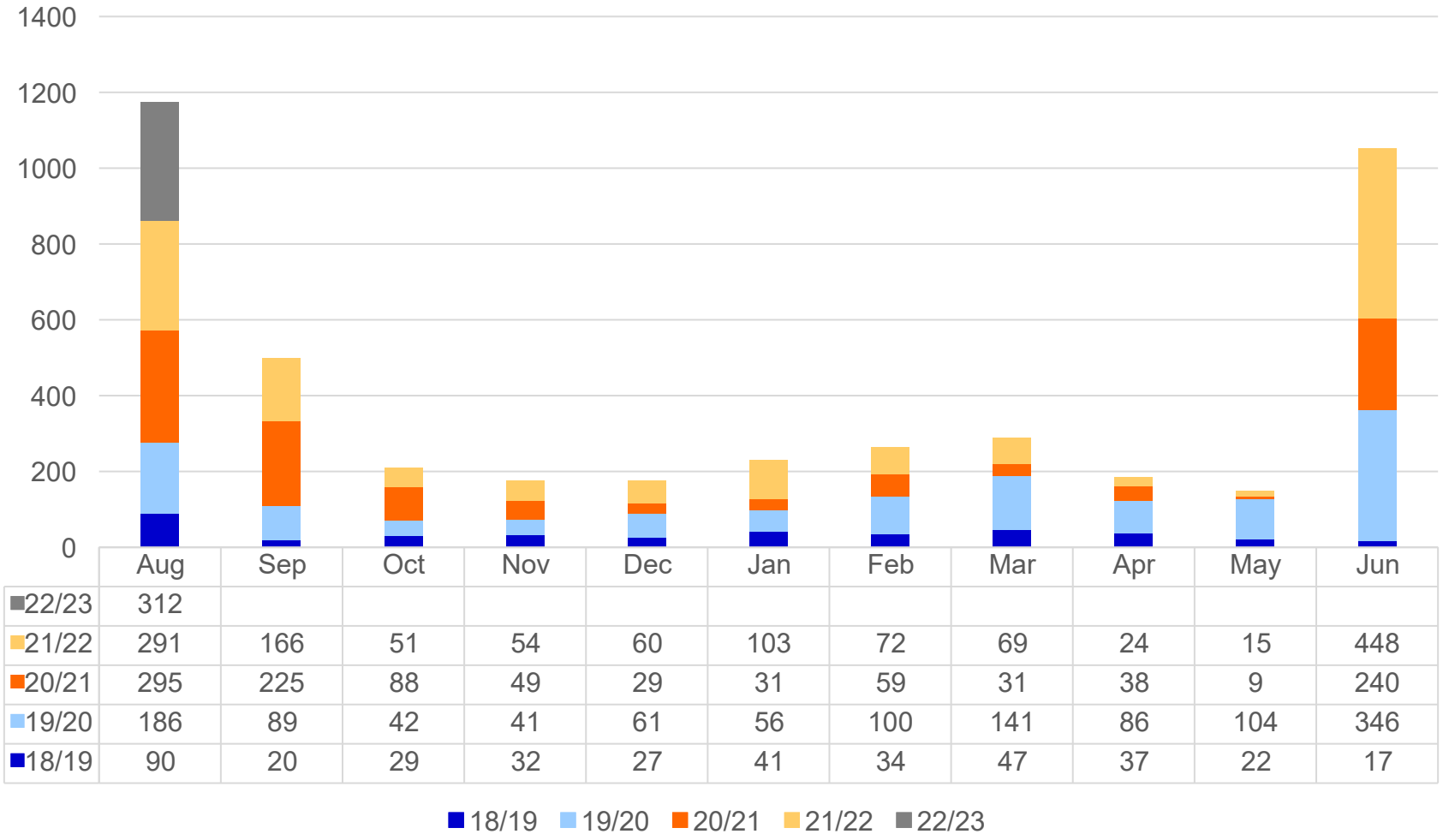
% of Staff Phished using 24 templates
% of Staff completed cyber security training

Operations Department

Fall 2022-2023 Scholar Enrollment



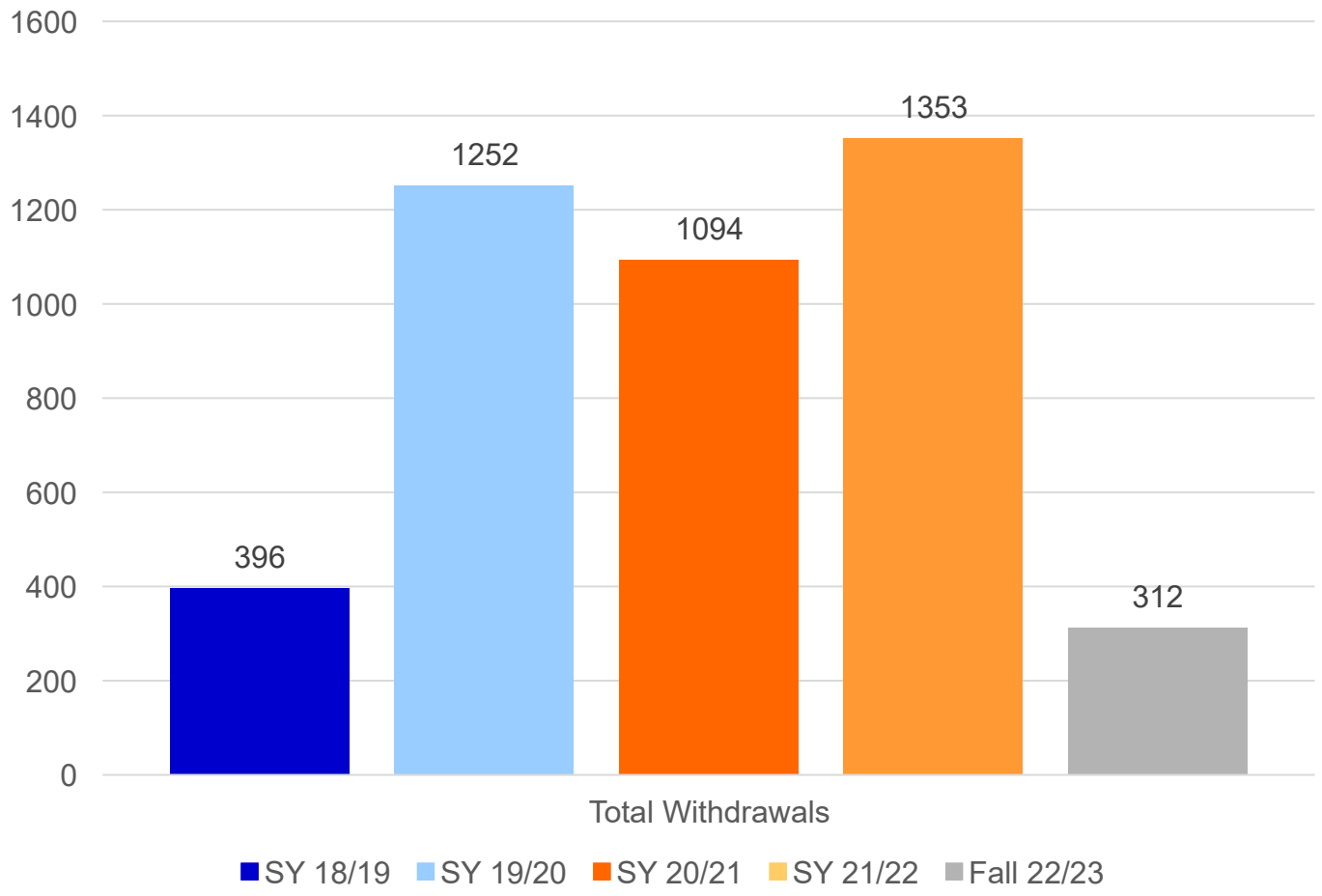
Withdrawal Trends by Month



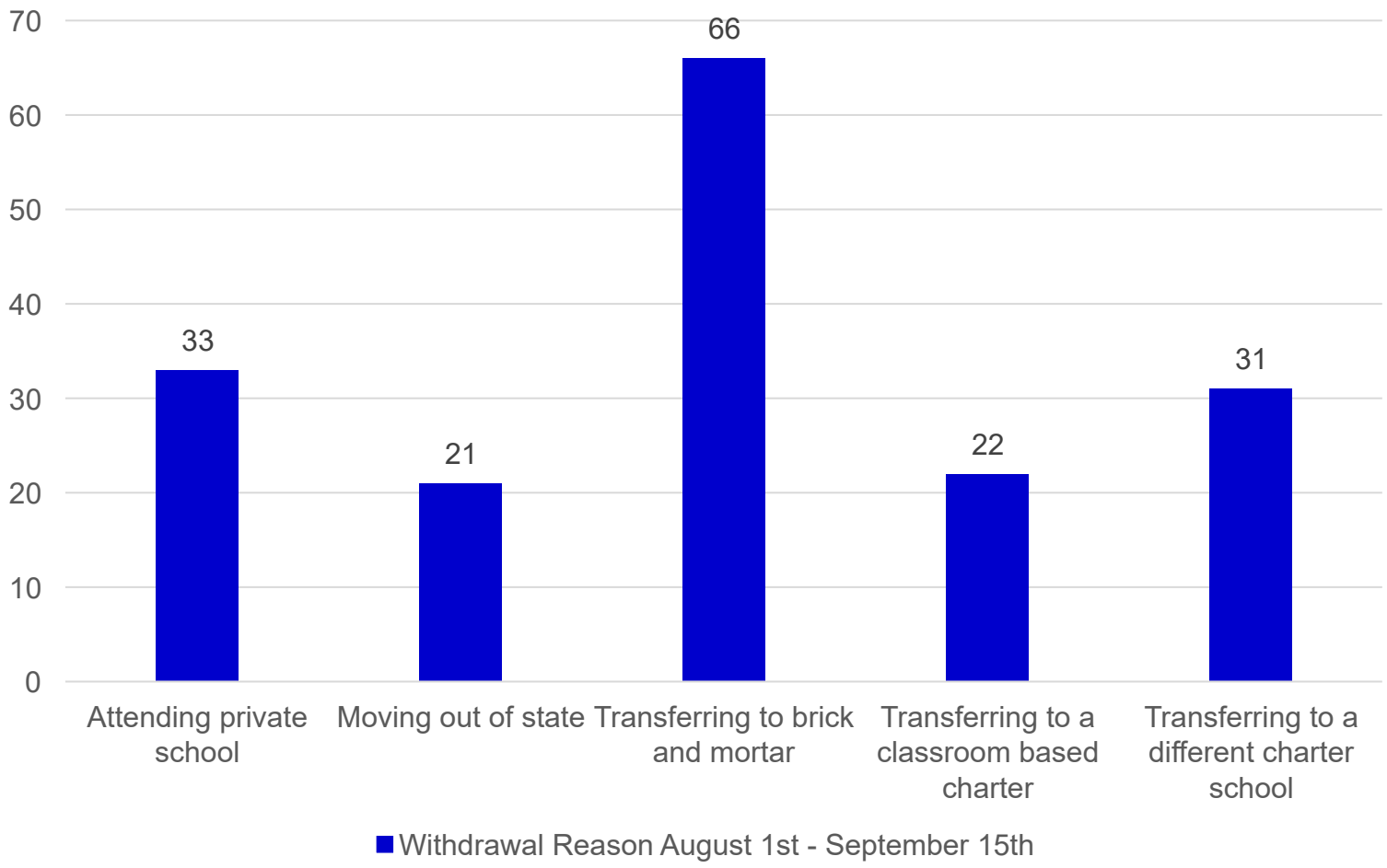
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
22/23	312										
21/22	291	166	51	54	60	103	72	69	24	15	448
20/21	295	225	88	49	29	31	59	31	38	9	240
19/20	186	89	42	41	61	56	100	141	86	104	346
18/19	90	20	29	32	27	41	34	47	37	22	17

*June includes scholars who told us they would not return for the next school year during re-enrollment in March through July

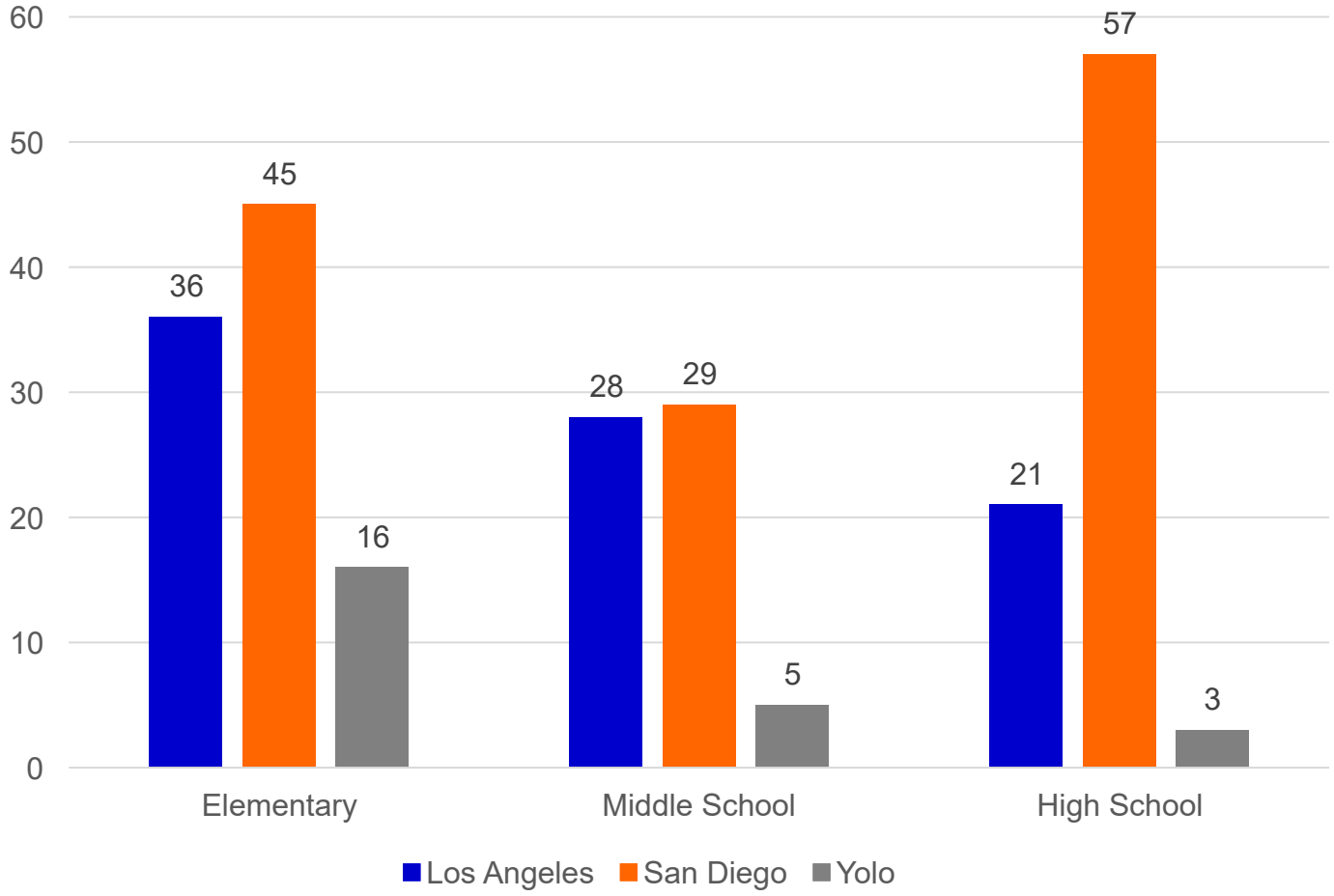
Total Withdrawals by Full School Year



2022-2023 Top Withdrawal Reason

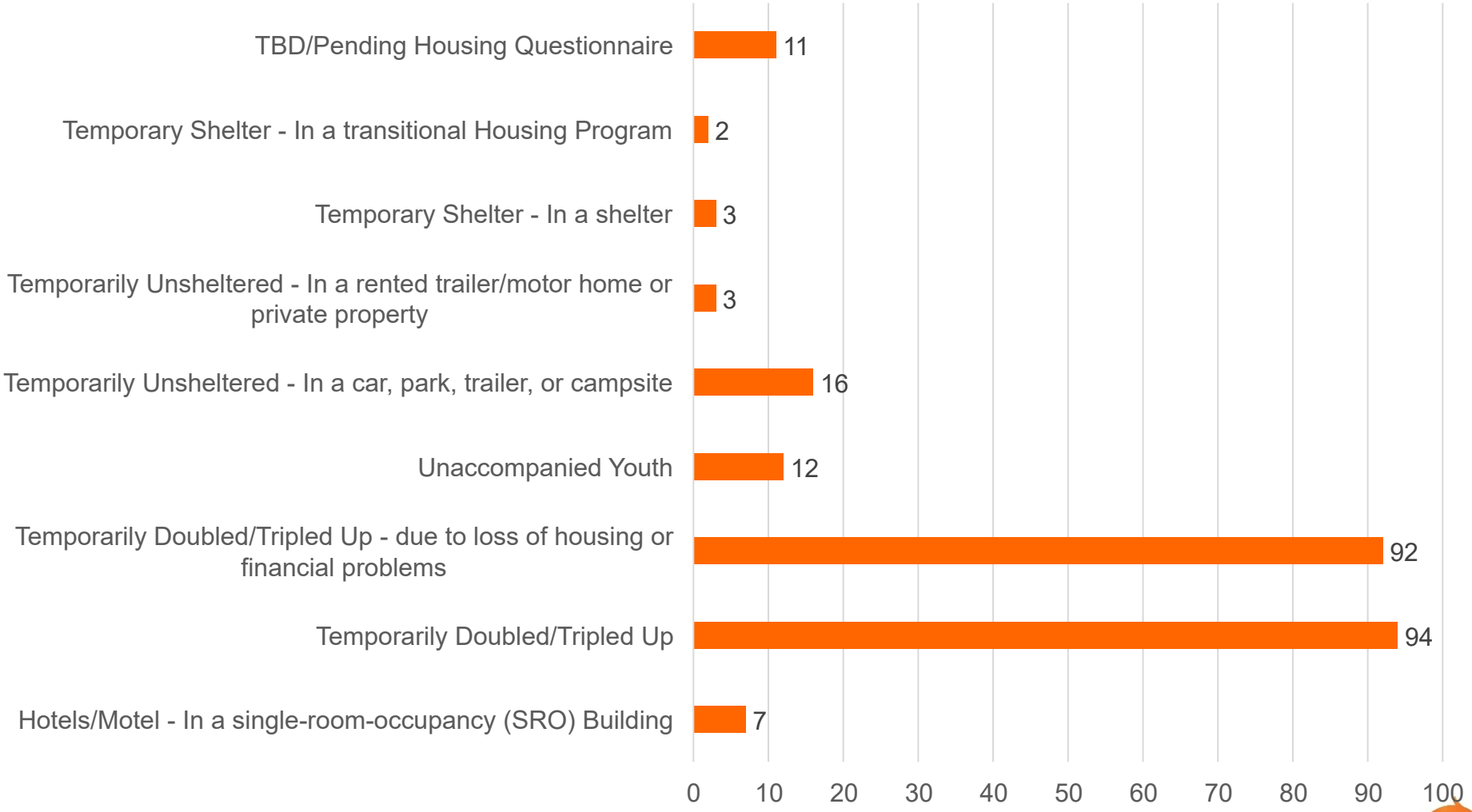


McKinney-Vento Scholars



Total McKinney-Vento Scholars = 240

McKinney-Vento Residency Status



Questions?

Contact:

Lisa Fishman | Chief Operations Officer
(818) 732-4692
lfishman@compasscharters.org

Operations Division Report
January 28, 2023

This report is meant to highlight several functional areas with updates for the Board of Directors:

I am excited to share all the amazing accomplishments being made in the Operations Division! The dedication and commitment to the success of our scholars by the entire Division is apparent in all the work being done in every department.

This year, the Division is focused on improving our service experience with all our educational partners, including staff, scholars, and families. We will be achieving this through both of the CCS school-wide WIG's: (1)*" 100% of staff will report increased coherence, improved culture, and greater connectedness by the end of the 2022-2023 school year,* and *(2) 100% of eligible scholars will graduate by the end of the 2022-2023 school year.* Each department within the Division is contributing to this in their own way

- The Community Providers Department is already starting work for the 23-24 school year. Planning has begun for next year's VCI (services) renewal in Epicenter. The goal is to simplify the process for our vendors. The Community Providers team will be collaborating with David Brasch, the IT Director regarding Epicenter to brainstorm ideas of what improvements can be implemented into the 2023-24 school year renewal process.

- The IT team under the direction of David Brasch continues to focus on several areas:

    - The team has been working on developing visibility to our Data Studio and recently released the capability to set email notifications for data that is currently visible. This will allow our staff to automatically receive the data they need without having to search for it.
    - Cyber Security continues to be an ongoing focus for the IT department. The CCS staff have completed five training courses to date as part of our ongoing program. The training topics offered so far are Phishing, Password Security, Safe Web Browsing, Social Engineering, and Malware. Analytics for our phishing campaign show that staff are improving at recognizing and flagging phishing emails. We will continue with a variety of topics each month throughout the school year.

- The Finance team led by Melissa Alcaraz, the CCS Finance Coordinator, continues to hold monthly department budget meetings with each department head. These meetings are providing the opportunity for both the department leaders and the Finance team to ask and answer questions in real time creating a partnership of responsibility for each department's fiscal compliance.
- Brooklyn Coney, the CCS Finance Clerk has been closely monitoring our LCAP and SPED expenditures to ensure they align with our budget and plan. She has created

several processes to improve the expenditure tracking particularly in the SPED department.

- The CCS Office, Manager Nicole Sendejaz continues to update the vast selection being offered in the Curriculum Locker. We continue to share the option of using the Curriculum Locker with the scholars, particularly those in our Options program. The locker is a great way to offset or supplement the spending of scholar educational funds. Nicole will be focusing her efforts on the scholars who have exhausted their educational funds to share the many different offerings in the Locker. She will also be reaching out to scholars in the late Spring to encourage their using the Curriculum Locker over the summer.
- Under the Direction of Dr. Danielle Gamez, the Operations Department is composed of several teams including Attendance, Compliance, Registration, Scholar Advocacy (McKinney Vento and Purple Star scholars), and Outreach. The department works daily to ensure all CCS scholars are well served. Some areas of note are:
    - Members of the Operations department have made great progress on their employee growth plans since the process started in August. The team has been meeting one on one with their supervisors and evaluating personal goals. It has been really beneficial to see how far we all have come and how much growth has occurred. The team has also been a part of peer observations with other staff members around Compass that are outside of the Operations department. For example, one Supervising Teacher was able to observe Vanessa Beyer, the CCS Outreach Coordinator in action as she hosted an information session for parents. It's great that others are getting to see what we do!
    - Dr. Danielle Gamez presented the 2023-2024 Rollover Plan of Action to the leadership team during the January leadership meeting. The new plan will utilize the Housing Questionnaire as a re-enrollment ticket for returning scholars. Historically, the form has only been collected at the point of initial enrollment but new guidance requires LEAs to collect the form every year for every scholar. By tying the form to re-enrollment, Compass will be poised to not only collect accurate re-enrollment data but also identify scholars that may have had changes in their residency and may be experiencing housing insecurity.

The Operations Division team is looking forward to the second half of the school year and continuing our contribution to the success of CCS scholars!

Respectfully Submitted,
Lisa Fishman, CBO

Chief Operations Officer

Coversheet

Review and Approval of the December 2022 Financial Statements

Section: IX. Operations Division
Item: B. Review and Approval of the December 2022 Financial Statements
Purpose: Vote
Submitted by: Lisa Fishman
Related Material:
CCS BS DEC 2022.xlsx
CCS PL DEC 2022.xlsx
Compass Charter Schools_FY2023_December YTD.pptx
Increased Oxford Compass Master Contract 22_23 (2).pdf
Increased El Paseo Children's Center, Inc. Compass Master Contract 22_23 (2).pdf
Increased Partners in Special Education Compass Master Contract 22_23 (2).pdf

RECOMMENDATION:

A motion to approve the increase expenditure of SPED contracts exceeding $100,00

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. Adobe Reader:

CCS BS DEC 2022.xlsx

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. Adobe Reader:

CCS PL DEC 2022.xlsx

CSMC

Financials through Dec 31, 2022

Monthly Financial Board Report

Prepared for: Compass Charter Schools

Prepared by School's CSMC SBM - Kristin Nowak

Financial Summary

Actual to Budget:
This report is as of Dec 31, 2022, compared against our board-approved budget.
YTD Revenues Through **Dec 31, 2022,** are **$13,339,082.**
YTD Expenses Through **Dec 31, 2022,** are **$14,901,625.**
Therefore, net income is **($1,562,543)**.

Balance Sheet:
As of Dec 31, 2022, we had total cash of $11,649,036, short-term liabilities of $4,560,345, and long-term liabilities of $0. The ending fund balance is $7,987,081.

Report created on 1/15/2023 4:16:36 PM for Compass Charter Schools

Understanding the Financial Health of the Organization

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:	Target:
255.4 %	> 100.0 %

Formula:
(Cash) / (Current Liabilities)

Current Ratio (Liquidity)

Ability to pay short-term obligations

Current:	Target:
2.7	> 1.0

Formula:
(Current Assets) / (Current Liabilities)

Defensive Interval

Months of continued operation without incoming funds

Current:	Target:
4.4	> 3 months

Formula:
(Cash + Securities + AR)/(Average Expenses for Past 12 Months)

Report created on 1/15/2023 4:16:30 PM for Compass Charter Schools

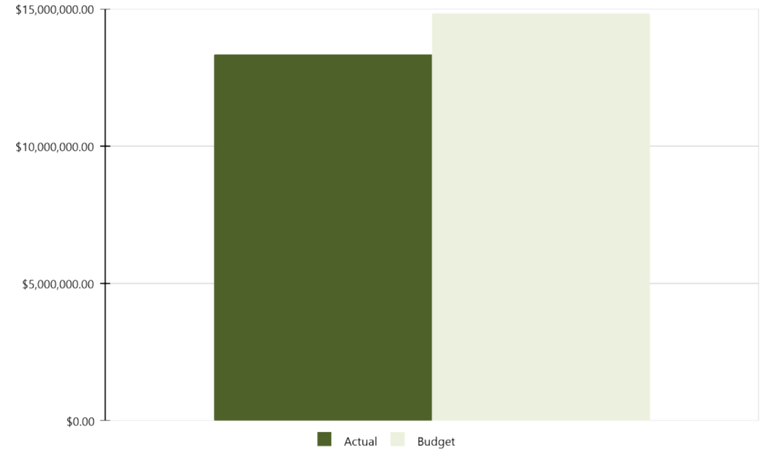
CSMC

Compass Charter Schools Financial Snapshot

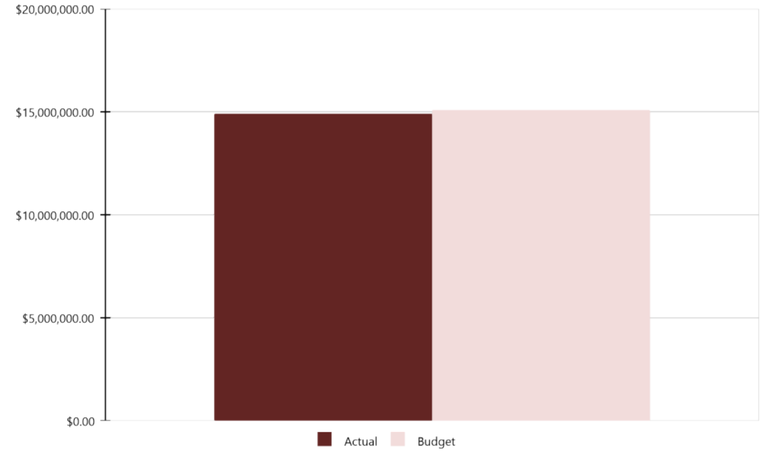
FY 2022-2023, July - December

Cash Balance
$11,649,036

Revenue to Date



Expense to Date



Revenue Summary	
Actual	$13,339,082
Budget	$14,830,764
Actual to Budget	-10.1 %

Expense Summary	
Actual	$14,901,625
Budget	$15,081,663
Actual to Budget	-1.2 %

Report created on 1/15/2023 4:16:36 PM for Compass Charter Schools

CSMC

Actual to Budget Summary

FY 2022-2023, July - December

	July - Last Closed			2022-2023		
Account Description	Actual	Budget	Variance $	Total Budget	Actual to Total Budget %	Remaining Budget
LCFF	$10,133,203	$11,694,407	($1,561,204)	$25,500,258	39.7 %	$15,367,055
Federal Revenue	$574,617	$1,612,473	($1,037,856)	$2,369,008	24.3 %	$1,794,391
Other State Revenue	$1,625,358	$554,969	$1,070,389	$1,173,818	138.5 %	($451,540)
Local Revenue	$1,005,904	$968,915	$36,989	$2,110,755	47.7 %	$1,104,851
Total Revenue	$13,339,082	$14,830,764	($1,491,682)	$31,153,839	42.8 %	$17,814,757
Certificated Salaries	$5,889,810	$5,909,198	$19,389	$12,433,234	47.4 %	$6,543,425
Classified Salaries	$1,718,005	$1,740,828	$22,823	$3,495,638	49.1 %	$1,777,633
Employee Benefits	$2,500,014	$2,600,525	$100,512	$5,221,939	47.9 %	$2,721,925
Total Personnel Expenses	$10,107,828	$10,250,551	$142,723	$21,150,811	47.8 %	$11,042,983
Books and Supplies	$2,065,336	$2,419,532	$354,195	$5,229,464	39.5 %	$3,164,128
Services & Other Operating Expenses	$2,728,461	$2,411,580	($316,881)	$5,044,207	54.1 %	$2,315,746
Other Outgo	-	-	-	-	0.0 %	$0
Total Operational Expenses	$4,793,797	$4,831,112	$37,315	$10,273,671	46.7 %	$5,479,874
Total Expenses	$14,901,625	$15,081,663	$180,038	$31,424,482	47.4 %	$16,522,857
Net Income	($1,562,543)	($250,899)	($1,311,644)	($270,643)	577.3 %	$1,291,900

Revenue
$13,339,082
Expenses
$14,901,625
Surplus / (Deficit)
($1,562,543)

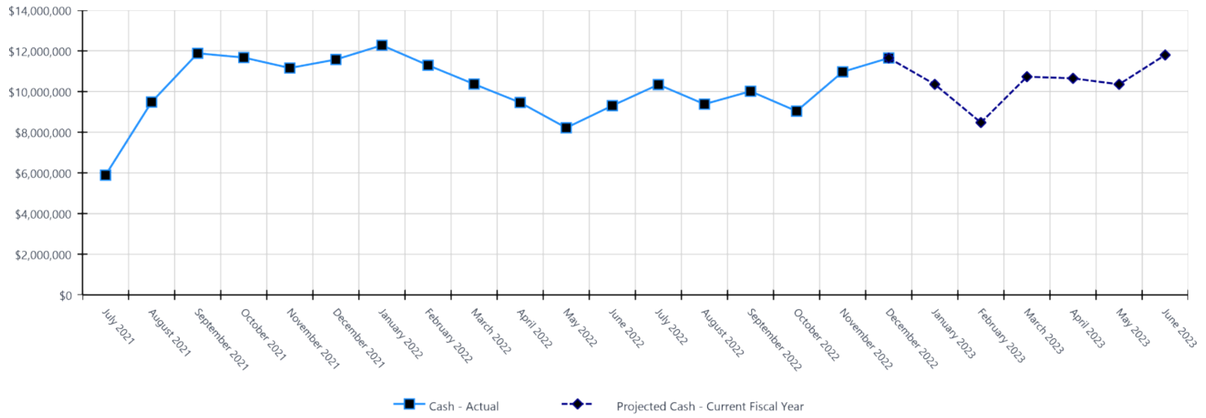
This report displays all actual and budgeted revenue and expenditures by object code series and by month. This report can be useful in ensuring you receive your revenue in a timely manner and that you stay within the board approved expenditure levels.

Report created on 1/15/2023 4:16:37 PM for Compass Charter Schools

CSMC

Monthly Cash Balance Over Time

Current fiscal year and prior year



	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	$9,307,312.07	Actual

	Cash Amount	Actual or Projected
July 2022	$10,343,078.82	Actual
August 2022	$9,380,680.82	Actual
September 2022	$10,015,077.91	Actual
October 2022	$9,037,403.55	Actual
November 2022	$10,969,843.83	Actual
December 2022	$11,649,036.39	Actual
January 2023	$10,354,972.00	Projected
February 2023	$8,475,201.00	Projected
March 2023	$10,730,579.00	Projected
April 2023	$10,650,234.00	Projected
May 2023	$10,355,047.00	Projected
June 2023	$11,799,912.00	Projected

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Balance Sheet Summary FY 2022-2023 - December

The balance sheet displays all of the school's assets and the school's obligations ('liabilities') at a particular point in time. It is a useful way to ensure the school has enough money to pay off its debts.

Liquidity Ratio
2.7

Assets	
Current Assets	
Cash	$11,649,036
Accounts Receivables	$582,417
Prepaid Expenses	$305,393
Other Current Assets	$360
Total Current Assets	*$12,537,207*
Other Assets	
Security Deposits	$10,220
Total Other Assets	*$10,220*
Total Assets	*$12,547,426*

Liabilities and Net Assets	
Current Liabilities	
Accounts Payable	$2,188,619
Accrued Salaries, Payroll Taxes, Postemployment Benefits	$919,792
Deposits held on behalf of other employees	$212,072
Deferred Revenue	$1,239,862
Total Current Liabilities	*$4,560,345*
Long Term Liabilities	
Total Long Term Liabilities	*$0*
Total Liabilities	*$4,560,345*
Net Assets	
Unrestricted Net Assets	$9,549,625
Profit/Loss YTD	($1,562,543)
Total Net Assets	*$7,987,081*
Total Liabilities and Net Assets	*$12,547,426*

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CSMC

CSMC Charter School Support Team

Executive VP of Client Services
Tom Nichols
tnichols@csmci.com

School Business Manager
Kristin Nowak
knowak@csmci.com

Regional AM Director
Mai Luong
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Account Manager
Mai Luong
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Associate AM
Kimber Nelson
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Looking Ahead

1/16/2023	Mid-January - Several special education reports due; timing and steps vary by SELPA
1/25/2023	CSMC Webinar
1/28/2023	Board Meeting
1/31/2023	Federal Cash Management Data Collection (CMDC)
	ASES attendance and expenditure reports
2/1/2023	School Accountability Report Card (SARC) due in CDE portal
	CSMC Regional Office Hours
2/7/2023	CSMC Workshop: State and Federal programs compliance
2/9/2023	CSMC Workshop: State and Federal programs compliance
2/13/2023	Mid-Month: ASES applications for next year due
2/15/2023	Property tax exemption requests due
2/16/2023	CSMC Virtual Office Hours, open to all CSMC clients
2/22/2023	CSMC Webinar
3/8/2023	CSMC Regional Office Hours
3/11/2023	Winter Consolidated Application / CARS report possibly due
3/15/2023	Second Interim Financial Report state deadline, authorizers may require earlier
3/18/2023	Varies: Special education MOE pre-test; timing and steps vary by SELPA
3/25/2023	Board Meeting
3/29/2023	CSMC Webinar

Looking Ahead

4/1/2023	Audit firm selection
	Form 700
4/15/2023	CARES, ESSER, ESSER II, ESSER III, ELOG, ARP expenditure report

CSMC

HELPING THE EDUCATION MOVEMENT SUCCEED ONE SCHOOL AT A TIME

info@csmci.com
Office: 888.994.CSMC
43460 Ridge Park Dr., Ste. 100
Temecula, Ca 92590

POWERED BY:

Charter Vision

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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 [February] [2023], and commencing on that same day of [February] [2023], 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 [February 1, 2023], 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 [February 1, 2023] 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 February 1, 2023 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(l).

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 Tracing, 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 (February through June) extend beyond the following December 31st. In no case shall any rebilling for the Master Contract fiscal year (February 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 or 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 (5^{th}) 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 [February] [2023] and terminates at 5:00 p.m. on June 30, [2023], unless sooner terminated as provided herein.

CONTRACTOR

Oxford Consulting Services, Inc.
Nonpublic School/Agency

By: _____
Signature

_____
Date

Tina Russi, MS / Program Director
Name and Title of Authorized Representative

LEA

Compass Charter Schools

By: _____
Signature

_____
Date

Lisa Fishman, Chief Operations Officer
Name and Title of Authorized Representative

By: _____
Signature

_____
Date

Elizabeth Brenner, Superintendent
Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:	**Notices to LEA shall be addressed to:**
Tina Russi, MS / Program Director	Elizabeth Brenner, Superintendent
Name and Title	**Name and Title**
Oxford Consulting Services, Inc.	Compass Charter Schools
Nonpublic School/Agency/Related Service Provider	**LEA**
300 Corporate Center Drive	805 Hampshire Rd, Suite R
Address	**Address**
Manalapan Township, NJ 07726	Thousand Oaks CA 01361
City State Zip	**City State Zip**
949-596-9125	805-807-5058 805-590-7077
Phone Fax	**Phone Fax**
Email	**Email**
crussi@oxfordconsulting.com	ebrenner@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: $340,000.00

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

Service	Rate	Period
Intensive Individual Services (340)		
Language and Speech (415)		
Adapted Physical Education (425)		
Health and Nursing: Specialized Physical Health Care (435)		
Health and Nursing: Other Services (436)		
Assistive Technology Services (445)		
Occupational Therapy (450)		

Physical Therapy (460)		
Individual Counseling (510)		
Counseling and Guidance (515)		
Parent Counseling (520)		
Social Work Services (525)		
Psychological Services (530)		
Behavior Intervention Services (535)		
Specialized Services for Low Incidence Disabilities (610)		
Specialized Deaf and Hard of Hearing (710)		
Interpreter Services (715)		
Audiological Services (720)		
Specialized Visions Services (725)		
Orientation and Mobility (730)		
Specialized Orthopedic Services (740)		
Reader Services (745)		
Transcription Services (755)		
Recreation Services, Including Therapeutic (760)		
College Awareness (820)		
Work Experience Education (850)		
Job Coaching (855)		
Mentoring (860)		
Travel Training (870)		
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)
John Example	*07/23/2014*	*07/23/2018*	*MSTC 07/01/2018*

2022-23 Compass Charter Schools Master Contract

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 [February] [2023], and commencing on that same day of [February] [2023], 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 [February 1, 2023], 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 [February 1, 2023] 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 February 1, 2023 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 February 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(l).

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 Tracing, 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 (February 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 or 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 (5^{th}) 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 [February] [2023] and terminates at 5:00 p.m. on June 30, [2023], unless sooner terminated as provided herein.

CONTRACTOR

El Paseo Children's Center Inc.
Nonpublic School/Agent

By: _____
Signature

_____
Date

Brent Cooper
Name and Title of Authorized Representative

LEA

Compass Charter Schools

By: _____
Signature

_____
Date

Lisa Fishman, Chief Operations Officer
Name and Title of Authorized Representative

By: _____
Signature

_____
Date

Elizabeth Brenner, Superintendent
Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:	**Notices to LEA shall be addressed to:**
Brent Cooper	Elizabeth Brenner, 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** ebrenner@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: $400,000.00

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

Service	Rate	Period
Intensive Individual Services (340)		
Language and Speech (415)		
Adapted Physical Education (425)		
Health and Nursing: Specialized Physical Health Care (435)		
Health and Nursing: Other Services (436)		
Assistive Technology Services (445)		
Occupational Therapy (450)		

Physical Therapy (460)		
Individual Counseling (510)		
Counseling and Guidance (515)		
Parent Counseling (520)		
Social Work Services (525)		
Psychological Services (530)		
Behavior Intervention Services (535)		
Specialized Services for Low Incidence Disabilities (610)		
Specialized Deaf and Hard of Hearing (710)		
Interpreter Services (715)		
Audiological Services (720)		
Specialized Visions Services (725)		
Orientation and Mobility (730)		
Specialized Orthopedic Services (740)		
Reader Services (745)		
Transcription Services (755)		
Recreation Services, Including Therapeutic (760)		
College Awareness (820)		
Work Experience Education (850)		
Job Coaching (855)		
Mentoring (860)		
Travel Training (870)		

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)
John Example	*07/23/2014*	*07/23/2018*	*MSTC 07/01/2018*

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 □: Partners in Special Education

Contract Year: 2022 - 2023

RECITALS

THIS AGREEMENT is made and entered into as of the [1] day of [February] [2023], and commencing on that same day of [February] [2023], by and Compass Charter Schools (hereinafter "Compass" or "LEA") and NPA/NPS (hereinafter "[Partners in Special Education]" 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 [February 1, 2023], 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 [February 1, 2023] between COMPASS CHARTER SCHOOLS, hereafter referred to as the LOCAL EDUCATIONAL AGENCY ("LEA"), a member of the El Dorado Charter SELPA, and [Partners in Special Education], 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 February 1, 2023 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 February 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(l).

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 Tracing, 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 or 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 (5^{th}) 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 [February] [2023] and terminates at 5:00 p.m. on June 30, [2023], unless sooner terminated as provided herein.

CONTRACTOR

Partners in Special Education
Nonpublic School/Agency

By: _____
Signature

_____
Date

Carol Mispagel
Name and Title of Authorized Representative

LEA

Compass Charter Schools

LEA

Compass Charter Schools

By: _____
Signature

_____
Date

Lisa Fishman, Chief Operations Officer
Name and Title of Authorized Representative

By: _____
Signature

_____
Date

Elizabeth Brenner, Superintendent
Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:	**Notices to LEA shall be addressed to:**
Carol Mispagel	Elizabeth Brenner, Superintendent
Name and Title Partners in Special Education	**Name and Title** Compass Charter Schools
Nonpublic School/Agency/Related Service Provider 320 N. Halstead Suite 110	**LEA** 805 Hampshire Rd, Suite R
Address Pasadena, CA 91107	**Address** Thousand Oaks CA 01361
City **State** **Zip** 661-965-8459	**City** **State** **Zip** 805-807-5058 805-590-7077
Phone **Fax**	**Phone** **Fax**
Email cmispagel@partnersped.com	**Email** ebrenner@compasscharters.org

EXHIBIT A: 2022-2023 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: Partners in Special Education

The CONTRACTOR CDS NUMBER:

PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO: 1:1

Maximum Contract Amount: $446,000.00

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

Service	Rate	Period
Intensive Individual Services (340)		
Language and Speech (415)		
Adapted Physical Education (425)		
Health and Nursing: Specialized Physical Health Care (435)		
Health and Nursing: Other Services (436)		
Assistive Technology Services (445)		
Occupational Therapy (450)		

Physical Therapy (460)		
Individual Counseling (510)		
Counseling and Guidance (515)		
Parent Counseling (520)		
Social Work Services (525)		
Psychological Services (530)		
Behavior Intervention Services (535)		
Specialized Services for Low Incidence Disabilities (610)		
Specialized Deaf and Hard of Hearing (710)		
Interpreter Services (715)		
Audiological Services (720)		
Specialized Visions Services (725)		
Orientation and Mobility (730)		
Specialized Orthopedic Services (740)		
Reader Services (745)		
Transcription Services (755)		
Recreation Services, Including Therapeutic (760)		
College Awareness (820)		
Work Experience Education (850)		
Job Coaching (855)		
Mentoring (860)		
Travel Training (870)		

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 _____ [Partners in Special Education] ("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)
John Example	*07/23/2014*	*07/23/2018*	*MSTC 07/01/2018*

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 the School Safety Plan Update

Section: IX. Operations Division
Item: C. Review and Approval of the School Safety Plan Update
Purpose: Vote
Submitted by: Danielle Gamez
Related Material: FINAL DRAFT CCS_Safety Plan 2022-2023.pdf

RECOMMENDATION:

A motion to approve the School Safety Plan Update.

Comprehensive School Safety Plan (CSSP)

2022-2023

Compass

Charter Schools

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1. Introductory Material

1.1 Certification Page

Compass Charter Schools
Comprehensive School Safety Plan
Date Generated: mm/dd/yyyy

The Safe School Plan was developed and reviewed using a collaborative process respectful of representation/input from all stakeholders groups.

Date of Review:

Law Enforcement- mm/dd/yyyy
Fire Authority- mm/dd/yyyy
Staff Advisory Committee- 12/15/2022
Parent Advisory Committee- 01/20/2023
Scholar Leadership Council- 01/10/2023
Board of Directors- 01/28/2023

Reviewed by:

Title	Name	Date Reviewed
Law Enforcement		
Fire Authority	Craig Hooper	1/9/23
Staff Advisory Committee	JJ Lewis	12/15/22
Parent Advisory Council	Samantha Herrod	1/20/23
Scholar Leadership Council	Taia Saurer	1/10/23
Board of Directors	Thomas Arnett	1/28/23

School Safety Committee Members

Name			
Brooklynn Coney	Kristen Price	Joanna Giovanini	Karle Roberts
Rachel McKee	Leslie Sharma	Nicole Bellanca	Stephanie Gankas
Danielle Gamez	Tiffany Broussard	Joyce Popelar	Kayla Sullens

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1.2 Record of Changes

Change Number	Date of Change	Name	Summary of Change

1.3 Goals

Site administration will need to establish a safety committee and or assign staff to create safety goals for their school:

Safety committee will revise and complete the safety plan for the school year of 2022-2023.

1.4 Overview

California Charter School Comprehensive School Safety Plan Program Overview. What is the California Charter School Safety Plan Compliance Requirement?

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

According to the staff analysis:

Need for the Bill:

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

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

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

Existing law specifies that school districts and county offices of education are responsible for the overall development of school safety plans. Each school is required to develop a school safety plan that includes procedures, and policies to ensure scholar and staff safety at a school site. The

components of the plan range from procedures for safe ingress and egress of pupils, parents and school employees; to disaster and emergency procedures such as those during and after earthquakes; to behavioral policies such as discrimination and harassment policies.

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

Specifically, this bill:

1) Adds classified employees to the language stating that it is the intent of the Legislature that comprehensive school safety plans be developed in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence.
2) States that it is the intent of the Legislature that all school staff be trained on the comprehensive school safety plan.
3) Requires the school site council to also consult with a representative from a fire department and other first responder entities in the writing and development of the comprehensive school safety plan.
4) Requires the comprehensive school safety plan and any updates to the plan shall be shared with the law enforcement agency, the fire department, and the other first responder entities.
5) Requires the comprehensive school safety plan to include procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions.
6) Requires the procedures to prepare for active shooters or other armed assailants to be based on the specific needs and context of each school and community.
7) Requires the CDE to:
    a) Provide general direction to school districts, county offices of education, and charter schools on what to include in the school building disaster plan.
    b) Maintain and conspicuously post on its Internet Web site a compliance checklist for developing a comprehensive school safety plan, and shall update the checklist when necessary.
    c) Develop and post on its Internet Web site best practices for reviewing and approving school safety plans.
8) Requires charter schools to develop a school safety plan, based on many of the components of a comprehensive school safety plan, and procedures for conducting tactical responses to criminal incidents.

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

AB1747 specifically states the following:
The Charter Schools Act of 1992 provides for the establishment and operation of charter schools, including countywide charter schools, and requires a petition for the establishment of a charter school to contain comprehensive descriptions of various matters and procedures, including procedures that the charter school will follow to ensure the health and safety of pupils and staff.

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

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

SEC. 5. (Establishment of a charter school within a school district)
Section 47605 of the Education Code is amended to read:

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

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

(i) That the charter school will obtain a criminal record summary as described in Section 44237 for every employee of the charter school.

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

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

SEC. 6. (Establishment of a charter school with a County Board of Education)
Section 47605.6 of the Education Code is amended to read:

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

(i) That the charter school will obtain a criminal record summary as described in Section 44237 for every employee of the charter school.

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

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

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

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

(iv) In accordance with Section 49011, preferences shall not require mandatory parental

volunteer hours as a criterion for admission or continued *enrollment.*

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

SEC. 7.

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

Summary

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

2. Charter School Required Safety Policies

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

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

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

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

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

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

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

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

According to the Education Code (EC § 32282):

> (2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:
> (A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.

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

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

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

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

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

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:
(B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.). The disaster procedures shall also include, but not be limited to, both of the following:

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

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

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

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

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

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

<u>Safety Rules</u>

Each employee is expected to follow all safety rules, safe operating procedures, and practices designed to promote a safe and healthful workplace.
Employees shall not engage in horseplay, running, fighting, or any activity that may result in injury.

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

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First Aid Kit & Fire Extinguishers

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

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

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

Driving a Vehicle as Part of One's Job

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

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

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

Employee Safety Training

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

2.3A Central Office Earthquakes and Fire Safety

Pointed Person of Contact for Central Office: Lisa Fishman, **Phone Number**:1 805-769-7241

Earthquake Procedure

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

Remain calm:

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- Stay calm, do not panic, and reassure scholars or staff.
- Act decisively; your action will set the tone for others around you.

If you are indoors when shaking starts:

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

If you are outdoors when shaking starts:

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

<u>The Shaking Has Stopped. Now What?</u>

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

- Make sure you are safe and not injured.
- Remain calm.
- Check those around you, looking for those trapped or injured; administer first aid. Do not move seriously injured persons unless they are in immediate danger.
- Check around you for dangerous conditions, such as fires or possible fire hazards, downed power lines and structure damage.
- If you have fire extinguishers and are trained to use them, put out small fires immediately.
- If you suspect danger, evacuate.
- Don't use the elevator. Use the stairs.
- If at a testing site, calmly walk scholars to the evacuation meeting site, bringing a scholar list.
- Take attendance to verify ALL scholars who were with you in the room are accounted for in the line.
- Note any scholars who are missing on the Missing scholar Form. Someone will be around to collect this information.
- Wait for instructions.
- Turn on battery powered radios or a car radio.
- Check the building for damage.
- Assemble emergency supplies, water, food, and first aid supplies.
- Telephone for emergencies only.
- Be prepared for aftershocks; they are usually not as strong as the initial earthquakes.
- Cooperate with public safety officials.

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- If faculty and scholars are released back to the building, return and verify attendance once more (if scholars are present).

If you are trapped in debris:

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

Prepare Now Before the Shaking Starts

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

Fire Emergency Procedure

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

- Call the Fire Department by dialing 911 and pulling the nearest fire alarm switch.
- If police or paramedics are needed, tell the 911 operator.
- If there isn't an alarm, be sure to tell everyone in the office.
- Clear employees from the immediate area.
- Attempt to put out the fire with an extinguisher if possible, but do not jeopardize your safety to fight it. Be sure to keep the route of exit behind you if you attempt to extinguish the fire.
- Close, but do not lock all doors leading to the fire areas to contain the fire.
- Have employees exit the building; check restrooms, test cells, etc.
- Assist disabled or injured employees while exiting.

Employees shall follow these safety guidelines:

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

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

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2.3B Central Office Guidelines for People with Disabilities in Emergencies

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

The following guidelines are important to follow:

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

- Wait for rescue and remain calm.
- DO NOT re-enter a building until permitted by emergency personnel.

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

Evacuation Policy for People with Disabilities

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

In All Emergencies, After an Evacuation has Been Ordered:

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

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2.3C Central Office Power Outages

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

2.3D Central Office Lockdown/Shelter in Place

Active Shooter

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

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

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

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

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

Shelter in Place

In case of a biological event:

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

2.3E Central Office Terrorist Attacks

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

If there is a terrorist Attack:

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

If you receive a Bomb Threat:

Ask the caller the following questions:

1. When is the bomb going to explode?
2. Where is the bomb right now?
3. What kind of bomb is it?
4. What does the bomb look like?
5. Why did you place the bomb?
6. Where are you calling from?

- Record the exact time and length of the call.
- Write down the exact words of the caller.
- Listen carefully to the caller's voice and background noise.
- After you hang up, call 9-1-1 immediately from a hard-wired telephone – do not use cell phones to report a bomb threat.

2.3F Central Office Tsunami Procedures

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

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

2.3G Central Office Storm & Flooding Procedures

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

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

2.3H Central Office Procedure for Documenting and Reporting Injuries

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

school office and is included in this Comprehensive School Safety Plan document in the appendix section of this document.

2.3l Orange County Learning Center (OCLC) Earthquakes and Fire Safety

Earthquake Procedure

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

Remain Calm:

- Remain calm, don't panic, and reassure scholars or staff.
- Act decisively; your action will set the tone for others around you.

If you are indoors when shaking starts:

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

If you are outdoors when shaking starts:

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

The Shaking Has Stopped. Now What?

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

- Make sure you are safe and not injured.
- Remain calm.
- Check those around you, looking for those trapped or injured; administer first aid. Do not move seriously injured persons unless they are in immediate danger.
- Check around you for dangerous conditions, such as fires or possible fire hazards, downed power lines and structure damage.
- If you have fire extinguishers and are trained to use them, put out small fires immediately.
- If you suspect danger, evacuate.
- Don't use the elevator. Use the stairs.

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- If at a testing site, calmly walk scholars to the evacuation meeting site, bringing a scholar list.
- Take attendance to verify ALL scholars who were with you in the room are accounted for in the line.
- Note any scholars who are missing on the Missing scholar Form. Someone will be around to collect this information.
- Wait for instructions.
- Turn on battery powered radios or a car radio.
- Check the building for damage.
- Assemble emergency supplies, water, food, and first aid supplies.
- Telephone for emergencies only.
- Be prepared for aftershocks; they are usually not as strong as the initial earthquakes.
- Cooperate with public safety officials.
- If faculty and scholars are released back to the building, return and verify attendance once more (if scholars are present).

If you are trapped in debris:

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

Prepare Now Before the Shaking Starts

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

Fire Emergency Procedure

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

- Call the Fire Department by dialing 911 and pulling the nearest fire alarm switch.
- If police or paramedics are needed, tell the 911 operator.
- If there isn't an alarm, be sure to tell everyone in the office.
- Clear employees from the immediate area.
- Attempt to put out the fire with an extinguisher if possible, but do not jeopardize your safety to fight it. Be sure to keep the route of exit behind you when attempting to extinguish the fire.
- Close, but do not lock all doors leading to the fire areas to contain the fire.
- Have employees exit the building; check restrooms, test cells, etc.

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- Assist disabled or injured employees while exiting.

Employees shall follow these safety guidelines:

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

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

2.3J OCLC Guidelines for People with Disabilities in Emergencies

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

The following guidelines are important to follow:

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

- Wait for rescue and remain calm.
- DO NOT re-enter a building until permitted by emergency personnel.

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

Evacuation Policy for People with Disabilities

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

In All Emergencies, After an Evacuation has Been Ordered:

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

2.3K OCLC Power Outages

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

2.3L OCLC Lockdown/Shelter in Place

Active Shooter

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

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

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

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

Shelter in Place

In case of a biological event:

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

2.3M OCLC Terrorist Attacks

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

If there is a terrorist Attack:

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

If you receive a Bomb Threat:

Ask the caller the following questions:

1. When is the bomb going to explode?
2. Where is the bomb right now?
3. What kind of bomb is it?
4. What does the bomb look like?
5. Why did you place the bomb?
6. Where are you calling from?

- Record the exact time and length of the call.
- Write down the exact words of the caller.
- Listen carefully to the caller's voice and background noise.
- After you hang up, call 9-1-1 immediately from a hard-wired telephone – do not use cell phones to report a bomb threat.

2.3N OCLC Tsunami Procedures

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

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

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2.3O OCLC Storm & Flooding Procedures

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

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

2.3P OCLC Procedure for Documenting and Reporting Injuries

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

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

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:
(C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2

Suspension and Expulsion Policy

The Pupil Suspension and Expulsion Policy has 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 non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* CCS is committed to the annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a scholar from CCS. This policy shall serve as CCS' policy and procedures for scholar suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comply with legal requirements.

Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all scholars. This Policy and its Procedures 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 the 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 policies and procedures. The notice shall state that this Policy and Procedures are available in the Scholar Handbook.

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 is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education scholars except when federal and state law mandates additional or different procedures. CCS will follow all applicable federal and state laws, including, but not limited to, the IDEA, Section 504, the California Education Code, and their implementing regulations, when imposing any form of discipline on a scholar identified as an individual with disabilities or for whom CCS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according to due process to such scholars.

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. 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, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the scholar's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, 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 suspension and expulsion procedures described below.

A. Grounds for Suspension and Expulsion of Scholars

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

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
   a) Caused, attempted to cause, or threatened to cause physical injury to another person.
   b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
e) Committed or attempted to commit robbery or extortion.
f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
i) Committed an obscene act or engaged in habitual profanity or vulgarity.
j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall apply to pupils in any of grades 4 to 12, inclusive.
l) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
r) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great

bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

   1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
      i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
      ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
      iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
      iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

   2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a

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

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b). Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and

recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
   a) Caused, attempted to cause, or threatened to cause physical injury to another person.
   b) Willfully used force or violence upon the person of another, except self-defense.
   c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
   d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
   e) Committed or attempted to commit robbery or extortion.
   f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
   g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
   h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
   i) Committed an obscene act or engaged in habitual profanity or vulgarity.
   j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
   k) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
   l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
   m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
   n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
   o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
   p) Engaged in, or attempted to engage in hazing. For the purposes of this

subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises

average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "cyber sexual bullying" does not

include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student 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: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

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

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

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

3. Suspension Time Limits/Recommendation for Placement/Expulsion
Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Superintendent or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.
This determination will be made by the Superintendent or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an

expulsion hearing.

D. Authority to Expel

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

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

E. Expulsion Procedures

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

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

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

1. The date and place of the expulsion hearing
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based
3. A copy of CCS' disciplinary rules which relate to the alleged violation
4. Notification of the scholar's and/or parent/guardian's obligation to provide information about the scholar's status at the school to any other school district or school to which the scholar seeks enrollment
5. The opportunity for the scholar and/or the scholar's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor
6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the scholar's behalf including witnesses

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five (5) days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. CCS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross- examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, CCS must present evidence that the witness' presence is both desired by the witness and will be helpful to CCS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by

means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the scholar committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I Written Notice to Expel

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

The Superintendent or designee shall send a copy of the written notice of the decision to

expel to the authorizer. This notice shall include the following: (a) The scholar's name; and (b) The specific expellable offense committed by the scholar.

J. Disciplinary Records

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

K. No Right to Appeal

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

L. Expelled Pupils/Alternative Education

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

M. Rehabilitation Plans

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

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Superintendent or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Superintendent or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the CCS' capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

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

2. Services During Suspension
   Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of

placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination
   Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, CCS, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:
   a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
   b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

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

   If CCS, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:
   a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
   b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
   c. Return the child to the placement from which the child was removed, unless the parent/guardian and CCS agree to a change of placement as part of the modification of the behavioral intervention plan.

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

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

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

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

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

6. Interim Alternative Educational Setting
The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services
A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated CCS' disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if CCS had knowledge that the student was disabled before the behavior occurred.

CCS shall be deemed to have knowledge that the student had a disability if one of the

following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to CCS supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent/guardian has requested an evaluation of the child.
c. The child's teacher, or other 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 student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If CCS had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. CCS shall conduct an expedited evaluation if requested by the parent/guardian; however, the student 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 student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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.

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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.

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

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:
(D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.

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

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

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

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:
(E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.

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

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

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

Compliance Officers

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

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

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

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Harassment comes in many forms including:

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

Steps for Scholars to Follow

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

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

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

According to the Education Code (EC § 32282)**:**

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:
(F) The provisions of any school wide dress code, pursuant to Section 35183, that prohibit pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. A schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, "gang-related apparel" shall not be considered a protected form of speech pursuant to Section 48950.

CCS does not have a schoolwide dress code for its scholars.

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

According to the Education Code (EC § 32282):

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:
(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.
CCS will take measures to ensure safe ingress and egress to and from the school for pupils, parents, and school employees. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. The school will ensure that all passageways to and from school buildings, corridors within school buildings, and emergency exits remain clear of all obstruction to allow the flow of pedestrian and vehicular traffic. The school will also ensure that potential obstructions and hazards are removed from such areas. To achieve this goal, the school works closely with local law enforcement agencies to ensure that the school's immediate community is safe.

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

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

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

According to the Education Code (EC § 32282):

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

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

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

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

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

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

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

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

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

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

- Physically fighting with peers or family members.

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

2.10A What to do if a Shooting Occurs at the Central Office

- The first indications of a shooting may include: sound of gunfire, loud cracking sounds, banging noises, windows shattering, glass exploding, bullets ricocheting or a report of a stabbing incident on campus.
- **Call 911**. Identify your address, and succinctly explain the emergency incident and exact location. Stay on the line until the **911** dispatcher has all the information needed to respond to the situation.
- Activate Incident Command System (ICS) with Emergency Management Team.
- Establish Command Post and appoint Incident Commander and communicate location to law enforcement and fire/rescue units.
- Notify appropriate individuals, i.e. Administrators, Policy Group.
- Provide information, when practicable, about the incident to staff via PA system, e-mail or by phone.
- Account for all staff members by using phone or e-mail or other communication means. Attempt to determine if the shooter/stabber is still on the work site.
- Attempt to determine if the weapon has been found or secured.
- Attempt to determine if the shooter/stabber has been identified.
- Assign a liaison (preferably an administrator) to interface with law enforcement and fire department.
- Liaison can supply law enforcement with radio or phone communication, phone numbers, maps, keys, and other information deemed pertinent to the safe operation of the incident.
- Gather witnesses in a secure room for law enforcement questioning. DO NOT allow witnesses to talk to one another (to protect the investigation). Assign staff to stay with witnesses until law enforcement arrives.
- Develop a plan to evacuate staff to an off-site or alternate evacuation area should it be necessary to evacuate the building.
- Gather information of staff members involved in the incident.
- Prepare written statements for telephone callers and media in cooperation with law enforcement and the Superintendent & CEO. Can a message be placed on the website?
- Provide a liaison representative for family members for any injured staff members.
- Provide a Crisis Response Team to provide counseling and to help deal with any psychological factors.

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

- Move or crawl away from gunfire, trying to put barriers between you and the shooter.
- Understand that many barriers may visually conceal a person from gunfire but may not be bulletproof.
- Try to get behind or inside a building. Stay down and away from windows.
- When reaching a relatively safe area, stay down and do not move. Do not peek or raise your head.
- Listen for directions from law enforcement.

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- Provide your name to the work area supervisor who is accounting for all staff.
- Help others by being calm and quiet.
- Provide law enforcement with as much information as possible, such as:
  - ✓ Is the suspect still on site and do you know the current location?
  - ✓ Where was the specific location of occurrence?
  - ✓ Are there wounded staff members? How many?
  - ✓ Description of all weapons (hand gun, shotgun, automatic, dangerous objects, explosive devices, other).
  - ✓ Describe sound and number of shots fired.

SCENE OF INCIDENT

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

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

2.10B What to do if a shooting/stabbing occurs at the Orange County Learning Center (OCLC)

Shootings/Stabbings

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

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

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

2.10A What to do if a Shooting Occurs at the Orange County Learning Center (OCLC)

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

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

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

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

SCENE OF INCIDENT

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

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

3. Comprehensive School Safety Plan Training for School Sites

All Safety Practice

- Safety drills/practice will be held 3 (three) times a year.
- All staff are aware and trained.

Earthquake Drill Procedures

An announcement of “The Earthquake has started”
before that time, please make sure you have:

- Introduced the emergency exit plan (posted in each room)
- Ensured each scholar knows **all** exit paths from the classroom and that each class has an exit plan posted by the door
- Introduced the meeting place for your class (on the field against the fence). And no matter what time of day, that is the location to meet after an emergency.

This will be the same procedure to be used in a fire.

Discuss proper earthquake safety “Drop-Cover-Hold”

- This includes dropping to the floor (to prevent falling), making yourself as small a target as possible, and protecting your head, neck and chest by taking cover under a sturdy desk or table or near an interior wall, covering your head with your hands and arms.
- Hold on to the table to protect your head/body from falling debris.
- If you are not near a table, Drop and cover where you are and crawl to the nearest desk or table when safe.
- Adapt these procedures for anyone who cannot take this position, and for anyone in any unique locations, including outdoors.

After shaking has stopped, scholars will walk calmly and orderly to their homeroom meeting place on the field.

- When exiting the classroom, place Green/Red card on outside of class door for Emergency Responders to signify if classroom is clear (Green) or if anyone needs assistance in the classroom (Red)
- When at the class meeting place, teachers take roll and hold up a green card if all are present and a red card if someone is missing.

Fire Drill Procedures

3 long Whistle Blows or Sirens followed by announcement on Walkie Talkie channel 16
Before any drill:

- Introduce the emergency exit plan (posted in each room) and in the emergency binder.

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- Ensure each scholar knows **all** exit paths from the classroom and that each class has an exit plan posted by the door
- Introduce the meeting place for your class (on field against the fence). And no matter what time of day or what class they are in, that is the location to meet after an emergency.
- All scholars will walk calmly and orderly out of the classroom.
- When exiting the classroom, place Green/Red card on outside of class door for Emergency Responders to signify if classroom is clear (Green) or if anyone needs assistance in the classroom (Red)
- When at the class meeting place, teachers take roll and hold up a green card if all are present and a red card if someone is missing.
- When the all clear is given scholars and teachers will walk calmly back to class.
- In case of an actual emergency, families will be notified to pick up their scholars, who will remain with their teachers until released to their parents or guardian.

Intruder Drill

Announcement “Mr Washington is in the building”

ALL:

- Remain calm and quiet, listen for further instructions.
- Ensure doors and windows are securely closed and locked, if possible.
- Move to the safest position in the room, usually to the same wall as the door on the end farthest from the door and low to the ground. .
- Remain in lockdown posture until the lockdown has been clearly ended.

TEACHERS

- All teachers should take/keep their class attendance & emergency book with them.
- Teachers must account for each student present, even those who may have left the room before the alarm sounded. Report any unaccounted for students.
- Ensure all windows and doors are closed and locked.
- Keep the class together and wait quietly until the all clear signal is given.
- Discuss the drill with students for feedback and reproof.

All clear Announcement “Mr Washington has left the building”

4. Background Information

3.1 Education Code (EC § 32282) Relevant Sections Summary

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school’s procedures for complying with existing laws related to school safety, which shall include the development of all of the following:
(A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.
(B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42

U.S.C. Sec. 12101 et seq.). The disaster procedures shall also include, but not be limited to, both of the following:
(i) Establishing an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more pupils or more than one classroom. A school district or county office of education may work with the Office of Emergency Services and the Alfred E. Alquist Seismic Safety Commission to develop and establish the earthquake emergency procedure system. The system shall include, but not be limited to, all of the following:
(I) A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of pupils and staff.
(II) A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.
(III) Protective measures to be taken before, during, and following an earthquake.
(IV) A program to ensure that pupils and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.
(ii) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.
(C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2.
(D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.
(E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.
(F) The provisions of any school wide dress code, pursuant to Section 35183, that prohibits pupils from wearing “gang-related apparel,” if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define “gang-related apparel.” The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. A schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, “gang-related apparel” shall not be considered a protected form of speech pursuant to Section 48950.
(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.
(H) A safe and orderly environment conducive to learning at the school.

5. Firearms Safety Memorandum

To: Parents and Guardians of Scholars in the Compass Charter Schools
From: Elizabeth Brenner
Subject: California Law Regarding Safe Storage of Firearms

Compass Charter Schools holds the safety of its scholars as its primary priority and responsibility. The purpose of this memorandum is to inform and to remind parents and legal guardians of all scholars in Compass Charter Schools of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

To help everyone understand their legal responsibilities, this memorandum spells out California law regarding the storage of firearms. Please take some time to review this memorandum and evaluate your own personal practices to assure that you and your family are in compliance with California law.

- California makes a person criminally liable for keeping a loaded firearm, under their custody and control, where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian and the child obtains access to the firearm and thereby: (1) causes death or great bodily injury to the child or any other person; (2) carries the firearm to a public place, including to any preschool or school grades kindergarten through twelfth grade, including to any school-sponsored event, activity, or performance; or (3) brandishes a firearm to others. The criminal penalty may be greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- As of 2014, California makes a person criminally liable if they negligently store or leave any loaded firearm on their premises where a child is likely to gain access to it—regardless of whether or not the child brings the gun to a public place.
- A parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward. These damages may be up to $30,000 per victim.

Note: Gun owners may avoid criminal liability under California Penal Code Section 25100 by keeping their firearm in a locked container or secured with a locking device that renders the firearm inoperable. 3

Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

Sincerely,
Elizabeth Brenner

Rev. 12.15.22

6. Appendices

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

Compass Charter School Accident/Injury Report Form

GENERAL INFORMATION
School _____ Student o Employee o

A. Name_____ Last First Middle Initial
B. Grade _____ Position _____ C. Age _____ D. Sex - Male o - Female o
****

ACCIDENT INFORMATION

A. Time of Accident _____ a.m./p.m. Date _____ B. Supervised Activity? o Yes o No

C. If yes, person in charge_____

D. Nature of Injury (may be completed after medical examination)

1. o Abrasion	**4. o Burn**	**7. o Fracture**	**10. o Sprain**
2. o Bruise	**5. o Concussion**	**8. o Laceration/Cut**	**11. o Strain**
3. o Bump	**6. o Dislocation**	**9. o Puncture**	**12. o Other**

E. Part of Body Injured

I. Head	**II. Trunk**	**III. Arms**	**IV. Legs**
1. o Scalp	**1. o Chest**	**1. o Shoulder**	**1. o Hip**
2. o Back	**2. o Abdomen**	**2. o Upper Arm**	**2. o Upper Leg**
3. o Front	**3. o Back**	**3. o Elbow**	**3. o Knee**
4. o Eyes	**4. o Lower Arm**	**4. o Lower leg**	
5. o Ear	**5. o Hand**	**5. o Foot**	
6. o Nose	**6. o Fingers**	**6. o Toes**	
7. o Mouth			
8. o Tooth			
9. o Neck			

F. Kind of Accident (1)
1. o Animal bite or insect bite
2. o Collision with student (bump, etc.)
3. o Contact with hot or toxic substance
4. o Fall or slip
5. o Fighting
6. o Struck by auto, bike, etc.
7. o Struck by object (swing, etc.)
8. o Student collided with object
9. o Other _____

G. Where Accident Happened (1)
1. o Athletic Field
2. o Cafeteria
3. o Classroom
4. o Gym
5. o Hallway
6. o Playground
7. o Restroom
8. o School Bus
9. o Stairway
10. o To or from school
11. o Vocational/Shops/Labs
12.o Other _____

Rev. 12.15.22

CONTRIBUTING CAUSES

A. Environmental Factors (1)	B. Human Factors (1)	C. Agents (1)
1. o Crowding	1. o Active game	1.o Animal or insect
2. o Doors	2. o Fatigue	2.o Electricity
3. o Drinking fountain	3. o Fighting	3.o Fire
4. o Equipment	4. o Horseplay	4.o Gasses
5. o Floors	5. o Lack of training/experience	5.o Liquids
6. o Hard surface	6. o Preoccupation	6.oRecreation equipment
7. o Lighting	7. o Running	7.o Pencil
8. o No handrail	8. o Violation of rules	8.o School equipment
9. o Weather	9. o Other _____	9.o Vehicle
10. o Other _____	10.o Other_____	

ACCIDENT DESCRIPTION Describe the accident in your own words. Please give all details so that this accident report may be used to prevent other similar accidents.

****

POST-ACCIDENT INFORMATION A. Was first aid given? o Yes o No

By Whom:_____

Description of first aid:

_____

B. Was parent or other responsible person notified? o Yes o No

By whom: _____ If no, explain

_____

C. Advised on tetanus immunization? o Yes o No

D. o Injured, sent home. If so, was he/she accompanied? o Yes o No o

If Injured, sent to physician. Name of physician _____

If Injured, sent to emergency room.

Name of hospital _____

E. Days absent from school or work _____

****

ACTION TAKEN

A. Instructional

1. o Discussed at staff meeting

2. o Discussed in each class as part of regular instruction

3. o Discussed with parent

4. o Personal instruction given to injured

5. o Personal instruction given to person in charge

6. o Presented as a subject of assembly program

B. Policy or Corrective Action

1. o Environmental changes affected

2. o Notified school safety committee

3. o Safety rules amended to prevent recurrence

4. o Safety specialist visit to assist in safety program

5. o Suggest closer supervision

6. o Other _____

7. o No action taken Signed: _____

Title: _____ Other Withness:_____

Rev. 12.15.22

Coversheet

Discussion of a board resolution to address fund balance

Section: IX. Operations Division
Item: D. Discussion of a board resolution to address fund balance
Purpose: Discuss
Submitted by:
Related Material: CCS 2023 draft Board Resolution RESERVE DESIGNATION.pdf

Compass Charter School

Resolution#

Resolution to Designate Reserve Balances Based on Prior Year Unaudited Actual Results

WHEREAS, Compass Charter School, Inc. (“CCS”) is a California nonprofit public benefit corporation;

NOW THEREFORE BE IT RESOLVED, in order to prepare adequately for future expenditures, CCS Board authorizes the following reserve designation trigger point, once a year, based upon the previous year’s Unaudited Actual Results for each school as follows:

-Each school shall maintain a minimum reserve of 5% of total expenditures as legally required.

- Up to 15% of the reserve amount for each school shall be maintained for Economic Uncertainty.

- Once a school’s reserve balance exceeds 15%, CCS’s Management Team will determine the designation of those reserve amounts over 15% among the following categories during an August Management Meeting:

1. Legal
2. Special Education
3. Facilities
4. Drop in enrollment

-Management recommendations for reserve designations for each school shall be reported to the Board, annually, at CCS’s September Board meeting each year.

ADOPTED by the Board of Directors at a meeting of the Board of Directors of Compass

Charter School, Inc. on _____, by the following vote:

AYES:

_____

NOES:

_____

ABSENT:

_____

ABSTENTIONS:

_____

Coversheet

People Division Update

Section:	X. People Division
Item:	A. People Division Update
Purpose:	FYI
Submitted by:	Sophie Trivino
Related Material:	People Division - January 2023.pdf BOD -People Division - Additions & Terms - 1-15-23.pdf

RECOMMENDATION:

N/A - FYI-only; open for Board discussion.

People Division Report
January 18, 2022

This report highlights, for the Board of Directors, areas on which the People Division Team has worked:

- The Chef People Officer attended the first regular board meeting for the PACE JPA (medical benefits) as an appointee of Compass Charter Schools on Thursday, December 8, 2022.
    - A Discussion was held to review the completion and participation rates of the employee fitness program (open to all JPA members). Unfortunately, Compass staff were unable to participate as the program ran from Spring 2022 through Winter 2022.
    - There were no updates as they pertain to medical benefits or renewal rates for 2024.
    - The next regular full board meeting will be held on April 27, 2023.
- Updates on our continued partnership with the Riverside County Office of Education's Center for Teacher Innovation, to help teachers with preliminary teacher credentials clear their credentials. The online induction program paired Compass candidates with internal coaches started in October. There are two candidates for the 2022-23 school year, both are Education Specialists:
    - Due to the complexities of the requirements for Education Specialists both candidates have opted for the two-year completion option. One candidate is completing year two of the two-year option, the other is starting year one of the two-year option.
    - Our Training and Development manager has been receiving regular updates from our candidates who are meeting with their coaches to complete the course requirements and are on track for this year.
- Our work with the consulting firm, Learner-Centered Collaborative, has progressed:
    - Our Training and Development manager continues to collaborate and support the learning pathways with Catina Hancock from the Learner Centered Collaborative and Kasey Wingate, our Director of Academic Support.
    - The Classified learning pathway held an asynchronous session in December and a second synchronous session on January 11, 2023.
    - The first cycle for staff growth and development plans will c on January 31, 2023.
- Organizational changes have transpired since the last meeting. *Please see enclosed worksheet.*

People Division Report
January 18, 2022

I appreciate the collaboration within the People Division and throughout the organization as we work to support our amazing and dedicated staff.

Respectfully Submitted,

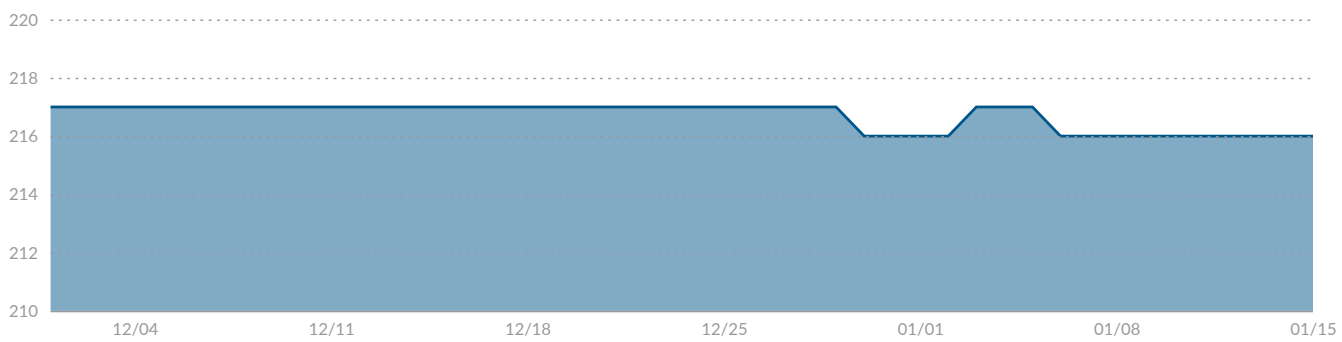
Sophie Trivino
Chief People Officer

01/19/2023

Additions & Terminations

Dates
2022-12-01 - 2023-01-15

Employee Head Count



Additions (1)

Name	Employment Status	Department	Division	Location	Job Title	Hire Date ↓
Brenner, Liz	Full-Time - Exempt	Administration	Leadership Team	Remote	Superintendent & CEO	01/03/2023

Terminations (2)

Name	Employment Status	Department	Division	Location	Job Title	Hire Date	Termination Date ↓
Calderon, Stefanie	Full-Time Exempt (11 month)	Scholar Support Services	Academic Services	Remote	Resource Specialist	08/09/2021	01/06/2023
Lewis, J.J.	Full-Time - Exempt	Administration	Leadership Team	Central Office (TO)	Superintendent & CEO	01/31/2016	12/30/2022

Coversheet

Planning Updates

Section: XI. Executive
Item: A. Planning Updates
Purpose: FYI
Submitted by: Elizabeth Brenner
Related Material:
2022-23 ACS WASC Combined Self-Study for Compass Charter Schools.pdf
2022 Compass Annual Report - Final.pdf

RECOMMENDATION:

N/A - FYI-only; open for Board discussion.

Compass Charter Schools
COMBINED SELF-STUDY REPORT

850 Hampshire Road, Suite R

Thousand Oaks, CA 91361

January 31 - February 1, 2023

ACS WASC/CDE Focus on Learning Accreditation Manual, 2019 Edited Edition (2020-2021/2021-2022 SY Visits)

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Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

1. **The involvement and collaboration of all staff and other stakeholders to equitably support high-quality student achievement**
2. **The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes/graduate profile and academic standards**
3. **The analysis of the California Dashboard indicators and additional data about students and student achievement**
4. **The assessment of the entire school program and its impact on learning for all students in relation to the schoolwide learner outcomes/graduate profile, academic standards, and ACS WASC/CDE criteria**
5. **The alignment of a schoolwide action plan/SPSA to the LCAP and the school's areas of need; the capacity to implement and monitor the accomplishment of the schoolwide action plan/SPSA goals.**

The Compass Charter Schools (Compass) staff and all educational partners dedicated a significant amount of time and effort to the development of our WASC Combined Self-Study Report. Throughout the process, the focus has been on identifying our areas of strength, growth, and developing an action plan to support the continued development of our organization. We have ensured that our combined self-study process included input from all educational partners. Our WASC Coordinator worked diligently with the entire staff assigning them their appropriate committee. Each committee participated and met continuously with our WASC Coordinator for two months to examine and analyze areas to which each of the criterions are being met. The Leadership Team and our Cabinet members reviewed findings, summarized progression, and correlated to our Local Control and Accountability Plans (LCAP). Our self-study timeline designed to guide all staff in the preparation for submission of our Self-Study can be found in the appendix section.

Chapter I: Progress Report

- **Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.**
- **Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.**
- **Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated *all schoolwide critical areas (growth areas for continuous improvement)* from the last full self-study and all intervening visits.**
- **Comment on the original critical areas for follow-up (*growth areas for continuous improvement*) not in the current schoolwide action plan/SPSA.**

Compass Charter Schools of Los Angeles and Compass Charter Schools of San Diego conducted their last WASC Self-Study during the 2018-19 school year. This will be the first Self-Study conducted for Compass Charter Schools of Yolo. Below you will find a description of any significant developments at Compass that have had a major impact on the schools and our curricular programs.

<u>Academic Services Support Services</u>

In the 2019-20 school year, Compass became an approved Certified Advancement Via Individual Determination (AVID) Site.

- The program supports a school-wide culture built on college and career readiness by engaging scholars in academic rigor as well as college and career exploration opportunities. In this regard, the AVID Program has developed several opportunities for our scholars such as weekly guest speakers, AVID field trips, college and career exploration projects, weekly articles and quarterly newsletters.
- In addition, all instructional staff attended the AVID Digital XP Conference in August 2020.

During the 2020-21 school year, a testing task force was set up to evaluate, audit, and review internal benchmark assessments with specific, agreed upon criteria, to meet the "verified data" definition under AB 1505. Our final recommendation was to pursue STAR by Renaissance for grades K-12 for the 2021-22 school year. Scholars are assessed three times annually, with an initial, mid-year, and final end-of-year diagnostic. The initial diagnostic data is used to provide targeted intervention for scholars identified as needing tier 2 or tier 3 support. Under our Multi-Tiered System of Supports (MTSS) framework, our tutors host weekly small group sessions (grouped by grade level) for math and reading. As part of the Renaissance suite, Freckle is being used by the tutors as curriculum to focus on strengthening skills necessary for accessing grade level curriculum.

Online Learning Program Curriculum Audit and New Curriculum Implementation

During the 2019-20 school year, the Online Learning program conducted a comprehensive curriculum audit where multiple online Learning Management Systems (LMS) and curriculum were reviewed and audited using a rubric that followed the National Standard of Quality Online Curriculum guidelines. Various educational partners participated in this audit, met with LMS and curriculum representatives, and discussed the best choice that would support scholar learning at Compass. The group unanimously chose Accelerate Education.

Further, two elementary school supervising teachers (STs) in the Online Learning program piloted using Accelerate Education to help transition families who were hesitant to make this change from the previous curriculum provider. Through this pilot, STs were able to demonstrate how Accelerate Education utilized standard mastery to increase scholar academic performance. In addition to the online curriculum, Accelerate Education also offers workbooks for each subject and grade level, which were implemented during the pilot, and helped families transition to the new curriculum.

In addition to the pilot, three town hall meetings were provided for parents to share concerns and ask questions regarding the new curriculum. The Online Learning program team answered questions, utilized feedback to determine a course catalog, and determined which supplemental materials were needed to support scholars.

During the 2020-21 school year, Compass fully implemented Accelerate Education Learning Management System and online curriculum. STs were trained to use the new curriculum during multiple learning sessions provided by Accelerate Education. Further, STs have access to the Accelerate Education On-Demand Library that provides various resources that can be shared with families and tutorials for customization to ensure teachers can personal scholar learning within the curriculum.

Social Emotional Learning

During the 2019-20 school year, our team of school counselors invested in fostering social emotional learning (SEL) at the elementary, middle and high school levels within our live counseling Learning Labs and targeted small groups. The delivery of the SEL curriculum focused on supporting all scholars to better understand their emotions and demonstrate empathy for others. In addition, counselors responded to the crisis of the pandemic by providing mental health supports, crisis interventions as well as providing school and community resources.

During the 2020-21 school year, counselors proactively supported the mental health needs of all scholars. A focus on the mitigation of trauma and mental health has been incorporated in all aspects of the direct/indirect services provided to/for scholars and the social emotional curriculum/instruction delivered in small groups as well as learning labs.

Our Counseling Services Department has harnessed risk assessment tools including the Columbia-Suicide Serverity Rating Scale to support suicide risk screenings, small group settings for scholars, and maintaining proactive connections and communications to support the mental health needs of our scholar populations. These strategies have helped to support the identification of warning signs and connect scholars and families to available school and community resources. The Counseling Services Department continues to monitor the mental health and well-being of scholars while continuing to be proactive in offering academic guidance, focusing on scholars' emotional and social learning, and providing specific support to scholars who are struggling with various personal and school-related barriers.

This school year, 2022-23, we have had a significant development in measuring scholars' SEL competencies, such as growth mindset, grit, self-efficacy, etc. Compass has partnered with Panorama Education to capture data to best support scholars in their SEL growth. We are in the process of administering surveys twice per year, in October and May, and scholars in grades 3-12 will be emailed a unique survey link to their Compass scholar email from Panorama.

We have also developed a plan for our Online and Options Learning programs to hold data-driven conversations (cross-departmental). Formative and summative use of data (academic, SEL, attendance) is used to inform instructional decisions. Separating Online/Options allows other teams to join (Academic Support, Counseling Services, Engagement, and Staff Support) to listen, participate and collaborate. Supervising teachers (STs) have data in mind when they engage in their Professional Learning Pathway to create and take action with scholars. This allows our Online and Options Learning Programs to lesson plan, connect with families, and do other necessary work.

Wildly Important Goals (WIGs)

During the 2020-21 school year, Compass implemented a school-wide Wildly Important Goal (WIG): by focusing on scholar engagement, 100% of our eligible scholars will graduate by the end of the 2020-21 school year. Through this school-wide WIG, all departments developed their own lead and lag measures to support the development and data reporting for this WIG. This WIG data, at the department level, is shared bimonthly to provide a compelling scoreboard to report

progress on the lead and lag measures. The overall Compass WIG goal is shared with Compass staff on a monthly basis to monitor goal achievement. To further involve the educational partners in the implementation and progress of the WIG, the goal provides the focus for all collaborative ideation and work completed in staff committees, divisions, and departments, the Parent Advisory Council (PAC), and the Scholar Leadership Council (SLC). Since implementing this WIG we have seen a significant increase in our graduation rates. Compass Charter Schools of Los Angeles reflected a 17% increase in graduation rates from 62% in the 2020-21 school year to 79% in the 2021-22 school year. Compass Charter Schools of San Diego reflected a 10% increase in graduation rates from 82% in the 2020-21 school year to 92% in the 2021-22 school year. Compass Charter Schools of Yolo reflected no change in graduation rates from current to prior years and remained at 88%.

Note: These graduation rates may not correspond to what is visible on the California Dashboard; the Dashboard does not include those scholars who graduated early in three years, as well as other discrepancies (for example, CalPads still assigning scholars to Compass as dropouts but they have moved out of state or out of the country; we are working on correcting those errors in the system).

The process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals has allowed us to see the larger picture and how each component is genuinely interwoven with the other. We can look at our school as a whole and see our areas of strength and growth, all while providing evidence to support our findings.

Our last visit shed light on the following areas of growth:

- Specific English Language Learner curriculum
- Learning Lab participation
- Participation at school events

Since our last self-study, we have made adequate progress in all of these areas. We have adopted Lexia English Language Development (a program for our emergent bilinguals/newcomers in grades TK-12), Lexia Core 5 Reading (a personalized reading curriculum for grades K-5), and Lexia PowerUp Literacy (a personalized reading curriculum for grades 6-12 at Compass who are at risk of not meeting College and Career Ready Standards, and provides targeted support in the areas of word study, grammar, and reading comprehension to help build proficient adolescent readers).
To increase Learning Lab participation, Compass now hosts specific orientation presentations for Online Learning program scholars to get them familiar with the course navigation. This informs families of the upcoming Learning Labs and allows the supervising teacher (ST) to effectively orient them to their courses. We have seen an increase in Learning Lab participation due to these new additions.

We have also worked on increasing participation at school events. At the start of the school year, our Engagement Department hosts a Weeks of Welcome (WOW) program, which is a multi-day program to provide information to families about the different programs at Compass. These

sessions are filled with virtual back-to-school nights, orientations, and department open houses. Parents gain valuable information during these sessions and are able to ask questions and provide feedback to department leaders. These sessions are also recorded and posted to the Compass YouTube channel and shared via ParentSquare. The scholar engagement component is vital in assisting with increasing scholar achievement. Our families contribute to the success of our scholars and as one of our LCAP goals, scholar and family participation is a cornerstone of our program.

Chapter II: Student/Community Profile and Supporting Data and Findings

Tell the story of your school through the use of data and information. This thorough examination of the school includes:

- **The history and background of the school**
- **A description of the school programs**
- ***California School Dashboard Performance Overview* and other local measures**
- **Examination of perceptual data, such as surveys**
- **Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)**
- **Provide a brief summary that includes:**
    - **Implications of the data**
    - **Identification of 2–3 preliminary major student learner needs (at this stage of analysis)**
    - **Important questions to be discussed in the Focus Groups.**
- **Include related profile materials in the appendices at the end of the report.**

Compass Charter Schools (Compass) consists of three free, personalized learning, public charter schools that offer 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 Acton-Agua Dulce Unified School District (USD), Mountain Empire USD, and Winters Joint USD for scholars in grades TK-12 who reside in the Los Angeles, San Diego, and Yolo counties and their 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. Additionally, 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 this teacher 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 ST and peers. During these labs, scholars participate in Advancement Via Individual Determination (AVID) and research-based instructional activities designed by the ST to engage in their learning. Our personalized learning model

provides flexibility with scholar schedules, so each Learning Lab is also recorded for scholars to view if they cannot attend live through a virtual platform. The Online Learning program STs 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 his or her scholars and commits to providing a well-rounded education for their child that also addresses state standards. Scholars and learning coaches work with their assigned, credentialed ST to develop a personalized learning plan for scholars. Throughout the year, families connect with their ST to discuss assigned work, manage progress, submit scholar work throughout each learning period, and review scholars' body of work and activity logs. In addition to 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. These live synchronous sessions take place virtually.

In accordance with SB 224, mental health units have been incorporated into the health curriculum courses for scholars in grades 7 and 9. Compass created this unit to be used interactively between the ST, learning coach, and scholar. This unit includes articles to read, activities to complete, and reflection prompts that are meant to be collaboratively discussed.

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 dedicated staff and their loving families.

School's Mission Statement

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

School's 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.

School's Core Values

Achievement
Respect
Teamwork
Integrity
Communication

Scholar Demographic Data

Compass Charter Schools' (Compass) educational program is based on the instructional needs of the scholar profile, which includes scholars from all backgrounds in grades Transitional Kindergarten (TK) through grade 12. Our target scholar profile is not limited to any particular demographic. Instead, Compass is designed and organized to serve scholars and families that have chosen an independent educational setting for any of the following reasons or other reasons relevant to the individual:

- Individuals who are self-directed and choose a wider range of academic options
- Family relationships, personal beliefs and values, and families who prefer virtual or home study instruction
- Family schedules (i.e. sports, actors, military, extracurricular activities)
- High-risk/at-risk for successfully achieving high school graduation or equivalency
- Health reasons prohibit them from attending normal classroom programs
- Scholars of all ability levels seeking additional academic and learning opportunities
- Scholars that may have faced challenges such as bullying in traditional settings
- Scholars with responsibilities such as work schedules that do not fit in an 8 am - 4 pm schedule
- Scholars from various backgrounds and ethnicities
- Scholars that might otherwise choose to drop out of school due to scheduling issues

Compass' attrition rate has stayed low and steady, with truancy and family circumstances as the leading causes for scholars leaving the school. Data is based on Fall 1 or EOY certified Calpads reports for academic years 2019-20, 2020-21, and 2021-22.

Compass Charter Schools of Los Angeles

Scholar Enrollment

- 2019-20 School Year
  - Fall 1 Certified: 844
  - EOY Cumulative: 1,241

- 2020-21 School Year
  - Fall 1 Certified: 832

    - EOY Cumulative: 945

- 2021-22 School Year
    - Fall 1 Certified: 852
    - EOY Cumulative: 1,210

Enrollment by Ethnicity

- 2019-20 School Year
    - Hispanic: 441
    - Not Hispanic: 403

- 2020-21 School Year
    - Hispanic: 371
    - Not Hispanic: 461

- 2021-22 School Year
    - Hispanic: 413
    - Not Hispanic: 439

Percentage of EL Scholars

- 2019-20 School Year: 9.4%
- 2020-21 School Year: 5%
- 2021-22 School Year: 4.1%

Percentage of Socioeconomically-Disadvantaged Scholars

- 2019-20 School Year: 50.5%
- 2020-21 School Year: 50.2%
- 2021-22 School Year: 53%

Percentage of Special Education Scholars

- 2019-20 School Year: 7.8%
- 2020-21 School Year: 11.7%
- 2021-22 School Year: 13.3%

Percentage of Homeless Scholars

- 2019-20 School Year: 2.1%
- 2020-21 School Year: 10.2%
- 2021-22 School Year: 9%

Percentage of Foster Youth

- 2019-20 School Year: 0.1%
- 2020-21 School Year: 0%
- 2021-22 School Year: 0.2%

Compass Charter Schools of San Diego

Scholar Enrollment

- 2019-20 School Year
  - Fall 1 Certified: 1,239
  - EOY Cumulative: 1,644
- 2020-21 School Year
  - Fall 1 Certified: 997
  - EOY Cumulative: 1,162
- 2021-22 School Year
  - Fall 1 Certified: 853
  - EOY Cumulative: 1,095

Enrollment by Ethnicity

- 2019-20 School Year
  - Hispanic: 818
  - Not Hispanic: 421
- 2020-21 School Year
  - Hispanic: 487
  - Not Hispanic: 510
- 2021-22 School Year
  - Hispanic: 415
  - Not Hispanic: 438

Percentage of EL Scholars

- 2019-20 School Year: 22.8%
- 2020-21 School Year: 15.5%
- 2021-22 School Year: 13.9

Percentage of Socioeconomically-Disadvantaged Scholars

- 2019-20 School Year: 26.4%
- 2020-21 School Year: 44.2%
- 2021-22 School Year: 49.5

Percentage of Special Education Scholars

- 2019-20 School Year: 3.9%
- 2020-21 School Year: 7.6%
- 2021-22 School Year: 10.2

Percentage of Homeless Scholars

- 2019-20 School Year: 0.8%
- 2020-21 School Year: 16%
- 2021-22 School Year: 17.1%

Percentage of Foster Youth

- 2019-20 School Year: 0.2%
- 2020-21 School Year: 0%
- 2021-22 School Year: 0%

Compass Charter Schools of Yolo

Scholar Enrollment

- 2019-20 School Year
  - Fall 1 Certified: 591
  - EOY Cumulative: 857
- 2020-21 School Year
  - Fall 1 Certified: 620
  - EOY Cumulative: 720
- 2021-22 School Year
  - Fall 1 Certified: 660
  - EOY Cumulative: 831

Enrollment by Ethnicity

- 2019-20 School Year
  - Hispanic: 112
  - Not Hispanic: 479
- 2020-21 School Year
  - Hispanic: 129
  - Not Hispanic: 491
- 2021-22 School Year
  - Hispanic: 156
  - Not Hispanic: 504

Percentage of EL Scholars

- 2019-20 School Year: 1.2%
- 2020-21 School Year: 1.1%
- 2021-22 School Year: 0.5%

Percentage of Socioeconomically-Disadvantaged Scholars

- 2019-20 School Year: 33.2%%
- 2020-21 School Year: 35.5%
- 2021-22 School Year: 32.7%

Percentage of Special Education Scholars

- 2019-20 School Year: 3.5%
- 2020-21 School Year: 8.2%
- 2021-22 School Year: 13.3%

Percentage of Homeless Scholars

- 2019-20 School Year: 0.7%
- 2020-21 School Year: 4.2%
- 2021-22 School Year: 2.3%

Percentage of Foster Youth

- 2019-20 School Year: 0.2%
- 2020-21 School Year: 0.5%
- 2021-22 School Year: 0.5%

Faculty/Staff Demographics

Faculty/Staff by Gender

- 2019-20 School Year
  - Male: 16
  - Female: 180
- 2020-21 School Year
  - Male: 16
  - Female: 177
- 2021-22 School Year
  - Male: 21
  - Female: 204

Faculty/Staff by Ethnicity

- 2019-20 School Year
  - Hispanic: 48
  - Not Hispanic: 148
- 2020-21 School Year
  - Hispanic: 48

- Not Hispanic: 159

- 2021-22 School Year
  - Hispanic: 50
  - Not Hispanic: 175

Faculty/Staff by Classification

- 2019-20 School Year
  - Classified/Non-Classified: 45
  - Certified: 151

- 2020-21 School Year
  - Classified/Non-Classified: 48
  - Certified: 145

- 2021-22 School Year
  - Classified/Non-Classified: 41
  - Certified: 184

Faculty by Education Level

- 2019-20 School Year
  - Bachelors: 107
  - Masters: 60
  - PhD: 3
  - Other or N/A: 0

- 2020-21 School Year
  - Bachelors: 87
  - Masters: 85
  - PhD: 3
  - Other or N/A: 0

- 2021-22 School Year
  - Bachelors: 84
  - Masters: 95
  - PhD: 4
  - Other or N/A: 24

School Academic Program Data

Compass Charter Schools (Compass) recognizes that in education, one size does not fit all. Compass is designed and organized to serve scholars and families who have chosen a personalized learning educational program that can meet an individual scholar's unique needs. We encourage scholars to set a schedule for their day, one that works with their individual

commitments and responsibilities. Though scholars have the flexibility to choose the time frame in which they study, our courses are on a semester system. Scholars finish their courses within the semester by following the pacing plan for each online course or specific curriculum. This generally means scholars need to make daily progress in their courses to finish by the end of the semester.

In our Online Learning program, scholars in grades K-12 utilize the online curriculum Accelerate Education (AE) and work within the asynchronous module instructional lessons. In addition, scholars in grades K-5 use the following supplemental materials: Accelerate Education workbooks for extra practice, Lakeshore Reading kits for additional reading lessons and support, and grades 2-5 novel selections. As scholars work in these lessons contained within Accelerate Education, they participate in various learning modalities that include videos, graphic organizers, enrichment activities to expand learning, and discussion forums to interact with their peers. The Online Learning supervising teachers (STs) provide timely feedback on scholar assignments/assessments and grade those assignments/assessments as they determine grade-level proficiency. Scholars' progress and grades can be viewed 24/7 so that both scholars and learning coaches (parents or legal guardians) are always aware of their progress. Scholars may seek support and answers to questions either through email, telephone or by attending their ST's weekly synchronous virtual Q&A sessions. To provide additional support, STs in the Online Learning program may invite scholars to small group intervention sessions and one-on-one sessions where they receive direct instruction and intervention to address learning loss and performance gaps.

The Online Learning program provides live, synchronous class sessions called "Learning Labs." These are offered to scholars each day of the week through Zoom. These Learning Labs provide instruction that includes research-based strategies that engage scholars in their learning. Further, these labs meet the required synchronous instruction criteria set forth by AB 130 and 167 legislation for each grade level. The lab also serves as live interaction to comply with this legislation as well. Attendance at Learning Labs is part of their participation grade but are held both synchronously and asynchronously to meet the individual schedule of each scholar. Scholars may also schedule appointments with STs to obtain one-on-one help on coursework. The combination of our Learning Labs and Q&A sessions allow our scholars to interact live with their STs virtually, up to five hours a week, and more if they schedule appointments with their STs.

In our Options Learning program, scholars are taught at home primarily by their learning coach and receive ongoing support from their credentialed ST, who is there to guide the learning coach with curricular options, grade level standards, order requests, academic guidance, and additional resources for success. There is the expectation that schoolwork is completed on a daily basis per the curriculum and/or course outlines shared. Our STs offer live, virtual homeroom instruction daily for their scholars in grades TK-3 and once a week for grades 4-12 based on AB130 and 167. The ST also meets with learning coaches and scholars each learning period (every 20 days) to discuss progress and current academic levels. These connection meetings are often held in video conferencing platforms. In addition to these regular meetings, ongoing support is provided via

daily instruction, email, phone calls, and texts. Scholars submit a body of work each learning period which consists of at least one completed assignment per enrolled subject so the ST can monitor progress towards standards mastery. Based on this submitted body of work, the ST assigns each scholar a monthly grade for each subject on their Personalized Learning Plan. In compliance with SB224, we provide access to a comprehensive Mental Health Unit for 7 and 9-grade scholars. In compliance with the California Healthy Youth Act, we offer a complete Sexual Health Education and Human Immunodeficiency Virus Prevention Education Unit. Additional program supports include live Academic Support sessions, weekly tutoring sessions, and Learning Coach Support sessions. These sessions are recorded and links are shared in order to provide asynchronous support for those not able to attend live.

Another facet of our Options Learning program is the Navigators Community at our Orange County Learning Center (OCLC) in Santa Ana, part of Compass Charter Schools of San Diego. The Navigators Community meets two-days/week for science, history, and engaging enrichment classes. The community provides a perfect blend of home study and the traditional classroom as skilled and passionate STs partner with dedicated learning coaches to provide a solid and complete education for scholars in grades K-8. At the OCLC, an active project-based environment allows scholars to interact and learn from each other. At home, each scholar benefits from a personalized education in math and language arts with their family. Curriculum choices and methods are tailored to individual needs by the learning coach and supported by the ST. Inspiration flows between the learning center community and home, developing a family interest in learning together.

Through their virtual interactions, scholars develop and pursue friendships, both during official virtual sessions and their participation in one or more of our 21 scholar-led clubs, monthly field trips, and school sponsored activities. Extracurricular school-sponsored events allow scholars to meet and build friendships based on mutual interests.

Scholar Performance

Compass Charter Schools (Compass) has focused each year on data analysis to drive instructional supports. In 2019-20 and 2020-21, Compass started looking at our data sources and realized we mostly had raw data from which it was difficult to draw significant correlations. As such, Compass partnered with Parsec, a data organization that works with schools and organizations, in order to determine which data sources were most useful and how to curate that data in order to be able to run analyses on the data. During the 2021-22 school year, we began holding professional learning data digs with all members of our academic staff. Since then, we have analyzed several years' worth of California Assessment of Student Performance and Progress (CAASPP) data, and just examined the preview of 2020-21 CAASPP data to compare 2018-2019 to 2020-2021. In prior years, we saw some disturbing trends of below grade level performance. However, so far, in the latest available CAASPP scores from the 2020-21 school year, we have seen significant growth and were able to share wows and wonders within trends in our data. We also look for equity gaps in our subgroups, and special populations, as we are able to disaggregate data by scholar groups and put resources in place so they have access.

Furthermore, by comparing our internal benchmark results to CAASPP scores, we have been able to use the data to inform our next steps, putting supports and interventions in place to close achievement gaps. We spent 2020-21 reviewing Freckle, which is offered with STAR. Freckle is personalized for each scholar, and scholars are able to access this supplemental tool 24/7 to help close skill gaps. This intervention tool is proven to help scholars make academic progress, evidenced by growth in performance on the midyear and end of the year benchmark assessments. As previously mentioned, in the 2021-22 school year we adopted STAR by Renaissance as our new benchmark assessment. For example, within STAR, we are able to pull frequent standards missed and use the tools for supervising teachers (STs) within Smarter Balance to pull resources and lessons to supplement curriculum. With STAR, we also assign scholars to tutoring groups based on their STAR performance and utilize Freckle in conjunction with tutoring sessions.

Additionally, we look at scholar performance in courses, rates of passing/not passing, as data to study. We look for trends in each of our programs. As such, we opted to change our Online Learning platform to Accelerate Education with the hope of a better focus on standards in each content area.

We also look at data on our English Learner (EL) population. In the 2020-21 school year, Compass adopted Lexia as our English Language Development (ELD) program and are able to share out the progress our EL scholars are making. We look forward to cross-referencing this with their English Language Proficiency Assessments for California (ELPAC) performance.

Compass has always gathered data, but now we are more focused on analyzing the data, not only within our teams but with members of the Leadership Team. Our Director of Staff Support and the Data and Assessment Coordinator shares disaggregated data with staff, and empowers them to interact with the data by utilizing the noticings and wonderings protocol. This department also facilitates annual CAASPP data digs with the entire academic division, and teams work cross-departmentally to determine our equity gaps and to plan our next steps, by using the now what protocol. The Staff Support Department also hosts annual benchmark growth data digs with the instructional staff so they can see how their scholars performed, and implement targeted interventions based on the data. We ultimately analyze data to drive instruction, to react to trends, and to implement programs to support our scholars. The value in this data is that it has helped us focus and refine our program to better benefit our scholars. Data, whether positive or negative, is important when making choices and decisions that benefit our educational programs, as well as our scholars.

Assessment Scores

Compass Charter Schools (Compass) participates in state testing and offers internal diagnostic testing to gather data to guide course placement, to direct instruction, to implement English Learning Development (ELD), and to offer scholar support.

State Tests

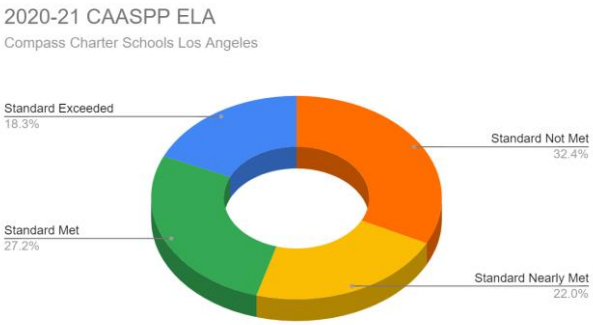
Due to COVID-19, Compass Charter Schools (Compass) did not administer the California Assessment of Student Performance and Progress (CAASPP) during the spring of 2020; all assessments were canceled. However, we did administer remote testing during the 2020-21 school year, and saw significant growth from the last administered test, which was during the spring of 2019. On a global scale, the percentage of scholars in grades 3-5 who met or exceeded standards grew by over 20% in English Language Arts (ELA), and by over 40% in math. More importantly, the number of scholars who did not meet or nearly met standards (level 1 and 2) decreased by about 5% in ELA and about 8% in math for all grade levels.

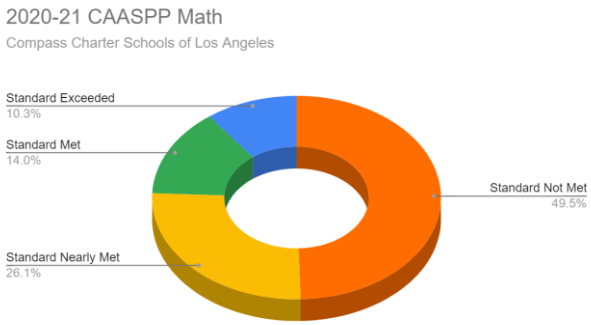
Compass attributes some of this success to the addition of our Assessment Teachers on Special Assignment (ToSAs) during the 2020-21 school year. The team positively impacted scholar achievement, as they were able to share test-taking strategies with our supervising teachers (STs), who then disseminated the tools to their scholars. The ToSAs also held weekly workshops for parents and scholars to review test-taking strategies and CAASPP administration, such as downloading the secure browser. The ToSAs also supported our STs by providing test preparation lessons to use in live synchronous instruction.

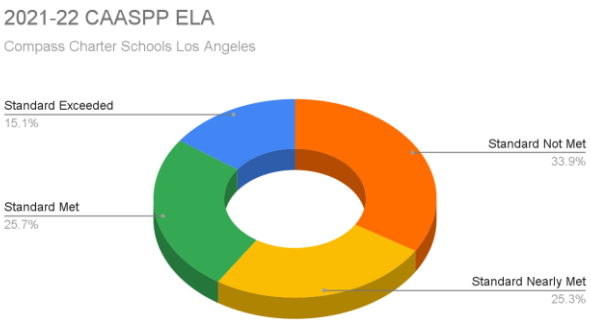
Compass has a full time English Learner (EL) Coordinator who oversees supports for our EL population. We have also increased test prep, added intervention support opportunities, and hired tutors, with the focus on improved test preparation and an increased Reclassified Fluent English Proficient (RFEP) percentage. Our use of a research and data-based English Language Development (ELD) program, Lexia, has supported these efforts related to testing.

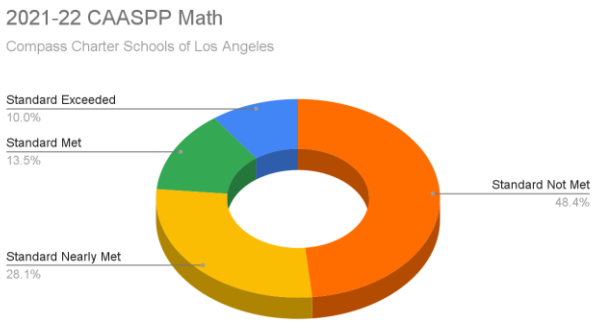
Compass Charter Schools of Los Angeles

CAASPP Testing suspended for the 2019-20 school year



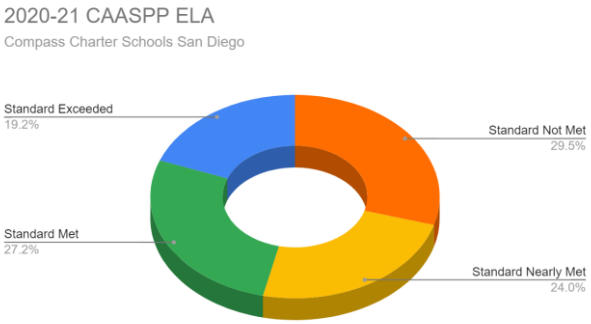


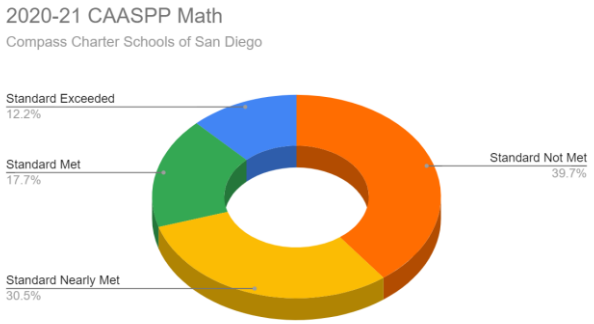


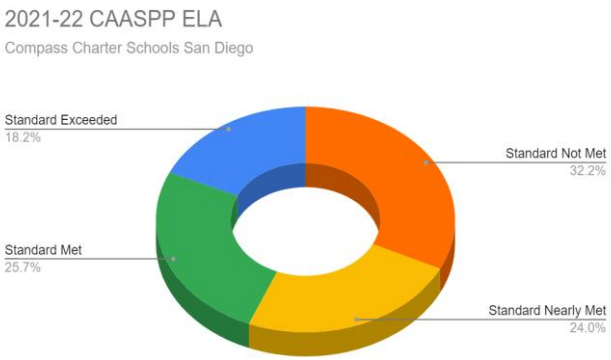


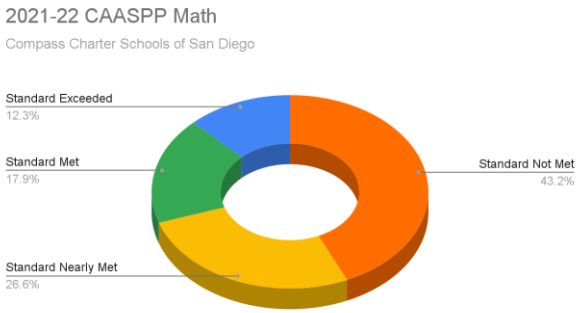
Compass Charter Schools of San Diego

CAASPP Testing suspended for the 2019-20 school year



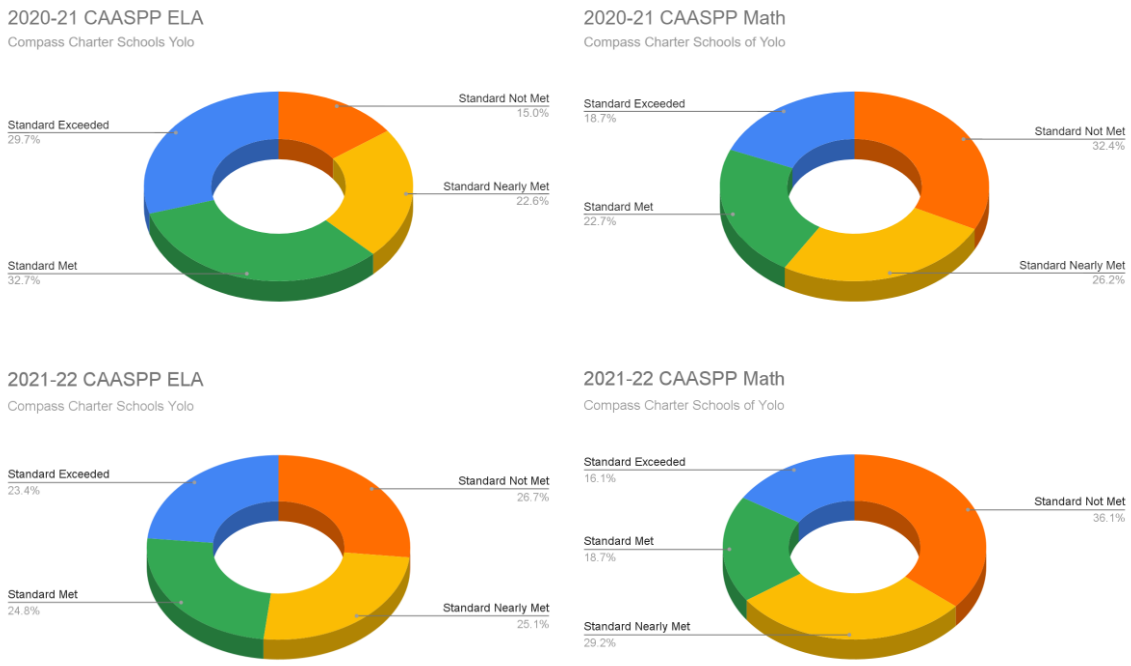






Compass Charter Schools of Yolo

CAASPP Testing suspended for the 2019-20 school year



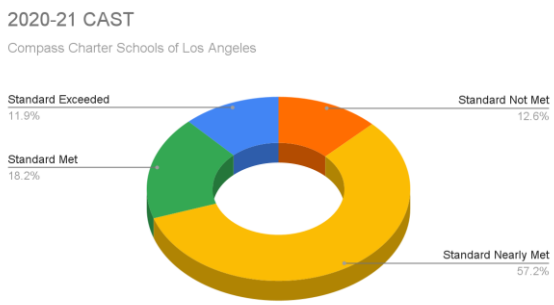
CAST

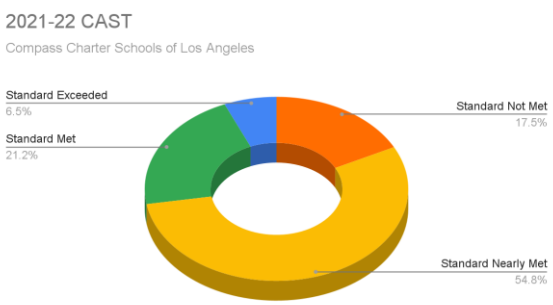
The California Science Test (CAST) is administered to grades 5 and 8, and once in high school. The CAST Pilot Test was administered in 2016-17, with no scholar scores released. The CAST test results for 2017-18 are preliminary indicators from the CAST Field Test, with no actionable data. The CAST results from the 2018-19 Operational Test are the first scores Compass Charter Schools (Compass) has seen which indicate our scholars' achievement in relation to the Next Generation Science Standards (NGSS). The scores were released December 19, 2019, and were analyzed by a team of supervising teachers (STs) and compared with 2020-21 scores when they were released in December of 2021, to drive instruction and test preparation for our scholars.

When comparing the percentage of scholars in all grades who met or exceeded the standards on the CAST in 2020-21, we saw an 11.52% increase over 2018-19 scores. For grades 11 and 12, we saw a 21.21% and a 4.66% increase over 2018-19 results respectively in those meeting or exceeding standards on the CAST. Grade 5 shows an increase over 2018-19 of 18.99% and grade 8 shows a slight increase over 2018-19 at 0.68% of those who met or exceeded standards.

Compass Charter Schools of Los Angeles

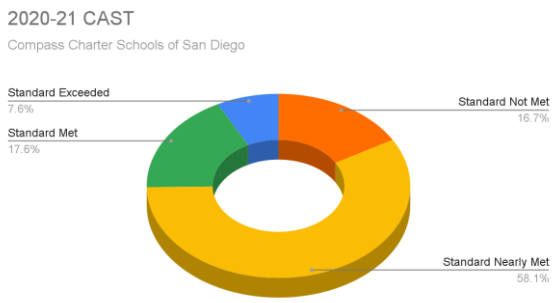
CAST Testing suspended for the 2019-20 school year

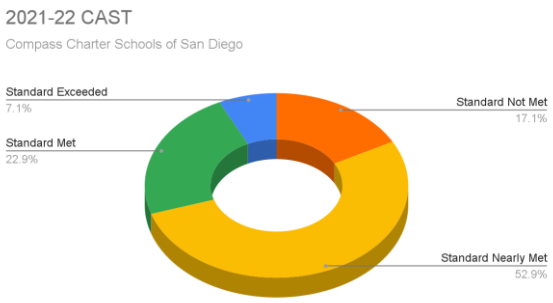




Compass Charter Schools of San Diego

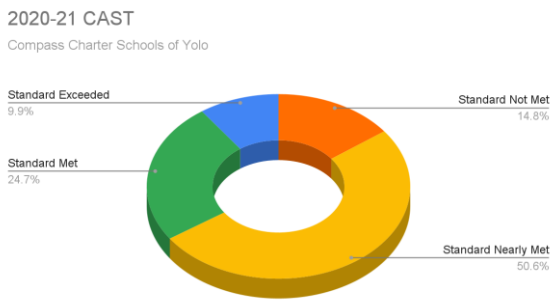
CAST Testing suspended for the 2019-20 school year

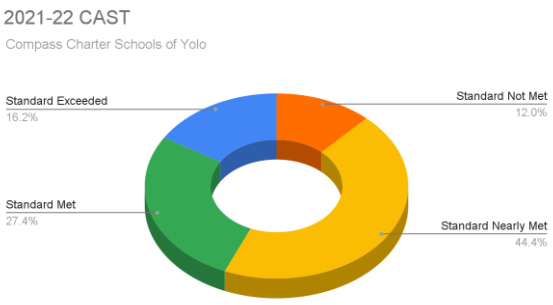




Compass Charter Schools of Yolo

CAST Testing suspended for the 2019-20 school year





Internal Tests

During the 2019-2020 school year, Compass Charter Schools (Compass) moved forward with implementing Istation for grades K-5 and Edgenuity for grades 6-12. Both of these programs

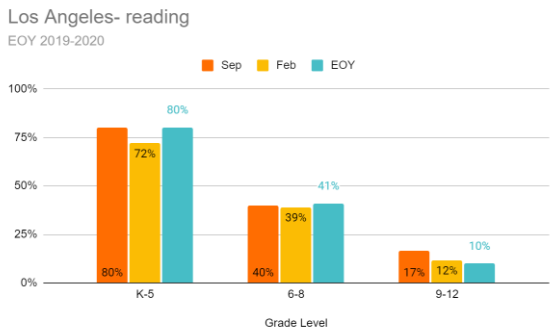
offered a diagnostic assessment in both reading and math, along with supporting targeted instruction at the achievement level of each scholar based on the assessment score. During the 2021-2022 school year, we partnered with Renaissance for our diagnostic and intervention platform - our scholars take STAR early literacy, STAR reading, STAR math or STAR Spanish at the start of the school year for baseline data, a mid year benchmark to measure progress and make adjustments to our program, and an end of the year benchmark to measure growth. Based on the performance data, scholars are assigned Freckle under our Renaissance umbrella as a targeted support to close skill gaps. If scholars are in need of tier 2 or tier 3 support, scholars have weekly tutoring groups, and tutors use Freckle lessons in conjunction with their independent Freckle work.

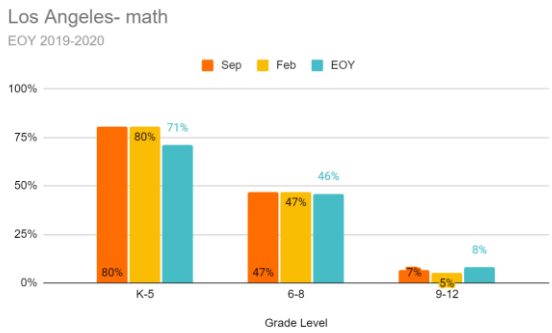
In addition to the program changes, Compass hired additional tutors under the Multi-Tiered System of Supports (MTSS) framework, to further support scholars who are identified as needing Tier 2 or 3 support after taking the diagnostic assessments.

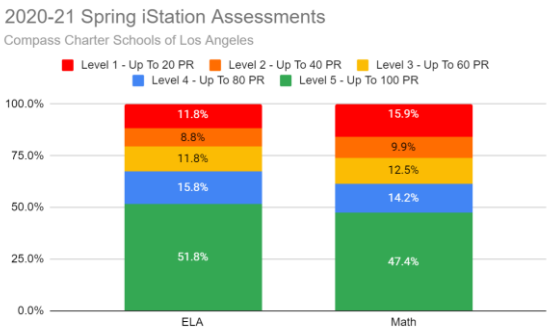
There have been marked improvements in language proficiency evidenced in English Language Proficiency Assessments for California (ELPAC) testing, as we have increased the percentage of scholars in levels 2-4 and decreased the percentage at level 1 from the 2018-19 school year through the 2020-21 school year. In 2018-19 we tested 88.3% of our scholars, and in 2020-21 we tested 97.7% of our scholars. In 2021-22, we tested 97.5% of our scholars.

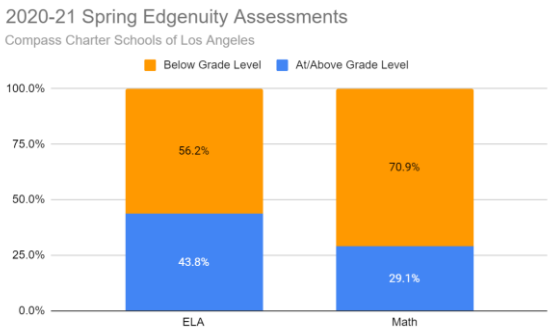
Compass Charter Schools of Los Angeles

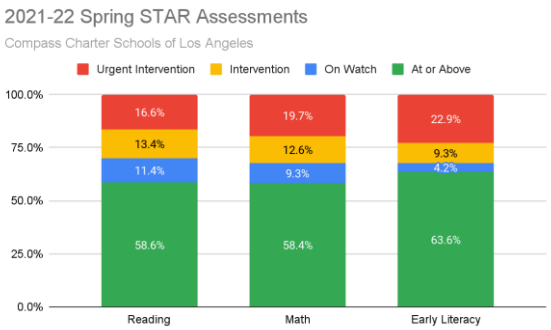
2019-20 graphs showing percentage of scholars at or above grade level (proficient). K-5 were assessed on Istation and grades 6-12 were assessed on Edgenuity.





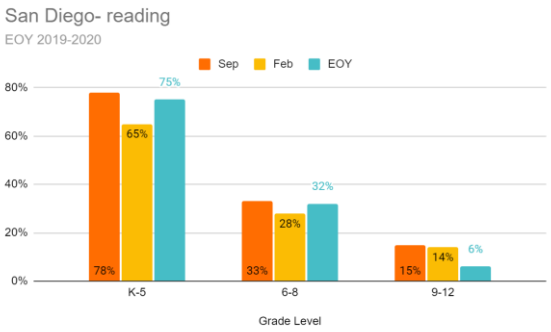


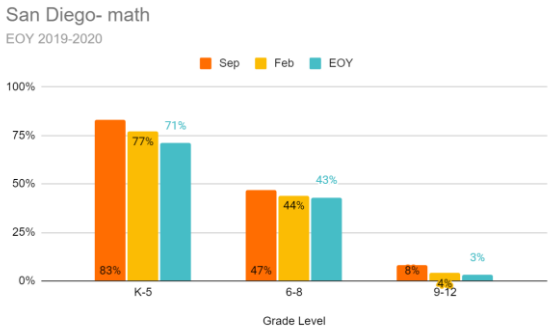


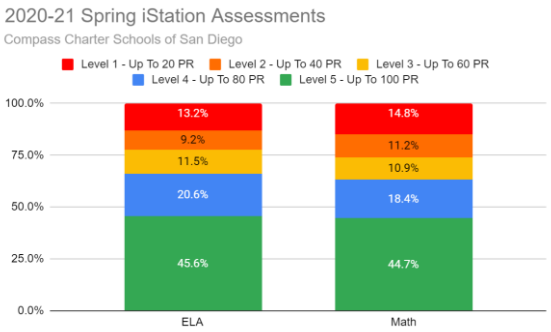


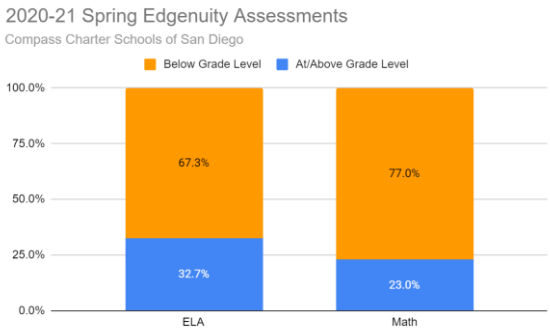
Compass Charter Schools of San Diego

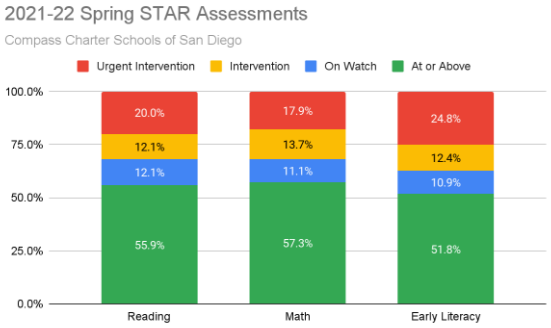
2019-20 graphs showing percentage of scholars at or above grade level (proficient). K-5 were assessed on Istation and grades 6-12 were assessed on Edgenuity.





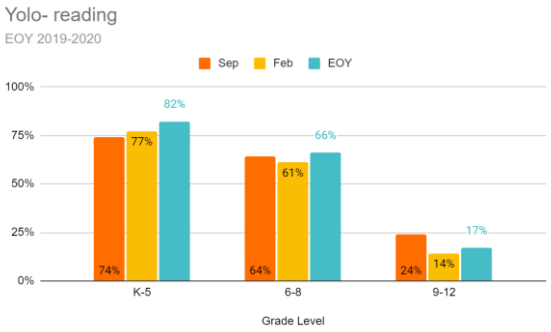


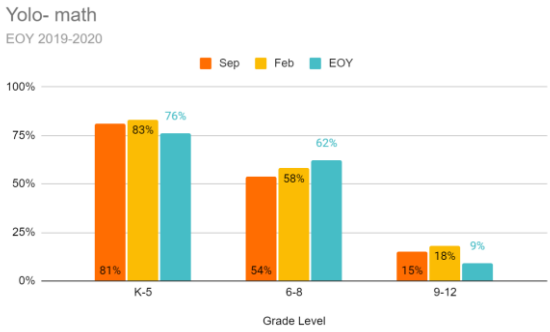


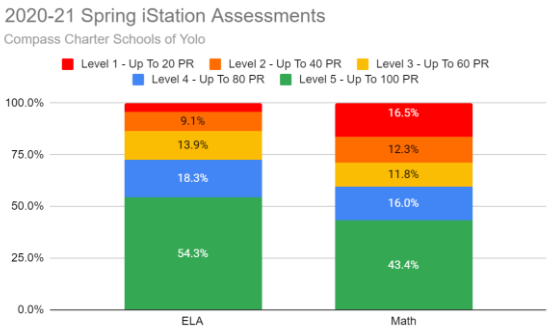


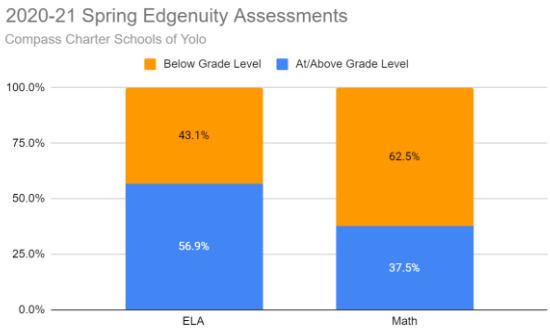
Compass Charter Schools of Yolo

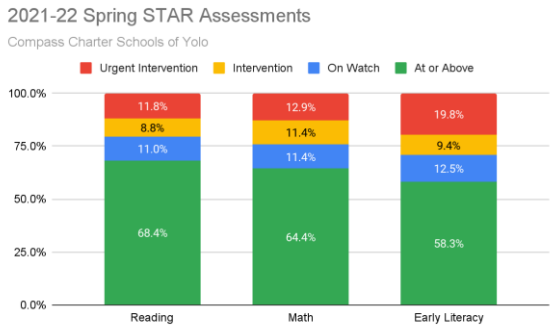
2019-20 graphs showing percentage of scholars at or above grade level (proficient). K-5 were assessed on Istation and grades 6-12 were assessed on Edgenuity.











Chapter III: Self-Study Findings

For each category of criteria include:

1. **A list of strengths**
2. **A list of prioritized growth areas for continuous school improvement.**

Note: The five criteria categories are:

- **A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources**
- **B. Curriculum**
- **C. Learning and Teaching**
- **D. Assessment and Accountability**
- **E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth.**

Provide pertinent evidence for review by visiting committee through hyperlink or Dropbox.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, **including equity, diversity, and inclusion**, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all educational partners in the *development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students,

parents, and other educational partners of the school and business community demonstrate understanding of and commitment to the vision, mission, schoolwide learner outcomes, and the district LCAP.

A1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
On our website, Compass Charter Schools (Compass) has clearly stated its Mission and Vision statements. Our mission "to inspire and develop innovative, creative, self-directed learners, one scholar at a time" is based on our scholars' needs. The desire to stay current on educational research is ongoing at Compass. Through many Professional Learning opportunities and In-Service training, the staff strives to stay current on evidence-based instructional practices at Compass, which is addressed in our Local Control Accountability Plan (LCAP) goals. Our goal to increase academic achievement can be seen in our Vision statement: "nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success." Our intention of increasing learning coach (parent or legal guardian) involvement is also reflected in our vision: "to create a collaborative virtual learning community." At Compass, "Achievement" is one of our Core Values. We believe that all scholars can achieve and be successful in all areas of their lives. Our Governing Board is responsible for maintaining our mission, vision, and values, along with our LCAP goals, the academic standards, and our Scholar Learning Outcomes (SLO).	Academic Standards Compass Governance Compass Guiding Principles LCAP Goals Professional Development Opportunities
Our SLOs are representative of the characteristics and skills that we strive to teach, inspire, and instill in our scholars: ● Innovators ● Effective Collaborators ● Confident Learners ● Community Leaders To gain understanding and keep all educational partners (learning coaches, scholars, staff and community members) involved in the process, Compass surveys all of its educational partners, including its Board of Directors, to receive information, guidance, and direction. These surveys, along with discussions at Board of Director meetings, give our Compass leaders feedback about the school. Compass has a Staff Advisory Committee (SAC) to oversee the suggestions and feedback received from staff through a Virtual Suggestion Box. This committee is advisory in nature and suggests positive solutions to staff suggestions. Along with employees and the board, we have a Parent Advisory Council (PAC) and Scholar Leadership Council (SLC) that are included in the process, along with a Virtual Suggestion Box for scholars and Learning Coaches. The Framework for the Future is designed to align with 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. The Blueprint for Success is	Blueprint for Success Board of Directors Charter Petitions Framework for the Future Parent Advisory Council Scholar Leadership Council Staff Advisory Council Surveys Virtual Suggestion Box

designed to incorporate the Core Values, LCAP, and enabling conditions such as: Coherence, Culture, and Connectedness to reach Compass's vision and mission.	
The school's website provides a comprehensive resource for members of the school community with information about the school, enrollment, events, and news. In addition, the Parent & Scholar Portal on the website provides additional resources specific to enrolled families. Compass also shares its purpose through the use of various communication channels including ParentSquare, Parent Town Halls, virtual open houses, news releases, email, social media, and the like. These initiatives are implemented throughout the school year to engage learning coaches and increase parental and scholar interaction, with the goal of an involved community of Compass.	Compass Website ParentSquare Staff Advisory Council Twitter Superintendent's email Superintendent's Town Hall for the Online Learning Program Superintendent's Town Hall for the Options Learning Program YouTube
The board-approved Scholar Handbook provides a comprehensive view of the school's program as well as the Mission and Vision Statements, and Core Values. Scholars and learning coaches must read the handbook, sign, and submit the acknowledgment page of the handbook. All families are invited to attend our virtual Back To School Night and our Weeks of Welcome (WOW) department presentations where our mission, vision, school-wide learner outcomes, and programs are reviewed once again.	Online Learning Back to School Night 2022-23 Presentation Options Learning Back to School Night 2022-23 Presentation Scholar Handbook Weeks of Welcome Videos
In following the requirements of the Brown Act and a strong desire for accountability and transparency, educational partners are regularly informed of meeting times, agendas, meeting notes, and board actions from the Board of Directors meetings. Information from the meetings are shared through the website, internal communication channels, our Monday Morning Update (MMU), and social media, as well as in the Superintendent Town Hall for staff and Superintendent Town Halls held for learning coaches and scholars. Educational partners are also encouraged to participate through the SAC, PAC, and the SLC, depending on their role.	BoardonTrack Superintendent's Town Hall for the Online Learning Program Superintendent's Town Hall for the Options Learning Program Twitter YouTube
Using surveys, virtual suggestion boxes, meetings, and discussions, Compass frequently collects feedback from learning coaches, scholars, staff, board and educational partners as part of our school's continuous improvement process. The feedback will help drive our shared goal of preparing our scholars to be academically successful self-directed learners.	Surveys Virtual Suggestion Box
While college and career are not specifically mentioned in either the Mission or Vision Statements, other phrases such as"self-directed learners," "a curiosity for life-long learning," and "responsibility for their future success" are within the Mission and Vision Statements and meet that belief. These statements, along with the modifier, "one scholar at a time," displays the commitment Compass has to each and every scholar's	Compass Mission and Vision LCAP Goals

future success in college or career. The mission to inspire and develop innovative, creative, self-directed learners will not change. However, Compass is an adaptive organization. We are ever evolving to better meet the needs of scholars and staff alike. Ways of better serving our scholars is a constant and ongoing process, which is under regular review. There is a significant relationship between the school vision, mission, schoolwide learner outcomes, the scholar's learning needs, the school programs, and ongoing school improvement process. In addition, the Leadership Team meets monthly to review progression towards LCAP goals, which correspond directly to the school's purpose and schoolwide learner outcomes. During these meetings, achievement and data are analyzed to allocate resources, acknowledge any positive outcomes, and plan interventions.	
Compass has implemented a new project management system to help with monitoring and accountability of LCAP metrics. The goal is to identify, plan, and take action preemptively in efforts to support our unique scholar population. The Blueprint and the Framework for the Future was developed by analyzing survey data, researching learner-centered approaches, hosting forums with educational partners, and engaging in design thinking. The Framework incorporates a scholar profile, mission, vision, values, learning experiences, enabling conditions, and the blueprint for success.	Framework for the Future LCAP

A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Indicators

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority's role, including how educational partners can be involved.

A2.2. Relationship between Governing Board and School: The school's educational partners understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Compass Charter Schools (Compass) is governed by a California nonprofit public-benefit 501 (C) (3), Compass Charter Schools, which has an independent Board of Directors. The Directors meet regularly to oversee the school's management, operation, activities, and affairs. The purpose of the Corporation is to create, manage, operate, guide, direct, and promote one or more public charter schools.	Board on Track Compass Board of Directors

The Board of Directors define, compose, and revise (as needed) the policies of the school and ensure compliance with its agreements and applicable laws and regulations.	
The policies and procedures in the Board By-Laws (Amended By-Laws in Board on Track) are clear regarding the selection, composition, and specific duties of the Governing Board, including the frequency and regularity of board meetings to ensure compliance with the Brown Act and any new laws that are passed by the State of California. At each meeting, the board is updated on the status of Compass and how we are working towards meeting Scholar Learning Outcomes (SLOs), academic standards, and college-and career-readiness standards. Different departments present at meetings with relevant information to ensure the board is up to date on information and can make policy decisions based on current data to ensure we move forward with a singular focus on our school wide action plan for this school year. Policies from the board are shared out via internal communication channels, public board meeting notes and passed down through management for implementation throughout the organization.	Agendas & By-Laws Board on Track Meeting CompassCS - YouTube
The school website lists where to find all By-Laws, Board Policy Manuals, Operating Budget, and Local Control and Accountability Plan (LCAP) so that they are easily accessible to the public. The board also approves the graduation requirements, curriculum, and Scholar/Parent Handbook. In addition, it reviews the ongoing progress of the academic programs, Online and Options, aimed at supporting the success of scholars, and makes decisions based on measurable scholar outcomes.	Compass Charter Schools Operations Board on Track Meeting Agendas LCAP Parents and Scholars Compass Page
Members of the board are actively involved in activities and meetings at Compass. They are regularly invited to attend enrichment activities, meetings and school celebrations. Because we are a virtual school, most of these events are recorded, and those recordings are also shared with the board for later viewing. All educational partners, including board members, are given constant opportunities to receive information, provide input, and inquire across the spectrum of organization policies. During the summer, they participated in a Board Advance to gain a deeper understanding of the school and to stay current with the needs of scholars. The Superintendent provides weekly updates to the board on areas related to the day-to-day operations of the school. In addition, monthly Superintendent “Town Hall'' meetings bring all professional educational partners together with a review of key organizational updates and provide an opportunity for individual questions. These inquiries are in turn related to the board, and range from questions regarding best practices in communication: curriculum alignment, vendor relationships, potential software updates, community, and public policy issues, etc. Compass also has three advisory auxiliaries, the Scholar Leadership Council (SLC), Staff Advisory Committee (SAC) and the Parent Advisory Council (PAC), to facilitate communication amongst educational partners. The SAC works to streamline information and best practices across staff, administration, and management, while the PAC works to engage learning coaches (parents or legal guardians) with the actions of the Governing	A Word from our Superintendent Back-to-School Picnic w/ Stakeholders Interview with Board Members Parent-Advisory Council Townhall Videos

Board. With its focus on family participation, the PAC meets to reach out to Compass families with surveys, notification of events, and relevant meetings (both virtual and in-person), as well as to solicit feedback from scholar and family educational partners. This structure allows all educational partners access to the Board of Directors and maintains open lines of communication across all strata of the Compass organization.	
The board is actively involved in the review, development, and approval of the Compass LCAP. Board meetings regularly include updated information related to the goals in the LCAP, as well as updates on scholar data. Recommendations and information will be provided to the board by the school leadership, learning coaches and other educational partners as they all participate in making decisions that focus on all scholars achieving the schoolwide learner outcomes, the academic standards, and the college-and-career readiness standards.	Board on Track Meeting Agendas LCAP
Compass provides instruction on four different complaint procedures on our website: a comprehensive board approved Uniform Complaint Policy and Procedure, Title IX Complaints, General Complaints, and Charter Complaints. Information from these are immediately directed to the Superintendent. Educational partners are encouraged to be active in the policies that are decided. Staff members can share concerns either to their supervisors directly, during periodic school evaluations, or during Superintendent Town Halls each month. Regular Connections Meetings between learning coaches, scholars, and Compass supervising teachers (STs) allow scholars and learning coaches to discuss any concerns they may have with regard to the scholar's education or other concerns. Connection meetings are held monthly and track academic progress in the personalized learning plan. Compass also provides a few surveys and a virtual suggestion box that are reviewed by the SAC on a monthly basis.	Compass Guiding Principals Compass Guidesite Online K-8 PLP Online HS PLP Options PLPs Surveys Townhall Videos Virtual Suggestion Box

3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

Indicators

A3.1. Broad-Based, Inclusive, and Collaborative: The school's broad-based, inclusive, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.4. Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

A3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Online supervising teachers (STs) use assignments as formative assessments and provide scholars with valuable feedback to assist with content mastery. These formative assessments include weekly quizzes within the course content, checking for understanding during live Learning Lab sessions, and scholar work assignments. Scholars are required to submit assignments daily for each subject to represent their body of work. These assignments correlate with activity logs that track educational activity for each subject. Technology is a daily part of the scholar learning process, as well as daily scheduling and organization, with the focus on achieving college and career readiness. To further support scholars, teachers provide Q&A sessions for one on one and small group supports.	Master Agreement and Acknowledgement of Responsibilities Online Scholar Handbook Sample Live Learning Lab Recording Link(s)
Options scholars, learning coaches (parents or legal guardians) and STs meet once per 20 school days to discuss, reflect on, and set goals for learning outcomes. Similar to the Online scholars, they are required to submit work assignments that correlate with activity logs that track academic work completed during the week. The assignments are also evaluated for grade-level appropriateness and continued progress. Assigned standards and scholar grades are recorded on the Personalized Learning Plan (PLP). Goals involve collaboration between all educational partners and are viewed as a fluid and ongoing process driven by the scholar's progress. Intervention needs are evaluated and implemented as part of this process.	Master Agreement and Acknowledgement of Responsibilities Options Program Scholar Handbook Personalized Learning Plans (PLP)
Compass Charter Schools (Compass) uses various methods to track scholar progress. One method to track scholars in need of intervention is the use of Google Sheets to track diagnostic testing data and progress. An example of this is the Multi-Tiered System of Supports (MTSS) Headquarters used to track/monitor our scholars in need of tiered intervention. This tracker includes data from all internal benchmarks, semester math and/or reading scores, and tutoring attendance/participation. For our English Learners, the English Language Development (ELD) Course Gradebook spreadsheet is provided monthly to STs. STs can check Lexia Dashboard for usage and progress. This monthly report provides an ongoing assessment of the progress made by each EL scholar enrolled in the ELD Course that utilizes Lexia online curriculum.	2022-23 MTSS Headquarters 2022-23 Screenshots of Overall CCS Usage, Progress and Progress by Usage EL Guidesite link ELD Course Gradebook
Department, division, leadership, and cabinet teams meet weekly or biweekly to discuss needs, strategies, and growth for schoolwide progress toward our mission. All staff collaborative opportunities are also available in meetings such as the All Staff Retreat and In-Service Days. These are some of the effective methods in which all staff come together to discuss, collaborate, and share ideas about scholar learning across all programs at Compass. The Superintendent's Town Halls are another of the	Cabinet Notes Oct 2022 In Service Day September 2022 Town Hall Recording Workplace -

many ways that leadership brings the Compass staff together to share accountability updates regarding scholar learning. The Town Halls are also a time to ask questions, so staff can better support scholar learning. The Superintendent also posts a weekly update in Workplace to disseminate information to staff.	Superintendent Weekly Update
Within Compass there are several existing systems for internal communication, planning, and resolving differences when necessary. For example, Workplace is an intranet platform used by all Compass staff so that they are made aware of shared responsibilities and all members of the staff can share updates. On a daily basis, employees are encouraged to partake in interactions with other employees over Workplace, Workplace/Google Chat, texting, phone calls, emails, Google Hangouts, and Zoom. We also utilize a Guidesite (Google Sites) as a central place for all procedures to be readily accessible.	Guidesite screenshots Workplace posts
Educational partners are regularly informed of both meeting times and agendas for the School Board of Directors. They are informed of any Board action through our newsletter and website as well as in the Superintendent Town Hall for staff and Superintendent Town Halls for learning coaches and scholars held throughout the year. A Superintendent Town Hall is held for each program. Educational partners are encouraged to participate through the Staff Advisory Committee (SAC), Parent Advisory Council (PAC), and the Scholar Leadership Council (SLC), depending on their role, as well as through surveys, formal meetings, and informal meetings at events such as Coffee with Compass and field trips.	PAC Minutes SAC Minutes SLC Minutes
Staff ensure that the analysis of scholar achievement of the critical learner needs, schoolwide learner outcomes, and academic and career readiness standards impacts the development, implementation, and monitoring of the single plan and the Local Control and Accountability Plan (LCAP) by creating performance goals that are in alignment with LCAP goals. LCAP goals are collectively created using input from the Superintendent and CEO, Cabinet members, directors, staff, families, and the board. The LCAP provides the framework for gathering resources as needed to support all scholars, maintains compliance for programs that support critical learners, and supports the planning and implementation of resources and supports as set forth by the LCAP. Scholar performance data and work samples are collected to assist in guiding any future decision-making processes. In weekly Cabinet minutes, information is recorded for what each department completed that week and the actions are specified by which LCAP goal they contribute to. Each department/division and the organization as a whole have Wildly Important Goals (WIGs) that we are working towards and reporting progress on periodically. The school's staff continue to attend professional learning to gather information on best practices.	Academic Division Initiatives and Lead Measures 2022-23 Cabinet Minutes June 2022 College & Career Data Profile Summary (LA) LCAP Goals Online Learning Personalize Learning Plan (PLP) K-8 Operations Dept WIG goals Options Program Personalized Learning Plan (PLP) Professional Development Calendars

A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Compass Charter Schools (Compass) utilizes a competency-based hiring process for all employee positions. All open positions are posted on EdJoin.org as well as on our website. Once hired, new employees go through mandatory training consisting of mandated state reporting, harassment training, and blood borne pathogen training as assigned by Human Resources as part of a comprehensive onboarding process. New hires are required to meet with HR for new hire orientation.	Competency Based Hiring Edjoin.org Employment Opportunities Gallagher Risk Control Training Training
Professional learning opportunities are provided to all staff. Each year, employees participate in the annual All-Staff Retreat as well as calendared In-Service Days. Additionally, staff have ample opportunities to attend various workshops and conferences to support an employee's growth plan. Learning Experience Pathways are incorporated during the school year as flexible groupings to convene and provide educators with the skills and tools needed to build a scholar-centered learning environment. Staff also have the opportunity to attend Western Governors University (WGU) through a partnership with Compass to earn a bachelors or masters degree.	Growing your Mindset Compass Pathway Overview
New staff participate in department training to learn the systems and processes used within each position. The school employs a process whereby new staff members are paired with experienced staff to provide appropriate orientation for	Compass Guidesite New Hire Orientation Slide Deck

all job responsibilities. Additionally, there are departmental "101" training sessions within our YouTube library and department guidebooks that employees can reference. In addition, job shadowing can be included in the onboarding process.	Training Schedule Template Staff Workshop Youtube Channel
All staff are provided an Employee Handbook that contains the written policies and guidelines of Compass. Department meetings and daily communication from administration (through email and Workplace) communicate operational practices, decision-making processes, and relationships between leadership and staff. All staff have a clear understanding of written policies. Performance evaluations are housed in the Growth and Development Plans.	Academic GDP Email Etiquette Employee Handbook General GDP Guide Site Manager GDP Staff Workshop Youtube Channel
The Annual All Staff Retreat provides several days of training for departments, divisions, and the entire staff in August. Throughout the year, all staff have access to Alludo.com, which is an online self-paced teacher professional learning and staff training system. Ongoing professional learning is driven by staff input, leadership recommendations, and the instructional leadership who meet to discuss and guide professional training related to instruction. The Staff Advisory Committee provides input for staff professional learning as well. Using budget resources, staff members are able and encouraged to attend professional learning opportunities in their particular areas of interest and work, as well as conferences by organizations that support personalized learning.	Alludo.com Alludo Professional Training October All Staff In-Service Day Wellness for Educators
Once staff members attend professional learning opportunities, they are asked to present a brief summary of their learning to their peers. If Leadership finds that specific topics need to be presented to appropriate divisions, departments, or smaller teams, the staff member shares his/her knowledge. Surveys and anecdotal data will be used to determine the effect of professional learning development on scholar achievement.	Cabinet Minutes Paper Notes

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Indicators

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.3. Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

A5. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Using the Compass Charter Schools (Compass) Mission, Vision, and Values, the school's resources are allocated to meeting our Local Control and Accountability Plan (LCAP) Goals: Increase academic achievement in core academic subjects, increase scholar and parent engagement/involvement, increase college and career readiness for scholars, and ensure that at-promise scholars are making progress toward earning a high school diploma. Compass also offers school funded learning activities such as field trips, workshops, and subscriptions.	Counseling Services Engagement Events Calendar LCAP Website Calendar
Compass ensures that all funds are allocated equitably to ensure that the scholars have appropriate curriculum, materials, and support. In the Online Learning program, funds are allocated to the purchase of curriculum, computers, scholar support services, special education, and engagement. However, to help support learning in the Online K-5 program, supplemental learning materials are utilized and incorporated within the asynchronous courses and during live, synchronous instruction. In the Options Learning program, each scholar is offered Educational Support Funds, which are managed in partnership with the supervising teacher (ST) assigned to the scholar. The learning coach (parent or legal guardian) is responsible for choosing approved vendors, curricula, and other materials required for scholar learning with guidance from the ST. In addition, Compass requires that 25% of Education Support Funds are used for core subject curriculum; the remaining 75% can be used towards an array of learning materials and classes. The Community Providers Department manages the budget for each scholar and submits purchase orders to the Finance Department for payment after services are rendered.	Approved Vendors List Community Providers Guidesite Finance/Budget Allocation Resources Finance Reports Online K-5 Supplemental Material Kit list
In the Options Learning program, Education Support Funds are allocated to scholars' individual annual budgets. This process begins with a Family Order Agreement which simply clarifies learning coaches' responsibilities regarding orders. Learning coaches submit requests for services and materials that will best suit their scholars' particular needs, which are then uploaded into the school's procurement system. The orders are verified by the credentialed ST. It is then verified again and fulfilled by the Community Providers Department, who submits the purchase orders to the Finance Department. Materials are shipped directly to the scholars. Non-consumable materials are returned to the Compass Central Office in Thousand Oaks, CA and made available for other scholars to use as necessary through the Curriculum Locker. Additional resources are also received and distributed to scholars in the Special Education Department in alignment with their IEP.	Family Order Agreement Options Learning Program
Compass follows processes and best practices established by the state of California and our authorizing districts in developing the annual budget, conducting audits, and	2020-21 Audit

at all times, conducting Compass school business in a transparent and compliant manner. The Compass budget is developed using both analytical data and financial needs, while also taking into consideration year over year growth in enrollment. Audits are conducted by Christy White Associates, in partnership with Compass' back office provider, Charter School Management Corporation (CSMC). The expertise of CSMC is a critical component in developing the Compass budget, fiscal operations, and financial management.	2021-22 Audit 2022-23 Budget Compass Financial Services
Our Engagement Department focuses on planning events for all Compass scholars to create the opportunity for peer engagement and in-person interaction with Compass and fellow scholars. Events are vast, varied, and participation by all Compass staff is encouraged.	Engagement Events Calendar Field Trip Photos End of Year Celebrations Engagement Offerings Explained Scholar Clubs
Compass has a robust computer loan program for all Online scholars that wish to take advantage. The Information Technology (IT) Department provides technical support to all staff and scholars as well as IT Helpdesk support using an online ticket submission system. Options scholars have the choice to use their Educational Support Funds to purchase a computer. Compass also offers Internet Service Fee reimbursement for those families that request it.	Computer Loan Application Computer Loan Information. Internet Reimbursement Form IT helpdesk IT Technical Support
Compass staff have regular access to professional learning opportunities throughout the year. The opportunities include an annual in-person All-StaffRetreat, virtual staff-trainings, two In-Service Days per school year, and opportunities for continued education and certifications. In addition to school wide initiatives, all staff have the opportunity to request professional learning by providing information to their department director for review that includes how Compass will benefit from their participation and how they will share what they learn with the Compass staff.	Compass Learner-Centered Leadership Academy In-Service Day Professional Learning Calendar

A6. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Indicators

A6.1. Long-range Financial (and Other Resources) Plan and Stakeholder Involvement: The school regularly involves educational partners in the review of its long-range plan/capital needs (and other

resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes.

A6.2. Regular Accounting and External Audit Procedures: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.3. Processes for Implementation of Financial Practices: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.4. Budgeting Process — Transparency: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.5. Adequate Compensation, Staffing, Reserves: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

A6.6. Marketing Strategies: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning. inform the public and appropriate governmental authorities about the financial needs of the organization.

A6. Prompt*: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Compass Charter Schools (Compass) regularly reviews its long-range plans for the Local Control and Accountability Plan (LCAP) goals with support from all departments. Our LCAP goals are created by inviting all educational partners to participate in the process of departmental review and goal setting. This ensures that the funds are being used across a broad spectrum and is an inclusive process. Our 2022-23 goals are as follows: Increase scholar academic achievement in core academic subjects, increase scholar and parent engagement/involvement, increase college and career readiness for scholars, and ensure that at-promise scholars are making progress toward earning a high school diploma. Our budget reflects these goals. In addition to the LCAP, Compass provides regular opportunities for educational partners to give input and feedback. For learning coaches (parents or legal guardians), these opportunities include, but are not limited to, our Parent Advisory Council (PAC), Scholar Leadership Council (SLC), quarterly Parent Town Hall meetings, annual Planning Survey, and Options and Online connection meetings. For staff and STs, opportunities include monthly meetings, professional learning sessions, annual satisfaction surveys, and direct access to senior staff via telephone calls, emails, and in-person meetings.	Cabinet Meeting Minutes Framework for the Future LCAP
The Board of Directors meet quarterly, and all educational partners are informed of the agenda as per the Brown Act. Moreover, educational partners are welcome and invited to share their comments with the Board of Directors. During these regular opportunities for engagement, Compass encourages educational partners to comment on the strengths they see in the school and to comment on any areas of opportunity that Compass could focus on in operations, governance, fiscal, or academic performance. With this in mind, budgets will be set in advance at the end of each school year for the upcoming school year based on prior years' expenses, estimated scholar enrollment, and educational partner input as related to long range goals.	Board on Track Operations

The annual external audit is conducted in accordance with-auditing standards. The audited financial statements follow all state guidelines including approval by the local board and submission to the authorizers, which is then sent to the county and state. Internal procedures and safeguards have proven to be generally accepted principles of accounting and audits. To ensure accountability by all personnel, Compass retains the services of Christy White Associates' to provide the annual audit and assurance services, as well as the fiscal accountability and transparency. Christy White Associates' is a member of the Association of International Certified Professional Accountants (AICPA) Center for Audit Quality. The services provided to Compass by Christy White Associates' include financial statement audits, compliance performance audits, and processing and submitting of all tax forms through internal audit services.	AICPA Cabinet Meeting Minutes Christy White Associates Financial Services
While preliminary financial operations are completed by our Finance Department, Compass also works collaboratively with Charter School Management Corporation (CSMC) to ensure financial transparency and compliance. In addition, accountability measurements are in place for all departments.	CSMC
The Superintendent & Chief Executive Officer (CEO) is authorized by the Board of Directors to enter into contracts up to $100,000.00. Contracts valued in excess of the $100,000.00 limit must be presented to the Board of Directors for review and approval. Prior to signing any contract, Compass performs its due diligence and requires three competitive bids for all services provided.	Board Policy Manual
Compass has implemented a standing Finance Report offered to the Board of Directors. The Board meeting minutes are posted on BoardonTrack, while links to BoardOnTrack are on our calendar, and other links can also be found on the Board of Directors page of the school website.	Compass Board of Directors Compass Master Calendar Compass Twitter
Financial reports include a breakdown of revenues identified by source and details regarding the amounts spent for certain expenditure categories, such as: employee salaries and benefits, books, supplies, equipment, contracted services, other operating expenses, and capital outlay. Compass also provides additional financial information about beginning and ending fund balances, required reserves, and amounts spent from certain state and federal funding sources. The following dates indicate report updates: ● On or before December 15: Interim report reflecting changes through October 31. ● On or before March 15: Interim report reflecting changes through January 31. ● On or before September 15: Final audited report for the prior year.	Compass Financial Services
Compass staff are appropriately compensated in regards to both salary and benefits. We are competitive with other virtual public schools. Compass meets all requirements and/or exceeds all state mandated laws on compensation for credentialed staff. Compass staff receive health benefits covered up to $950/ month	2022-2023 Academic Calendar 2022-23 Benefits Open Enrollment post on

per eligible employee including medical, dental, vision, life, accidental and long term disability insurance. Compass offers full-time (11-month and 12-month staff) employees eighty (80) hours of accrued sick time per year, and year round employees accrue both sick time and vacation time. All staff receive one week off for Fall Break, roughly two weeks off for Winter Break, and one week off for Spring Break. Classified staff receive the last week of June off. Compass follows a semi-monthly pay period calendar.	Workplace 2022-23 CCS Employee Handbook
Compass apportions a yearly budget to implement marketing strategies to support charter growth. The school has contracted with Charter School Capital to provide marketing expertise to drive awareness, increase enrollment, and build communities for Compass through strategic advertising and research. The Community Relations Coordinator is responsible for external relations and internal communications including sponsorships, social media sharing and management, graphic production, marketing campaigns, and press releases.	Charter School Capital Compass Blog Compass Newsroom
A Budget Update Presentation is provided by the Chief Operations Officer at each Board of Directors meeting. Within this presentation are revenue and expense updates. The presentation itself can be found within each board packet, as well as the Financial Services section of our website. Throughout the course of the year, budgets, budget updates, audited financial statements, unaudited actuals, and other funding information are presented to the board during their regularly-scheduled meetings. The information is also posted on our website as part of the board meeting packet, on our Financial Services page, and is shared with our authorizers.	Board on Track Compass Operations
The Compass Board of Directors has adopted a policy of maintaining the fund balance in the Charter Management Organization and distributing cash to the individual charters through an automated system of Due to/Due from accounts. We make a transfer at the end of each fiscal year to ensure each charter has a fund balance reserve of no less than 10% of Operating Expenses. This means that we do not expect a large increase or decrease in fund balance as it will always be 10% of operating expenses at the end of the year.	2022-23 Operating Budget Financial Reports
Compass ensures that the allotted budget is used effectively. All spending is shared in the monthly meetings and tracked accordingly. The LCAP was developed by inviting all educational partners to participate in the process of goal setting. This ensures that the funds are being used across a broad spectrum and is an inclusive process. The LCAP is scaffolded year to year, which will allow for reflection and revision in the future.	Compass LCAP

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.*

Areas of Strength

1. Clearly stated and easy access to Mission and Vision Statements, LCAP Goals, Core Values.
2. Governance - continually updating policies aligning with the changing landscape of laws affecting charter schools.
3. Regular meetings of the Board of Directors, school leaders, and educational partners to ensure alignment with moving forward with school mission, vision, values, Local Control, and Accountability Plans, budget updates, and Scholar Learner Outcomes.
4. Refining systems and procedures to maximize output, increase scholar achievement, and continue growing as a school
5. Brown Act compliant

Areas of Growth

1. Continue to develop communication tools for scholars and families to understand academic standards

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
  - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
  - **Identify important next steps within the schoolwide action plan/SPSA.**

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*The summary information will be used for Tasks 4 and 5.

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

Indicators

B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.2. Academic and College- and Career-Readiness Standards: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with

community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Compass Charter Schools (Compass) is a certified Advancement Via Individual Determination (AVID) program. The program supports a school-wide culture built on college and career readiness to close the achievement gap by engaging scholars in academic rigor as well as college and career exploration opportunities for scholars in grades K-12. While typically found at brick-and-mortar schools, Compass is proud to be among a select group of personalized learning programs to offer AVID. AVID school-wide offers families an innovative and data-driven academic approach to personalized learning programs. The AVID program has developed several opportunities for scholars, such as guest speakers, AVID Field Trips, College and Career Exploration Projects, weekly articles, and quarterly newsletters. Compass implements AVID at the middle and high school levels to increase college and career readiness. College and career readiness curriculum is implemented through multiple modalities. The high school program also includes support programs such as California College Guidance Initiative (CCGI) and concurrent enrollment options for scholars.	AVID AVID@Compass Guide Site AVID Framework Personalized Learning Plans
Compass plans STAR Renaissance and California Assessment of Student Performance and Progress (CAASPP) results data analysis meetings to evaluate the need for educational research to support instruction. STAR assessment data is used to determine scholar intervention needs in mathematics and reading. Supervising teachers (STs) use STAR assessment data to help drive instructional planning and support Options families to focus on scholar learning goals. Included as a Tier 1-3 support is the Renaissance online learning program, Freckle. Freckle includes standards based lessons in mathematics, reading, social studies, and science. Scholars are encouraged to work in Freckle daily. Scholars who were identified through the dyslexia screening assessment through STAR also have the online learning platform Lalilo and have daily usage goals to meet their individualized learning needs.	CAASPP Website - Online Practice and Training Tests Freckle guidesite page Renaissance Renaissance STAR assessment guide site page
Since 2020-21, Lexia has been used as the designated English Language Development (ELD) curriculum for all designated English Learners (EL) to target English language proficiency skills. Core5 is used for grades TK-5 and PowerUp for grades 6-12. In 2022-23, Lexia English has been adopted for supporting our Newcomer/Emergent scholars. Progress in these programs is incorporated into EL scholar learning goals.	Lexia Lexia English Research based Information Lexia Pedagogy
Scholars enrolled in the Online Learning program use Accelerate Education as their primary curriculum. Accelerate Education, an established and reputable online curriculum provider, offers a variety of skills that prepare scholars for college and career. Accelerate Education provides a curriculum that is rigorous, engaging, and	Accelerate Education Website

aligned to Common Core Standards for math and English Language Arts (ELA), California State Standards for Social Sciences, and Next Generation Science Standards (NGSS) for Science instruction. Online STs are able to use tools to customize learning for scholars of different learning styles. All scholars enrolled in the online program use the Accelerate Education curriculum.	
Online elementary school STs provide daily live virtual learning labs that incorporate current teaching strategies for content, social-emotional learning (SEL), and physical education. The elementary school Online Learning program ST's recognize the importance of college and career readiness and support this area by implementing a rigorous curriculum with opportunities for project-based learning.	Online K-5 Learning Lab Schedule
Online middle school STs provide weekly live virtual support to grades 6-8 learners. They are targeted supports for each subject area course. Scholars in each grade level are able to engage in daily live opportunities for physical education and core content support. Opportunities for homeroom and AVID support are also provided by the Online STs weekly. To further support scholars, STs provide Q&A sessions for one on one and small group supports.	Online 6-8 Learning Lab Schedule
Online high school STs provide weekly targeted live support sessions for the core content classes, foreign languages, and electives (including AVID, Health, and PE). Q&A support for the courses is also available weekly. College and Career Readiness opportunities are built into the weekly schedule to provide opportunities for high school scholars to work with the counseling team. The Compass online high school science courses; Biology, Chemistry, Physics, and Physical Science have required science wet labs (synchronous and asynchronous) and are UC A-G approved. At least 20% of class time in high school science courses include teacher-supervised, laboratory activities that are directly related to, and support, the other class work that involve inquiry, observation, analysis, and write-up of investigations consistent with the practices of the scientific field. ST supervision may be synchronous or asynchronous. Each lab is designed with the intention of developing the scientific "habits of mind" that are reflected in recent national initiatives and in keeping with the ideals of National Science Association and NGSS presentations of effective science pedagogy. The labs are ethically based and respect for life forms is observed.	Online HS Course list Online HS Learning Lab Schedule
To support school-wide learning outcomes, Accelerate Education curriculum provides report features for all scholars in grades K-12 STs to track progress and grade averages. Allows STs to target intervention and specific support for scholars, both academically and behaviorally.	Accelerate Education - Personalized Learning
For the Options Learning program, Compass offers a variety of curriculum choices through the Community Providers list. STs collaborate with scholars and learning coaches (parents or legal guardians) to carefully select core curriculum, instructional materials, and classes/services that are aligned to CA state standards. During connection meeting discussions, STs and learning coaches work together to select a rigorous and standards-based curriculum for each subject that matches the scholar's learning style. Standards-aligned curriculum choices are noted on each scholar's	Community Providers List Curriculum Reference Guide Options Program Options Guidesite - Curriculum

Personalized Learning Plan (PLP) once approved by the ST. Using the PLP as a guide, STs implement a variety of tools and strategies to meet the individual needs of scholars and ensure they are on the path to graduation.	
For Options high school scholars, Compass offers two pathways for taking A-G approved courses. One is through Google Classroom, which includes independent study and project-based courses. Scholars have access to subject-area credentialed STs and opportunities to engage in weekly live instruction via Online Learning Labs and Q&A sessions. Scholars must complete a final project at the end of the course. The second A-G pathway for Options scholars is taking A-G courses in Accelerate Education through the online program. Options scholars use instructional funds to pay $300 per course and are able to take up to three courses plus an AVID elective each year. Midterms and final exams for these courses are proctored by the Online ST.	Compass Options A-G GuideSite Information Options A-G High School Courses High School Options Course List
The Orange County Learning Center (OCLC) provides science and social studies curriculum to Compass Charter Schools of San Diego Options scholars in grades K-8 who elect to enroll in the two-day per week program. OCLC STs plan hands-on, interactive, engaging lessons based on a scope and sequence that changes every year following a four-year cycle. All lessons are teacher-created and are based on CA State Standards, NGSS standards, and current educational research, such as the 5 E's (Engage, Explore, Explain, Elaborate, and Evaluate) for science instruction and authentic learning tasks.	OCLC
The Options team reviews surveys, S.T.A.R Renaissance results, California Assessment of Student Performance and Progress (CAASPP) results, scholar assignments, anecdotal information gathered from connection meetings, and report card collaboration documents to evaluate the need for educational research to support instruction and for maintenance of the Options instructional program. STs have access to the Options Program Curriculum Reference Guide to enhance their own knowledge about the various curriculum choices and to help learning coaches select the best options for their scholars. It is important to note that the reference guide does not include all curriculum choices available at Compass, rather, it highlights the most widely-used curricula. During Options team meetings, coordinators and STs analyze data, share trends, and discuss best practices to support instruction.	Options Program
Additionally, recent research supports the need to address Social Emotional Learning (SEL) and equity in the classroom. The entire Academic Services Division attended a workshop on integrating SEL strategies to promote equity in the classroom, and support materials and resources were made accessible for use during live synchronous instruction.	SEL and Equity workshop
Changes to Compass's Online Learning curriculum providers are evaluated through a committee of administrators and instructional staff. The process is managed by the Director of Online Learning. Curriculum providers are interviewed and test accounts are made available for evaluation with the use of a rigorous curriculum evaluation rubric. Instructional staff and administrators examine the different programs and	Online Learning Program

make recommendations. A pilot program may be used if changes to the curriculum are being considered.	
Grading policies for Compass scholars are outlined in the scholar handbook. Elementary school uses a 4-point scale of 4-Exceeds, 3-Meets, 2-Nearly Meets, and 1-Does Not Meet, while middle and high school uses the traditional A, B, C, D, F scale. A (90-100%), B (80-89%), C(70-79%), D (60-69%), F (59% or below). Compass graduation requirements are outlined in the scholar handbook. The requirements are: 40 credits English, 20 credits Science, 30 credits History/Social Science, 30 credits Mathematics, 10 credits Foreign Language, 10 credits Visual & Performing Arts, 20 credits Physical Education, 5 credits Health and 55 credits Electives.	Online Program Handbook Options Program Handbook
Compass offers an A-G approved course list to fulfill the 15 subject requirements for UC/CSU minimum admission requirements. Compass also offers college board approved AP English courses as well as Honors level courses that add academic rigor via the Online Learning Program.	Online Course List
In addition, Compass offers 22 self-authored A-G approved project based courses under the Options Program. These courses are designed for scholars who prefer to utilize traditional textbooks or other non-digital learning materials in their college preparatory work.	Options Course List
Compass offers a Concurrent Enrollment Program to support scholars in pursuing college level coursework within the California community college system. Scholars can earn both college and high school credit for approved courses. This program allows scholars to become familiar with college level courses and offerings, along with progression towards a college degree.	Concurrent Enrollment Policy
There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college-and career-readiness indicators or standards. The Online Learning high school courses are A-G College Board approved. Further, the Accelerate Education online curriculum courses have been reviewed for quality accuracy, and rigor and are approved by Quality Matters. Each of the Online STs at Compass holds live sessions at least one time per week for all subject areas, in addition to question and answer sessions where scholars can bring any questions they have and receive individualized support. Learning labs are real time, live sessions for direct instruction and engagement in core classes. Q&A's are real time sessions that offer 1:1 and small group targeted support. Within these live "Learning Lab" sessions, STs at Compass facilitate real-world applications of lesson content, require scholar interaction with the lesson individually and in groups, require scholar presentations to their peers, and conduct multiple formative assessments tied to standards. These Learning Labs are scholar-centered and data-driven, and focus on using AVID based strategies to empower scholars to engage meaningfully in standards-based content.	High School learning lab schedule K-5 Learning Lab Schedule Middle School learning lab schedule
STs supporting the Options scholars, hold daily synchronous instruction for grades TK-3. They also hold weekly synchronous instruction for scholars in grades 4-12. During these sessions, STs facilitate learning and participation from scholars by providing standards based instruction. STs also utilize Personalized Learning Plans to	Live Synchronous Instruction Personalized Learning Plans

assign standards each month and to show and document the evidence that scholars are learning these standards. In addition, scholars upload videos and assignments showing learning into Seesaw on a monthly basis.	
Scholars in all grade levels use the STAR assessment for diagnostic testing and designing scholar support; STAR testing and lessons are aligned with the Common Core Standards for math and English Language Arts. STAR Renaissance places scholars in support groups based on their diagnostic performance. Scholars identified as needing intervention are invited to weekly 30 minute math and/or reading tutoring sessions provided by program-specific tutors to help address skill gaps. Scholars in all grades are provided intervention and support through Freckle.	Freckle guidesite page Renaissance STAR assessment guide site page
A Multi-Tiered System of Supports (MTSS) framework has been implemented to encompass Response to Intervention (RTI), Social Emotional Learning (SEL), and Positive Behavior Interventions & Supports (PBIS). Under the MTSS umbrella, SEL is driven through monthly themes, including monthly presentation workshops presented by the Online Scholar Success Coordinator and a Counselor. The Scholar Success Coordinator provides SEL warm-up activities for the Online ST to use during learning labs in conjunction with the monthly theme. Options STs share monthly activities with learning coaches and scholars during their connection meetings that can be incorporated into daily instruction. STs also include SEL warm-up activities during their daily and weekly synchronous instruction time.	High School Learning Lab Schedule Middle School Learning Lab Schedule Monthly SEL Resources Elementary Learning Lab Schedule
Compass has several opportunities available to scholars to enjoy building additional skill sets and social experiences through Compass clubs, including but not limited to: arts, crafts, cooking, Genders & Sexuality Alliance, LEGO, Minecraft, National Honor Society, Virtual Field Trips, and more. The Engagement Team provides numerous opportunities for in-person field trips and online extracurricular activities.	Scholar Clubs
Scholars enrolled in the Options Learning program often choose a Project Based Learning Approach. Project Based Learning (PBL) is a teaching method in which scholars learn by actively engaging in real-world and personally meaningful projects. Options scholars customize their curriculum via the extensive approved Community Providers list.	Community Providers
The Compass Counseling Services Department provides a comprehensive school counseling program that empowers all scholars to reach their fullest potential and promotes success by focusing on academic achievement, social/emotional development, and college career readiness.	2020-21 Annual Report Counseling Services 2021-22 Annual Report Counseling Services
Compass predominantly handles its own external communications and marketing. Compass did recently outsource to Charter School Capital to help grow the Online Learning program. The Outreach Coordinator regularly signs up for and staffs events that allow for the school to market to specific groups. Some examples of locations for marketing events are: local fairs and festivals. Additionally, the Outreach Coordinator schedules, hosts, and staffs Virtual Info Sessions. The Outreach Coordinator also establishes connections with local/community coordinators and event organizers for future event collaboration. Furthermore, the Community Relations Coordinator facilities partnerships for Compass to be featured and	2022-23 Virtual Information Sessions PBS Spotlight OC Parenting Magazine - September OCLC Ad

advertised in local publications and public broadcasting television stations. Additionally, Compass has done community service projects such as making pet toys for local animal shelters, making paracord bracelets for veterans, and local scholar-selected community service projects for National Honor Society.	
Scholars are scheduled for a planning meeting with their counselor to discuss their 4-year plan and credit review each year. During this meeting, they are asked about their post-graduation plans so that the counselors can support them and ensure they are enrolled in appropriate courses. In addition, seniors are scheduled for an individual 'Senior Transition Meeting' with the College & Career Readiness Counselor to discuss post high school plans and appropriate next steps based on meeting post secondary goals.	Academic Outlook Template Senior Transition Meeting Template
The Counseling Services Department administers a senior exit survey to all graduating scholars as well as a counseling services scholar survey to scholars in grades 6th-11th to obtain feedback on their Compass experience. This data is reviewed annually to determine strengths and areas for improvement with the direct and indirect services provided to all scholars through the Counseling Services Department.	Counseling Services Senior Exit Survey Scholar Survey

B2. Equity and Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators

B2.1. Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

B2.4. Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence

Compass Charter Schools (Compass) provides graduation status and academic review meetings that are scheduled throughout the school year, and scholar records are reviewed when a scholar starts at Compass. As part of the individualized planning process, each senior is scheduled for a transition meeting during the fall term with the College & Career Readiness Counselor. These sessions provide access and awareness of college/career options and financial resources. In alignment with AB 469, scholars have access to Californiacolleges.edu to support accessing information and completing their financial aid applications.	Academic Planning with Example Four-year Plan Academic Planning with Example Four-year Plan College and Career Planning Padlet Counseling Senior Transition Meeting Template
Additionally, high school scholars have the opportunity to enroll in courses at their local community college through the concurrent enrollment program. Scholars earn both college and high school credit for approved courses. This program allows scholars to become familiar with college level courses and offerings, along with progression toward a college degree.	Concurrent Enrollment Policy
The Counseling Services Department delivers a variety of college and career readiness sessions/topics through learning labs, small groups, and vlogs. The College & Career Success (Compass) Cafe are monthly sessions with structured lessons that focus on college/career awareness and readiness skills for each grade level 4-12.	CCS Counseling Guidesite (Learning Labs)
The Counseling Services Department offers a targeted small group, Ready to Launch, for high school scholars. These sessions are delivered three times a week covering topics to help scholars prepare for life after high school. The curriculum utilized in these sessions aligns with Advancement Via Individual Determination (AVID) standards, promotes peer-to-peer connections,incorporates virtual college visits and support as scholars move towards post high school goals.	CCS Counseling Guidesite (Small Groups)
Compass has a robust Engagement Department that facilitates field trips to a variety of locations sparking interest in a myriad of professions. Scholars experience careers such as zookeeping, candy-making, biology, farming, museum guiding, and more. Additionally, the Engagement Department offers virtual field trips, workshops, scholar clubs, and assemblies which also expose scholars to unique careers and fields of study.	Engagement Calendar Engagement Offerings Engagement Scholar Clubs
Scholars in grades 6-8 are enrolled into the four content areas (English, math, social science, and science), Physical Education, and they also select an elective aligned with California standards. For grades 6-12, when creating course schedules, scholars choose courses through a collaborative effort between scholar, learning coach (parent or legal guardian), and counselor. Compass also offers Accelerate Education courses under the Online Learning program that are A-G approved, and has approval in each of the content areas. The A-G courses are considered academically challenging, involving substantial reading, writing, problem solving, and laboratory work, as appropriate. A-G courses offer opportunities for scholars to show serious attention to analytical thought processes, factual content, and develop scholars' oral and listening skills.	Learning Labs and Small Groups A-G High School Courses Online High School Course Catalog Transition Section of Procedural Guide (SPED)

Compass' Online scholars use Accelerate Education as the digital curriculum provider. This curriculum is not only rigorous and engaging, it is aligned to Common Core Standards for math and English Language Arts, California State Standards for Social Sciences, and Next Generation Science Standards (NGSS) for Science instruction. It also provides flexibility to fit into the scholars' schedules and provides a variety of course options for scholars to choose. The Online STs provide further assistance through customization of individual courses that include video tutorials and additional support materials. These videos and support materials foster context and real world application of course content. Additionally, Online STs provide assistance through Learning Labs and Q&A sessions that allow for further scholar engagement. Online STs also have the ability to create alternative assignments and assessments when needed, which provide further enrichment within their courses as well as individualized pacing plans to all scholars that consider start and end dates. This provides scholars with a plan for success. Accelerate Education curriculum also provides report features for middle and high school STs to track progress and grade averages. These reports enable teachers to target intervention and specific support for scholars, both academically and behaviorally.	High School learning lab schedule K-5 Learning Lab Schedule Online ST Guidesite-Connecting with Families Middle School learning lab schedule
Options scholars have access to rigorous, relevant, and coherent curriculum through hands-on curriculum opportunities tailored to individual scholar needs and interests. With access to over 423 vendors offering materials, classes, and programs to meet the needs of every type of learner, this wide range of materials and services allows each scholar to choose subjects they are interested in that promotes a love of learning. Service vendors are offered throughout the scholars' geographical area so that they are easily accessible. Options high school scholars have access to up to three online courses, which are also A-G approved and all scholars have access to curriculum that can be used in real-world applications. For example, Compass' list of vendors includes courses in cooking, coding, aviation, music, robotics, technology, and many more! This helps prepare scholars for their academic and career goals. Academic goals are set for scholars and progress is evaluated during monthly meetings between the ST and learning coach. STs also offer synchronous instruction daily for grades TK-3 and weekly for grades 4-12. Additionally, the Options Learning program provides ST-led academic workshops throughout the year in a variety of subjects for scholars to hone their skills. Compass also has a Curriculum Developer and two grading support STs along with Online STs and content experts who offer support. Weekly live instruction is provided by the ST. Overall, this individualized curriculum approach allows scholars to meet or exceed the grade-level standards.	A-G High School Courses Approved Community Providers List Live Synchronous Instruction
For scholars needing additional academic support, Compass offers tutoring based on a scholar's STAR benchmark score. Scholars are classified as at/above 40, below 40-on watch, below 25-intervention, and below 10 urgent intervention. Compass provides a Multi-Tiered System of Supports (MTSS) framework to identify scholars who need Tier 2 and Tier 3 support and create a system of supports/interventions as needed. Scholars at the intervention and urgent intervention levels are offered small group tutoring sessions. Freckle is available as a resource for additional individual	Compass Academic Support MTSS Headquarters

skills practice and is aligned with STAR scores. Scholars work within their instructional level and the program adapts as scholars learn. Tutors and STs can also assign Freckle tasks to scholars to target specific skills shown as areas for improvement. Scholar scores and MTSS information is communicated with counselors to provide an avenue of communication to make sure scholars are on track to meet graduation requirements.	
Counseling Core Curriculum is delivered via live, recorded, virtual Zoom sessions. Counselors host learning labs weekly to provide lessons on various academic, college/career, and social-emotional topics. The counselors provide counseling in small groups through multiple sessions a week for middle school (Morning Starter) and high school (Ready to Launch) to discuss options for after high school.	CCS Counseling Guidesite (Learning Labs) Counseling Services Go To Guide
Scholars in grades 6-12 benefit from being assigned to a school counselor based upon the alpha of the scholar's last name. The counselors provide direct services in the areas of academic advisement, instruction through small groups/learning labs, and social emotional counseling. In addition, indirect support is also provided in the areas of collaboration, consultation and referrals to outside community services.	Counseling Office Guidesite
At Compass collaboration between learning coaches, scholars and staff occurs while developing and monitoring a scholar's Personal Learning Plan (PLP) to include college and career readiness goals. Learning coaches and scholars are given the opportunity to be involved from the time of enrollment. They are contacted by their ST, who they meet with during the learning period and are in constant communication throughout the semester. PLPs are utilized as a collaboration tool between the learning coaches, scholars, and STs. This allows the team to choose the best fit curriculum and activities for each scholar in the Options Learning program and course progress monitoring in the Online Learning program. The learning coaches, scholars, and STs communicate using multiple methods throughout the Learning Period such as zoom meetings, email, text, daily live instruction, and other sources of communication. The STs also use a variety of research based strategies and interventions to support the scholars' academic progress and success.	Personalized Learning Plans Options Program Handbook, MMU emails, PLP's Parent Action Plan: 9th Grade Parent Action Plan: 10th Grade Parent Action Plan: 11th Grade Parent Action Plan: 12th Grade
The Online Learning program uses Accelerate Education as the online Learning Management System (LMS) and curriculum. Accelerate Education provides standards-based, rigorous courses that utilize various modalities to target multiple learner styles and needs. Further, Accelerate Education courses can be customized to target scholar needs, provide assignment and assessment choice, and implement various accommodations to personalize learning. The scholars in both the Online and Options Learning programs are able to choose A-G University preparation coursework and receive support during weekly Learning Labs and ST Q&A sessions. Through a collaboration with the LCs, STs and Counselor, the scholars in grades 6-12 choose their courses. Classes are hosted through Google Classroom websites and are available for scholars to continue the curriculum with academic support. Another option for scholars to participate in A-G approved courses is by enrolling in Accelerated Education courses. All Online high school scholars are enrolled in these courses. In addition, scholars in the Options Program can choose to take up to three	Accelerated Education AE Learning Coach Support A-G course list California public universities entrance requirements Online High School Course Catalog Online Learning Scholar Handbook Online High School classes through

(3) Accelerate Education courses to meet this A-G requirement. These are academically challenging courses that meet the college preparation course requirements and challenge the scholars in reading, writing, problem solving and laboratory skills. The courses also develop analytical thinking, factual content, and oral and listening skills.	*Accelerate Education (AE).* Supervising Teacher Counseling Support Document Training and support Zoom rooms for A-G courses
A number of services to facilitate scholar transitions to college, career, and post-secondary high school options are provided through the Counseling Services Department through live, recorded virtual sessions, and information links. Counseling lessons are delivered via live, recorded virtual sessions. The lessons are delivered by counselors during weekly learning labs to help scholars attain the desired competencies and to provide all scholars with the knowledge, attitudes and skills in the areas of academic, college career readiness and social emotional development. Informational links for college and career planning, including virtual college visits and career information, are available on the Counseling Services padlet.	Counseling College and Career Padlet Counseling Services Virtual Office Learning Labs and Small Groups on Counseling Learning Labs and Small Group on Guidesite Virtual Office
Compass' weekly Monday Morning Updates includes college and career readiness information in the Counseling Services section. This includes relevant information like available scholarships, SAT and ACT testing dates and registration information, college application information and resources, information about special programs available to scholars, upcoming college fairs, and more.	Parent Square MMU Link
A virtual celebration called "Decision Day" (May 2, 2023 for the 2022/23 school year) is hosted by the Counseling Services Department for celebrating graduating seniors who have made the commitment to continue their education after high school and attend a university, community college, other educational institution, training program, or enlist in the military.	Newsletter Decision Day 2022

ACS WASC Category B. Curriculum Summary, Strengths, and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.*

Areas of Strength

1. A cohesive Multi-Tiered System of Supports (MTSS) framework provides academic supports to address identified scholar needs, monthly social-emotional activities, and ongoing Positive Behavioral Intervention and Support (PBIS).
2. Advancement Via Individual Determination (AVID) supports are provided to implement research-based instructional strategies. Live learning lab sessions provide

the opportunity for supervising teachers (STs) to implement these strategies. Scholars apply AVID strategies cross-curricularly in their courses for reinforcement and increased academic achievement.
3. All scholars have equal access to curriculum and are provided support by a counselor to develop a personalized learning plan in meeting graduation requirements and to ensure scholars are graduating college career ready.
4. English Learner (EL) curriculum (Lexia Core 5, Lexia English, and PowerUp) provides appropriate support for EL scholars to continue improving their fluency.
5. Scholars are given real-world applications to expand their learning, challenging curriculum to develop their learning, and choice of electives to ensure a holistic learning experience.
6. Scholars at Compass have access to a robust offering of A-G approved courses, whether written by CCS STs or through Accelerate Education.

Areas of Growth

1. Scholars need access to math curriculum and resources that address both remediation and enrichment. As math content mastery continues to be an area of growth for Compass' scholars, we want to continue to engage scholars on various levels to make adequate and meaningful progress.
2. Ensure all scholars have access to grade level appropriate materials, as indicated by our personalized learning plans (PLP), and that these materials are connected to grade level standards that are identified on the PLP.
3. Provide rich curriculum offerings for scholars of varying skill and proficiency levels; using culturally relevant and rigorous content to engage high achieving scholars as well as those who are identified as "On Watch" via our STAR Assessment benchmarks.
4. Working with Learning coaches on using skill and grade level appropriate materials for scholars with IEPs and 504s.

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
  - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
  - **Identify important next steps within the schoolwide action plan/SPSA.**

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*The summary information will be used for Tasks 4 and 5.

Category C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences in an equity-centered learning environment.

Indicators

- **C1.1. Results of Student Observations and Examining Work**: All students are involved in challenging and relevant work as **evidenced by** observations of students working and the examination of student work.

C1. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence. (to be completed after updating findings)

Findings	Supporting Evidence
In the Online Learning program, scholars use Accelerate Education, a standards-based curriculum for all scholars. The curriculum is tailored by each content area supervising teacher (ST) to personalize for our scholars and increase rigor when needed. Scholars progress through modules and lessons that outline objectives and identify specific learning skills. Lessons include key concepts that are presented through learning opportunities in videos and activities. Formative assessments are given throughout the modules to check for understanding and scholars take a summative assessment at the end of each module. STs revisit areas that the scholars may have struggled with during live instruction and use tier 1 and 2 supports for scholars that are at risk. In the Options Learning Program, learning coaches (parents or legal guardians) have the choice of a wide variety of standards-based curricula and supports that are implemented by a highly qualified credentialed ST. The curriculum is provided through numerous school-approved vendors and is personalized for the scholars' learning styles and learning coaches' pedagogical approaches.	Accelerate Ed Example of lesson aide tools presented to scholars Sample of teaching strategies suggestion to Options family
STs support learning coaches in a variety of instructional strategies that allow effective learning in the home environment and ensure the scholar's needs are met. Learning coaches, scholars, and STs work together to choose an appropriately rigorous, grade-level curriculum that is personalized for each scholar. Through the use of the Personalized Learning Plan (PLP), STs and learning coaches in both programs collaborate during monthly connection meetings (similar to a Parent-Teacher Conference) to review scholars' progress on grade-level standards. Scholars present their learning during the connection meetings, and STs assess progress on assignments, provide feedback, and apply tier 1 and 2 support for struggling or at-risk scholars.	AE video showing parents how to monitor scholar progress Options Connections Meeting
In both programs, the curriculum is supplemented through direct instruction by highly qualified credentialed STs. STs craft lessons that include tier 1 supports to address scholar needs based on data from progress monitoring and assessments. STs add strategies during direct instruction in Learning Labs and Q&A sessions to allow scholars to apply their learning in small group activities, online 2.0 collaboration tools, such as Nearpod, and independently guided support. Classes use online tools, such as Nearpod, easel, Flipgrid, and padlet to reinforce and practice standards. Additionally, Compass scholars have access to a variety of online resources and applications that help meet individual learning needs and ensure steady progress and growth.	Middle School Learning Lab Schedule
STs implement activities, projects, and lessons that provide scholars opportunities	Sample PLP with scholar

to choose and direct their learning based on their own backgrounds, cognitive abilities, and interests. STs build relationships with scholars and families by getting to know their interests, hobbies, strengths, and areas of opportunity. This information can be gathered using web-based surveys and during connection meetings. Offering scholars agency to implement these strategies bridges the gap between the content scholars are learning and their own lives to make the learning meaningful and relevant. This can be done by connecting lessons to future professions, addressing learning gaps to prepare scholars for assessments required for a future career or college entry, and using data to better prepare scholars to develop entry-level skills required for future careers such as note-taking, organization, and presentation. Scholars also have access to a wide range of supplemental curricula to differentiate learning in the form of free subscriptions, STs Pay STs (TPT) materials, Seesaw, Generation Genius, and Freckle-targeted lessons. In addition, all high school scholars have access to Paper.co for homework and writing assistance, and 24/7 online tutoring through Paper.Co.	needs and interests Choice Board
A Multi-Tiered System of Support (MTSS) is in place to support all scholars. Tier 1 support is offered to all scholars through Q&A sessions, clubs, subscriptions, supplemental resources, curriculum assistance, synchronous instruction, and SeeSaw lessons for reinforcement of certain standards and concepts. Tier 1 includes all general education instruction held in various subjects for all grade levels. These can include regularly scheduled grade-level subject-specific synchronous learning labs, or specialized workshops offered to support a range of skills necessary for scholar success.	Bonus Math Support Group invitation
Scholars qualified to receive Tier 2 and Tier 3 support are offered additional interventions using synchronous online small group or one-on-one tutoring sessions. Scholars qualify for Tier 2 and 3 support based on data gathered through diagnostic assessments and observations by their instructional staff and learning coaches. Tier 2 supports include tutoring, Freckle lessons, subscriptions, more curriculum and strategy support for learning coaches, ST-offered lessons, or learning coach(es) training. Progress is monitored at regular intervals and referrals for additional assessments or interventions are made as needed. Tier 3 supports are offered through tutoring (small group or 1:1), changing curriculum, and additional meetings with ST for targeted support to address specific needs.	MTSS Headquarters Online Data Sheet identifying scholars in need and tracking tiered supports Supplemental Supports
Scholars are invited to attend tutoring with support staff if they are identified as being “intervention” or “urgent intervention” based on beginning and middle of the year STAR Renaissance benchmark assessment scores. Tutoring sessions are guided by data provided through district assessment (STAR Renaissance), the session’s intervention tool (Freckle or Lalilo), and ST observations and grade data. All tier 2 and 3 academic support (ie. MTSS Supports, English Language Development (ELD) tutoring, online tutoring) have identified goals that address specific areas of need. Scholars in math and reading tutoring use informal formative assessments, such as exit tickets to demonstrate an understanding of the “focus skill.” If scholars do not score 70% or higher, tutors revisit the lesson	Bonus Math Support Group invitation Online Data Sheet identifying scholars in need and tracking tiered supports

and scholars retake the assessment until mastery is achieved. Tutors and resource specialists connect learning by providing opportunities for scholars to engage in reflective lessons on “purpose” and how skills they learned will apply in “real life.” Support sessions meet, at minimum, one day a week for thirty minutes. Scholars are encouraged to spend 90-minutes a week in academic support (live session and within the intervention tool–Freckle or Lalilo) in addition to regular ST direct instruction.	
Scholars who are designated English Learners (EL) are enrolled in the English Language Development (ELD) Course, a 5 credit Pass/Fail Course that utilizes Lexia online curriculum. The Lexia curriculum consists of Core5 for grades TK-5, PowerUp for grades 6-12 and Lexia English for grades TK-12 Newcomer/Emergent scholars. Lexia curriculum is aligned to California ELD Standards and provides explicit, systematic, personalized learning on critical reading and language skills to accelerate development and provide differentiated instruction for each scholar. STs, EL Tutors and the EL Coordinator monitor EL progress and usage within Lexia assigned classrooms and may appropriately assign skill builders to support mastery of skills if further support is needed. To further support the ELD Course and to prepare EL scholars for the Summative English Language Proficiency Assessments for California (ELPAC) that is administered annually from February 1st-May 31, EL scholars are invited to synchronous group sessions offered by the EL tutors. Groups are organized by language level such as emergent, intermediate and advanced in order to offer targeted support. These sessions primarily focus on listening, speaking, reading and writing in order to provide further support towards English language acquisition. EL tutors use informal formative assessments such as exit tickets and group activities both written and oral to demonstrate an understanding of the “focus skill.” These synchronous EL group sessions meet (at minimum) twice a week for 30 minutes. EL tutors also offer weekly office hours and 1:1 and/or targeted small group sessions for EL scholars who need additional support. In addition to the support provided by the English Learner Support team, STs provide integrated ELD in content area subjects.	2022-23 Screenshots of Overall CCS Usage, Progress and Progress by Usage Academic Support Dept. ELD Data Updates March 2022 Academic Support Department ELD Data Department June 2021 ELD Live Support Schedule EOY C & I Data Reporting ELD Guide used by EL Tutors to offer scaffolding during lessons for ELs Guidesite with ELD Course Resources November 2020 Curriculum & Instruction ELD Department Data Evidence Lexia English Research based Information Lexia Pedagogy September and December 2021 Sample 9-10th grade lesson sample for EL Tutoring includes Exit Ticket Sample Second grade lesson sample for EL Tutoring includes Exit Ticket

	Sample Second grade Lesson 9-10 Sample activity for Writing Prompts
Compass Charter Schools (Compass) ensures that special populations of scholars are also supported to engage in relevant and challenging work by implementing programs to bridge the gap and lower any barriers that may be preventing the achievement of English Learners, scholars with 504s and Individualized Education Program (IEPs). Scholars with IEPs are supported through the Special Education Department. The supports vary depending on scholar needs, but they may include Specialized Academic Instruction (SAI), collaboration meetings with support teams, and any additional services provided by specialists such as Speech Pathology and Occupational therapy. Scholars attend SAI support sessions in a regular manner focused on goals outlined in the scholar's IEP. Education Specialists collaborate with STs to ensure implemented supports are effective and address the needs of the scholar.	504 End of Month Check-In Data for Scholar Progress SPED Teacher Input Form Structured routine for SPED scholar
STs use online tools that provide opportunities for scholars to engage in discussion by using online collaborative tools such as Padlet or Pear Deck to build community to ensure scholars are connected to the larger school community and to their peer groups. Scholars engage in Social Emotional Learning (SEL) activities that are focused on developing strategies for identifying and managing difficult situations effectively in school and emotional regulation. SEL strategies are purposefully taught to all scholars and may focus on topics, such as how to engage with one another in the online environment and are evident in classroom rules and policies to ensure a safe and nurturing learning environment for all scholars.	Lesson in PearDeck SEL Nearpod Lesson

C1.2. Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Finding	Supporting Evidence
Scholar progress toward academic standards is assessed in a variety of ways at Compass Charter Schools (Compass). By using multiple modalities, scholars can demonstrate learning and receive feedback for improvement. The school uses both qualitative and quantitative data to assess the levels of scholar achievement throughout the school year and communicate these performance levels to scholars and learning coaches (parents or legal guardians) by sharing and discussing the importance of assessment data in connection meetings held throughout the school year. Some of the information Compass uses includes subject grades, district-wide benchmark assessment results, and state assessment scores. Scholar performance levels are shared and discussed during monthly connection meetings and communicated through the learning coach dashboard and email.	ELD Progress Email STAR Assessment Data Options Connection Meeting Guidelines

In addition, one resource used by both the Online and Options Learning programs is the district benchmark assessments completed by scholars using Star Renaissance. Benchmark assessment data is analyzed by the STs to better facilitate the achievement of learning goals for scholars. Also, the data from these exams are used to place scholars in online tutoring sessions based on their intervention tier level and to suggest resources to support scholars in need of intervention or acceleration. The Options Learning program uses the data from these assessments to suggest curriculum and enrichment resources such as our Compass intervention programs, to scholars who may need additional help. Progress monitoring using Star Renaissance occurs at the beginning, middle, and end of the year. Based on diagnostic and mid-year results, scholars identified as having skill gaps are invited to intervention tutoring and/or resource groups for math and/or reading. STAR Renaissance scores and progress are reviewed in connection meetings throughout the year and used to drive learning.	Star Data from scholar PLP
Both Options and Online STs provide timely and targeted feedback to scholars that are individualized to fit the needs of each scholar and are aimed at helping scholars grow in their academic goals and learning. Feedback is given during weekly live instruction, as well as during monthly parent-teacher conferences or connection meetings. Scholars and learning coaches have access to grade-level content standards on the scholars' Personalized Learning Plan (PLP) as well as in assigned curriculum that clearly establish expectations and achievement goals. In both our Options and Online Learning programs, scholars are required to integrate reading, writing, exploration, and practice on a regular basis.	Grade_Level_Content_Standards Monthly_Connection Meeting Seesaw Work Assignments PLP
The scholars in the Online Learning program are given lessons in Accelerate Education. These lessons have been created based on state standards. The standards are included in each of the Accelerate Education lessons. Included in the lessons are small activities to help them check for understanding. There are also assignments that are required in the lessons that contain a viewable rubric. They need to follow the assignment directions and the rubrics to ensure they have completed the assignments correctly. Grades and feedback are added to the Accelerate Education system so that the scholars can view their grades and the ST comments in their grade books to see how well they understood the objectives. STs also provide verbal instructions for the online assignments during live synchronous instruction. At this time, the ST will review objectives, and assignment details, and at times provide scholar choice on how they can submit the assignments. The scholar's progress and the school's academic expectations are discussed during the monthly connection meetings so the scholars know what areas they need to improve in. Positive feedback is also expressed when the scholar is successfully completing grade-level assignments, as given in the Accelerate Education curriculum.	Accelerate Education instruction-6th grade Assignment directions in Accelerate Education Check for understanding activities Directions during Live synchronous ELA Standards in Accelerate Education curriculum Grades and Feedback in PLP form-Monthly Connection Meetings Rubrics in Accelerate Education.
Scholars in the Options Learning program work with their credentialed ST and their	PLP form-Monthly

learning coach to craft a program that is both authentic and challenging while being personalized for the scholar's own abilities, passions, and future aspirations. During monthly connection meetings, the scholar's current course progress and performance are discussed and progress is noted on the scholar's PLP. In both programs, course grade data is derived from formative and summative assessments and course progress to determine the current level of achievement. STs review submitted assignments using learning management systems and utilize online constructive feedback tools to provide targeted feedback based on progress toward mastery of grade-level or content area standards. Learning coaches and scholars are provided with progress reports throughout the school year to monitor scholars' progress. In addition, accommodations or modifications are taken into consideration for those scholars who have a 504 or an IEP.	Connection Meetings Data sheet with modifications and accommodations Seesaw School Pathways
During direct instruction, scholars are prompted to demonstrate their understanding of key concepts. Lessons developed and implemented during direct instruction identify grade-level standard-based objectives and/or essential questions and scholars are guided to make connections between prior learning and new knowledge presented. ST-provided notes and outlines are used throughout the school and used to articulate standards and objectives. Moreover, end-of-unit reviews provide scholars guidance in preparation for end-of-term assessments. In both learning programs, timely and constructive feedback is provided on work submitted to communicate missed concepts and provide additional opportunities for scholars to learn key concepts. Learning is extended with asynchronous learning opportunities that allow scholars to collaborate using online collaboration tools and discussion boards, and are encouraged to create their own study guides to summarize and make connections between what they are learning during direct instruction, in the curriculum, and their own lives.	Math Guided Notes Unit Review Lesson
Scholar progress monitoring occurs through monthly connections meetings that include the ST, scholar, and learning coach for the purposes of reviewing the scholar's submitted body of work. Scholar progress is documented monthly on the scholar's PLP shared with the learning coach and used as a planning and communication tool. Additional assessment of the scholar's process is monitored through the administration of district-wide internal benchmark assessments. Internal assessment data is used by the STs to identify areas of need and any gaps in a scholar's learning which can be addressed through targeted tier 2 and 3 interventions during tutoring lessons, direct instruction, and by assigning remediation lessons in the school's intervention program. Moreover, instructional teams discuss the implications of assessment data in weekly team meetings and in small teacher teams throughout the school year.	Personalized Learning Plan
Middle and high school scholars work in conjunction with the Counseling Services Department to ensure scholars are meeting graduation requirements and are prepared for life after high school. Middle and high school scholars have an	Data Conversations doc (meeting with counselors and STs)

assigned school counselor that collaborates with learning coaches and scholars to map out four-year high school plans and to connect with each scholar to review and discuss the scholar's plan for meeting graduation requirements. They also discuss opportunities to engage in college and career-readiness standards. Compass has a designated college and career readiness counselor who regularly conducts live instruction on topics such as concurrent enrollment, building a resume and post-graduation options in addition to the other supports that are included in weekly counseling labs. Additionally, school counselors share individual Academic Scholar Outlooks that include a credit check, updated 4-year plan, and academic review with A-G completion.	
To ensure Compass scholars are prepared for university-level rigor, all high school scholars are given the option to pursue the A-G path. The Online Learning program has adopted an A-G-approved curriculum for all high school subject courses. Options Learning program scholars may also choose to take A-G-approved courses using curriculum from one of our approved vendors, which includes using the adopted Online Learning program curriculum or the self-authored Compass A-G courses. Direct instructional support is offered to scholars participating in the A-G path via synchronous Online Learning Labs, Q&A sessions, and/or tutoring sessions by highly qualified credentialed STs. Some examples of the support offered to A-G scholars include introductory meetings with scholars and learning coaches to review A-G course expectations and help with navigating the online curriculum, needed materials, and available supports, such as creating a course pacing calendar, reviewing course rubrics, and discussing final projects. There is ongoing communication with the scholar and learning coach to check on course progress and to offer additional support. This is documented on the scholar's PLP. STs go over these supports during monthly parent-teacher conferences and adjust supports as needed with communication with the whole learning team.	High School learning lab schedule PLP_A_G_Scholar Support_Pacing_Guide_A_G
To further support rigor and college readiness Compass has implemented and become an Advancement Via Individual Determination (AVID) Certified Site. AVID instructional strategies focus on Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) support to increase scholar achievement in all of their courses. The AVID Elective course focuses on fundamental learning, organization, and collaboration strategies. Our AVID Engagement course focuses on college and career readiness opportunities and activities to explore post-secondary pathways. Moreover, scholars that need more individual support can attend the ST Q&A time, attend tutoring, or request a 1:1 session with their ST.	AVID- Engagement and Scholar Voice Sample Lesson AVID Sample Scholar Lesson on Focused Notetaking
Scholars identified as English Learners have progress and performance levels assessed and communicated in a variety of ways, including in assessments such as the English Language Proficiency Assessments for California (ELPAC), through formative assessments, and by using strategic lesson design that includes research-based English Language Learning strategies, differentiated instruction, and	2022-23 Screenshots of Overall CCS Usage, Academic Support Dept. Curriculum & Instruction Department June 2021

communicating expectations. Lessons are implemented in English learner-focused synchronous online learning labs and levels of performance are communicated during parent-teacher conferences and by sharing and analysis of scholar progress grades in the school English Language Development curriculum.	ELD Data ELD Department Data Evidence

C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

All STs use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage scholars and emphasize creative and critical thinking skills and applications.

Indicators

- **C2.1. STs as Facilitators of Learning**: STs facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

Findings	Supporting Evidence
Compass Charter Schools (Compass) supervising teachers (STs) prioritize scholar learning and work to stay up-to-date on what they are teaching and the tools they use in our instruction. During their regularly-scheduled department meetings, they collaborate on the use of tiered support, lessons, and assessment types to promote the effectiveness and relevance of our instructional teams. The STs provide personalized experiences and strategies within our two academic programs in order to meet the diverse needs of all our scholars.	2022-23 Tiered Reengagement & Truancy Process Compass Subscription Freckle My Lexia Renaissance STAR Assessments Teaching Resources
The Online Learning program includes the use of an online curriculum and on-and off-line activities as part of the virtual learning environment STs create for their scholars. Our Online STs oversee the completion of their scholars' daily online lessons, which are interactive, involving reading and responding to the material, answering questions related to what they are learning about, and trying some practice problems to check for understanding. Online STs support these lessons by inviting scholars to live instruction sessions. To accommodate the individual needs of our scholars, the Online Learning program also uses technology to engage with scholars by allowing them to participate in activities asynchronously by using web 2.0 collaboration tools. They also provide recordings to scholars who are unable to attend their live instruction sessions.	Example 1st grade sight words activity Online Elementary Choice Board
The Options Learning program offers scholars a wide selection of standards-based curricula using a variety of pedagogical approaches to ensure the curriculum being	8th Grade Assignments for LP4

used is tailored to each scholar's needs. Scholars can choose to utilize texts, materials, and/or community provider services to personalize their academic experience. Well-versed in the academic requirements of each course, in the variety of options available, and in the needs of their scholars, Options STs meet with each scholar and learning coach (parent or legal guardian) at the beginning of each semester to collaborate and select appropriate grade-level subject curricula to fit the scholar's needs and learning styles. Options STs continue to meet with their families individually throughout the year to discuss current scholar learning goals and academic progress and to provide additional support where needed. These meetings also guide scholars toward their career goals by using strategies such as backward mapping and goal setting.	PLP Template 1st Grade Sample Scholar Goal Sheet Vendor List
Both our Online Learning program and our Options Learning program STs offer engaging daily or weekly (depending on grade level) live sessions to our scholars in our virtual classrooms. STs utilize digital tools available to them and are continually learning how to incorporate new ones, meeting regularly with colleagues to collaborate on new technological ideas and engage in professional learning on pedagogical approaches and differentiated instruction. Consequently, STs utilize a variety of strategies including video integration, peer collaboration, guided instruction, flipped lesson planning, and breakout rooms (cooperative learning groups in virtual instruction) to drive instruction and learning. They guide scholars through learning activities that are designed to increase scholar engagement and to allow scholars to demonstrate their learning in a variety of ways and settings by using web-based platforms embedded in lessons, such as Seesaw, Freckle, Jamboard, Nearpod, Kahoot!, Peardeck, Padlet, Flipgrid, Quizizz, Google Suite tools, and Zoom tools. Some Advancement Via Individual Determination (AVID) strategies have also been adapted to the virtual classroom and utilized regularly by STs.	Options Live Sync Lesson 3rd-5th Grade - Ecosystems Options Live Sync Lesson for MS/HS - Dichotomous Key
All Compass STs use various coaching strategies to facilitate learning for all scholars as individuals. Scholars meet with their ST regularly to review and discuss progress, goals, areas of need, and areas of growth. This gives the opportunity for scholars who are underperforming or disengaged to work with their ST to also create goals and implement tiers 1 and 2 supports tailored to meet the individual needs of the scholar. STs also coach scholars and learning coaches to use organizational and learning supports, such as calendars, binders, and daily agendas. Internal benchmark assessment data can also be discussed during these connection meetings to support the identification of learning gaps and implement support to address the gaps. In order to facilitate communication during these meetings, STs seek to establish a collaborative relationship built on trust.	Progress tracking on PLP Online 6-8 Go to Guide
In addition, all of the academic departments at Compass continually participate in training based on research-based trends and developments in technology, curriculum, and subject-matter instruction through collaboration, professional	Compass Professional Development Day Fall 2022

learning opportunities, and independent study. For example, Compass is a certified AVID school site for our Online high school program, and AVID strategies have been embedded through lessons and instruction. Consequently, scholars have been instructed in AVID's WICOR learning strategies, and Compass sends a team to attend yearly AVID training to ensure we are current with researched-based instructional methodologies. These methodologies include teaching career readiness skills such as using the google suite tools and digital citizenship.	Skill Checklist - Google Certified Educator Level 1 Digital Citizenship

- **C2.2. Creative and Critical Thinking**: All scholars demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

Findings	Supporting Evidence
Compass Charter Schools (Compass) implements a wide variety of curricula and supports in order to personalize instruction for our scholars. Due to the unique nature of our school, scholars have access to a wide variety of resources and learning tools beyond the online setting and textbooks in their day-to-day learning. Consequently, scholars who are traveling, working, experiencing homelessness, etc. do not need to miss a single day of schooling when they are enrolled at Compass.	Sample live online lessons
Our scholars engage in learning through assessments, inquiry, writing, projects, games, using online Learning Management Systems, working in small groups, and learning through real-world experiences. Consequently, Compass scholars regularly extend learning and higher-order thinking through personalization and amplified through real-life experiences. In addition to their curriculum and live instruction sessions, scholars have access to other instructional resources to further differentiate and enrich their learning, scholars can choose to utilize online subscriptions in addition to the assigned core curriculum. They can also participate in virtual workshops and clubs. We also provide opportunities for social interaction and group learning experiences in the form of staff-led workshops and school-sponsored field trips. With supervising teachers (STs) expertise and the options provided, we are offering a differentiated educational experience for each scholar that is tailored to their learning style, interests, and needs.	Compass Engagement Offerings Scholar Club Options
Critical thinking can be seen in our Online Learning program as elementary and middle school scholars access their main curriculum using the Accelerate Education Learning Management System (LMS) to engage with the subject matter, activities	Elementary Choice Board

and assessments. This is supplemented with additional resources including curriculum such as IXL to target conceptual learning, and differentiate and provide alternative skills practice. Lessons developed for direct instruction use resources from K-5 “Choice Board for Science/Social Studies” Project-based instructional design that focuses on the application of standards and critical thinking skills. In the Online high school scholars also access the curriculum through the LMS, however, this is supplemented with tutoring sessions and asynchronous collaborative office hours for additional support.	
In our Options Learning program, as new interests and questions arise, learning coaches (parents or legal guardians) in collaboration with their STs can incorporate, adapt and expand opportunities to extend critical thinking during monthly parent-teacher conferences, live instruction sessions, and scholar projects. Moreover, Options scholars demonstrate higher-level thinking and problem-solving skills in a wide variety of ways and in myriad settings. Options scholars work with their STs to create a curriculum that provides opportunities for scholars to demonstrate higher-level thinking and problem-solving skills, often including hands-on learning. Scholars can access their curriculum in a variety of ways including in-person classes with peers of the same age/grade, participating in group activities during direct instruction, engaging in online courses, or working through a college-level curriculum. The school has curricular options that focus on hands-on activity kits such as History Unboxed, Kiwi Crate, and Mel Science.	OCLC Science Assignment of collaborative learning and STEM assignment
During monthly parent-teacher conferences, scholars in both programs demonstrate higher-level thinking skills and problem-solving as they review topics and make connections between concepts they are studying. For example, a scholar may participate in a live, asynchronous online course in which they discuss literature in film while analyzing the roles of women in society or social injustices, or a scholar may participate in a course in which they learn coding to develop projects and troubleshoot errors in code. Also in our school’s Orange County Learning Center (OCLC) program scholars participate in a Science fair and history festivals throughout the school year. Our scholars have many opportunities to reflect on and assess their own work and growth.	Building a Battery Live Sync Plan
Although our Online and Options Learning programs have some unique differences, all Compass scholars regardless of grade or academic program engage in critical thinking opportunities in diverse learning environments using a variety of learning tools. For example, all scholars at Compass regularly engage in formative and summative assessments that demonstrate learning during direct instruction, independent learning online or pen and paper assignments they submit to their ST via Accelerate Education for our Online Learning program and SeeSaw for our Options Learning program. All scholars have opportunities to engage in academic discussions with their STs, learning coaches, peers, and Compass support staff such as tutors and education specialists.	Sample live online lesson

In addition, all Compass scholars demonstrate learning through a variety of formal and informal assessments that take place throughout the year. Compass scholars engage in district-wide benchmark assessments three times a year to provide a snapshot of scholars' academic progress throughout the school year. These required standardized assessments are proctored using video conferencing tools such as Zoom to ensure testing accuracy. Assessment results are shared with STs and learning coaches and reviewed at parent-teacher conferences and in data digs during team meetings. Assessment data is used to establish tutoring groups based on those scholars needing intervention. Scholars have the option to learn in a variety of online tutoring options through Paper.co as well as in-school support offered through the Multi-Tiered System of Supports (MTSS) program.	Evidence of an information check for understanding during synchronous instruction. (using annotation to fill in the blank about engineering)
Direct instruction also plays an important role in developing scholars' critical thinking skills at Compass. To ensure the effectiveness of live learning opportunities STs collaborate in teaching teams to help develop engaging curricula and projects. Compass has a wide variety of academic and social clubs such as the chess club, lego club, and the national honors society which give scholars opportunities to apply critical thinking skills in real-life situations. Moreover, Compass has a wide range of engagement activities that scholars can choose from that brings learning to life in the real world. Compass field trips offer scholars the chance to engage with their peers and learn through experiences in their community. Compass STs and support staff chaperone and help scholars make connections as they return to class and home. Daily and weekly direct instruction hosted by Compass STs and support staff are focused on developing academic skills to enhance teaching and learning at home.	Compass Engagement Page Field Trip Calendar Nov Field Trip Calendar Dec

- **C2.3. Application of Learning**: All scholars demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

Findings	Supporting Evidence
In both the Online and Options Learning programs, scholars access curriculum and lessons that are designed for scholars to use critical thinking and problem-solving skills. Scholars demonstrate this by completing assessments and projects in their coursework. Some examples of these opportunities include the presentation of information from digital media and collecting data using scientific tools such as barometers and anemometers for STEM-based projects. Scholars engage in simulations such as the "go on a cell field trip" to understand how cells function, or through the use of models. Scholars explore geography or understand the application of scientific laws by using web-based tools or returning to the basics by using home-based experiments to understand the day/night cycle, and seasons by	2nd grade Science lesson at OCLC

using spheres and a flashlight or demonstrate how craters are made in planets by conducting an experiment and dropping marbles into the sand and measuring the diameter and depth of the crater.	
Another way that scholars are able to extend and connect concepts learned in lessons is by engaging in activities, attending field trips, and using resources in their communities. All scholars have a variety of field trip opportunities that allow them to extend learning by experiencing hands-on learning. Field trips offer our scholars educational experiences to expand their knowledge of the world around them and discover their passions within a safe environment, where they can explore the real-life options available to them. By seeing real-life applications of concepts they study, scholars are more apt to gain a deeper understanding of what they are learning. Whether in person or virtual, Compass field trips connect scholars with peers and staff within our Compass community. Field trips are scheduled regularly throughout the year.	Compass Charter Schools Calendar - ParentSquare Scholar Engagement Opportunities Nov 22-June 23
Scholars demonstrate higher-level thinking skills and problem-solving throughout direct instruction by interacting with their STs and classmates. During direct instruction, scholars apply concepts such as the scientific process to explore theories or use higher-level thinking skills. STs use a variety of instructional practices during direct instruction which includes Advancement Via Individual Determination (AVID) learning strategies. AVID inquiry and collaboration strategies guide scholars working independently or in small groups to analyze and solve tasks collaboratively. Using AVID discussion and debate strategies, scholars learn how to engage in debate to further explore topics related to class content. Online high school scholars participate in wet lab sessions that require individual and group problem-solving and inquiry. The AVID Program supports higher-level thinking in the middle and high school elective courses by engaging scholars in weekly tutorial sessions, teaching inquiry strategies such as Costas and Socratic Questioning, along with lessons that include philosophical chairs. AVID teaching strategies employed in classrooms schoolwide include focused note-taking, which teaches scholars fundamental academic skills that deepen learning by leading scholars through the focused note-taking process. This technique facilitates the processing of new information, making connections, and posing questions on academic topics.	AVID AVID- Engagement and Scholar Voice Sample Lesson AVID Sample Scholar Lesson on Focused Notetaking Debate Work Sample

- **C2.4. Career Preparedness and Real World Experiences**: All students have access to and are engaged in career preparation activities.

Findings	Supporting Evidence
Our Counseling Services Department delivers college and career readiness lessons and activities using a self-authored curriculum and shared during the monthly	AVID College & Career AVID for Families

'College & Career Success Cafe' in the Counseling Learning Lab and the three times weekly 'High School Ready To Launch' group via Zoom. Lesson plans and American School Counselor Association (ASCA) standards are included in the Counseling Curriculum Binder. In these virtual sessions, school counselors present lessons on various topics in the areas of college and career readiness to provide scholars in grades 4-12 with the knowledge and skills appropriate for their developmental level. These Learning Labs are open to scholars and learning coaches (parents or legal guardians) and the topics are posted in the weekly school newsletter, the Monday Morning Updates (MMU). The topics contribute to the scholar's overall preparedness for their future careers. Scholars have access to the Counseling Lab Calendar so they know each week's topics and choose to attend the session relevant to their needs. The College & Career Success Compass Cafe sessions consist of structured lessons that focus on college/career awareness and readiness skills for each grade level 4-12, including information on a variety of post-high school options, including university, and community college. Workforce, trade/technical programs, military, and gap years. Lastly, our Counseling Services Department provides resume help, career interest inventories, career information resources, application assistance, and community resources. Scholar ARTIC core values and Scholar Outcomes are displayed and referenced in every session.	CCS Cafe College and Career Planning Padlet Counseling Learning Lab Calendar
Supervising teachers (STs) in both programs and across grade levels include college and career readiness lessons and activities in the lesson plans for direct instruction. These academic sessions include grade-level presentations, a review of graduation requirements, A-G offerings, college/career exploration resources, and activities. Direct instruction also allows for social-emotional learning lessons that focus on topics such as growth mindset, mindfulness/gratitude, self-care, compassion/empathy, emotions, and responsibility. For our youngest scholars, K-3 STs provide daily direct instruction that includes a beginning of the week check-ins, SEL lessons & synchronous activity. Moreover, every scholar taking an A-G course has access to weekly office hours hosted by a qualified, credentialed ST in each of his or her subject areas.	Fill my Bucket Jobs/Career Lesson SEL Warm Ups Synchronous Instruction
Compass Charter Schools (Compass) has adopted additional programs to support career preparation, such as Advancement Via Individual Determination (AVID), A-G pathways, counseling services, and concurrent enrollment. All of these programs further contribute to developing well-rounded scholars that are ready for future success in their careers. The AVID elective for middle and high school scholars and AVID instructional strategies for all scholars provide opportunities for scholars to engage with guest speakers who share personal experiences with their college and career journeys and provide motivation and examples of achievement for our scholars. Support is also provided for STs who implement AVID instructional strategies by embedding specific strategies within lessons and through direct instruction. Concurrent enrollment provides another opportunity for scholars to get	AVID College & Career AVID for FamiliesAVID Lessons for Synch Classes AVID Elective AVID for Families CCS Cafe College and Career Planning Padlet Concurrent Enrollment Counseling Learning

a college experience during High School and a headstart on their college plans.	Lab Calendar Options A-G Program

ACS WASC Category C. Learning and Teaching: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.*

Areas of Strength

1. By implementing both an Online and an Options Learning program, Compass Charter Schools (Compass) provides a diverse set of options within the independent study model to allow for differentiation.
2. Additional support offered, including technology tools, EL, AVID, and MTSS.
3. Learning Labs and one on one/small group support Q&A sessions in our Online Learning program and Live Synch sessions in our Options Learning program to provide instruction and peer to peer group work.
4. Curriculum options available to all scholars along with a plethora of service providers for scholars in our Options Learning program to use.
5. Readiness workshops that are offered by our Counseling Services Department.

Areas of Growth

1. Compass should find ways to increase attendance and participation in all of the instructional and offerings the school is offering.
2. Compass needs to implement additional College readiness opportunities for scholars to experience the rigor of college level work. A robust AP program may be welcome by the school community.
3. Although Compass holds multiple opportunities for scholars to participate in live direct instruction, more opportunities are needed throughout the week so scholars are engaged and collaborating with peers.

List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)

- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
  - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
  - **Identify important next steps within the schoolwide action plan/SPSA.**

*The summary information will be used for Tasks 4 and 5.

Category D: Assessment and Accountability

D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

Indicators

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

D1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Compass Charter Schools (Compass) uses a variety of effective assessment systems to collect, disaggregate, and report scholar performance. These include the state assessments: ● California Assessment of Student Performance and Progress (CAASPP) administered to scholars in grades 3-8 & 11 each spring ● English Language Proficiency Assessments for California (ELPAC) administered to English Learner scholars in grades K-12 each spring ● Physical Fitness Test (PFT) administered to scholars in grades 5, 7, & 9 each spring State assessment results are compiled and shared with all staff, including disaggregation of data by subgroups by creating dynamic graphs, both internally and with the use of the Parsec Dashboard. ● STAR Assessments by Renaissance, a standards-aligned diagnostic/benchmark assessment, administered in live-proctored virtual meetings for scholars in K-12 three times a year Beginning in the 2021-22 school year, STAR assessments by Renaissance were implemented for grades TK-12 as our diagnostic & benchmark internal assessment tool. Internal assessment results are tracked, and the assessment program reports provided by STAR Renaissance are used to identify scholars who may need additional	Assessment Dashboard Board of Director presentations CAASPP Results Individual scholar reports through Parent Portal LC reports MTSS Headquarters Parsec Dashboard Renaissance reports Staff Support Guidesite Supervising teacher directions to send LC Reports

academic support to close achievement gaps. These results are utilized to create formative assessment lessons for supervising teachers (STs) and tutors to support scholars struggling to achieve grade-level standards. Though this process is ongoing, these analytical trends build an important connection to effectively promote an individual and unique outcome for all of our scholars' learning needs. Staff training occurs for analyzing data and reports. Through this training, STs learn how to use the results to inform teaching and learning through a collaborative process. STs also learn how to use the Instructional Planning Report in Renaissance to determine focus skills each scholar is ready to learn based on their diagnostic assessments.	
Scholar Achievement and Assessment information is shared through multiple communication channels such as our Monday Morning Updates (MMU), Quarterly Newsletter, Compass' website, Compass' Facebook page, Instagram, (OCLC and Compass-wide), Parent Square for high-level information, and through monthly connection meetings for scholar-specific information. Scholar Score Reports (SSRs) are shared directly with learning coaches (parents or legal guardians) via email or electronic score reporting portal within our School Pathways Student Information System (SPSIS) for state assessments. "Understanding Score Reports" guides are available on our website and are shared through MMUs and email. The Starting Smarter websites are also shared in emails, MMU, and parent communication/emails. Data, charts, and growth analysis are shared with the Board of Directors, disaggregated by subgroups. Program coordinators send scholar progress reports to learning coaches and STs (EL, MTSS, 504).	BoardonTrack Compass Assessments Compass Facebook Page Compass Newsroom MMU
Compass hosts annual Back-to-School Nights (BTSN) and Superintendent & CEO Town Hall virtual meetings to inform learning coaches about expectations, achievement, and updates, including specific expectations about state and internal assessments. BTSN includes program directors introducing themselves and providing specific program information. Each department coordinator hosts Weeks of Welcome (WOW) as an introduction at the beginning of the school year. The Assessment Team specifically provides information on assessment expectations, score availability, and how the data is and isn't used at Compass. Online STs host onboarding for scholars. Orange County Learning Center (OCLC) hosts orientation meetings, Demonstration Of Knowledge, and festivals as a way to showcase learning. Program coordinators send welcome emails (English Learners (EL), Multi-Tiered System of Supports (MTSS), and 504). Learning Coach Academy helps onboard learning coaches and set expectations. Virtual Board of Directors meeting links are available for learning coaches, staff, and educational partners, so they can attend. Agenda and minutes are provided through the Board on Track portal.	BoardonTrack Compass YouTube Videos MA review meetings Weeks of Welcome
School-level data is shared through the California School Dashboard, which disaggregates performance and demographic data to identify subgroups. Partnering with Parsec Education, a data analytic company, we visualize data in an interactive dashboard to assist with data presentations to educational partners. Common indicators include EL progress, Graduation Rate, College & Career Readiness, and CAASPP scores for English Language Arts, math, and science.	CA Dashboard CAASPP ELPAC test results MMU Parsec Dashboard

Schoolwide data is disaggregated to analyze trends, strengths, and weaknesses. Weekly highlights in the MMU regarding the CA dashboard measures and how Compass strives to meet each one have been shared with learning coaches this fall (2022).	
Academic growth is determined by using a variety of assessments to examine, analyze, and monitor scholar progress. TK-12 scholars take STAR Assessments (by Renaissance) for Early Literacy (grades K-3), reading and math (grades 1-12). These assessment results set a starting level in Freckle, the supporting instruction used by STS and tutors. Additionally, tutors use the assessment results to determine the topics for live virtual tutoring sessions. Additional Renaissance products that are available to scholars include MyON, Accelerated Reader, and Lalilo (K-3). Online elementary STs administer an initial live reading assessment for scholars. Unit checkpoints for each subject in the online curriculum are monitored to indicate mastery. Options elementary STs use assignments to identify performance levels (mastery) of grade level and content area skills. Curriculum Based Measures (CBMs) for additional data regarding early readers and foundational reading skills guides our early intervention and reading skills intervention as we focus on early literacy development using live sessions and Lalilo.	MTSS Headquarters Oral Reading Fluency Assignments STAR Assessment Data UDS Headquarters
Multi-Tiered System of Supports (MTSS) tutors host weekly tutoring support groups for scholars currently performing below grade level on the benchmark assessments in reading and/or math under our MTSS framework. Tutors' open office hours are also provided weekly. Additionally, scholars may attend office hours to make up a missed session. Tutoring groups are re-evaluated each semester to ensure the rosters reflect the current scholars requiring extra support, as determined by beginning and mid-year benchmark assessments. In 2022-23, we shifted our mid-year benchmark from February to December to receive scores and realign tutoring groups before the second semester begins. This will result in an additional 4 weeks of tutoring for our most at risk scholars. Additionally, Paper.co is offered as a 24/7 tutoring service in all subjects for our high school scholar population, and all of our Title 1 scholars in Compass Charters of Yolo.	MTSS Headquarters STAR Assessment Data
Compass assesses and analyzes school-wide benchmark assessment data to determine scholar progress and achievement, and additional resources and support are designated to our scholars. Scholars who are identified as “On Watch” after the STAR benchmark assessment(s) are considered to need between Tier 1 and Tier 2 support. A holistic spreadsheet is used to capture On-Watch scholars, and each academic director contributes to sharing relevant data for each scholar. For example: Participation in engagement activities, Tiered reengagement flag, and credit deficient. Once the academic directors have completed their collaborative discussion, the scholars are brought to the attention of the STs and coordinators to discuss during our monthly data-driven discussions.	MTSS Headquarters
Compass Counselors use STAR Renaissance assessment score data and an Academic 4-year plan to track and monitor high school scholars’ progress in courses and assessments, to ensure they are prepared and ready for	Academic 4-year plan STAR Assessment Data

College/Career. College and Career Learning Labs are recommended to support scholars needing additional assistance.	Transcripts
Each program and department may take different approaches to performance levels, but courses and grades are aligned to content standards. STs assess growth and progress towards mastery of standards, using Common Core State Standards (CCSS) and I CAN statements to evaluate individual scholars. Accelerate Education Science instruction and evaluation is NGSS aligned.	Personalized Learning Plan
STAR Spanish (K-8) by Renaissance is a Spanish-language assessment, which is used to determine if native Spanish-speaking scholars in our English Language Learning program need additional support with English language acquisition, grade level standards knowledge, or both.	STAR Assessment Data

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

STs employ a variety of appropriate assessment strategies to evaluate student learning. Students and teach

Indicators

D2.1. Demonstration of Student Achievement: STs use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Teacher and Student Feedback: STs provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. STs also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Using Renaissance STAR assessments as a starting point, we assess reading and math at the beginning, middle, and end of the school year to track scholars' growth. Supervising teachers (STs) discuss results with learning coaches (parents or legal guardians) to make them aware of the scholars' progress. With these scores, the Scholar Success Coordinator can determine what academic support(s) each scholar needs through the Multi-Tiered System of Supports (MTSS) framework and provide resources and interventions based on their individualized needs. Tutors use intervention groups, Bootcamps, and Freckle as supporting instruction to provide support.	Attendance in tutoring (tracking) Freckle usage & reports MTSS Headquarters Star Family Report Star Record Book
STs use assignments, tests/quizzes, projects, performance tasks, collaborative learning activities, and personalized-instruction models to obtain formative data on scholars. In addition, Learning Labs and one on one/small group Q&A sessions for our Online Learning program use formative assessments, utilizing several tools such as Nearpod, Peardeck, Newsela, Readworks, Kahoot!, Socrative, Quizlet, Quizizz, Desmos, collaborative boards, polls, and adjust lessons accordingly. Zoom allows for scholars to be broken into breakout rooms, so scholars can work in peer groups. Some STs use Google Classroom, as an additional platform, to house resources to assist scholars with assignments and assessments. Homeroom Synchronous instruction was added in Fall 2021. Scholars in grades K-5 are offered 30 minutes daily. Scholars in grades 6-12	Accelerated Reader Desmos EL Headquarters Freckle Generation Genius Google Classroom Google Form Exit Tickets IXL (Online Elementary)

are offered 30 minutes weekly with their ST. Additional live instruction through tutoring, counseling, or Social Emotional Learning (SEL) sessions are offered 4 times a week. English Learner (EL) scholars are invited to attend English Language Development (ELD) tutoring, in addition to completing their ELD coursework in Lexia asynchronously. ELD tutors work on academic language and vocabulary, guided lessons, and are available for additional 1:1 assistance, as needed.	Lexia MyOn Nearpod Padlet Peardeck Seesaw Options Portfolios Quizizz
STs conduct a minimum of one connection meeting per month with both the learning coach and scholar to partner in academic progress and growth. This meeting consists of at least one interaction that can be virtual or in person, and might also consist of synchronous instruction in addition to the connection meeting. Assignments are reviewed by the ST and academic strengths, weaknesses, progress towards learning goals, and mastery of content standards are discussed. This is an opportunity for STs to provide resources and recommendations based on the scholars' current learning level. An End-of-Semester final/project is required of middle and high school scholars to demonstrate mastery of content for that course.	Contact Manager notes End-of-Semester final for MS & HS (Options) Personalized Learning Plan
Special Education case managers monitor progress through weekly specialized academic instruction (SAI) sessions. Scholars are assessed based on content mastery standards to establish a baseline and re-evaluated monthly or bimonthly to chart growth metrics. These metrics measure growth between the initial evaluation and current progress. Scholars also receive ongoing intervention and support in order to access the general curriculum. Special Education case managers' feedback is provided to the scholars directly in real-time through the SAI sessions and also through ongoing communication with families via email, phone, and progress reports. Feedback is also gathered by the Special Education Team from the general education STs for upcoming Individualized Education Program (IEP) meetings to discuss present levels of performance. In general, communications are streamlined and fluid between families and the special education ST. The scholar, general education staff, and special education staff work collaboratively to meet the needs of scholars through meaningful co-planning and consultation based on the scholar's unique learning needs.	Present Levels Reports Sample Progress Report
STs prompt scholars to discuss their future goals regarding college and career in Learning Labs, and during connection meetings. During IEP meetings for scholars in grades 8-12, STs discuss the scholars' Individual Transition Plan details with the scholar and/or learning coach. The Counseling Services Department also hosts College & Career learning labs with entrance and exit tickets.	Academic Outlook AVID coursework College and Career - Learning Labs
All educational partners play a role in the assessment and monitoring process. This process helps STs understand what standards have been mastered and allows the ST to know when to reteach a lesson or build upon a standard. This is important because of the different curriculum in use by scholars. All Educational Partners review assessment data to determine school wide achievement trends and areas of	2021 Data Dig 2022 Data Dig BOD presentations Deep Dives PLP

need. This is accomplished in Board of Director meetings through the Assessment & Data presentations shared with the directors, highlighting assessment results for state and internal assessments.	STAR Reports
All STs are provided appropriate training to be a California Assessment of Student Performance and Progress (CAASPP) or English Language Proficiency Assessments for California (ELPAC) test administrator and receive secure logins for Test Operations Management System (TOMS). ELPAC training includes calibration using Moodle, the training tool for ELPAC assessments. Assessment procedures are in place to ensure staff has the appropriate materials to keep the facility or virtual space secure and abide by state regulations. STs check with scholars throughout the fall to ensure they have devices for testing. Particular care goes into planning for ELPAC assessments, including gathering feedback from STs with EL scholars on their roster. Many of these STs prefer to assess their own scholars, to confirm that established relationship. The IT department sends loaner computers for scholars that don't have a dedicated device for state assessments. This collaboration with IT has increased participation, and provided equitable access, for scholars who may not have been able to participate based on device availability or internet capability. STAR Renaissance logins are sent directly to the learning coaches or to the scholar in private chat during the virtual meeting. Scores are communicated directly to the scholars and learning coaches, both by email and in virtual connection meetings.	CAASPP ST Checklist Computer loan ELPAC Roundtables ELPAC ST Checklist STAR ST Checklist

ACS WASC Category D. Assessment and Accountability: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category D.*

Areas of Strength

1. Multiple measures to track scholar achievement.
2. Improved training for test examiners and accelerated schedule to prepare scholars for state assessments.
    a. Begin preparing for state assessments in the fall for spring testing, prepare scholars through targeted lessons each week, practice and training tests (CAASPP & ELPAC), and familiarity with the state testing system.
    b. Regular Data Digs allow directors, coordinators, and STs to discuss assessment data and ideate plans to act on the data. This data, along with robust reports, allows STs opportunities to focus on specific skill gaps that scholars need to have supported.
    c. Assessment Team fully supports STs in training for and administering state and benchmark assessments.
    d. Team calibration training for ELPAC assessments, via Moodle training platform.
3. Effective Multi-Tiered Systems of Supports (MTSS) framework to identify and support scholars' academic, behavioral, and social-emotional needs.

4. Collaboration with Parsec Education has created a data mindset for our teams. Two Assessment Team staff are completing the Google Data Analytics course.

Areas of Growth

1. Compass Charter Schools (Compass) needs to continue to address the participation rates for assessments and school surveys. Ongoing education campaigns about the importance of assessment data, including how we do and don't use the data, can help with parent and staff buy-in.
    a. Targeted education program regarding the use of assessment data, especially in terms of charter renewal.
    b. Continued staff education regarding how opt outs can negatively impact our CA Dashboard and charter renewals.
2. Continued use of multiple forms of data to assist with guiding instruction, monitoring progress & growth, and informing grading practices.
3. Continued outreach for special populations of scholars that may be resistant to benchmark or state testing. This might include identifying an alternate assessment if our current internal assessments are not deemed appropriate for specific scholars.
    a. Specific staff education regarding universal tools available on state assessments, as well as training on designated supports and accommodations available for scholars.
    b. Continued outreach to share universal tools with scholars as they begin to prepare for state assessments.

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
    - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
    - **Identify important next steps within the schoolwide action plan/SPSA.**

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*The summary information will be used for Tasks 4 and 5.

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.

Indicator

E1.1. Parent Engagement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Learning coaches (parents or legal guardians) are an important part of Compass Charter Schools (Compass) and are invited to get involved with the school in a number of ways including the Parent Advisory Committee (PAC). The PAC is a governing body led by learning coaches whose scholar(s) are enrolled in the school. The PAC meets on a quarterly basis to share ideas, suggestions, and recommendations in an effort to grow.	Parent Advisory Council
The PAC at Compass meets monthly to give input and perspective about the school's mission, vision, core values, school processes, policies and initiatives, and scholar needs. The PAC is an active governing body at Compass that impacts change and improvements for the school.	PAC Year in Review
The Scholar Leadership Council (SLC) 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. They meet monthly to 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.	Scholar Leadership Council
Compass proudly hosts community speakers to engage scholars. The Engagement Department has plans for events with speakers from the community as well as service opportunities to benefit others. The Counseling Services Department at Compass also compiles resources regarding career days, college events, and scholarships to support scholars. The Counseling Services Department also hosts virtual workshops as a way to provide professional services to scholars to support their development.	Compass Calendar Compass Counseling Guidesite
Compass publishes a quarterly newsletter, the Compass Chronicle, to inform the scholars, learning coaches, staff, and the local community about the programs and offerings at Compass. This newsletter is shared with external audiences and serves to educate the stakeholders about scholar assignments, engagement activities, family experiences, and academic accomplishments.	Compass Chronicle
Compass makes every effort to ensure that learning coaches have access to school personnel regarding all concerns by having our "Meet the Team" with director email addresses on our school website as well as the instant "Contact Us" link, so if a need arises, they can reach out through the school's easily accessible website.	Meet the Team
Town Halls and Coffee with Compass sessions provide a chance for families to get updates and ask questions with Compass administration. These sessions give learning coaches easy, direct access to communicate with school leadership.	BoardonTrack
Compass also actively maintains social media channels, which includes monitoring Facebook, Twitter, Instagram and LinkedIn to answer questions from the community. Learning coaches can use social media to communicate with school personnel. The staff member that oversees the school social media accounts, contacts the applicable department to receive an immediate response and then replies to the comment or question shared by the learning coach on social media.	Compass Facebook Compass Instagram Compass LinkedIn Compass Twitter
Compass encourages learning coaches and scholars to use the "Virtual Suggestion Box"	Learning Coach Virtual

as a tool to communicate with school personnel and give anonymous feedback and suggestions. These suggestions are reviewed during the monthly Staff Advisory Committee (SAC) meeting, the monthly SLC meeting, and the quarterly PAC meeting.	Suggestion Box Scholar Virtual Suggestion Box
Every spring, Compass sends out a Planning Survey that asks learning coaches, scholars, staff, and other educational partners to provide input on Compass priorities and measure satisfaction. The results from this survey are used to make planning decisions at Compass.	Board Packet (Page 761)
Learning Coach Academy (LCA) is a resource for our learning coaches that provides them with the tools for success. Sessions are focused around learning coach requested content and social opportunities. All learning coaches who register will be added to a Learning Coach Academy ParentSquare group with other LC's participating in LCA.	ParentSquare
The Individualized Education Program (IEP) process for scholars with learning disabilities relies heavily on learning coach input, as well as school counselors and Psychologists to draft yearly goals and guide the IEP via Present Level Google forms, Live IEP meeting discussions and weekly 1:1 check in's via email or phone call. This ensures scholars are receiving the proper level of academic and social emotional supports according to their needs. Every three years we conduct official evaluations to ensure the least restrictive environment and/or identify further needs.	IEP - Present Levels of Performance Survey
Compass staff pledges to a 24-hour return call/email policy to ensure that scholars and learning coaches receive a timely response from school staff. Compass STs regularly communicate with learning coaches and scholars through monthly virtual collaboration meetings, called connections. These connections consist of an engaging discussion of scholar progress, learning achievements, assessment data, curriculum progress, assignment planning, and next steps. During these connections, STs provide learning coaches with support and strategies for scholar improvement. This is also a time where learning coaches and scholars can get questions answered and concerns addressed.	Connections: (Options Handbook page 25) (Online Handbook page 25) Email Etiquette
At the start of the school year, our Engagement Department hosts a Weeks of Welcome (WOW) program, which is a multi-day program to provide information to families about the different programs at Compass. These sessions are filled with virtual back to school nights, orientations, and department open houses. Learning coaches gain valuable information during these sessions and are able to ask questions and provide feedback to department leaders. These sessions are also recorded and posted to the Compass YouTube channel as well as shared via ParentSquare.	Wow Youtube
Compass sends out a weekly Monday Morning Updates (MMU) which contains information for learning coaches and scholars regarding program updates, counseling offerings, engagement offerings, upcoming events, and other information for the week. This MMU is delivered via a Parent Square app and email every Monday morning.	ParentSquare
In collaboration, the Assessment Coordinator and the English Language Support Coordinator host biannual Parent Information Sessions. Starting during WoW week in August, the English Learner (EL) team presents an overview of the support we provide to our EL scholars so they are ready to start their school year. Later in the year, in	2021-22 ELPAC Summative Learning Coach Information Night (English)

January, the teams present the English Language Proficiency Assessments for California (ELPAC) Summative Information night in preparation for the summative assessment in Spring.	2021-22 ELPAC Summative Learning Coach Information Night (Spanish) EL Open House WOW (English) EL Open House WOW (Spanish)
Updates, resources, and community events for our McKinney Vento families are provided. Our Scholar Community Advocate check-ins with our McKinney-Vento families through email/phone. The Scholar Community Advocate also participates in Tier 1 and 2 Re-Engagement meetings and offers support and resources.	McKinney-Vento Scholars Needs Assessment Form Scholar Community Advocate Webpage

E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, equity, and high expectations for all students.

Indicators

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.2. High Expectations/Concern for All Students: The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

E2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Compass Charter Schools (Compass) implements several policies to ensure a safe, clean, and orderly learning environment. Compass is proudly affiliated with a number of organizations that promote and support safe learning environments. Compass is a proud affiliate of the National Standards for Quality (NSQ) Online Learning and APLUS+, which supports quality personalized learning schools and services.	APLUS+ Compass Affiliations NSQ
Compass also organizes internal, staff-led committees to ensure an organized learning environment that nurtures learning. A separate group of staff also participates in the Staff Advisory Committee (SAC), which encourages cross-departmental communication, brainstorming, and problem-solving to create an orderly and professional school environment that continues to focus on improvement.	Compass Committee Rosters

Compass abides by a number of policies to ensure a safe learning environment for scholars. At the start of the school year, all school staff must complete Gallagher Bassett training to ensure they have current training on handling emergency situations with scholars. Compass also has policies to ensure that its vendors and partners that work closely with scholars and their families are safe. For example, all approved vendors that support families in the Options Learning program at Compass must submit and pass a background check. Compass puts a ban on outside vendors who offer activities or services that could cause harm or put scholars in unsafe situations. In addition, vendors that work with scholars also must submit a negative TB test result or risk assessment waiver form in order to be approved.	Application for new vendors approved provider list GB Risk Control
The Counseling Services Department also plays an important role in ensuring a safe learning environment. The experienced counselors at Compass are committed to maintaining scholars' safety. They partner with supervising teachers (STs) and school staff to monitor scholar behavior and development and collaborate to ensure scholars' well being in all facets: social, emotional, educational, and environmental.	Counseling Guidesite Google Calendar
The School Safety Plan and School Handbooks outline responsibilities of the school, staff, learning coaches (parents or legal guardians), and scholars with regard to school safety. In addition, the Counseling Services Department holds several workshops throughout the year based on scholar safety. Prior sessions have focused on topics such as suicide prevention and coping skills. To that end, Scholar Identification cards include suicide prevention information. As a virtual school, all Compass scholar computers are configured with the most up to date version of Windows Defender with popup blocker. Updates are configured to install automatically to protect from any new online threats. As an added benefit, the BlockSite add-in for browsers is also pre-installed and available for families to configure to prevent scholars from accessing inappropriate websites. Support in configuring any of these is provided to learning coaches through our IT HelpDesk. Staff are also required to complete password security and E-Mail security training in order to ensure the safety of internal information.	Compass Scholar Handbook - Online Program Compass Scholar Handbook - Options Program Compass Employee Handbook Safety Manual on Human Resources GuideSite page
Compass' mission is "to inspire and develop innovative, creative, self-directed learners," and has created a caring and trusting school atmosphere. The school abides by a number of policies and procedures to honor scholars' differences. The programs at Compass are designed to engage all scholars regardless of personal circumstances or beliefs. For example, virtual scholar workshops are held on a monthly basis to encourage learning, development, and socialization among scholars. Compass also schedules local field trips for scholars and their learning coaches to attend and extend learning beyond class time. In addition to engagement activities, the Counseling	Engagement Calendar - ParentSquare Parent Square Activities

Services Department hosts virtual workshops, which are shared with families via the Monday Morning Updates (MMU) and ParentSquare calendar, that encourage scholars' academic and social-emotional development and support their college and/or career readiness.	
Compass has created an environment with high educational expectations for scholars and has programs and challenging curriculum in place to help scholars develop academically and socially-emotionally in order to reach these high expectations. Compass invites all scholars to join its Scholar Leadership Council (SLC), which promotes leadership, problem-solving, and school spirit. Compass also encourages scholars to join a variety of school clubs that are designed to help scholars further explore their passions and hobbies and celebrate their unique creativity and differences. Compass also promotes the ARCTIC core values to encourage a nurturing learning environment and provides opportunities for STs and staff to nominate and recognize those scholars displaying the ARCTIC core values.	Compass Scholar Clubs Guiding Principles
Compass has a Uniform Complaint Procedure for both families and staff. The complaint procedure is outlined in the Online, Options, and Staff handbooks. The official policy can be found at the central office and in the Compass Board Policy Manual.	Board Policy Manual Compass Compliance Compass Scholar Handbook - Online Program Compass Scholar Handbook - Options Program
As part of the support/resources provided by the English Language Coordinator in support of the California Department of Education's English Learner (EL) Roadmap, Compass values the languages and cultures that our EL scholars bring to their education and are assets for their own learning and are important contributors to all learning communities. These assets are valued and support building capacity of our STs in providing culturally responsive curriculum and instruction and in programs that support, where possible, the development of proficiency in multiple languages.	CDE English Learner Roadmap October 14th PD for STs Responsive and Meaningful Best Practices in Supporting ELs Part 1 Sample Hispanic Heritage 1st grade Lesson

E3. Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community.

Indicators

E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of all students.

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

E3.4. Co-Curricular Activities: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.5. Student Voice: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

E3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence*.

Findings	Supporting Evidence
The Compass Charter Schools (Compass) Counseling Services Department holds several workshops throughout the year based on scholar safety. A menu of the counseling core curriculum is published in the Monday Morning Updates (MMU) on a monthly basis and includes counseling presentations/webinars/workshops in the areas of academic, social-emotional, and college career readiness.	Counseling Learning Lab Small Groups MMU/ Parent Square
Throughout the school year, all members of the Counseling Services Department complete and submit a time task analysis on a weekly basis to the Director of Counseling Services. This data is compiled each week and reported at the end of each quarter to demonstrate that we are reaching our target of allocating 80% of our time each week to direct and indirect scholar services and 20% toward program management.	Counseling Services Time Task Analysis
Scholars have access to both physical and mental health counseling referrals as well as to College & Career Preparation Support that is available through our Counseling Services Department tab on the Compass Website, as well as individually by contacting a Counselor.	Counseling Health and Wellness Community Resources Counseling Resources Counseling Services Counseling Referral Form Supervising Teacher Counseling Support Document
The Special Education Department provides various services internally and through the use of independent contractor service providers. The Special Education staff, Counseling team and the academic staff work closely together to make sure each of our scholars receive all the necessary support needed for success.	Special Education Services 2022-23 Scholar Master List

Compass hosts specific orientation presentations for online scholars to get them familiar with the course navigation. This informs families of the upcoming Learning Labs and allows the supervising teacher (ST) to effectively orient them to their courses.	2022-23 Online Connection Meetings WoW (Weeks of Welcome)
Each month, our Online and Options Learning programs hold cross-departmental data-driven conversations. Formative and Summative use of data (academic, Social Emotional Learning (SEL), and attendance) is used to inform instructional decisions. By separating Online and Options, this allows other teams to join (academic support, counseling, engagement, and staff support) to listen, participate and collaborate. STs have data in mind when they engage in their Professional Learning Pathway to create and take action with scholars. This gives our Options and Online Learning programs an opportunity to lesson plan, connect with families, and do some of their other necessary work.	2022-23 Online Learning Data Headquarters 2022-23 Options Learning Department Data Headquarters
The instructional staff for the Online Learning program has incorporated weekly online Learning Labs and Q&A sessions for scholars. These Learning Labs incorporate relevant information related to the lessons in the online curriculum, along with additional visuals to stimulate learning. During these Learning Labs, scholars are involved in online discussions about the online content, which helps with their communication skills, part of English Language Arts (ELA) standards. During Q&A sessions offered, scholars get one-on-one support with online curriculum.	Learning Lab Schedules
Compass uses STAR Renaissance for our internal benchmarks. Based on benchmark results, the scholars are given additional coursework/practice (via Freckle) in the STAR Renaissance system to help them with skills they need more support with and help address specific skill gaps or areas of growth. Scholars are re-evaluated three times per year (beginning, mid, and end of year). Additionally, scholars are invited to attend tutoring with support staff/tutors if they are identified as being “intervention” or “urgent intervention” based on beginning and middle of the year STAR Renaissance scores. Tutoring sessions are guided by data provided through district assessment (STAR Renaissance) and then also by the session’s intervention tool (Freckle or Lalilo) along with ST observations and grade data. All tier 2 and 3 academic support (ie. MTSS Supports, ELD tutoring, Online tutoring) have identified goals that address specific areas of need. Scholars in math and reading tutoring use informal formative assessments such as exit tickets to demonstrate an understanding of the “focus skill.” If scholars do not score 70% or higher, tutors revisit the lesson and scholars retake the assessment until mastery is achieved. Tutors and resource specialists connect learning by providing opportunities for scholars to engage in reflective lessons on “purpose” and how skills learned will apply in “real life.” Support sessions meet at minimum one day a week for thirty minutes. Scholars are encouraged to spend 90-minutes a week in academic support	Renaissance Renaissance Welcome Portal

(live session and within the intervention tool–Freckle or Lalilo) in addition to regular ST direct instruction.	
Scholars in online K-5 grade, use digital portfolios to monitor goals and progress throughout the academic year.	22/23 Master Digital Portfolio
Our Special Education Department consists of Special Education instructors who conduct Specialized Academic Instruction (SAI) sessions to meet the goals of scholars that have Individualized Education Programs (IEPs). Our scholars with IEPs may also have access to online tutoring sessions through Multi-Tiered Systems of Supports (MTSS) services if the scholar is identified as needing intervention/urgent intervention.	Ascend Math Maxscholar MTSS Live Tutoring Schedule 22/23 Read Naturally
To measure scholars' social-emotional learning (SEL) competencies, such as growth mindset, grit, self-efficacy, etc. Compass has partnered with Panorama Education to capture data to best support scholars in their SEL growth. We will administer surveys twice per year, in October and May, and scholars in grades 3-12 will be emailed a unique survey link to their Compass scholar email from Panorama. In addition, a Multi-Tiered System of Supports (MTSS) framework has been implemented to encompass Response to Intervention (RTI), SEL, and Positive Behavior Interventions & Supports (PBIS). Under the MTSS umbrella, SEL is driven through monthly themes, including monthly presentation workshops presented by the Scholar Success Coordinator and a Counselor. The Scholar Success Coordinator provides SEL warm-up activities for the online ST to use during Learning Labs and in one on one/small group Q&A sessions in conjunction with the monthly theme. Options STs share monthly activities with learning coaches (parents or legal guardians) and scholars during their connection meetings that can be incorporated into daily instruction. STs also include SEL warm-up activities during their daily and weekly synchronous instruction time. Additionally, recent research supports the need to address SEL and equity in the classroom. The entire Academic Division attended a workshop on integrating SEL strategies to promote equity in the classroom, and support materials and resources were made accessible for use during live synchronous instruction.	Monthly SEL Resources Panorama Completion rate 10.31 SEL and Equity workshop
Starting in Fall 2022, Paper.co was provided for our Compass Charter Schools of Yolo Title I scholars and all HS scholars for 24 hour tutoring support. Scholars with access can sign on for Homework help, essay feedback and study support. In addition, all scholars have access to BrainFuse HelpNow via the California State Library free online tutoring support for all California residents.	BrainFuse HelpNow Paper.co

ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.*

Areas of Strength

1. Developed School Safety plans and procedures. We have a great IT Department that ensures staff are up-to-date on internet safety. They also ensure that our scholars are safe by implementing tools to ensure security and privacy. Lastly, our uniform complaint procedure and internet safety guidelines are clearly explained in our handbook and board policy manual.
2. The school implements strategies and processes for the regular involvement of all educational partners and support groups in the learning and teaching process for all scholars. We provide many opportunities for scholars and learning coaches to engage. We do a great job of nurturing learning in a safe environment by providing scholars opportunities to socialize through clubs, field trips, live synch sessions, etc. and establishing these opportunities in ways that the scholars can feel connected to peers and the school in a positive manner.
3. Compass does a wonderful job of supporting all scholars through personalized learning. We use supporting tiered interventions and give opportunities for our scholars that need additional support to meet their goals through tutoring and intervention under our Multi-Tiered System of Supports (MTSS) framework and based on internal benchmark scores. All scholars receive appropriate academic, social-emotional and multi-tiered support to help ensure scholar learning, college and career readiness and success.

Areas of Growth

1. Ensuring scholars with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community. We need to continue to fine tune the use of data to help these scholars succeed.
2. Scholar access to counselors to support social-emotional needs, for all grade levels.
3. Expanding internet safety topics to our scholars and explicitly teaching about safe ways to interact with technology.
4. Continuing to focus on creating an atmosphere of Trust, Respect, and Professionalism through clear communication.

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*The summary information will be used for Tasks 4 and 5.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Ensure all scholars have access to grade level appropriate materials, as indicated by our personalized learning plans (PLP), and that these materials are connected to grade level standards that are identified on the PLP.
- Provide rich curriculum offerings for scholars of varying skill and proficiency levels; using culturally relevant and rigorous content to engage high achieving scholars as well as those who are identified as "On Watch" via our STAR Assessment benchmarks.
- Scholars need access to math curriculum and resources that address both remediation and enrichment. As math content mastery continues to be an area of growth for Compass' scholars, we want to continue to engage scholars on various levels to make adequate and meaningful progress.
- Working with learning coaches on using skill and grade level appropriate materials for scholars with IEPs and 504s.
- Compass should find ways to increase attendance and participation in all of the instructional and offerings the school is offering.
- Compass needs to implement additional College readiness opportunities for scholars to experience the rigor of college level work. A robust AP program may be welcome by the school community.
- Compass needs to continue to address the participation rates for assessments and school surveys. Ongoing education campaigns about the importance of assessment data, including how we do and don't use the data, can help with learning coach and staff buy-in.
    - Targeted education program regarding the use of assessment data, especially in terms of charter renewal.
    - Continued staff education regarding how opt outs can negatively impact our CA Dashboard and charter renewals.
- Continued use of multiple forms of data to assist with guiding instruction, monitoring progress & growth, and informing grading practices.
- Continued outreach for special populations of scholars that may be resistant to benchmark or state testing. This might include identifying an alternate assessment if our current internal assessments are not deemed appropriate for specific scholars.
    - Specific staff education regarding universal tools available on state assessments, as well as training on designated supports and accommodations available for scholars.
    - Continued outreach to share universal tools with scholars as they begin to prepare for state assessments.
- Ensuring scholars with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community. We need to continue to fine tune the use of data to help these scholars succeed.
- Scholar access to school counselors to support social-emotional and mental

health needs, for all grade levels.
- Expanding internet safety topics to our scholars and explicitly teaching about safe ways to interact with technology.
- Continue to focus on creating an atmosphere of Trust, Respect, and Professionalism through clear communication.
- Continue to develop communication tools for scholars and families to understand academic standards.

Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

Summarize the identified major student learner needs based on profile and Focus Group findings and California School Dashboard Results for student groups.

Based on the California School Dashboard, internal benchmark testing, surveys, and other sources of data, the following major learner needs have been identified:

- We still have scholars testing below grade level and below the state average in both English Language Arts (ELA) and mathematics. We do have data showing growth in both of these areas, though there is room to continue to grow our scholar outcomes on both state-mandated tests.
- Our English Learner (EL) progress was listed as very low. However, Districts and schools whose ELPAC participation was below 95 percent automatically received a “Low” status for their English Language Progress Indicator (ELPI) on the CA Dashboard. This last year, our participation rate for the English Language Proficiency Assessments for California (ELPAC) was around 84% (across our three schools as the organizational average) which placed us in the "Low" status category, since the rate includes scholars who withdrew and didn't show up in CalPads as enrolled elsewhere (this can happen if a scholar leaves the state or country and does not inform us, making it difficult to track down this information). Our own internal participation calculation for ELPAC was 97.5% across the three charters, highlighting the importance of communicating with learning coaches (parents or legal guardians) to determine where scholars who withdraw intend to enroll after Compass. We anticipate that this will change in upcoming dashboards, since we adopted Lexia, a research-and data-backed English Language Development (ELD) program. We can pull data showing that English language fluency is increasing in our ELs. Additionally, our reclassification rate has risen. Since we added more direct sessions for ELs, we anticipate our dashboard score rising in this area. Still, we can improve outreach and messaging to families regarding the benefits and necessity of EL live sessions in order to expedite this improvement.
- Our graduation rates have steadily improved but, in addition to the interventions we already do, further support for at-promise scholars will continue positive trends in that area. We need to address both long-time Compass scholars and those who come to us for high school already deficient in credits.
- We currently do not have our own CTE pathway, but we continue to establish such

pathways via concurrent enrollment within the California Community College system. However, our surveys show little interest in those pathways, so that is not a major area of need from those we serve despite the dashboard.

- Additionally, we still have work to do toward increasing the number of scholars who complete A-G courses, though many of our families do not enter our schools with that goal. There is a need to continue to develop our college readiness programs. We have developed more options for scholars to engage in A-G courses by building self-paced UC approved courses for our scholars.
- We also need to better support our scholars with Individualized Education Program (IEPs) in meeting grade level expectations, so we can see the successes we have noticed with other special populations, such as our scholars with 504 plans.
- We need to continue increasing options to improve differentiation of instruction and guidance for learning coaches for differentiation of instruction for scholars who have special talents or might qualify as gifted is an area of need.
- We need to offer culturally-relevant curricular materials and instruction to serve a wider range of scholars equitably.
- We need to ensure that all scholars are accessing rigorous, grade level curriculum that meets all of the grade level standards and document this on the Personalized Learning Plan (PLP).
- We need to improve outreach to families for increasing participation in our internal benchmark assessments in order to reach a 95% participation rate, which is needed for verified data for charter renewals (similar to our need to increase participation rates for state-mandated assessments).
- We need to improve strategies and support from learning coaches for scholars who are below grade level.
- We need to improve outreach and messaging to families regarding the benefits and necessity of MTSS tutoring in order to continue to close achievement gaps.

Chapter V: Schoolwide Action Plan

A. Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.

B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.

C. Describe the school's follow-up process, ensuring an ongoing improvement process.

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all shareholders to implementing the various sections of the schoolwide action plan.

Compass Charter Schools of Los Angeles

Action plan Goal #1- Increase scholar academic achievement in core academic subjects.

Reflection	Compass Charter Schools of Los Angeles (Compass) 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.
Expected Measurable Outcomes (Goals are per school)	● Maintain ample standards-aligned curricula and resources for core subjects. ● Increase the percent of scholars that meet/exceed state-mandated assessments: ○ SBAC ELA (grades 3-8): 50% ○ SBAC ELA (grade 11): 60% ○ SBAC Math (grades 3-8): 30% ○ SBAC Math (grade 11): 12% ○ CAST: 25% ● Increase the percent of scholars at/above grade level and demonstrate growth on Spring Internal ELA assessments. ● Increase the percent of scholars at/above grade level and demonstrate growth on Spring Internal math assessments. . ● Reduce the percentage of chronic absenteeism to less than 4%. ● Decrease the Cohort Dropout Rate to less than 15%. ● Increase the EL Reclassification rate to greater than 25%.
Actions that Impact Scholar Achievement and Goal Attainment	● All scholars will have all access to supervising teachers (STs) who are appropriately credentialed, properly assigned to courses, and maintain the required 25:1 ADA to FTE ratio. ● All scholars will have access to core curriculum which is Common Core-aligned. ● All STs will utilize Advancement Via Individual Determination (AVID) instructional strategies in their live synchronous sessions, as well as asynchronous sessions. ● All scholars will be supported through the Multi-Tiered System of Supports (MTSS) framework with focus on Positive Behavioral Interventions and Supports (PBIS), Response to Intervention (RtI), and Social Emotional Learning (SEL) and well-being. ● All scholars and learning coaches (parents or legal guardians) will be offered an orientation, which will include strategies to be successful in our program as well as resources to support their educational journey. ● The Operations Department will deploy its team to create and/or identify resources and programs for scholars identified as socially-economically disadvantaged, homeless, or in foster

	care. ● Targeted interventions for English Learners, and scholars with disabilities by ensuring supplemental resources and programs are available.
Monitor Progress Tools	● Internal Spring ELA and Math assessments ● SBAC Grades 3-8, and 11 in ELA and Math ● California Dashboard ● CELDT*(through 2017)* ● ELPAC scores *(starting 2018- present)* ● ELD Course/Lexia starting (*September 2020)*pass rates ● EL group synchronous sessions ● ELA Course grades ● Lexia reports and STAR reports ● Report Cards ● Parent Teacher conferences ● Truancy Tracking

Action plan Goal #2- Increase scholar and parent engagement.	
Reflection	The engagement of both scholars and learning coaches (parents or legal guardians) is essential to the success of our community. Compass Charter Schools (Compass) seeks to provide opportunities for learning coaches 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.
Expected Measurable Outcomes (Goals are per school)	● Attendance rates (P2 Reporting) will be 95%. ● Suspension rates will be 0%. ● There will be a 85% satisfaction rate of engagement offerings. ● The Parent Advisory Council will meet 4 times per year. ● The Scholar Leadership Council will meet 7 times per year. ● 90-100% of parents will participate in academic monitoring activities. ● 90-100% of scholars will participate in academic learning activities. ● Participation from scholars, parents and staff in the annual

	satisfaction/LCAP survey.
Actions that Impact Scholar Achievement and Goal Attainment	● Provide Learning Coach Academy program ● Provide summer session online courses and subscriptions ● Offer engaging live synchronous instruction ● Provide social emotional learning groups led by counselors ● Provide end of year celebrations ● Provide a variety of extracurricular activities, such as field trips, virtual scholar workshops, and scholar-led clubs. ● Provide technology access to scholars who are unable to access required educational offerings.
Monitor Progress Tools	● Attendance data pulled from School Pathways Student Information System (SPSIS) ● Participation data tracking in all identified events and activities ● Supervising teacher observations ● Participation in Learning Lab ● Survey feedback from participants on quality of programming

Action plan Goal #3- Increase college and career readiness for scholars.	
Reflection	Compass Charter Schools of Los Angeles (Compass) scholars, as described in Goal 1, must have access to an instructional program which meets the requirements for post-secondary success, be that at an institute of higher learning or in a career of their choice. As such, all scholars must receive a high quality program which provides them with the requisite skills for success after graduation.
Expected Measurable Outcomes (Goals are per school)	● Increase graduation rate to 65% ● 30% A-G Completion ● 20% of scholars will enroll into at least one concurrent course ● 25% College Career Indicator “Prepared”
Actions that Impact	● Summer Session offered for high school scholars wishing to

Scholar Achievement and Goal Attainment Impact on Scholar Achievement	earn extra credits in online classrooms ● Provide access to a tutoring platform to support scholars with successful completion of Summer Session courses that lead to A-G course preparation or completion ● Ensure all scholars have access to A-G approved courses, either through our online Accelerate Education courses or through internally developed courses. ● Provide scholar and learning coaches (parents or legal guardians) 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
Monitor Progress Tools	● CA Dashboard ● Tracking concurrent enrollment ● Summer School attendance data ● Tutoring attendance data

Action plan Goal #4- Ensure that at-promise scholars are making progress toward earning a high school diploma.	
Reflection	Compass Charter Schools of Los Angeles (Compass) 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 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.
Expected Measurable Outcomes (Goals are per school)	● 60% participation in Accelerated Course Options Program (ACOP) for at-promise scholars ● 0% 5th Year Cohort
Actions that Impact Scholar Achievement and Goal Attainment Impact on Scholar Achievement	● Compass will use data from our benchmark assessments to identify potentially at-promise scholars and implement our Multi-Tiered System of Supports (MTSS) framework to ensure they are supported ● 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 ● 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
Monitor Progress Tools	● Attendance data in ACOP ● 4 year cohort data tracking ● Benchmark assessment data ● Summer session attendance data

Compass Charter Schools of San Diego

Action plan Goal #1- Increase scholar academic achievement in core academic subjects.	
Reflection	Compass Charter Schools of San Diego (Compass) 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.
Expected Measurable Outcomes (Goals are per school)	● Maintain ample standards-aligned curricula and resources for 5 out of 5 subjects. The number of scholars that qualify for reclassification will increase by 10%. ● Increase the percent of scholars that meet/exceed state-mandated assessments: ○ SBAC ELA (grades 3-8): 39% ○ SBAC ELA (grade 11): 49% ○ SBAC Math (grades 3-8): 27% ○ SBAC Math (grade 11): 21% ○ CAST: 37% ● Increase to at least 70% the number of English Learner (EL) scholars that will successfully complete Language Arts courses. ● Increase the percent of scholars at/above grade level and demonstrate growth on Spring Internal ELA assessments. ● Increase the percent of scholars at/above grade level and demonstrate growth on Spring Internal math assessments. Additionally, increase the number of EL scholars participating in the CAASPP test. ● Reduce the percentage of chronic absenteeism to less than 4%. ● Decrease the Cohort Dropout Rate to less than 15%.

	● Increase the EL Reclassification rate to greater than 25%.
Actions that Impact Scholar Achievement and Goal Attainment	● All scholars will have all access to supervising teachers (STs) who are appropriately credentialed, properly assigned to courses, and maintain the required 25:1 ADA to FTE ratio. ● All scholars will have access to core curriculum which is Common Core-aligned. ● All STs will utilize Advancement Via Individual Determination (AVID) instructional strategies in their live synchronous sessions, as well as asynchronous sessions. ● All scholars will be supported through the Multi-Tiered System of Supports (MTSS) framework with focus on Positive Behavioral Interventions and Supports (PBIS), Response to Intervention (RtI), and Social Emotional Learning (SEL) and well-being. ● All scholars and learning coaches (parents or legal guardians) will be offered an orientation, which will include strategies to be successful in our program as well as resources to support their educational journey. ● The Operations Department will deploy its team to create and/or identify resources and programs for scholars identified as socially-economically disadvantaged, homeless, or in foster care. ● Targeted interventions for English Learners, and scholars with disabilities by ensuring supplemental resources and programs are available.
Monitor Progress Tools	● Internal Spring ELA and Math assessments ● SBAC Grades 3-8, and 11 in ELA and Math ● California Dashboard ● CELDT*(through 2017)* ● ELPAC scores *(Starting 2018- present)* ● ELD Course/Lexia starting (*September 2020)*pass rates ● EL group synchronous sessions ● ELA Course grades ● Lexia reports and STAR reports ● Report Cards

	● Parent-Teacher conferences ● Truancy Tracking

Action plan Goal #2- Increase scholar and parent engagement/involvement.	
Reflection	The engagement of both scholars and learning coaches (parents or legal guardians) is essential to the success of our community. Compass Charter Schools of San Diego (Compass) seeks to provide opportunities for learning coaches 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.
Expected Measurable Outcomes (Goals are per school)	● Attendance rates (P2 Reporting) will be 95%. ● Suspension rates will be 0%. ● There will be a 85% satisfaction rate of engagement offerings. ● The Parent Advisory council will meet 4 times per year. ● The Scholar Leadership Council will meet 7 times per year. ● 90-100% of parents will participate in academic monitoring activities. ● 90-100% of scholars will participate in academic learning activities. ● Participation from scholars, parents and staff in the annual satisfaction/LCAP survey.
Actions that Impact Scholar Achievement and Goal Attainment	● Provide Learning Coach Academy program ● Provide summer session online courses and subscriptions ● Offer engaging live synchronous instruction ● Provide social emotional learning groups led by counselors ● Provide end of year celebrations ● Provide a variety of extracurricular activities, such as field trips, virtual scholar workshops, and scholar-led clubs. ● Provide technology access to scholars who are unable to access required educational offerings.

Monitor Progress Tools	● Attendance data pulled from School Pathways Student Information System (SPSIS) ● Participation data tracking in all identified events and activities ● Supervising teacher observations ● Participation in Learning Lab ● Survey feedback from participants on quality of programming

Action plan Goal #3- Increase college and career readiness for scholars.	
Reflection	Compass Charter Schools of San Diego (Compass) scholars, as described in Goal 1, must have access to an instructional program which meets the requirements for post-secondary success, be that at an institute of higher learning or in a career of their choice. As such, all scholars must receive a high quality program which provides them with the requisite skills for success after graduation.
Expected Measurable Outcomes (Goals are per school)	● Increase graduation rate to 65% ● 30% A-G Completion ● 20% of scholars will enroll into at least one concurrent course ● 25% College Career Indicator “Prepared”
Actions that Impact Scholar Achievement and Goal Attainment	● Summer Session offered for high school scholars wishing to earn extra credits in online classrooms ● Provide access to a tutoring platform to support scholars with successful completion of Summer Session courses that lead to A-G course preparation or completion ● Ensure all scholars have access to A-G approved courses, either through a preferred curriculum provider or through internally developed courses. ● 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
Monitor Progress Tools	● CA Dashboard ● Tracking concurrent enrollment ● Summer School attendance data ● Tutoring attendance data

Action plan Goal #4- Ensure that at-promise scholars are making progress toward earning a

high school diploma.	
Reflection	Compass Charter Schools of San Diego (Compass) 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 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.
Expected Measurable Outcomes (Goals are per school)	● 60% participation in ACOP (Accelerated Course Options Program) for at-promise scholars ● 0% 5th Year Cohort
Actions that Impact Scholar Achievement and Goal Attainment	● Compass will use data from our benchmark assessments to identify potentially at-promise scholars and implement our Multi-Tiered System of Supports (MTSS) framework to ensure they are supported ● 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 ● 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
Monitor Progress Tools	● Attendance data in Accelerated Course Options Program (ACOP) ● 4 year cohort data tracking ● Benchmark assessment data ● Summer session attendance data

Compass Charter Schools of Yolo

Action plan Goal #1- Increase scholar academic achievement in core academic subjects.	
Reflection	Compass Charter Schools of Yolo (Compass) 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.

Expected Measurable Outcomes (Goals are per school)	● Maintain ample standards-aligned curricula and resources for 5 out of 5 subjects.
	● Increase the percent of scholars that meet/Exceed state-mandated assessments.
	  ○ SBAC ELA (grades 3-8): 11%
	  ○ SBAC ELA (grade 11): 7%
	  ○ SBAC Math (grades 3-8): 12%
	  ○ SBAC Math (grade 11): 6%
	  ○ CAST: 7%
	● Increase the percent of scholars at/above grade level and demonstrate growth on Spring Internal ELA assessments.
	● Increase the percent of scholars at/above grade level and demonstrate growth on Spring Internal math assessments.
	● Reduce the percentage of chronic absenteeism to less than 4%.
	● Decrease the Cohort Dropout Rate to less than 15%.
	● Increase the EL Reclassification rate to greater than 25%.

Actions that Impact Scholar Achievement and Goal Attainment	● All scholars will have all access to supervising teachers (STs) who are appropriately credentialed, properly assigned to courses, and maintain the required 25:1 ADA to FTE ratio. ● All scholars will have access to core curriculum which is Common Core-aligned. ● All STs will utilize Advancement Via Individual Determination (AVID) instructional strategies in their live synchronous sessions, as well as asynchronous sessions. ● All scholars will be supported through the Multi-Tiered System of Supports (MTSS) framework with focus on Positive Behavioral Interventions and Supports (PBIS), Response to Intervention (RtI), and Social Emotional Learning (SEL) and well-being. ● All scholars and learning coaches (parents or legal guardians) will be offered an orientation, which will include strategies to be successful in our program as well as resources to support their educational journey. ● The Operations Department will deploy its team to create and/or identify resources and programs for scholars identified as socially-economically disadvantaged, homeless, or in foster care. ● Targeted interventions for English Learners, and scholars with disabilities by ensuring supplemental resources and programs are available.

Monitor Progress Tools	● Internal Spring ELA and Math assessments ● SBAC Grades 3-8, and 11 in ELA and Math ● California Dashboard ● CELDT*(through 2017)* ● ELPAC scores *(Starting 2018- present)* ● ELD Course/Lexia starting (*September 2020)*pass rates ● EL group synchronous sessions ● ELA Course grades ● Lexia reports and STAR reports ● Report Cards ● Parent Teacher conferences ● Truancy Tracking

Action plan Goal #2- Increase scholar and parent engagement.	
Reflection	The engagement of both scholars and learning coaches (parents or legal guardians) is essential to the success of our community. Compass Charter Schools of Yolo (Compass) seeks to provide opportunities for learning coaches 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.
Expected Measurable Outcomes (Goals are per school)	● Attendance rates (P2 Reporting) will be 95%. ● Suspension rates will be 0%. ● There will be a 85% satisfaction rate of engagement offerings. ● The Parent Advisory council will meet 4 times per year. ● The Scholar Leadership Council will meet 7 times per year. ● 90-100% of parents will participate in academic monitoring activities. ● 90-100% of scholars will participate in academic learning activities. ● Participation from scholars, parents and staff in the annual satisfaction/LCAP survey.
Actions that Impact Scholar Achievement and Goal Attainment	● Provide Learning Coach Academy program ● Provide summer session online courses and subscriptions ● Off engaging live synchronous instruction ● Provide social emotional learning groups led by counselors ● Provide end of year celebrations

	● Provide a variety of extracurricular activities, such as field trips, virtual scholar workshops, and scholar-led clubs. ● Provide technology access to scholars who are unable to access required educational offerings.
Monitor Progress Tools	● Attendance data pulled from School Pathways Student Information System (SPSIS) ● Participation data tracking in all identified events and activities ● Supervising teacher observations ● Participation in Learning Lab ● Survey feedback from participants on quality of programming

Action plan Goal #3- Increase college and career readiness for scholars.	
Reflection	Compass Charter Schools of Yolo (Compass) scholars, as described in Goal 1, must have access to an instructional program which meets the requirements for post-secondary success, be that at an institute of higher learning or in a career of their choice. As such, all scholars must receive a high quality program which provides them with the requisite skills for success after graduation.
Expected Measurable Outcomes (Goals are per school)	● Increase graduation rate to 65% ● 30% A-G Completion ● 20% of scholars will enroll into at least one concurrent course ● 25% College Career Indicator “Prepared”
Actions that Impact Scholar Achievement and Goal Attainment	● Summer Session offered for high school scholars wishing to earn extra credits in online classrooms ● Provide access to a tutoring platform to support scholars with successful completion of Summer Session courses that lead to A-G course preparation or completion ● Ensure all scholars have access to A-G approved courses, either through a preferred curriculum provider or through internally developed courses. ● Provide scholar and learning coaches (parents or legal guardians) 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
Monitor Progress Tools	● CA Dashboard ● Tracking concurrent enrollment ● Summer School attendance data ● Tutoring attendance data

Action plan Goal #4- Ensure that at-promise scholars are making progress toward earning a high school diploma.	
Reflection	Compass Charter Schools of Yolo (Compass) 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 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.
Expected Measurable Outcomes (Goals are per school)	● 60% participation in ACOP (Accelerated Course Options Program) for at-promise scholars ● 0% 5th Year Cohort
Actions that Impact Scholar Achievement and Goal Attainment	● Compass will use data from our benchmark assessments to identify potentially at-promise scholars and implement our Multi-Tiered System of Supports (MTSS) framework to ensure they are supported ● 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 ● 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
Monitor Progress Tools	● Attendance data in Accelerated Course Options Program (ACOP) ● 4 year cohort data tracking ● Benchmark assessment data ● Summer session attendance data

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2022

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Annual Report

COMPASS CHARTER SCHOOLS

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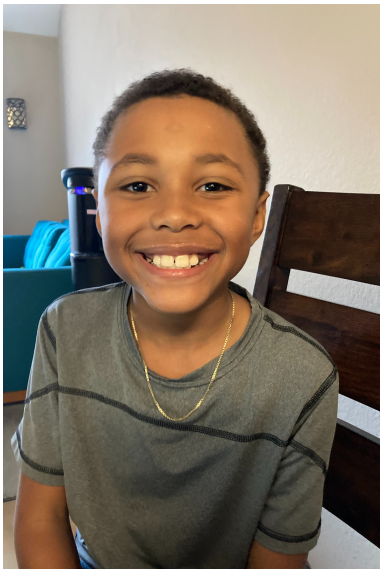

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"This is our second year with Compass, and I could not recommend them more! Compass has blessed us with exceptional supervising teachers, who care deeply for my children and want to see them thrive and succeed. They are always reachable and supportive. The educational funds we receive every year help with curriculum costs and amazing extracurricular classes, which we would not be able to provide without the support of Compass." Alison M., learning coach

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

@COMPASSCS

"I am spending more time with my daughter and having deeper conversations about things she is learning at school. In addition, Compass has given her the flexibility to do more field trips and educational activities. I like that we can be at home, doing school, and not be exposed and getting sick." -Mrs. Martinez,, learning coach

A WORD FROM OUR SUPERINTENDENT & BOARD CHAIR

Since 2012, Compass Charter Schools has been serving families throughout California through our personalized learning academic programs. In addition to our two academic programs, we have a robust array of scholar academic, social-emotional, extracurricular activities, and supports through our Academic Support, Counseling Services, Engagement, English Learner Support, Special Education offerings, and so much more. Success in balancing the child's development is central to our mission and vision of leading and serving parents and scholars.

Compass exceeds expectations for how education can be taught through personalized virtual learning. Forming deep partnerships with teachers, scholars, and families, our team responds to each scholar's unique needs, dreams, and background while preparing them to successfully pursue their goals after graduation. In partnership with families and our dynamic staff, we bring a variety of teaching experiences, learning styles, and wrap-around supports to equitably serve California scholars along their educational journey.

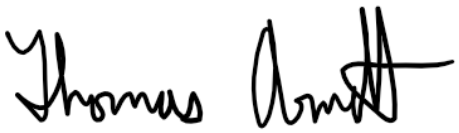
Every scholar has the potential to thrive and be successful if they are supported in the right environment. We encourage a personalized approach through Compass's LCAP (Local Control Accountability Plan), where scholars are seen for who they are and can choose their best educational path to find academic success. We believe every scholar, family, and staff member is an important partner and is welcomed, appreciated, and heard as part of charting their course through Compass.

We continue to demonstrate our commitment to our core ARTIC values of achievement, respect, teamwork, integrity, and communication. Our teachers, staff, and leaders exemplify these core values through their daily work and decision-making processes through the Framework for the Future. In addition, we encourage scholars to embrace these core values by recognizing and celebrating scholars who exceptionally demonstrate these values through the Scholar of the Month, Firebird of the Year, and Excellent Participation Awards.

What an incredible year it has been. We always strive to model integrity and transparency with our staff and families by listening and acting on constructive feedback. We have developed many ways for educational partners to provide critical, honest, and direct information, such as our quarterly Parent Town Hall meetings, monthly Scholar Leadership Council, Cabinet and Leadership meetings, Staff Advisory Committee, and bi-monthly Parent Advisory Council meetings. We also produce our quarterly *Compass Chronicle* newsletter, share blog posts, and deliver pertinent newsworthy press releases to celebrate staff and scholars. Thank you for being part of our journey and taking the time to review our 2022 Annual Report!

Forever Loud and Proud,

J.J. Lewis, Superintendent & CEO



Thomas Arnett, Board Chair

@COMPASSCS

""Compass has supported me in every way imaginable. I had many complicated circumstances after transitioning to learning at home. The support of educational facilitators, coordinators, and many levels of aid, has helped change the outcome of unpredictable events. I inherited my niece and nephew due to displacement during COVID-19. They were displaced and could not find a forever home. With the help of the staff at Compass, they helped change the outcome of my circumstances drastically." -Eneisha R., learning coach

OUR GOVERNING BOARD

Compass Charter Schools is governed by a California nonprofit public benefit corporation and has an independent Board of Directors who meet regularly to oversee the school's management, operation, activities, and affairs.

Thomas Arnett | Board Chair

Therese Christopher| Board Member

Samantha Herrod| Parent Representative

Isaac Olvera, Ed.D.| Board Member

Lainie Rowell| Board Secretary

William Stinde, Ph.D.| Board Treasurer

@COMPASSCS

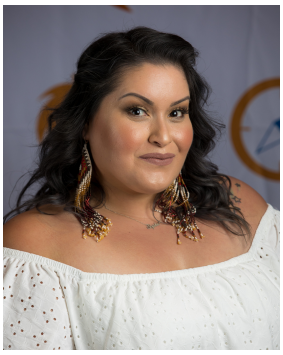
"AVID has helped me with creating a strategy for building and managing short and long-term goals. I have learned how to develop solid and firm plans that will be completed by a set date. Time management is one of the strengths that I want to build on." - Gabe D.S., 6-grade scholar

OUR LEADERSHIP TEAM

J.J. Lewis, M.Ed., CBO, CFRE
Superintendent & CEO

Aviva Ebner, Ph.D.
Assistant Superintendent & Chief Academic Officer

Lisa Fishman, CBO, PHR
Chief Operations Officer



Sophia Trivino
Chief People Officer

@COMPASSCS

"Jalyse's goal is to be a collegiate student-athlete for gymnastics. Learning from home allows her more training time in the gym. We enjoy not needing to wake up super early and rush to commute to a traditional school. Online learning allows us a more relaxed schedule. Compass supports Jalyse in the flexibility of academics which, in turn, supports her gymnastics dreams." -Jennifer B., learning coach

OUR LEADERSHIP TEAM

Ke'Len Armstrong
Director of Options Learning

David Brasch
Director of IT

Amy Foody
Director of Special Education

Danielle Gamez, Ed.D.
Director of Operations

Rebecca MacAlpine
Director of Engagement

@COMPASSCS

"Deciding to homeschool was nerve-wracking, but Compass made it easy. Our supervising teacher, Ms. Abi, has always been there to answer questions, reassure me when I was doubtful and make the experience enjoyable. Our greatest joy is having a front-row seat in her learning. The time we spend as a family is something we will always cherish. Thank you, Compass!" -Denise D., learning coach

OUR LEADERSHIP TEAM

Erin Smith, M.S. Ed.
Director of Academic Services

Janae Smith, M.A.
Director of Online Learning

Debra Stephan, M.S., PPS
Director of Counseling Services

Kasey Wingate, M.S.
Director of Staff Support

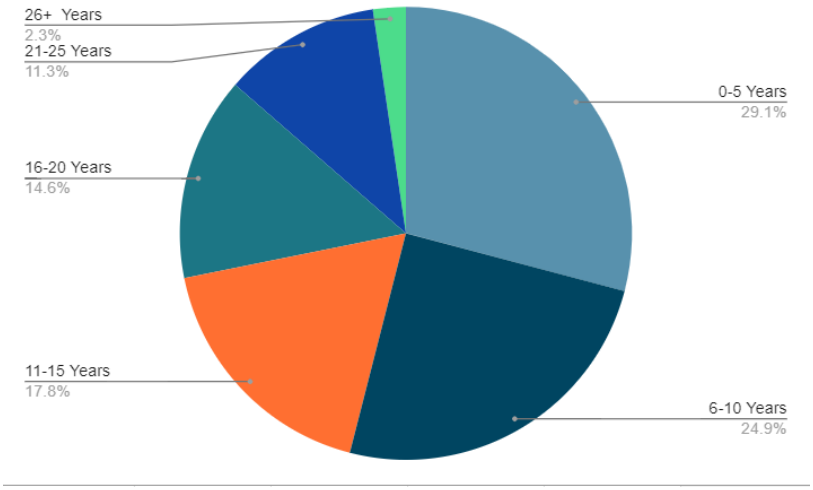
@COMPASSCS

"My experiences with Compass Online have been great, and I enjoy it much more than public school. I chose Compass because I was bullied in public school, and it started when I was a small child in the first or second grade. It was time for me to be taken out of public school because of the bullying. I ended up finding Compass, and I wouldn't trade it for anything else in the world." -Aliyah H., 9-grade scholar

TEACHERS BACKGROUND

CREDENTIALED
100%
TEACHERS

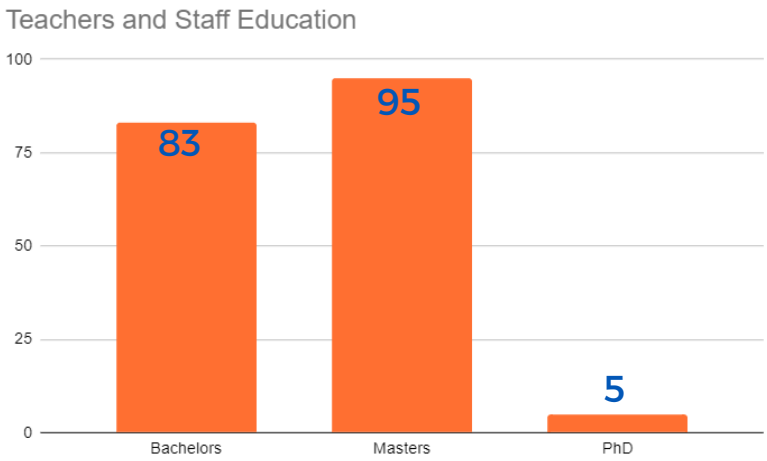
TEACHERS YEARS IN EDUCATION



AVID DigitalXP

Academic staff are AVID DigitalXP certified.

TEACHERS EDUCATION



Leading Edge Certification

AcademicLeading Edge Certification & Leading Edge Flex Certification available to blended and online teachers.

Wellness for Educators

ASCD LEARN. TEACH. LEAD.

Wellness and Mental Health Training for all educators and staff.

@COMPASSCS

"Compass offers us a lot of support from tutoring, clubs, field trips, and a fantastic supervising teacher. I love seeing my children grow and expand on their ideas. They have become such responsible and respectful scholars. They are very creative and well-rounded because they can explore different aspects of life when they are ready without the fear of failing." -Mrs. Carrido, learning coach

A WORD FROM OUR TEACHERS & STAFF

Compass ensures that no individual is left behind. No matter what role you have at Compass, people are always willing to help you when you need it. At Compass, we care about our scholars and go out of our way to ensure that all scholars and families feel supported and heard. -Alix Domino, Options Coordinator

Compass is a workplace where one can grow professionally and in other personal areas with the support of colleagues, leaders, and educational partners. In addition, compass highlights personalized learning to help scholars succeed in their educational journey. -Cristina Compalas, Supervising Teacher

Compass is genuinely an innovative, caring, helpful group of professionals! -Derek Mascarin, Supervising Teacher

Compass is a place with supportive and kind peers. We always strive for the best for our scholars, families, and each other. I am proud of the people I work with! Compass is a supportive place to give your scholar a personalized learning experience. Compass offers choice and preference for your child's learning experience. -Erin Whitehead, OCLC Supervising Teacher

@COMPASSCS

"Last year we homeschooled completely independently but felt a little lost with all the options. However, being with Compass this year has been fantastic. We've appreciated the extra guidance, and our supervising teacher Ms. Coe has been excellent in helping keep us on track and providing support, yet still giving space for us to learn in the ways that fit our family. It's an adventure, and we wouldn't have it any other way!" -Elizabeth S., learning coach

A WORD FROM OUR TEACHERS & STAFF CONT.

Compass' teachers are dedicated and supportive educators who care about the success of our scholars, as well as that of our colleagues. Your Compass teachers will go above and beyond to ensure your scholar(s) is successful, and their academic needs are met! -Kelli McCaulley, Supervising Teacher

Working at Compass is unique; you can build close relationships with parents and scholars along their educational journey. It is great to be able to work from home and have a virtual community and also have the opportunity to chaperone high-quality and engaging in-person field trips. Compass is an outstanding choice for families that want to school at home! They will have tremendous support from passionate supervising teachers. Parents can customize their scholar's curriculum in the safety of their own homes. There are many fun and exciting in-person field trips and wonderful opportunities to connect with other Compass families. -Shalimar Slobojan, OCLC Supervising Teacher

Compass is an excellent workplace because of the collegiality, even though we are a virtual school. In addition, we have a good support system to help scholars unlock their potential. -Heberto Valladares, Supervising Teacher

I love the team spirit at Compass! We all share the same goal of helping our scholars and families succeed! We dig in and help each other, drawing on each other's experience and expertise, which benefits us all. It is refreshing to work in such a collaborative environment! Compass supervising teachers are passionate about what they do! They care about each scholar, and they make lasting connections with the families they get to serve. It has been such a great experience to have someone else genuinely get to know and care about the education and well-being of my children! We love our Compass family! -Alysia Hurtado, Options Coordinator

@COMPASSCS

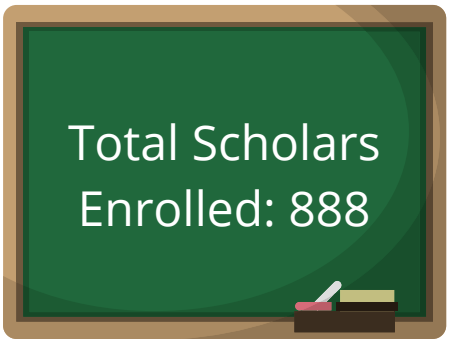
"Compass has outstanding supervising teachers. I love mine. I know I can call her anytime, and she will help me, guide me, and brainstorm with me to help make my children successful. Without Laura, I feel like I would be lost." -Mrs. Maldanado, learning coach

CCS OF LOS ANGELES

Serving Los Angeles, Kern, San Bernardino, and Ventura counties

Authorizer

Acton-Agua Dulce Unified School District



As of Census Day, October 6, 2022

"My experience with Compass has been outstanding. The very friendly staff and supervising teachers are well-qualified. Every time I've reached out to staff members, I get a prompt response. They are all reachable from J.J. Lewis, Superintendent and CEO, to your supervising teacher. The meetings are very informative, and parents can share their points of view or share what works with their children." – Luisa N., learning coach

Accredited by WASC ACCREDITING COMMISSION FOR SCHOOLS

NCAA

@COMPASSCS

"My scholar has thrived socially and thoroughly enjoyed her classes at Compass. The faculty responded so graciously last year with the loss of my scholar's father. In working with her supervising teacher we were not only able to keep her on grade level but also provide her with the support she needed to get through the year." -Bethany S., learning coach

CCS OF LOS ANGELES DEMOGRAPHICS

SCHOLARS ENROLLED

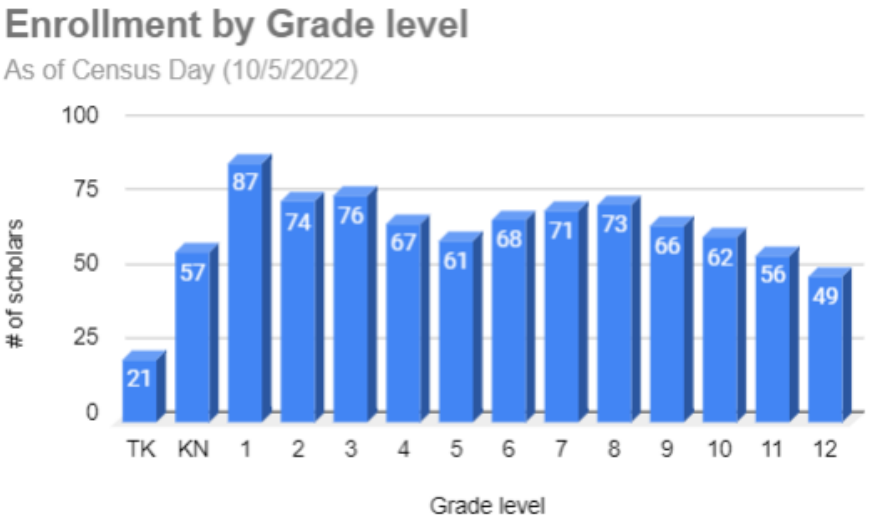
888

As of Census Day, October 6, 2022

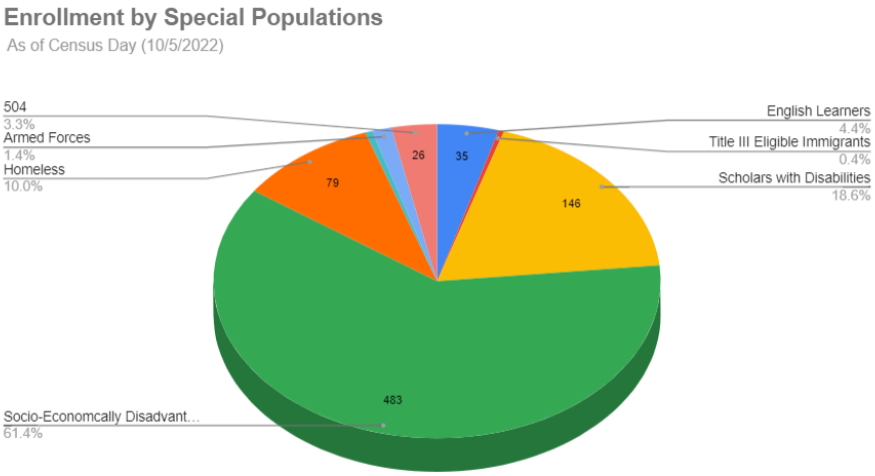
SCHOLARS BY PROGRAM

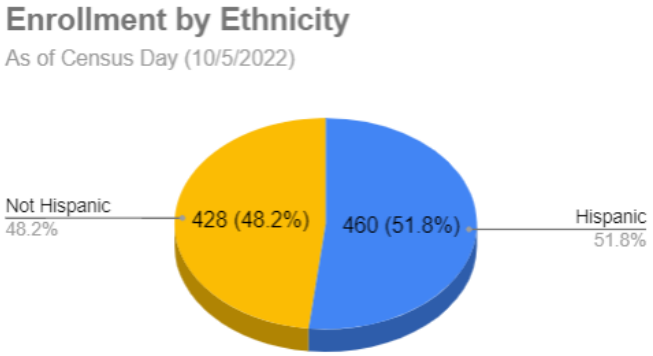
ONLINE PROGRAM — **296 scholars**

592 scholars — **OPTIONS PROGRAM**



SPECIAL POPULATIONS





@COMPASSCS

"My Compass Experience has been very great and I feel pride about being a part of the Scholar Leadership Council." – Alexis, 10-grade scholar

ice hat sun rug pie key fox map
cup
van
jar
dog
ant
bee
nut
fan
bus
pig
cow
egg

LEARNING COACHES OF THE YEAR

Jack Ayers Alexei, Online Program

"Jack has been such a joy to work with this past year," shares Erica Angelo, 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!"

Sarah Carney, Options Program

"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 through cancer with 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!"

@COMPASSCS

"I definitely love connecting with other scholars. I am very fortunate that our school provides clubs. I'm personally involved in the National Honor Society and our Scholar Leadership Council, and as President of both, I'm able to communicate with the other members and get to know them more one-on-one." – KristiLynn, 12-grade scholar

CCS OF SAN DIEGO

Serving San Diego, Imperial, Orange, and Riverside counties

Authorizer

Mountain Empire Unified School District

Total Scholars Enrolled: 819

As of Census Day, October 6, 2022

"Compass provides everything a scholar needs to achieve all their educational goals. The key is to ask for what you need and communicate all the time that all resources and help are there.You need to ask for." Zada C., learning coach

Accredited by WASC ACCREDITING COMMISSION FOR SCHOOLS

NCAA

@COMPASSCS

"I am able to work at my own pace. I absolutely adore online schooling. I feel like I am able to see the growth in my grades, and I take academics very seriously. I love having the option to work over the weekends as well, when I can either catch up or get ahead if I need to, and it just allows me to balance my time." -KristiLynn Effie, 2022 graduate

DEMOGRAPHICS

SCHOLARS ENROLLED

819

As of Census Day, October 6, 2022

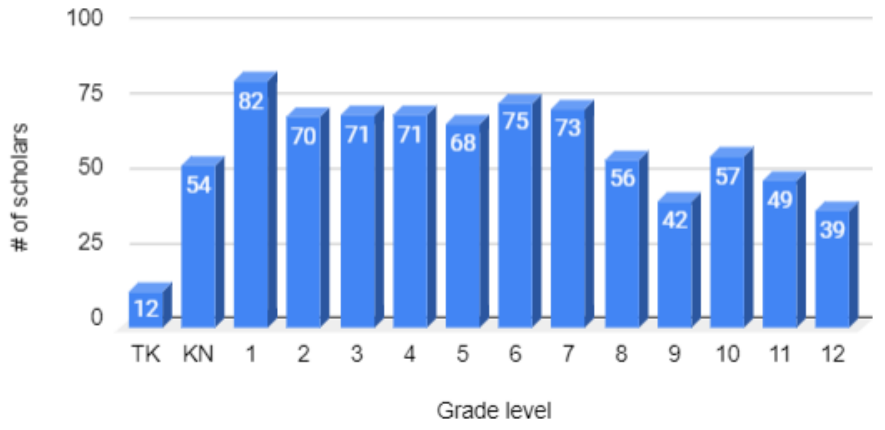
SCHOLARS BY PROGRAM

ONLINE PROGRAM — **215 scholars**

604 scholars — **OPTIONS PROGRAM**

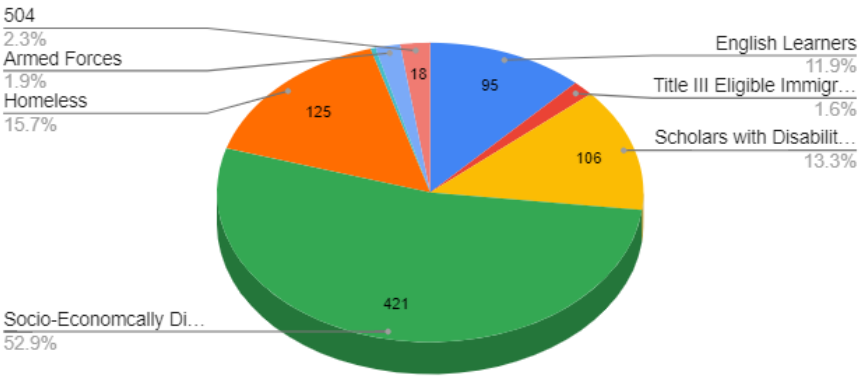
Enrollment by Grade level

As of Census Day (10/5/2022)



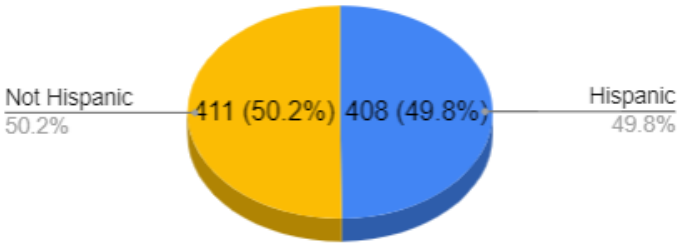
Enrollment by Special Populations

As of Census Day (10/5/2022)



Enrollment by Ethnicity

As of Census Day (10/5/2022)



@COMPASSCS

"Compass is the Gold Standard in virtual learning because it has excellent learning material and a great support system, and of course, its flexibility helps with pressure and anxiety. In addition, Andrew has an excellent counselor, Kiki Helton, and special education case manager, Elise D'Agostin, who genuinely support his needs." -The Chouari Family

CHRIS WALL
HEART OF A CHAM
California
CAMP DEL CORAZON
CHRIS WALLER
California

LEARNING COACHES OF THE YEAR

Maryse Bonniwell, Online Program

"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!"

Jessica Yglesias, Options Program

"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 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 a business plan for a lemonade stand, complete with costs, pricing, and 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."

@COMPASSCS

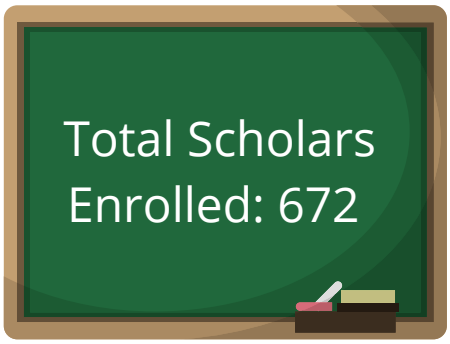
"I have been getting excellent grades my first semester, and I was awarded an Honor Roll Award. I believe AVID has helped me achieve that. I would like an engineering job in the future; AVID helps me understand what colleges look for in an engineering course. I would highly recommend this program to other scholars because it is helpful in school and gaining a head-start into the future past high school." -Jeremiah F. scholar

CCS OF YOLO

Serving Yolo, Contra Costa, Colusa, Lake, Marin, Napa, Sacramento, Solano, Sonoma, Sutter counties

Authorizer

Winters Joint Unified School District



As of Census Day, October 6, 2022

"Compass provides excellent resources, including teachers and staff! It is also a very supportive environment. Compass has great engagement - we enjoy many field trips, clubs, and virtual scholar workshops!" Mona M, learning coach

Accredited by WASC ACCREDITING COMMISSION FOR SCHOOLS

NCAA

@COMPASSCS

"Compass is the Gold standard in virtual learning because it has excellent learning material and a great support system, and of course, its flexibility helps with pressure and anxiety. In addition, Andrew has an excellent counselor, Kiki Helton, and special education case manager, Elise D'Agostin, who genuinely support his needs." - Mrs. Chouari, learning coach

DEMOGRAPHICS

As of Census Day, October 6, 2022

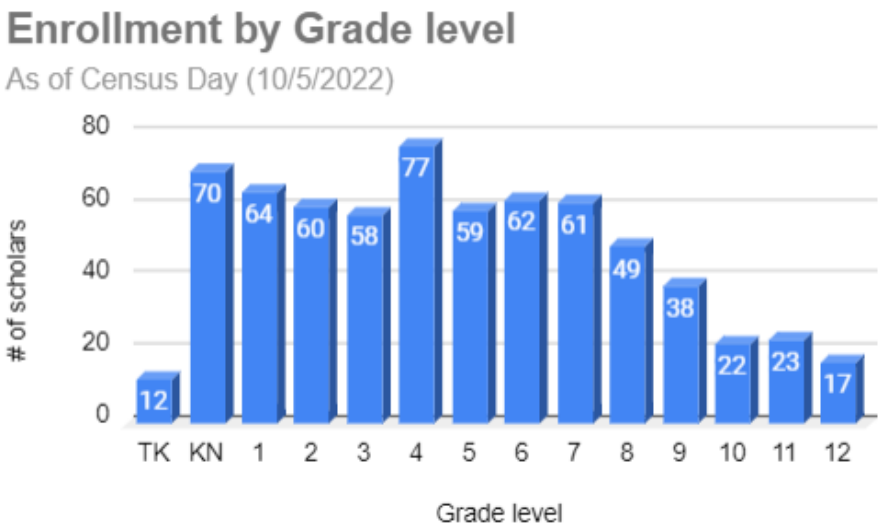
SCHOLARS ENROLLED

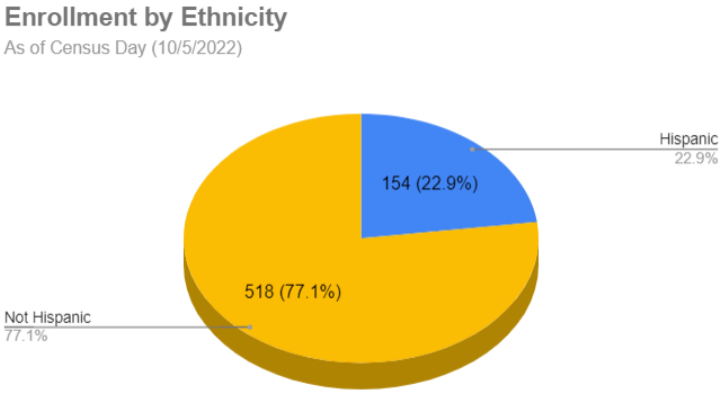
672

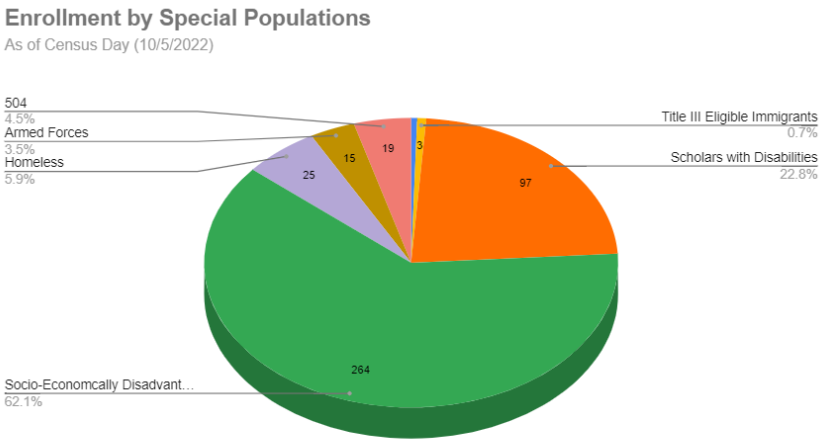
SCHOLARS BY PROGRAM

ONLINE PROGRAM — **84 scholars**

588 scholars — **OPTIONS PROGRAM**







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"Thank you so much, Rebecca and the Engagement Department, for all your hard work organizing the most incredible engagement opportunities for our scholars this year! We have enjoyed so many wonderful offerings this year. Your smile and upbeat attitude is always so encouraging for our scholars! We really appreciate how you go above and beyond in everything you do in the Engagement Department! -Mona M., learning coach

LEARNING COACHES OF THE YEAR

Jennifer Simoni, Online Program

“Jennifer has been a great support for her scholar Sabrina,” shares Janae Smith, Director of Online Learning. “Through her efforts, Sabrina graduated and earned the Presidential Award for Academic Excellence this year. In addition, Jennifer has helped to provide an opportunity for her scholar to find the best educational experience to continue to learn and grow.”

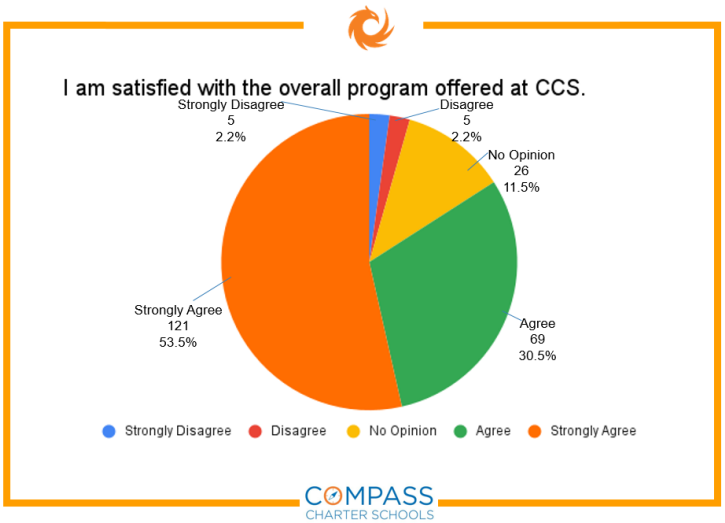
Marcie Franich, Options Program

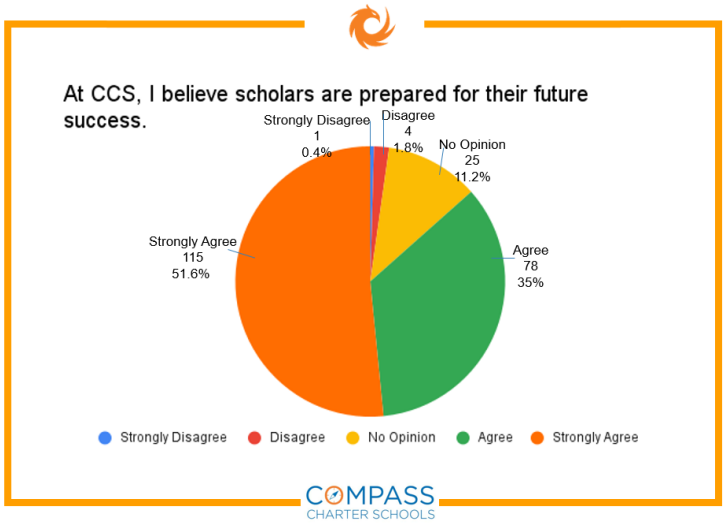
“Marcie Franich is amazing,” shares Robin McCarthy, supervising teacher. “This learning coach is new to the Options Program this year and has provided amazing learning for her kindergarten scholar. Her well-planned lessons have not only covered kinder standards but have provided enriching and engaging lessons for Nolan. In addition, 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 our school’s ARTIC values daily, weekly, and monthly. I am grateful to have partnered with their family this year.”

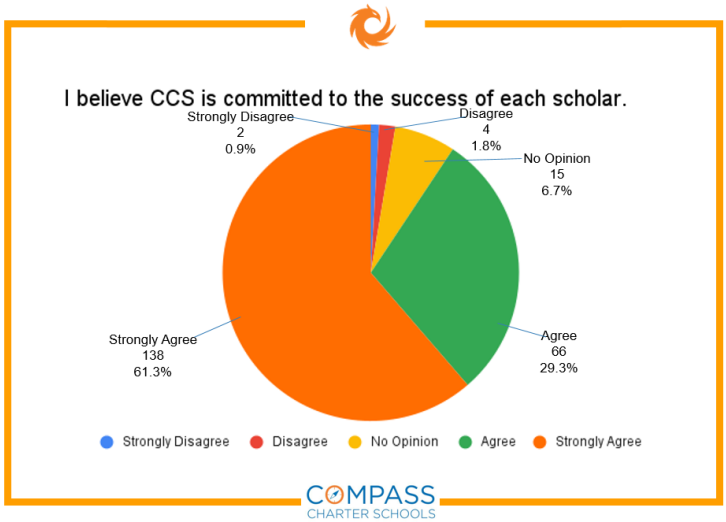
@COMPASSCS

"Rebecca Jacobs is an extremely amazing teacher. She guides parents and sees they are learning at their own pace. Her approach is holistic as she sees that the scholar is learning academically, growing emotionally and socially too. Compass is fortunate to have such wonderful people as teachers."
-Neeharika V., learning coach

PARENT SATISFACTION SURVEY RESULTS







@COMPASSCS

"I am thankful for my family, my education with Compass, my friends, my health, and just being here and able to have this experience." -Nicolas W., scholar

FINANCIALS

COMPASS CHARTER SCHOOLS
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2022

	Without Donor Restrictions
SUPPORT AND REVENUES	
Federal and state support and revenues	
Local control funding formula, state aid	$ 19,519,494
Federal revenues	2,749,493
Other state revenues	3,924,610
Total federal and state support and revenues	26,193,597
Local support and revenues	
Payments in lieu of property taxes	3,730,872
Investment income, net	39,979
Other local revenues	46,660
Total local support and revenues	3,817,511
Total Support and Revenues	30,011,108
Expenses	
Program services	29,994,449
Management and general	1,203,944
Total Expenses	31,198,393
CHANGE IN NET ASSETS	(1,187,285)
Net Assets - Beginning	10,736,910
Net Assets - Ending	$ 9,549,625

@COMPASSCS

"The Compass Options program gives me so many options, whether simply learning from a textbook or online, through activities, programs, extracurriculars, and more. I love all the diverse possibilities and ways to learn at Compass. The community is fantastic. I love being involved in all the activities, such as scholar leadership. It is an honor to give back to a school that does so much for me. Even though Compass is a virtual school, it feels like a family; everyone reaches out to get to know each other, and everyone is very involved." -Kate V., scholar

FINANCIALS CONT.

COMPASS CHARTER SCHOOLS
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2022

	Program Services					
California Charter No.	1454	1651	2059			
	Compass Charter Schools of San Diego	Compass Charter Schools of Los Angeles	Compass Charter Schools of Yolo	Total Program Services	Management and General	Total Expenses
EXPENSES						
Personnel expenses						
Certificated salaries	$ 4,636,813	$ 3,996,316	$ 2,832,535	$ 11,465,664	$ 170,153	$ 11,635,817
Non-certificated salaries	1,054,874	977,994	693,169	2,726,037	676,458	3,402,495
Employee benefits	2,365,219	2,147,753	1,274,124	5,787,096	157,234	5,944,330
Total personnel expenses	8,056,906	7,122,063	4,799,828	19,978,797	1,003,845	20,982,642
Non-personnel expenses						
Books and supplies	1,769,846	1,721,132	1,234,169	4,725,147	17,401	4,742,548
Interest expense	498	476	342	1,316	78	1,394
Services and other operating	1,774,452	1,984,279	1,311,719	5,070,450	169,505	5,239,955
Payments to authorizing agencies	78,103	81,772	58,864	218,739	13,115	231,854
Total non-personnel expenses	3,622,899	3,787,659	2,605,094	10,015,652	200,099	10,215,751
Total Expenses	$ 11,679,805	$ 10,909,722	$ 7,404,922	$ 29,994,449	$ 1,203,944	$ 31,198,393

@COMPASSCS

"I want to thank Mrs. Davis for her dedication to her work and scholars. She's one of the strongest people I know. She teaches her scholars much more than Spanish. She teaches them morals, responsibility, passion, hard work, and determination. She is, by far, one of the best teachers Compass scholars will ever meet." Michelle R., 10-grade scholar

COMPASS IS PROUDLY AFFILIATED WITH THESE ORGANIZATIONS

Aplus+ Personalized Learning For The 21st Century

Instruction | Systems | Leadership | Culture AVID SECONDARY

CCSA California Charter Schools Association

CalSPRA California School Public Relations Association

CASBO Smart business. Smart schools.™

CASL CADA

EL DORADO CHARTERSELPA

CHARTER SCHOOLS DEVELOPMENT CENTER

GREATER CONEJO VALLEY CHAMBER OF COMMERCE

KINDNESS CERTIFIED SCHOOL

NATIONAL STANDARDS FOR QUALITY NSQ ONLINE LEARNING

DEPARTMENT OF EDUCATION PURPLE★SCHOOL STATE OF CALIFORNIA

SSDA Small School Districts' Association

DISCOVER WINTERS CHAMBER OF COMMERCE

@COMPASSCS

"Brenda Fletcher-Lasley, supervising teacher, my scholar Justin and I would like to thank you for doing an exceptional job at assisting and guiding us through this personalized school journey. You have helped me as a learning coach tremendously in making sure we're on the right path academically and making sure we were okay during these pandemic times. We appreciate you, Brenda! Many blessings to you and your family!"
-Jessica S., learning coach

AWARDS & ACCOLADES

- **Purple Star –** Compass Charter Schools was designated a Purple Star School by the California Department of Education for being equipped to meet the needs of military-connected scholars and their families.
- **2021-22 LA Clippers Teacher Appreciation Recognition –** Sharon Rosen, Online High School Teacher, was recognized by the LA Clippers as part of their Teacher Appreciation Program.
- **Research Impact Award -** Thomas Arnett, Compass Charter Schools Board Chair, was awarded the inaugural Reach Impact Award by the Digital Learning Collaborative.
- **Excellence in Communications Awards –** Compass was awarded one Award of Excellence and two Awards of Merit for Communication Engagement Campaigns by the California School Public Relations Association (CalSPRA).
- **Gold Medal Recipient –** Compass was named a Gold Medal Recipient by Ascend Math for dedication to scholar success in math.
- **Outstanding Leadership Award –** J.J. Lewis, Superintendent & CEO, was awarded an Outstanding Leadership Award by Education 2.0.
- **Loud and Proud Scholarship Recipients –** Alexys Vivian and Hannah Smith were awarded the Loud and Proud Scholarship by the Parent Advisory Council and Board of Directors.
- **Rising Firebird Scholarship Recipients –** Miavalery Alvarez Becerra, Christian Carter, KristiLynn Effie, and Lyric Hearne-Hooker were awarded the Rising Firebird Scholarship by the Parent Advisory Council and Board of Directors.
- **Learning Coaches of the Year –** Jack Ayers Alexei, Maryse Bonniwell, Sarah Carney, Marcie Franich, Jennifer Simoni, and Jessica Yglesias were all named Learning Coaches of the Year for the Online and/or Options Learning programs.
- **Employees of the Year –** Vanessa Beyer, Outreach Coordinator (Classified), Beth Foster, Online Middle School Teacher (Scholar's Choice), and Karle Roberts, Options Learning Coordinator (Certified), were recognized as Employees of the Year.
- **Firebirds of the Year 2022 - Online Learning Program:** CCS of Los Angeles - Elementary: Emma R., Middle School: Faith F., High School: Camilla K., CCS of San Diego - Elementary: Zoey B., Middle School: Harmony G., High School: Skylar T., CCS of Yolo - Elementary: Trent Y., Middle School: Leslie P., High School: Sabrina S. **Options Learning Program:** CCS of Los Angeles - Elementary: Flint U., Middle School: Carter A., High School: Avigael H. CCS of San Diego - Elementary: Blake B., Middle School: Sharon V., High School: Jared K. CCS of Yolo - Elementary: Delilah B., Middle School: Rayan D., High School: Benjamin G.

@COMPASSCS

"Sarah Eagleton, Elementary School Teacher, we appreciate how you explain technology so that we feel excited to try new things immediately. It's nice to have a teacher so passionate about equality. We love the way you make every scholar feel gifted!" -The Andersons

AWARDS & ACCOLADES, cont.

- **Best Charter School -** Compass was chosen by readers as the Best Charter School and Favorite in five categories (Online School, Public Elementary, Public High School, Tutoring, and Workplace) through the 2022 Readers Choice Awards hosted by the San Gabriel Valley Tribune.
- **Exceptional Virtual Charter Schools in Special Education –** All three Compass Charters were awarded this highest level of recognition that a charter school can achieve through the National Association of Special Education Teachers (NASET). This distinction has been bestowed upon select qualified charter schools that provide specialized special needs services and supports.
- **Valley 200 –** Lewis was named to the San Fernando Valley Business Journal's Valley 200 for the fourth year in a row.
- **Equity Leadership Award –** Janae Smith, Director of Online Learning, was awarded the 2022 Equity Leadership Award by Sacramento State University.
- **Favorite Charter School –** Compass was chosen by readers as the Favorite Charter School, as well as the Favorite in five other categories (Public Elementary, Online, Public High School, Tutoring, and Workplace) through the 2022 Readers Choice Awards hosted by The Los Angeles Daily News.
- **Boards & Governance Innovator** – Lewis was named a Boards & Governance Innovator through Diligent's Modern Governance 100.
- **Kentucky Colonel –** Lewis was named a Kentucky Colonel by the Governor of Kentucky for noteworthy accomplishments, contributions to civil society, remarkable deeds, and outstanding service to the community, state, and nation.
- **Newsletter Award –** Compass received the Newsletter Award from the American Association of School Personnel Administrators (AASPA) for The Compass Way staff culture newsletter.
- **Pioneer Award for Lifetime Achievement –** Lewis received a Pioneer Award for Lifetime Achievement from the Association of Personalized Learning Schools & Services for his extensive contributions to the personalized learning model and movement.
- **Excellence in Equity Award –** Oscar De Loyer, Special Assistant to the Superintendent, received the Excellence in Equity Award by the American Consortium for Equity in Education.
- **Founders Award –** Lewis received the Founders Award from the Compass Board of Directors for his outstanding dedication and service as the founding Superintendent & CEO of Compass Charter Schools.

@COMPASSCS

"We are deeply grateful to our teacher Georgina. In her, we have found great support and great interest in Sebastian's learning. It is very encouraging to see my son advance thanks to the support that she has always given him. She is always willing to support him both academically and personally whenever we need her. She is there to answer our questions and she is always patient, professional and enthusiastic. She has made these years of working together very gratifying. Thank you." ~Sebastian G., learning coach

GIVING BACK

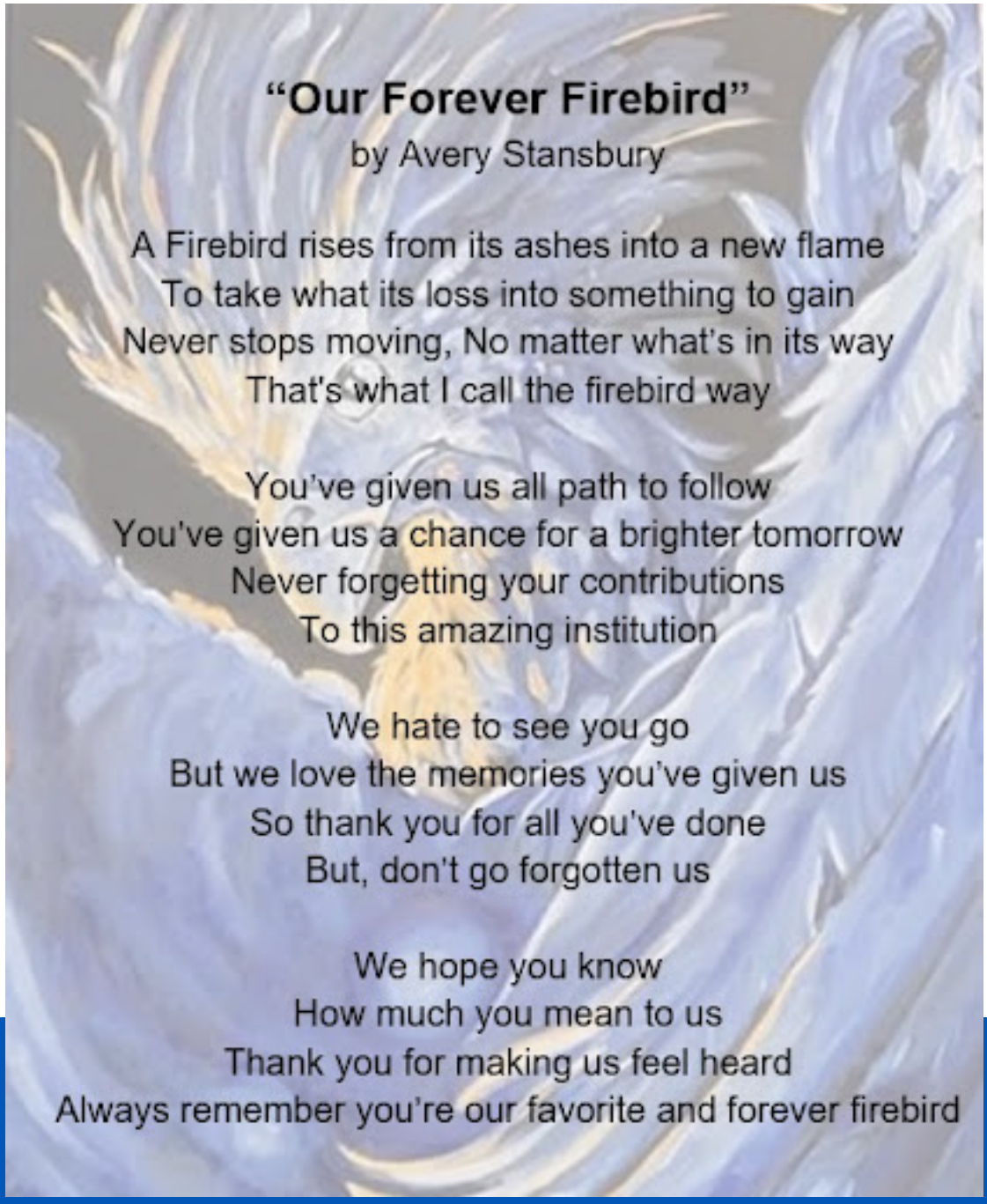
Compass is proud to offer our Loud and Proud and Rising Firebird scholarships for our graduating seniors.

Please donate and support our incredible scholars at: compasscharters.org/giving/

Thank you for making a difference in a scholar's life!

THANK YOU J.J. LEWIS!

“Mr. Lewis has served Compass for seven years as a stellar and dedicated Superintendent & CEO,” shares Thomas Arnett, chair of the Compass Board of Directors. “His guidance and support have not only helped this school thrive, but have molded it into one big family, the Compass family. He has led as a true servant and visionary leader in education. His passion for school choice, virtual learning, and scholar inclusivity has always been at the forefront of his work. He has shaped the Compass Experience, and we enthusiastically await following his future trajectory path as he continues to make his unique mark on this world. Thank you for your incredible support and service to Compass, J.J. Lewis; you will be missed!”



COMPASS CHARTER SCHOOLS

FOR MORE INFORMATION, CONTACT:

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