



## Compass Charter Schools

### Board Meeting

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#### Date and Time

Saturday March 25, 2023 at 10:00 AM PDT

#### Location

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

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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 of Director's Meeting

Time: This is a recurring meeting Meet anytime

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Meeting ID: 852 0896 4098

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Meeting ID: 852 0896 4098

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

## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>10:00 AM</b>
Opening Items			
<b>A.</b> Call the Meeting to Order		Thomas Arnett	1 m
<b>B.</b> Record Attendance and Guests		Josue Garcia	1 m
<b>C.</b> Welcoming Inclusion Activity	Discuss	Lainie Rowell	5 m
<b>II. Consent Items</b>			<b>10:07 AM</b>
<b>A.</b> Consent Items	Vote	Thomas Arnett	5 m
<p>Consent Items – Items under Consent Items will be voted on in one motion unless a member of the Board requests that an item be removed and voted on separately, in which case, the Board Chair will determine when it will be called and considered for action. Due to the set-up of BoardOnTrack, approval of any meeting minutes will be done through consent, unless removed and voted on separately as noted above, using the same vote count.</p>			





	Purpose	Presenter	Time
<p>The Board may not deliberate or take action on items that are not on the agenda. However, the Board may give direction to staff following a presentation. The Chair is in charge of the meeting and will maintain order, set the time limits for the speakers and the subject matter, and will have the prerogative to remove any person who is disruptive of the Board meeting. The Board of Directors may place limitations on the total time to be devoted to each topic if it finds that the numbers of speakers would impede the Board's ability to conduct its business in a timely manner. The Board of Directors may also allow for additional public comment and questions after reports and presentations if it deems necessary.</p>			
<b>IV. Communications</b>			<b>10:28 AM</b>
<b>A. Board Member Communication</b>	FYI	Thomas Arnett	10 m
<ul style="list-style-type: none"> <li>• Thomas Arnett</li> <li>• Therese Christopher</li> <li>• Bill Dennett</li> <li>• Randi Pugh</li> <li>• Lainie Rowell</li> </ul>			
<b>B. Parent Advisory Council Update</b>	FYI	Samantha Herrod	10 m
Attachments: <ul style="list-style-type: none"> <li>• Parent Advisory Council Report</li> </ul>			
<b>C. Scholar Leadership Council Update</b>	FYI	Taia Saurer	10 m
Attachments: <ul style="list-style-type: none"> <li>• Scholar Leadership Council Report</li> </ul>			
<b>V. Superintendent's Report</b>			<b>10:58 AM</b>
<b>A. Superintendent's Report</b>	FYI	Elizabeth Brenner	30 m
Attachments: <ul style="list-style-type: none"> <li>• Superintendent's Report</li> <li>• WASC Visiting Committee Report</li> </ul>			

	Purpose	Presenter	Time
<b>VI. Presentations</b>			<b>11:28 AM</b>
<b>A. Staff Support Presentation</b>	FYI	Kasey Wingate	15 m
Attachments:			
<ul style="list-style-type: none"> <li>• Staff Support Department Overview Presentation</li> </ul>			
Recording:			
<ul style="list-style-type: none"> <li>•</li> </ul>			
<b>VII. Academic Services</b>			<b>11:43 AM</b>
<b>A. Academic Services Update</b>	FYI	Aviva Ebner	10 m
Attachments:			
<ul style="list-style-type: none"> <li>• Academic Services Division Board Report</li> <li>• Academic Services Division Detailed Report</li> </ul>			
<b>VIII. Operations</b>			<b>11:53 AM</b>
<b>A. Operations Update</b>	FYI	Lisa Fishman	10 m
Attachments:			
<ul style="list-style-type: none"> <li>• Operations Division Board Report</li> <li>• Operations Division Detailed Report</li> </ul>			
<b>B. Review and Approval of the Second Interim Reports</b>	Vote	Lisa Fishman	20 m
Attachments:			
<ul style="list-style-type: none"> <li>• Second Interim Reports Presentation</li> <li>• CCS LA Charter Alt Form - 2nd Int 2022-23 MYP FINAL</li> <li>• CCS SD Charter Alt Form - 2nd Int 2022-23 FINAL</li> <li>• CCS Yolo Charter Alt Form - 2nd Int 2022-23 FINAL</li> </ul>			

	Purpose	Presenter	Time
<b>C.</b> Review and Approval of the February 2023 Financial Statements  Attachments: <ul style="list-style-type: none"> <li>• FY23 Finance Update</li> <li>• Balance Sheet</li> <li>• Profit v Loss Statement</li> </ul>	Vote	Lisa Fishman	5 m
<b>IX. People Division</b>			<b>12:28 PM</b>
<b>A.</b> People Division Update	FYI	Elizabeth Brenner	5 m
<b>X. Executive</b>			<b>12:33 PM</b>
<b>A.</b> Review and Adoption of Board Resolution 2023-01  In the 2022-2023 school year, the board adopted a resolution to cap enrollment by charter and program to ensure that the school could meet the 25:1 scholar to teacher ratio and to allow the school to have a wait list once each program had reached capacity. This resolution establishes enrollment capacity for the 2023-2024 school year by program based on staffing that supports the 25:1 scholar to teacher ratio across all schools.	Vote	Elizabeth Brenner	15 m
<b>B.</b> Review and Adoption of Board Resolution 2023-02  Compass Charter Schools maintains a reserve to ensure that all of its schools are protected from financial pitfalls. This resolution outlines how the reserve may be spent and identifies areas that may incur expenditures in excess of the current budget.	Vote	Elizabeth Brenner	15 m
<b>XI. Board Workshop</b>			<b>1:03 PM</b>
<b>A.</b> Workshop on the 2022-23 LCAPs  Attachments: <ul style="list-style-type: none"> <li>• LCAP Metrics Update</li> <li>• Annual Planning Survey</li> </ul>	Discuss	Elizabeth Brenner	25 m

	Purpose	Presenter	Time
<b>XII. Unfinished Business</b>			
<b>XIII. Closed Session</b>			<b>1:28 PM</b>
<b>A.</b> Public Employee Performance Evaluation Title: Superintendent & CEO	Discuss	Thomas Arnett	20 m
<b>XIV. Reconvene from Closed Session</b>			<b>1:48 PM</b>
<b>A.</b> Closed Session Report	FYI	Thomas Arnett	5 m
<b>XV. Closing Items</b>			<b>1:53 PM</b>
<b>A.</b> Upcoming Meetings Board of Directors Regular Meeting Saturday, May 20, 2023, at 10:00 am  <ul style="list-style-type: none"> <li>• Public Hearing on the 2022-23 LCAPs</li> <li>• Public Hearing on the FY23 Budget</li> <li>• <i>Superintendent's Evaluation</i></li> <li>• Department Presentations</li> </ul> 2023 8th Grade Promotion All ceremonies will begin at 2:00 pm and end by approximately 3:15 pm  <ul style="list-style-type: none"> <li>• <b>Wednesday, June 21, 2023</b> - Maderas Golf Club - 17750 Old Coach Road, Poway CA 92064</li> <li>• <b>Thursday, June 22, 2023</b> - Carson Event Center - 801 E Carson St, Carson, CA 90745</li> <li>• <b>Friday, June 23, 2023</b> - Lafayette Veteran's Memorial Center - 3780 Mt Diablo Blvd, Lafayette, CA 94549</li> <li>• <b>All scholars must RSVP by Friday, March 24, 2023</b></li> </ul> Class of 2023 Graduation All ceremonies will begin at 10:00 am and will end at approximately 11:15 am.  <ul style="list-style-type: none"> <li>• <b>Wednesday, June 21, 2023</b> - Maderas Golf Club - 17750 Old Coach Road, Poway CA 92064</li> <li>• <b>Thursday, June 22, 2023</b> - Carson Event Center - 801 E Carson St, Carson, CA 90745</li> </ul>	FYI	Elizabeth Brenner	1 m

	Purpose	Presenter	Time
<ul style="list-style-type: none"> <li>• <b>Friday, June 23, 2023</b> - Lafayette Veteran's Memorial Center - 3780 Mt Diablo Blvd, Lafayette, CA 94549</li> <li>• <b>All scholars must RSVP by Friday, March 24, 2023</b></li> </ul>			
<b>B.</b> Optimistic Closure Activity	Discuss	Lainie Rowell	5 m
<b>C.</b> Adjourn Meeting	FYI	Thomas Arnett	1 m

# Coversheet

## Approval of January 28, 2023 Regular Meeting Minutes

**Section:** II. Consent Items  
**Item:** B. Approval of January 28, 2023 Regular Meeting Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Board Meeting on January 28, 2023

APPROVED



## Compass Charter Schools

### Minutes

#### Board Meeting

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**Date and Time**

Saturday January 28, 2023 at 10:00 AM

**Location**

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

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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

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**Directors Present**

I. Olvera, L. Rowell, S. Herrod, T. Arnett, W. Stinde

**Directors Absent**

T. Christopher

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**Ex Officio Members Present**



E. Brenner (remote)

### Non Voting Members Present

E. Brenner (remote)

### Guests Present

J. Garcia (remote)

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## 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 Jan 28, 2023 at 10:07 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

S. Herrod made a motion to Approve consent items.

L. Rowell seconded the motion.

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

#### Roll Call

W. Stinde	Aye
T. Arnett	Aye
I. Olvera	Aye
L. Rowell	Aye
S. Herrod	Aye
T. Christopher	Absent

### B. Approval of the December 3, 2022 Regular Meeting Minutes

S. Herrod made a motion to approve the minutes from Board Meeting on 12-03-22.

L. Rowell seconded the motion.

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

#### Roll Call

T. Christopher	Absent
T. Arnett	Aye
L. Rowell	Aye

**Roll Call**

W. Stinde     Aye  
S. Herrod     Aye  
I. Olvera     Aye

**III. Public Comment**

**A. Public Comment**

No public comment.

**IV. Communications**

**A. Board Member Communication**

Ms. Herrod shared that there was a meeting with PBS SoCal to film testimonials to promote Compass Charter Schools.

Ms. Herrod shared that Avery interviewed Mr. Arnett.

Mr. Arnet shared that school systems can be tough to adapt to values.

Mrs. Rowell mentioned: She appreciates Ms. Brenner's approach to Compass, she is a great listener, and the staff is very happy with her as Superintendent and CEO.

Ms. Herrod mentioned: She appreciates how Ms. Brenner has found her own approach at Compass.

Dr. Olvera mentioned: He is reading The Listening Leader and he feels like he is reading a book with Ms. Brenner as Superintendent and CEO.

Dr. Olvera mentioned he would like to see a WIG refresher presented to the Board.

Dr. Stinde mentioned he is very happy with the choice the Board of Directors made by electing Ms. Brenner as the new Superintendent and CEO.

Mr. Arnett mentioned: Ms. Brenner has great fresh ideas and a deep understanding of top priorities.

**B. Parent Advisory Council Update**

Ms. Herrod shared the Parent Advisory Council Report.

**C. Scholar Leadership Council Update**

Ms. Saurer shared the Scholar Leadership Council Report.

## V. Superintendent's Report

### A. Superintendent's Report

Ms. Brenner shared the Superintendent's Report.

She also presented a 5-year anniversary token to:

- Melissa Alcaraz, Finance Coordinator in Finance Operations

## VI. Presentations

### A. Counseling Services Department Presentation

Mrs. Stephan, Director of Counseling Services, provided the board with a video to explore the Counseling Division: [Presentation](#).

### B. Operations Department Presentation

Mrs. Gamez, Director of Operations, provided the board with a video to explore the Operations Division: [Presentation](#).

## VII. Academic Services Division

### A. Academic Services Division Update

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

## VIII. Operations Division

### A. Operations Division Update

Ms. Fishman, Chief Operations Officer, shared the Operations Division Report.

### B. Review and Approval of the December 2022 Financial Statements

L. Rowell made a motion to approve the December 2022 Financial Statements.

S. Herrod seconded the motion.

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

#### Roll Call

L. Rowell      Aye

**Roll Call**

I. Olvera      Aye  
T. Christopher Absent  
S. Herrod      Aye  
T. Arnett      Aye  
W. Stinde      Aye

**C. Review and Approval of the School Safety Plan Update**

L. Rowell made a motion to approve the School Safety Plan Update.  
S. Herrod seconded the motion.  
The board **VOTED** to approve the motion.

**Roll Call**

S. Herrod      Aye  
I. Olvera      Aye  
L. Rowell      Aye  
T. Christopher Absent  
W. Stinde      Aye  
T. Arnett      Aye

**D. Discussion of a board resolution to address fund balance**

Ms. Brenner shared the 2022-23 Board Draft Resolution with the council and discussed the possibility of the board signing a resolution that outlines how funds exceeding the 5% required fund balance will be allocated.

**IX. People Division**

**A. People Division Update**

Ms. Trivino, Chief People Officer, shared the Administration People Division Report.

**X. Executive**

**A. Planning Updates**

Ms. Brenner shared the Annual Report and the WASC Self-Study presentation with the council.

**XI. Closed Session**

**A. Pending litigation**

The council convened into Closed Session at 12:47 pm.  
The council reconvened from Closed Session at 1:07 pm.

There was no update.

## **XII. Closing Items**

### **A. Upcoming Meetings**

The next Board of Directors Regular Meeting will be held on 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*

### **B. Optimistic Closure Activity**

Mrs. Rowell led the Board of Directors and attendees in an Optimistic Closure Activity.

### **C. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 1:13 PM.

Respectfully Submitted,  
T. Arnett

## Coversheet

### D. Approval of the Check Registry for January and February

<b>Section:</b>	II. Consent Items
<b>Item:</b>	D. D. Approval of the Check Registry for January and February
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	CCS CR JAN 2023.xls CCS CR FEB 2023.xls

## 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 JAN 2023.xls

## Notice

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CCS CR FEB 2023.xls



# Coversheet

## Board Member Communication

**Section:** IV. Communications  
**Item:** A. Board Member Communication  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Board-Policy-Manual-amended-September-24-2022.pdf



# **2022 Board Policy Manual**

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Board Policy #: 1

Adopted/Ratified: March 28, 2021

Revision Date: July 31, 2021, May 21, 2022

## SECTION 1 – BOARD GOVERNANCE – BOARD GOVERNANCE

### **Role of the Governing Board**

#### **Mission Statement**

- The Compass Charter Schools mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time.

#### **Vision Statement**

- The Compass Charter Schools 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.

#### **Duties of the Board Members**

- Duty of Care: Each member of the Board must perform their duties in good faith, in a manner that is in the best interests of the Corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances.
- Duty of Loyalty: Board members will have undivided allegiance to the welfare of Compass Charter Schools and not act in their own self-interest. The Board will adopt and follow a Conflict of Interest Code. Each member of the Board will ensure the Corporation's compliance with state and federal laws.
- Duty of Obedience: Board members will ensure that the mission of the Compass Charter Schools is carried out by being faithful to the purposes and goals of the Corporation.
- The Board shall comply with the Ralph M. Brown Act ("Brown Act"), Education Code Section 47604.1, Government Code Section 1090, *et seq.*, the Political Reform Act, and the Public Records Act.
- The Board will participate annually in training regarding board governance, the Brown Act, and conflicts of interest rules.

#### **Vision and Strategic Plan**

- The Board drafts, modifies and approves the Compass Charter Schools Mission and reviews the Mission annually.
- The Board reviews, provides input and approves Strategic Plans submitted by the Superintendent & CEO.
- The Board adopts policies to successfully implement the Compass Charter Schools Mission and Strategic Plans.
- The Board oversees the Superintendent & CEO to ensure that the Compass Charter Schools Mission and Strategic Plans are reflected in the day-to-day operations of the Corporation, including ensuring that the curriculum aligns with the Charter Schools Mission.
- The Board will establish and from time-to-time review organizational values.
- The Board shall from time-to-time review and update the Bylaws.

### **Academic Performance Monitoring**

- The Board, or a committee thereof, annually reviews scholar performance based on state-mandated assessments and sets goals for scholar academic achievement at each Charter School.
- The Board, or a committee thereof, periodically reviews scholar performance based on charter school assessments and sets goals for scholar academic achievement at each Charter School.
- The Board reviews and adopts academic policies to achieve the scholar achievement goals at each Charter School.
- The Board approves all academic performance reports to all federal, state, and local agencies as required by law.
- The Board approves a Local Control Accountability Plan (“LCAP”) for each Charter School and annually reviews, updates, and approves it.
- The Board, or a committee thereof, researches or develops scholar data collection systems and periodically reviews them to ensure their effectiveness.

### **Staffing and Personnel**

- The Board reviews and approves personnel policies and any amendments thereto.
- The Board reviews and approves the Compass Charter Schools’ enrollment capacities for each school year at its September regular meeting.
- The Board hires, evaluates, disciplines, and terminates the employment of the Superintendent & CEO.
- The Board establishes performance goals for the Superintendent & CEO and communicates the goals to the Superintendent & CEO.
- The Board annually reviews the Superintendent & CEO’s performance based on a shared matrix of goals.
- The Board annually reviews/evaluates the Superintendent & CEO’s employment contract each Spring.
- The Board establishes and annually reviews the Superintendent & CEO succession and recruitment plans.
- The Board approves the salaries and compensation policies for all Compass Charter Schools personnel in compliance with any applicable state laws and collective bargaining procedures (if applicable).

### **Parent, Scholar and Community Relations**

- The Board, or an administrative panel selected by the Board, hears scholar suspension, expulsion, or involuntary removal matters.
- The Board, following the suspension, expulsion, or involuntary removal hearing or following the Administrative Panel’s recommendation, makes the final decision regarding suspension, expulsion, or involuntary removal of scholars.
- The Board reviews and approves scholar and parent policies and any proposed amendments thereto.
- As needed, the Board determines the best approach to communicating with the media and community at large on specific items, consistent with the Compass Charter Schools’ Mission.

### **Finance and Budget**

- The Board reviews and approves the fiscal management and internal controls policies and any proposed amendments thereto.

- The Board approves Compass Charter Schools contracts over \$100,000.
- The Board approves all affirmative litigation involving Compass Charter Schools.
- The Board will review and approve any authority given to legal counsel for any settlements regarding potential or actual litigation over \$100,000.
- The Board shall review all expenditures via approval of a check register which lists all checks written during a set period of time and includes check number, payee, date, and amount.
- The Board reviews and approves the Compass Charter Schools' annual academic calendars and class schedules.
- The Board will appoint an audit committee that will solicit and select the Compass Charter Schools independent financial auditor, oversee the auditor's work, and receive the auditor's report(s).
- The Board reviews, adopts, and amends the annual budget for Compass Charter Schools with revenue being recognized in each individual Charter School and expenses being consolidated in Compass Charter Schools, then distributed to each individual Charter School based on ADA.
- The Board reviews, adopts, and amends the interim and annual financial statements.
- The Board will ensure the ending fund balances for each individual Charter School will include a reserve of no less than ten percent (10%).
- The Board, subsequent to receiving a recommendation from an audit committee, reviews and approves the audit report.
- The Board monitors the responses to the audit report and implementation thereof.

#### **Facilities**

- The Board enters into financing, leasing, and building contracts.
- The Board approves construction and remodeling of facilities.
- The Board, or a committee thereof, researches school sites as needed, and funding and facilities options.
- The Board, or a committee thereof, makes recommendations on facilities needs and policies.

#### **Board Internal Business**

- The Board drafts, reviews and approves board policies and amendments thereto.
- The Board and the Superintendent & CEO recruit and nominate prospective Board members.
- The Board orients and assures proper training for new Board members.
- The Board develops and implements a Board self-evaluation every other year. From time to time, the Board re-evaluates its self-evaluation process.

#### **Charter Performance and Renewal**

- The Board annually reviews the school performance reports.
- The Board, as needed, reviews charter school renewal proposals and reports.
- The Board approves Charter Renewal Petitions to be submitted to any chartering authority.

#### **Delegation of Power to the Superintendent & CEO**

The Board delegates the following powers to the Superintendent & CEO, or his/her designee:

#### **Vision and Strategic Plan**

- The Superintendent & CEO provides input to the Board when it drafts, modifies and approves the Compass Charter Schools Mission and in each subsequent year when it reevaluates the Mission.
- The Superintendent & CEO drafts and submits to the Board the Compass Charter Schools Strategic Plans.
- The Superintendent & CEO implements the Board-adopted policies, the Compass Charter Schools Mission, and Strategic Plans, by among other things adopting appropriate procedures and training staff on the policies and procedures.

### **Academic Performance Monitoring**

- The Superintendent & CEO creates a report reflecting scholar performance based on state-mandated assessments, provides a copy to the Board, reviews the performance with the Board, or a committee thereof, and provides input to the Board when setting goals for scholar achievement on assessments. The Superintendent & CEO implements the goals for scholar achievement on such assessments.
- The Superintendent & CEO quarterly creates a report reflecting scholar performance based on school level assessments, provides a copy to the Board, reviews the performance with the Board, or a committee thereof, and provides input to the Board when setting goals for scholar assessment. The Superintendent & CEO implements the goals for scholar achievement based on assessments.
- The Superintendent & CEO implements Board adopted policies to achieve the scholar achievement goals, by among other things, adopting appropriate procedures and training staff on policies and procedures.
- The Superintendent & CEO creates all academic performance reports required by all state and local agencies as required by law and provides them to the Board for approval.
- The Superintendent & CEO consults with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP and annual update to the LCAP, which is approved by the Board annually.
- The Superintendent & CEO develops the Compass Charter Schools calendar and class schedule and provides them to the Board for approval.

### **Staffing and Personnel**

- The Superintendent & CEO drafts all personnel policies and presents them to the Board for review and approval. The Superintendent & CEO also recommends any proposed amendments to the personnel policies and presents them to the Board for review and approval.
- The Superintendent & CEO determines Compass Charter Schools' enrollment capacities for each school year and provides them to the Board for approval at the Board's September regular meeting.
- The Superintendent & CEO is responsible for recruiting, hiring, evaluating, disciplining, and dismissing all Compass Charter Schools personnel.
- The Superintendent & CEO recommends the salaries for all Compass Charter Schools personnel in compliance with any applicable state laws and collective bargaining procedures (if applicable) to the Board for final approval.
- The Superintendent & CEO ensures that all Compass Charter Schools personnel are evaluated on a yearly basis and creates the process for such evaluation with input from administrators.
- The Superintendent & CEO implements all personnel policies, including the Compass



Charter Schools internal complaint procedures.

### **Parent, Scholar and Community Relations**

- The Superintendent & CEO implements the policies and procedures adopted for scholar suspension, expulsion, or involuntary removal, and recommends scholar suspensions, expulsions, or voluntary removals to the Board or Administrative Panel, upon completion of the school-level procedures.
- The Superintendent & CEO follows the policies and procedures adopted for scholar suspensions, expulsions, or involuntary removals.
- The Superintendent & CEO drafts, and subsequently implements the Board adopted scholar and parent policies, by, among other things, adopting appropriate procedures and training staff on the policies and procedures. The Superintendent & CEO drafts amendments to the scholar and parent policies, and presents them to the Board for approval.
- The Superintendent & CEO communicates with the media and community at large in a fashion that is consistent with the School's Mission.

### **Finance and Budget**

- The Superintendent & CEO drafts and subsequently implements the Board-adopted fiscal policies, by, among other things, adopting appropriate procedures and training staff on the policies and procedures. The Superintendent & CEO drafts amendments to the fiscal policies, and presents them to the Board for approval.
- The Superintendent & CEO approves all Compass Charter Schools contracts greater than \$25,000 up to \$100,000.
- The Superintendent & CEO approves authority given to legal counsel for any settlements regarding potential or actual litigation up to \$100,000.
- The Superintendent & CEO drafts and submits to the Board, or a committee thereof, the quarterly and yearly budget drafts.
- The Superintendent & CEO drafts and submits to the Board the final quarterly and yearly budgets and other required financial statements.
- The Superintendent & CEO implements the responses to the audit report as instructed by the Board.
- The Superintendent & CEO must follow Compass Charter Schools purchasing procedures, including:
  - ❑ All purchases over \$50,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services;
  - ❑ Documentation will be attached to all check and purchase order requests showing that at least three (3) vendors were contacted and such documentation shall be maintained for three (3) years.

### **Facilities**

- The Superintendent & CEO conducts needs assessments for each school site at the direction of the Board.
- The Superintendent & CEO conducts capital campaigns as needed.
- The Superintendent & CEO implements any facilities policies adopted by the Board.

### **Charter Performance and Renewal**

- The Superintendent & CEO annually drafts any required Compass Charter Schools performance reports for Board review.
- The Superintendent & CEO is responsible for the drafting of charter renewal petitions

and material revisions of the charters.

- The Superintendent & CEO will foster an amicable relationship between the individual Charter Schools and their chartering authority.

Board Policy #: 2

Adopted/Ratified: October 3, 2019

Revision Date: July 26, 2022

## SECTION 2 - BOARD GOVERNANCE – SCHOOL BOARD MEETINGS – BROWN ACT COMPLIANCE

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

### **Types of Meetings**

#### ***Regular Meetings***

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

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

#### ***Special Meetings***

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

### **Notification of Meetings**

#### ***Regular Meetings***

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

#### ***Special Meetings***

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

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

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

### ***Emergency Meetings***

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

### ***Request for Notice***

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

### ***Exceptions During a State of Emergency***

Notwithstanding the previous paragraphs, CCS may hold a remote meeting if a proclaimed state of emergency is in effect and: (1) state or local officials have imposed or recommended measures to promote social distancing; (2) CCS holds a meeting for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; or (3) CCS holds a meeting and has previously determined by majority vote that as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.

If CCS holds a meeting using teleconferencing, the Charter School shall give notice of the meeting and post agendas in compliance with the Brown Act, allow the public to access the meeting by phone or video, and provide an opportunity for the public to address the Board directly during the meeting.

### **Agendas**

#### ***Preparation of Agenda and Process***

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

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

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

### ***Contents of the Agenda***

The agenda shall include the following information:

- 1) Time and location of the meeting, including, if applicable, any teleconferencing location(s);
- 2) A brief general description of all items of business to be transacted or discussed at the meeting, including those items to be discussed in closed session. Closed session items must be described in accordance with Government Code Section 54954.5;
- 3) An opportunity for members of the public to directly address the Board in accordance with the Brown Act and the Board's public comment policy (addressed below);
- 4) If teleconference locations are being utilized, an opportunity for members of the public to address the Board directly at each teleconference location; and
- 5) Information regarding how, to whom and when a request for disability related modification or accommodation, including auxiliary aids or services, may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting.

### ***Supporting Information Relating to Agenda Items***

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

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

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

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

Members of the public who request to have a topic placed on the agenda are encouraged to submit, in writing, supporting information detailing their reason for having the topic placed on

the agenda and what is being requested of the Board. In the event that the requested topic is placed on the agenda, the supporting information will provide background information for Board members to help expedite the Board's handling of the topic at the Board meeting.

## **Board Meetings**

### ***Open Session***

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

### ***Public Participation at Meetings***

**Public comment generally:** At a regular meeting, any person may address the Board concerning any item on the agenda and any other matters within the Board's subject matter jurisdiction. At a special meeting, any person may address the Board only concerning the items on the agenda. The total time devoted to presentations to the Board on all public comment (including agenda items and non-agenda items at regular meetings) shall not exceed 15 minutes, unless additional time is granted by the Board. Members of the public may speak for up to two (2) minutes on agenda and/or non-agenda items. At the discretion of the Chair of the Board, the two (2) minute time limit may be extended to three (3) minutes.

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

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

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

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

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

### ***Board Members at Meetings***

**Board discussion and action:** No action or discussion shall be taken on any item not appearing on the posted agenda. However, at a regular meeting, Board members or staff may briefly

respond to statements made or questions posed by persons during public comment. At regular meetings, a Board member may, on his/her own initiative or in response to a question posed by the public, ask a question for clarification, make a brief announcement or make a brief report on his/her own activities. Additionally, a Board member may provide a reference to staff or other resources for factual information, request staff to report back to the Board at a subsequent meeting concerning any matter, or take action to direct staff to place a matter of business on a future agenda.

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

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

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

### ***Minutes of Board Meetings***

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

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

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

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



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

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

### ***Quorum Requirements***

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

### **Continuances and Adjournment**

#### ***Continuances***

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

#### ***Adjournment***

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



Board Policy #: 3

Adopted/Ratified: October 3, 2019

Revision Date:

## SECTION 3 - BOARD GOVERNANCE – BOARD OPERATIONS

### ***Roberts Rules of Order***

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

### ***Voting by Board of Directors***

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

### ***Officers, Directors and School Liability Insurance***

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

### ***Appointment of Board Committees***

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

### ***Board Appointment/Nomination Process***

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

Board Policy #: 4

Adopted/Ratified: October 3, 2019

Revision Date:

## SECTION 4 - BOARD GOVERNANCE - PUBLIC RECORDS REQUESTS – PUBLIC RECORDS ACT COMPLIANCE

### **Public Records**

#### ***Public Records Defined***

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

#### ***Records Exempt from Disclosure***

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

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

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

### **Process for Requesting Public Records**

#### ***Requests for Public Records***

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

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

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

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

#### ***Response to Public Records Request***

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

- Notice informing the requestor whether the request, in whole or in part, seeks copies of disclosable public records in the possession of CCS and the reasons for the determination.
- If the Charter School denies any request for records, in whole or in part, and the request was in writing, the notification of denial will set forth the names and titles or positions of each person responsible for the denial.
- The estimated date and time when the records will be made available.
- CCS may charge for copies of public records or other materials requested by individuals or groups. The charge, based on the direct cost of duplication, has been set by the Board of Directs at \$0.25 cents per page. The direct cost of duplication includes the pro rata expense of the copying equipment used and the pro rata expense in terms of staff time

required to produce the copy. It does not include the cost of locating, retrieving, or inspecting records.

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

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

### ***Records Inspections or Copies***

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

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

however, provide electronic records in the electronic form in which it is held by CCS if its release jeopardizes or compromises the security or integrity of the original record or of any proprietary software in which it is maintained.

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

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

Board Policy #: 5

Adopted/Ratified: October 3, 2019

Revision Date:

## SECTION 5 – BOARD GOVERNANCE – RETENTION AND MANAGEMENT OF FILES AND RECORDS

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

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

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

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

### **Record Class**

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

- **Class 1: Permanent Records.** Permanent records shall be kept indefinitely in accordance with statute or other written guidance.
- **Class 2: Optional/Temporary Records.** Optional records are any records worthy of temporary preservation not classified as Class 1, Permanent records.
- **Class 3: Disposable Records.** All records not classified as Class 1: Permanent, or Class 2: Optional/ Temporary, shall be classified as Class 3: Disposable.
- **Email Class Records.** Compass Charter Schools shall retain all email records of the Charter School for a maximum of one fiscal year beginning July 1 and ending June 30 of the year after the email was created. For example, if the email was created in February 2017, during fiscal year 2016-2017, the email would not be deleted until the end of the 2017-2018 fiscal year, or June 30, 2018. All emails older than one fiscal school year after the year the email was created shall be automatically deleted from the Charter School's email system, servers, backup servers, and any other electronic storage system as early as the first day of the subsequent fiscal school year. The subsequent fiscal school year is defined as beginning on July 1.  
Should any email be determined to be retained longer than one fiscal year beyond the date the email was created, the email shall be archived in the email system, or printed and filed.
- **Other Electronic Records:** Other electronic records are electronic records saved on a hard drive, flash drive, or other electronic storage medium of the staff or individual who retains the record in its final form. Any electronic record not classified as Class 1: Permanent or Class 2: Optional/Temporary shall be classified as Class 3: Disposable. Once an electronic record is considered Class 3: Disposable, employees will conduct a reasonable search of all electronic sources of information (computer hard drives, flash drives, servers, compact discs and other electronic media) in their possession and shall delete those electronic records permanently.

## **Records Retention**

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

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

## **Destruction of Class 3: Disposable Records**

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

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

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

## **Disposal Period**

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

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

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

## **Examples of Class 1, 2 and 3 Records**

### **Class 1: Permanent Records — Do Not Destroy**

#### **A. Annual Reports**

- Official budget.
- Financial report of all funds.
- Audit of all funds.
- Average daily attendance, including reports for the first and second interim reporting periods (P-1 and P-2).



- Other major annual reports, including: Those containing information about property, activities, financial condition, or transactions.
- Those the governing board has declared permanent.

#### B. Official Actions

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

#### C. Personnel Records (Employees)

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

#### D. Pupil Records

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

#### E. Property and Insurance Records

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

#### F. Historical records.

- Articles of incorporation
- IRS nonprofit determination letter
- Administrative guides
- Annual reports
- School employee directories



- Employee newsletters and handbooks
- Educational objectives, Charter School goals and reaffirmation of loyalty
- Racial and ethnic surveys
- Yearbooks and other school publications
- All unique or old administrative and instructional publications
- All identified or identifiable photos of Charter School people, places and events
- All unique or old documents or publications about the history of the Charter School

## **Class 2: Optional/Temporary Records**

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

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

Examples of Optional/Temporary records include:

### **A. Gross receipts**

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

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

### **B. Inventory**

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

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

### **C. Expenses**

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

- Canceled checks
- Cash register tapes
- Account statements

- Credit card sales slips
- Invoices
- Petty cash slips for small cash payments

D. Travel, transportation, entertainment, and gift expenses

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

E. Employment taxes

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

F. Assets

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

Asset records should show the following information:

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

The following documents may provide this information:

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

G. Other

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

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

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

1. Records shall be kept for three years if situations 4, 5, and 6 below do not apply to the nonprofit.

2. If the Charter School files a claim for a credit or refund after having filed its return, records shall be kept for three years from the date the original return was filed or two years from the date the tax was paid, whichever is later.
3. If the Charter School files a claim for a loss from worthless securities or a deduction for bad debt, records shall be kept for seven years.
4. If the Charter School does not report income that it should have reported, and that income is more than 25% of its gross income shown on its return, records shall be kept for six years.
5. If the Charter School does not file a return, records shall be kept indefinitely.
6. If the Charter School files a fraudulent return, records shall be kept indefinitely.

### **Class 3: Disposable Records**

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

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

### **Federal Funds**

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

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

Title 20, Section 1232f (b) states,

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

### **Electronic Records**

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

printout of an electronic record is not considered an electronic record.

### **Records Not Subject to Records Retention**

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

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

### **Litigation Hold**

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

Board Policy #: 6

Adopted/Ratified: October 3, 2019

Revision Date: July 26, 2022

## SECTION 6 - FISCAL – CONTROLS

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

### **January – February**

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

### **March – April**

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

### **May – June**

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

### **July – August**

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

- Independent auditor performs audit of the just-closed fiscal year and prepares audit report for submission to the Board.

### **September – December**

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

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

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

**Banking Arrangements:** CCS will maintain its accounts either in the County Treasury or at a federally insured commercial bank or credit union. Funds will be deposited in non-speculative accounts including federally-insured savings or checking accounts or invested in non-speculative federally-backed instruments or in the County's Pooled Money Investment Fund. If funds are held in accounts outside of the County Treasury, the Board must appoint and approve all individuals authorized to sign checks or warrants in accord with these policies. All checks must have the additional signature of the Superintendent & CEO. An approved vendor will reconcile the school's ledger(s) with its bank accounts or accounts in the county treasury on a monthly basis and prepare (1) a balance sheet, (2) a comparison of budgeted to actual revenues and expenditures to date, and (3) a cash flow statement. The Superintendent & CEO and the Board will regularly review these statements. The School will deposit all funds received as soon as practical upon receipt. All funds received shall be deposited or transferred into the school's

accounts at the earliest possible convenience and in no event later than 48 hours after receipt.

**Purchasing Procedures:** When state and federal law do not provide for more stringent requirements, it is the policy of the Board that all purchases over \$50,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services. The Superintendent & CEO or his/her designee shall not approve purchase orders or check requests lacking such documentation. Documentation shall be attached to all check and purchase order requests showing that at least three (3) vendors were contacted and such documentation shall be maintained for three (3) years.

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



**Petty Cash**

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

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

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

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



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

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

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

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

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

#### **Annual Financial Audit**

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

**Contracts:**

- Consideration will be made of in-house capabilities to accomplish services before contracting for them.
- Office staff will keep and maintain a contract file evidencing the competitive bids obtained (if any) and the justification of need for any contracts over \$50,000.
  - Competitive bids will be obtained where required by law or otherwise deemed appropriate and in the best interests of the Charter School.
- Written contracts clearly defining work to be performed will be maintained for all contract service providers (e.g. consultants, independent contractors, subcontractors).
- Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation insurance currently in effect. The Superintendent & CEO may also require that contract service providers list the Charter School as an additional insured.
- If the contract service provider is a sole proprietor or a partnership (including LP, and LLP), the Chief Operations Officer will obtain a W-9 from the contract service provider prior to submitting any requests for payments.
- The Superintendent & CEO will approve proposed contracts and modifications in writing.
- Contract service providers will be paid in accordance with approved contracts as work is performed.
- The Superintendent & CEO and/or his designee will be responsible for ensuring the terms of the contracts are fulfilled.
- If a conflict of interest exists, the Board shall comply with Government Code Section 1090 et seq., the Political Reform Act, and Corporations Code 5233.
- All contracts must also comply with the Procurement and Contract Bidding Policy.

**Accounts Payable:**

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

### **Bank Checks**

- The Board will approve, in advance, the list of authorized signers on the school account. The Superintendent & CEO, the Chief Operations Officer, and any other employee authorized by the Board may sign bank checks within established limitations.
- The Superintendent & CEO, with advance Board approval, is authorized to open and close bank accounts.
- The Chief Operations Officer, the Superintendent & CEO and the back office provider will be responsible for all blank checks and will keep them under lock and key.
- When there is a need to generate a bank check, the Chief Operations Officer will send appropriate approved documentation to the back office provider.
- Once approved by the Superintendent & CEO and the Chief Operations Officer, the back office provider issues the check based on the check authorization prior to obtaining the appropriate signature(s).
- The Superintendent & CEO and the Chief Operations Officer will co-sign all checks.

Board Policy #: 7

Adopted/Ratified: March 28, 2021

Revision Date:

## SECTION 7 – FISCAL – STAFF COMPENSATION

### 1. Purpose

- a. The Compass Charter Schools (“Compass”) Board of Directors recognizes that an attractive compensation package is necessary to attract and retain valuable employees to Compass Charter Schools. The purpose of this policy is to ensure that compensation for Compass employees is transparent, equitable, fiscally responsible, and aligned with the Compass budgeting philosophy.
- b. The Compass Board further recognizes that an annual review of the compensation structure of all top level persons employed by the Charter Schools is necessary to ensure that the Charter Schools’ compensation plan is aligned with that of similar schools in the areas where Compass operates.

### 2. Teacher Compensation

- a. A salary pay scale will be developed and reviewed annually by the Board. Rates of pay at similar schools in the areas where Compass schools operate will be considered during the development and review of the pay scale for Compass.
- b. Teachers having or earning a graduate degree in Education will be paid an additional amount for their degree. The amount of graduate degree additional pay will be included on the salary pay scale.
- c. The Board will adopt a budget target percentage for teacher compensation. Area averages in the areas where Compass operates will be considered when determining this target percentage. Salary increases or beginning salary offerings which result in material increases beyond the budget target percentages shall not be approved without written approval by the Superintendent & CEO.
- d. Performance considerations shall be presented to the Board by the Superintendent & CEO annually. Performance considerations for salary increases may include:
  - i. Significant change in responsibility, training level, or credential,
  - ii. Percentage of scholars attaining at least one year’s worth of growth as shown by standardized tests or other types of classroom assessments,
  - iii. Percentage of scholars scoring proficient or better on standardized tests or other types of classroom assessments,
  - iv. Personnel, peer, and self-evaluation including personal goals met, and/or
  - v. Surveys of parents and scholars regarding performance.
- e. Fiscal considerations for salary increases will include:
  - i. Excess or deficiency in budget,
  - ii. Cost of living adjustment in budget,
  - iii. Budget target percentage available for compensation increases, and
  - iv. Having adequate funds to manage cash flow needs in the event that the State defers apportionment payments.

### 3. Administrative Compensation

- a. A salary pay scale will be developed and reviewed annually by the Board. Rates of pay at similar schools in the areas Compass schools operate will be

considered during the development and review of the pay scale for Compass.

- b. The Board will adopt a budget target percentage for administrative compensation. Area averages in the areas Compass operates will be considered when determining this target percentage. Salary increases or beginning salary offerings which result in material increases beyond the budget target percentages shall not be approved without written explanation by the Superintendent & CEO.
- c. Performance considerations for salary increases may include:
  - i. Significant change in responsibility, training level, or credential,
  - ii. Personnel, peer, and self-evaluation including personal goals met, and/or
  - iii. Surveys of parents and scholars regarding performance.
- d. Fiscal considerations for salary increases will include:
  - i. Excess or deficiency in budget,
  - ii. Cost of living adjustment in budget,
  - iii. Budget target percentage available for compensation increases, and
  - iv. Having adequate funds to manage cash flow needs in the event that the State defers apportionment payments.

#### 4. Support Staff Compensation

- a. An hourly wage scale will be developed and reviewed annually by the Board. Rates of pay at similar schools in the area will be considered during the development and review of the scale for Compass.
- b. The Board will adopt a budget target percentage for support staff compensation. Area averages in the areas where Compass operates will be considered when determining this target percentage. Hourly rate increases and staffing which result in material increases beyond the budget target percentages shall not be approved without written explanation by the Superintendent/CEO.
- c. Performance considerations for hourly wage increases may include:
  - i. Significant change in responsibility, training level, or credential,
  - ii. Personnel, peer, and self-evaluation including personal goals met, and/or
  - iii. Surveys of parents and scholars regarding performance.
- d. Fiscal considerations for salary increases will include:
  - i. Excess or deficiency in budget,
  - ii. Cost of living adjustment in budget,
  - iii. Budget target percentage available for compensation increases, and
  - iv. Having adequate funds to manage cash flow needs in the event that the State defers apportionment payments.

#### 5. Benefits Package

- a. Benefits will be offered to faculty and staff according to applicable law.
- b. The Board will adopt a budget target percentage for benefits compensation. Area averages in the areas where Compass operates will be considered when determining this target percentage.
- c. Benefits may be increased by the Board as budget target percentages allow.

#### 6. Compensation Rate Benchmarks

- a. Compensation for all employees shall be benchmarked at the fiftieth (50th) percentile of comparable public schools and charter networks.

**7. One-Time Monies**

- a. When one-time monies are received, they will not be included in the calculation of the target percentages for teacher compensations, administrative compensation, support staff compensation or benefits package.
- b. If one-time monies are received and allocated by the Board for compensation it will be in the form of a one-time stipend or bonus and only as may be allowed by law.
- c. It is the goal of the Board that one-time monies will not be used for any recurring expenses beyond the year in which they are received.

**8. Cost of Living Adjustments/Differential Pay**

- a. When a cost of living adjustment is made to state funding, the percentage of the adjustment will be implemented in employee compensation rates if the Board determines that there are not other budgetary needs.
- b. There will be no differential in pay to employees based on location of work.

**9. Mid-Year Budget Adjustments**

- a. If, as a result of a State Budget revision, base revenue changes downward during the fiscal year, then the Board reserves the right to adjust compensation downward.
- b. Mid-year revenue increases will be handled in the same manner as one-time monies if any compensation increases are granted.

**10. Fiscal Emergencies/ADA Decline**

- a. If the Compass Charter Schools are in circumstances that are determined to be a fiscal emergency by the Board, compensation increases for all employees may be frozen during the period of the emergency, and existing compensation may be re-evaluated for the duration of the emergency.

**11. Annual Compensation Review for the Superintendent & CEO**

- a. Process for Compensation Review
  - i. The process shall include three elements:
    1. Review and approval by the Board;
    2. Use of data as to comparable compensation;
    3. Performance
- b. Review and Approval
  - i. The compensation of the Superintendent & CEO is reviewed and approved by the Board during open session at a regular meeting of the board. Persons with conflicts of interest with respect to the compensation arrangement at issue shall not be involved in this review and approval.
- c. Use of Data as to Comparable Compensation
  - i. The compensation of the Superintendent & CEO is reviewed and approved using data as to comparable compensation for similarly qualified persons in functionally comparable positions at similarly situated organizations.
- d. Contemporaneous Documentation and Recordkeeping
  - i. There is contemporaneous documentation and recordkeeping with respect to the deliberations and decisions regarding the compensation arrangement.

Board Policy #: 8  
Adopted/Ratified: October 3, 2019  
Revision Date:

## SECTION 8 - FISCAL – PROCUREMENT AND CONTRACT BIDDING

### **I. General**

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

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

### **II. Procurement Defined**

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

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

### **III. Procurement Policy**

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

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

### **IV. Professional Services Contracts**

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

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



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

#### V. **Construction Contracts**

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

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

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

#### VI. **Guidelines for Selecting Contractors/Vendors**

##### A. Prequalification Procedures

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

##### B. Suspended and Debarred Contractors/Subcontractors

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

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

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

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

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



The Governing Board must also approve contracts over \$100,000. The Assistant Superintendent of Business Services must approve all purchases.

### **VIII. Formal Bidding and Contract Approval – Contracts Over \$50,000**

Unless state or federal law provides otherwise, contracts for the purchase of more than \$50,000 worth of equipment, materials or supplies to be furnished, sold, or leased to the Charter School, or contracts for more than \$50,000 worth of services or construction (excluding those professional services agreements enumerated in Section IV), shall be subject to the formal bidding requirements set forth herein.

If formal bidding is required, the Charter School shall utilize the following procedures:

#### **A. Seeking Bids**

The Charter School shall seek bids from those sources able to offer the best prices, consistent with quality, quantity, delivery, and service. To ensure that good value is received for funds expended, the request for bids shall be carefully designed to clearly and completely describe in detail the quality, delivery, and service required, and shall include the criteria that will be used to evaluate the offers and the relative weights given to the criteria. Further, the request for bids shall specify the date in which all bids must be received by the Charter School.

Notice of the request for bids may be provided in one or more of the following ways:

- (1) Publishing the request for bids in at least one newspaper of general circulation within the boundaries of each authorizer's County, once a week for at least [two (2) weeks] before the deadline for receiving bids;
- (2) Posting the request for bids on the Charter School's website or other electronic portal for at least [two (2) weeks] before the deadline for receiving bids; and/or
- (3) Directly submitting notice of the request for bids to an adequate number of qualified sources to permit reasonable competition consistent with the nature and purpose of this policy. Any list of potential contractors/vendors that is generated must be current and include enough qualified sources to ensure reasonable open and free competition.

#### **B. Opening Bids**

Bids may be opened only at the time and place prescribed by the Superintendent & CEO or designee. A bid that has been opened may not be changed for the purpose of correcting an error in the bid price. However, bidders retain the right to withdraw a bid due to a material mistake in the bid. After bids have been opened, they shall be available for inspection or copy by any interested party. The Charter School must maintain the bid document(s) for the duration of the contract and for three (3) years beyond the completion of the contract.

#### **C. Contract Award**

The Board, or any employee of the Charter School to whom responsibility has been delegated, shall award a competitively bid contract at the bid amount to the bidder offering the best value to the Charter School according to its selection criteria. The contract need not be awarded to the lowest responsible bidder. The selection criteria

may include the following factors:

- (1) Purchase price;
- (2) Reputation of the contractor/vendor and of the contractor's/vendor's goods and/or services;
- (3) Quality of the contractor's/vendor's goods and/or services;
- (4) Extent to which the goods and/or services meet the Charter School's needs;
- (5) Contractor's/vendor's record of past performance;
- (6) Contractor's/vendor's financial standing and capacity;
- (7) Contractor's/vendor's past relationship with the Charter School; and
- (8) Total long-term cost to the Charter School to acquire the goods and/or services.

Contracts over \$100,000 must be approved by the Board prior to execution by the Superintendent & CEO.

Any and all bids may be rejected if there is a sound, documented reason for doing so.

**D. Protest by Bidders**

A bidder may protest a bid award if he/she believes that the award was inconsistent with this policy, the bid's specifications, or was not in compliance with the law .

A protest must be filed in writing with the Superintendent & CEO or designee within five (5) business days after receipt of notification of the contract award. The bidder shall submit all documents supporting or justifying the protest. A bidder's failure to file the protest documents in a timely manner shall constitute a waiver of his/her right to protest the award of the contract.

The Superintendent & CEO or designee shall review the documents submitted with the bidder's claims and render a decision in writing within thirty (30) business days. The Superintendent & CEO or designee may also convene a meeting with the bidder to attempt to resolve the problem.

The bidder may appeal the Superintendent & CEO or designee's decision to the Board. The Superintendent & CEO or designee shall provide reasonable notice to the bidder of the time for Board consideration of the contract award. The Board's decision shall be final.

**IX. Noncompetitive Proposals**

A noncompetitive procurement proposal is the solicitation of a proposal from only one (1) source. Noncompetitive procurement proposals may only be used after the Charter School has solicited bids and/or proposals from at least three (3) sources, and has determined and documented that competition was inadequate. The Board, in its sole discretion, shall select the single source offering the best value to the Charter School according to its selection criteria list above. If a good, service, or construction is available only from a single source, this may also be documented to justify a noncompetitive proposal.

**X. Public Works Projects and Prevailing Wage Requirements**

When required by law, the Charter School shall comply with prevailing wage requirements.

**XI. Mandatory Contract Terms**

All contracts entered into with the Charter School must contain the following terms when applicable:

- (1) A ceiling price that the contractor/vendor exceeds at its own risk.
- (2) Retention of all required records by the contractor/vendor for three (3) years after the Charter School makes final payments and all other pending matters are closed.
- (3) Access by the Charter School or any of their duly authorized representatives to any books, documents, papers, and records of the contractor which are directly pertinent to that specific contract for the purpose of making audit, examination, excerpts, and transcriptions.
- (4) Administrative, contractual, or legal remedies in instances where contractors/vendors violate or breach contract terms, and the sanctions and penalties that are appropriate.
- (5) Termination for cause and for convenience by the Charter School, including the manner by which it will be affected and the basis for settlement.

**XII. Maintenance of Records**

The Charter School shall document specific actions for any procurement. These specific actions include, but are not limited to:

- (1) The rationale for the method of procurement.
- (2) The selection of contract type.
- (3) The selection or rejection of a contractor/vendor, and supporting rationale.
- (4) The basis for a contract price.

Documentation of each of these actions shall be prepared as the actions occur within any given instance of procurement.

Procurement records, accepted bid documents, and selected contracts will be retained by the Charter School for not less than three (3) years.

**XIII. Conflict of Interest**

If a conflict of interest exists, the Board shall comply with Government Code Section 1090 et seq., the Political Reform Act, and Corporations Code 5233.

No Board member or Charter School employee shall solicit nor accept gratuities, favors, or anything of monetary value from contractors, or parties to sub-agreements.

To the extent permitted by law, any Board member or Charter School employee who violates this section may be subject to penalties, sanctions, and other disciplinary actions.

**XIV. Reservation**

The Charter School Procurement and Contract Bidding Policy shall be amended and updated if necessary to comply with changes in acceptable procurement practices.

**XV. Federal Grants or Programs**

In addition to complying with all conditions herein, all contracts involving federal grants or other federal programs shall also fully comply with all applicable federal procurement guidelines related to such programs. In the event there is a conflict between this policy and the applicable federal procurement guidelines, the federal guidelines shall prevail.

Board Policy #: 9

Adopted/Ratified: October 3, 2019

Revision Date:

## SECTION 9 – CAPITAL IMPROVEMENT, PROCUREMENT AND CONTRACT BIDDING POLICY

### I. **General**

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

The policies and procedures presented herein are consistent with current applicable state and federal law. As necessary, the Charter School’s Board of Directors will revise this document as the relevant laws may change from time to time.

### II. **Capital Improvement Program**

The Superintendent & CEO shall present to the Governing Board annually a multi-year Capital Improvement Program which will include recommendations regarding timing, location, costs and savings associated with new building requirement and restoration and renewal of existing school facilities. The Superintendent & CEO’s report will:

- 1) Provide five-year enrollment projections prepared under the direction of the Superintendent & CEO and which have been reviewed and brought up-to-date annually.
- 2) Provide an assessment for all school facilities related to building renewal, reconfiguration or expansion to meet educational program needs.
- 3) Identify interim and long-term options that address the identified needs.
- 4) Articulate a rationale for recommended solutions.
- 5) Provide a detailed scope of work (e.g. number of rooms, extent of building system improvements) for each recommended project.
- 6) Provide a cost estimate for each recommended project that achieves compliance with relevant educational specifications. This estimate will include all project costs (labor, materials, legal review, permit fees, utility connections/extensions, architect/engineering fees, project management, hazardous material abatement, installation of technology infrastructure, contingency, equipment, etc.).

### III. **Procurement Defined**

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

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

**IV. Procurement Policy**

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

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

**V. Professional Services Contracts**

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

In selecting professionals for engagement, the Charter School may consider all relevant factors, including but not limited to experience, education, expertise, reputation, and cost. The selection of professionals providing these services shall be within the sole discretion of the Board.

**VI. Construction Contracts**

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

A “public works” project is defined as “construction, alteration, demolition, installation, or repair work done under contract and paid for in whole or in part out of public funds” and includes “work performed during the design and preconstruction phases of construction” (e.g., surveying) as well as “postconstruction” work (i.e., cleanup). (Labor Code § 1720(a)(1).)

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

**VII. Guidelines for Selecting Contractors/Vendors**

**A. Prequalification Procedures**

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

**B. Suspended and Debarred Contractors/Subcontractors**

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

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

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

All purchases of at least \$25,000 and up to \$50,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services of similar value. The Superintendent & CEO or designee shall not approve invoices, purchase orders, or check requests lacking such documentation. Documentation shall be attached to all invoices, purchase orders, and check requests indicating that at least three (3) contractors/vendors were contacted, and such documentation shall be maintained for three (3) years. Informal quotes or proposals for goods and/or services may be requested and received in writing by mail, email, facsimile, and/or verbally, such as by telephone, as long as properly documented.

Contracts for purchases of up to \$100,000 may be executed by the Executive Director without prior Board approval.

**IX. Formal Bidding and Contract Approval – Contracts Over \$50,000**

Contracts for the purchase of more than \$50,000 worth of equipment, materials or supplies to be furnished, sold, or leased to the Charter School, or contracts for more than \$50,000 worth of services or construction (excluding those professional services agreements described in Section V), shall be subject to the formal bidding requirements set forth herein.

If formal bidding is required, the Charter School shall utilize the following procedures:

**A. Seeking Bids**

The Charter School shall seek bids from those sources able to offer the best prices, consistent with quality, quantity, delivery, and service. To ensure that good value is received for funds expended, the request for bids shall be carefully designed to clearly and completely describe in detail the quality, delivery, and service required, and shall include the criteria that will be used to evaluate the offers and the relative weights given to the criteria. Further, the request for bids shall specify the date by which all bids must be received by the Charter School.

Notice of the request for bids may be provided in one or more of the following ways:

- (1) Publishing the request for bids in at least one newspaper of general circulation within the boundaries of Los Angeles, San Diego and Yolo Counties, once a week for at least two (2) weeks before the deadline for receiving bids;



- (2) Posting the request for bids on the Charter School's website or other electronic portal for at least two (2) weeks before the deadline for receiving bids; and/or
- (3) Directly submitting notice of the request for bids to an adequate number of qualified sources to permit reasonable competition consistent with the nature and purpose of this policy. Any list of potential contractors/vendors that is generated must be current and include enough qualified sources to ensure reasonable open and free competition.

### **B. Opening Bids**

Bids may be opened only at the time and place prescribed by the Executive Director or designee. A bid that has been opened may not be changed for the purpose of correcting an error in the bid price. However, bidders retain the right to withdraw a bid due to a material mistake in the bid. After bids have been opened, they shall be available for inspection or copy by any interested party. The Charter School must maintain the bid document(s) for the duration of the contract and for three (3) years beyond the completion of the contract.

### **C. Contract Award**

The Board, or any employee of the Charter School to whom responsibility has been delegated, shall award a competitively-bid contract at the bid amount to the bidder offering the best value to the Charter School according to its selection criteria. The contract need not necessarily be awarded to the lowest responsible bidder. The selection criteria may include the following factors:

- (1) Purchase price;
- (2) Reputation of the contractor/vendor and of the contractor's/vendor's goods and/or services;
- (3) Quality of the contractor's/vendor's goods and/or services;
- (4) Extent to which the goods and/or services meet the Charter School's needs;
- (5) Contractor's/vendor's record of past performance;
- (6) Contractor's/vendor's financial standing and capacity;
- (7) Contractor's/vendor's past relationship with the Charter School; and
- (8) Total long-term cost to the Charter School to acquire the goods and/or services.

Contracts over \$100,000 must be approved by the Board prior to execution by the Superintendent & CEO.

Any and all bids may be rejected if there is a sound, documented reason for doing so.

### **D. Protest by Bidders**

A bidder may protest a bid award if he/she believes that the award was inconsistent with this policy, the bid's specifications, or was not in compliance with law.

A protest must be filed in writing with the Superintendent & CEO or designee within five (5) business days after receipt of notification of the contract award. The bidder shall submit all documents supporting or justifying the protest. A bidder's failure to file the protest documents in a timely manner shall constitute a waiver of his/her right to protest the award of the contract.



The Superintendent & CEO or designee shall review the documents submitted with the bidder's claims and render a decision in writing within thirty (30) business days. The Executive Director or designee may also convene a meeting with the bidder to attempt to resolve the problem.

The bidder may appeal the Superintendent & CEO or designee's decision to the Board. The Superintendent & CEO or designee shall provide reasonable notice to the bidder of the time for Board consideration of the contract award. The Board's decision shall be final.

#### **X. Noncompetitive Proposals**

A noncompetitive procurement proposal is the solicitation of a proposal from only one (1) source. Noncompetitive procurement proposals may only be used after the Charter School has solicited bids and/or proposals from at least three (3) sources, and has determined and documented that competition was inadequate. In those circumstances, the Board, in its sole discretion, may select the single source offering the best value to the Charter School according to its selection criteria list above. If a good, service, or construction is available only from a single source, this may also be documented to justify a noncompetitive proposal.

#### **XI. Public Works Projects and Prevailing Wage Requirements**

##### **A. Mandatory Public Works Project Request for Bids Terms and Specifications**

All requests for bids (or the "call for bids") and bid specifications for construction and/or services, which constitute a "public works" project ("Project"), issued and published by the Charter School, must contain the following terms and specifications when applicable:

**(1) General Project Description as Public Work:** In the call for bids, the Charter School must provide a general description of the work required for the Project and state that "the Project is classified as a 'public work,' as defined in Labor Code Section 1720, to which not less than the general prevailing rate of per diem wages for work of a similar character and the rates for overtime and holiday work in the locality in which the work is to be performed for each craft, classification or type of worker needed to execute the contract shall be paid to all workers employed on the Project in accordance with Labor Code Section 1771."

**(2) Bid Closing Date:** The Charter School must also specify in the call for bids the place the contractor's bids are to be received, and the time by which they shall be received.

**(3) Prevailing Wage Rate:** The Charter School is required to specify in the call for bids and in the bid specifications the general rate of per diem wages as described in Section (A)(1) above. (Labor Code § 1773.2.) The general prevailing wage rate must be obtained from the Director of the DIR. The applicable general prevailing wage rates for any such public works project are available on the DIR website at <http://www.dir.ca.gov/OPRL/dprevagedetermination.htm>.

In lieu of specifying the rate of wages, the Charter School may include a statement in the call for bids and in the bid specifications that "copies of the prevailing rate of per diem wages are on file at its principal office and shall be made available to any interested part on request." (Labor Code § 1773.2.)

**(4) Notice of DIR Enforcement:** The Charter School shall specify in the call for bids that the Project is “subject to compliance monitoring and enforcement by the Department of Industrial Relations.” (Labor Code § 1771.4(a)(1).)

**(5) Registered Contractor Notice:** The Charter School shall provide notice in the call for bids that “a contractor or subcontractor shall not be qualified to bid on, be listed in a bid proposal, or engage in the performance of any contract for public work, unless currently registered and qualified to perform public work pursuant to Section 1725.5.” The Charter School shall not accept a bid or enter into a contract or subcontract without proof of the contractor or subcontractor’s current registration to perform public work pursuant to Section 1725.5. (Labor Code § 1771.1.)

**(6) Contractor/Vendor Bids:** The Charter School shall require all contractor/vendor bids to expressly state that the contractor/vendor “will pay its workers the applicable prevailing wage rate in accordance with Labor Code Sections 1771 and 1774.”

**B. Mandatory Public Works Project Contract Terms**

All contracts for construction and/or services that constitute a “public works” project (“Project”) entered into with the Charter School must contain the following terms and provisions when applicable:

**(1) General Project Description as Public Work:** The Charter School must provide a general description of the work required for the Project and specify in the Project Contract that “the Project is classified as a ‘public work,’ as defined in Labor Code Section 1720, to which not less than the general prevailing rate of per diem wages for work of a similar character and the rates for overtime and holiday work in the locality in which the work is to be performed for each craft, classification or type of worker needed to execute the contract shall be paid to all workers employed on the Project in accordance with Labor Code Section 1771.”

**(2) Prevailing Wage Rate:** The Charter School is required to specify in the Project Contract the general rate of per diem wages as described in Section (B)(1) above. (Labor Code § 1773.2.) The general prevailing wage rate must be obtained from the Director of the DIR. The applicable general prevailing wage rates for any such public works project are available on the DIR Wage Determination website at <http://www.dir.ca.gov/OPRL/dprevwagedetermination.htm>.

In lieu of specifying the rate of wages, the Charter School may include a statement in the Project Contract that “copies of the prevailing rate of per diem wages are on file at its principal office and shall be made available to any interested party on request.” (Labor Code § 1773.2.)

**(3) Compensation Provision:** The Charter School shall include a clause in the Project Contract that states, “In accordance with the provisions of Section 3700 of the Labor Code, every contractor will be required to secure the payment of compensation to his or her employees.” (Labor Code § 1860.)

**(4) Penalty Stipulation:** The Charter School shall also include a stipulation in the Project Contract that notifies the contractor that the contractor or subcontractor will be subject to a penalty of twenty-five dollars (\$25) for each calendar day a worker employed in the

execution of the Contract is required or permitted to work more than 8 hours in any one calendar day and 40 hours in any one calendar week without payment of the applicable overtime rate of pay. (Labor Code § 1813.)

**(5) Underpayment of Prevailing Wage:** The Project Contract must include a stipulation that states, “The difference between the prevailing wage rates and the amount paid to each worker for each calendar day or portion thereof for which each worker was paid less than the prevailing wage rate shall be paid to each worker by the contractor or subcontractor in accordance with Section 1775 of the Labor Code.” (Labor Code § 1775(a)(2)(E).)

**(6) Apprenticeship Requirement:** The Charter School must also include a provision in the Project Contract that effectuates Labor Code Section 1777.5, which requires the contractor to employ properly registered apprentices for the Project. Specifically, the contractual provision must fix the responsibility of compliance with the apprenticeship requirements under Section 1777.5 for all apprenticeable occupations with the prime contractor on the Project. (Labor Code § 1777.5(n).)

**(7) 8-Hour Work Day:** The Project Contract shall also include a clause establishing that “Eight hours labor constitutes a legal day’s work.” (Labor Code § 1810.)

**(8) Payroll Record Contract Provisions:** The Charter School shall include a stipulation in the Project Contract effectuating Labor Code Section 1776, which requires the contractor to maintain accurate certified payroll records that include the name, address, social security number, work classification, straight time and overtime hours worked each day and week, and the actual per diem wages paid to each apprentice, worker, or other employee of the contractor in connection with the public work, and a written declaration of the employee verifying the truth of the payroll record. (Labor Code § 1776.)

The Charter School must designate the times the contractor and subcontractor are required to furnish the payroll records to the Compliance Monitoring Unit (“CMU”) of the DIR. (8 CCR § 16461(b).) The Project Contract shall specify that “the contractor and each subcontractor shall furnish the payroll record of wages paid as specified in Section 1776 directly to the Compliance Monitoring Unit (“CMU”) of the DIR on a monthly basis until the completion of the Project, or within 10 days of any separate request by the CMU.” (8 CCR § 16461(b).)

Further, the Project Contract must include a provision stating, “Contract payments shall not be made when payroll records are delinquent or inadequate.” (8 CCR § 16421(a)(6).)

## **XII. Mandatory Contract Terms**

All contracts entered into with the Charter School must contain the following terms when applicable:

1. A ceiling price that the contractor/vendor exceeds at its own risk.
2. Retention of all required records by the contractor/vendor for three (3) years after the Charter School makes final payments and all other pending matters are closed.
3. Access by the Charter School or any of their duly authorized representatives to any books, documents, papers, and records of the contractor which are directly pertinent to that specific contract for the purpose of making audit, examination, excerpts, and transcriptions.

4. Administrative, contractual, or legal remedies in instances where contractors/vendors violate or breach contract terms, and the sanctions and penalties that are appropriate.
5. Termination for cause and for convenience by the Charter School, including the manner by which it will be effected and the basis for settlement.

### **XIII. Maintenance of Records**

The Charter School shall document specific actions for any procurement. These specific actions include, but are not limited to:

1. The rationale for the method of procurement.
2. The selection of contract type.
3. The selection or rejection of a contractor/vendor, and supporting rationale.
4. The basis for a contract price.

Documentation of each of these actions shall be prepared as the actions occur within any given instance of procurement.

Procurement records, accepted bid documents, and selected contracts will be retained by the Charter School for not less than three (3) years.

### **XIV. Conflict of Interest**

No Board member or Charter School employee shall be financially interested in any contract made by the Board or in any contract made in their capacity as a Board member or Charter School employee.

No Board member or Charter School employee shall participate in the selection, award, or administration of a contract if a real or apparent conflict of interest would be involved. Such a conflict would arise when the Board member or Charter School employee, or any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ the Board member or Charter School employee, has a financial or other interest in the firm selected for an award. The Board member or Charter School employee shall neither solicit nor accept gratuities, favors, or anything of monetary value from contractors, or parties to sub-agreements.

To the extent permitted by law, any Board member or Charter School employee who violates this section may be subject to penalties, sanctions, and other disciplinary actions.

### **XV. Reservation**

The Charter School Procurement and Contract Bidding Policy shall be amended and updated if necessary to comply with changes in acceptable procurement practices.

### **XVI. Federal Grants or Programs**

In addition to complying with all conditions herein, all contracts involving federal grants or other federal programs shall also fully comply with all applicable federal procurement guidelines related to such programs. In the event there is a conflict between this policy and the applicable federal procurement guidelines, the federal guidelines shall prevail.

Board Policy #: 10

Adopted/Ratified: October 3, 2019

Revision Date: December 8, 2020

## SECTION 10– FISCAL – GIFT ACCEPTANCE

The purpose of the Donation Acceptance Policy is to delineate policies and guidelines governing the acceptance of donations by Compass Charter Schools, and to provide guidance to prospective donors relating to potential donations to the organization.

Although we appreciate any donor who is interested in donating to our organization, Compass Charter Schools will not engage in any of the following donation acceptance practices:

- Accepting any donation that violates federal, state or municipal laws;
- Accepting donations that require Compass Charter Schools to provide special consideration or treatment to any individual, donor, entity, etc.;
- Accepting donations that require the Compass Charter Schools to deviate from its normal hiring, promotion or contracting procedures;
- Accepting personal gifts in any cash amount, including gift certificates, coupons, entertainment tickets or the like; and
- Accepting donations from organizations whose mission or core activities may be in direct conflict with the mission of Compass Charter Schools or which may limit its ability to perform its functions as a California nonprofit public benefit corporation creating managing, operating, guiding, directing and promoting one or more California public charter schools.

Additionally, restricted gifts – gifts that are for a specific purpose – may be accepted into the general fund of Compass if the expenditure of such a gift complies with the legal use of public funds. Compass may open a separate bank account and keep separate funds outside the general fund for monies that are donated for purposes outside the Compass budget. For instance, the Board, in partnership with the Parent Advisory Council, may open a separate bank account and keep funds separate that are donated specifically for college scholarships for graduating Compass seniors. Any such fund shall be the ultimate responsibility of the Board of Directors.

The Superintendent & CEO will consult with the Board of Directors regarding all donations prior to acceptance. With that said, Compass Charter Schools respectfully reserves the right to refuse any donation it believes is not in the best interest of the organization. Additionally, Compass Charter Schools employees may not accept any donations on behalf of Compass Charter Schools without the prior consent of the Superintendent & CEO and Board of Directors.

All donations must be accepted by the Board of Directors at a regularly scheduled Board meeting.

Board Policy #: 11

Adopted/Ratified: October 3, 2019

Revision Date:

## SECTION 11 – FISCAL – FUNDRAISING

Compass Charter Schools (“CCS” or the “Charter School”) recognizes a desire and a need for fundraising. CCS also recognizes a need for restraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, scholars, and the general public. The dedication and fundraising efforts of our parent community strengthen the ties which make us a caring place where the learning, success, and development of all scholars are deeply valued. CCS Governing Board (the “Board”) has the responsibility to monitor, supervise, and control all fundraising activities on campus and associated with official Charter School programs and activities. All fundraising activities must have prior written approval from the Board.

### **The Charter School Fundraising Policy stems from the following principles:**

- Fundraising should be consistent with the mission and values of the CCS charter.
- Fundraising events should help develop and enrich the CCS community.
- Fundraisers should promote multiculturalism by including and incorporating a variety of cultural activities designed to appeal to diverse populations in the larger community.
- Fundraisers should promote scholars who are active in their learning, aware of their interests, and who seek to expand and explore their knowledge through dynamic collaboration with peers and teachers within an academic setting and the larger community.
- Fundraisers should promote and support education in science, math, humanities, and the arts.
- Fundraisers should reflect a positive image of CCS and should provide public relations in the community consistent with the CCS’s mission and values.

### **The Charter School Fundraising Policy strives to avoid:**

- Partnerships with businesses or organizations that make a profit from fundraisers but do not share the philosophy and values of CCS.
- The promotion of excessive consumerism, marketing, advertising, or selling commercial products or services.
- Scholars doing door-to-door canvassing of any kind.
- The sale of junk foods, packaged sweets, sodas or other unhealthy products that are inconsistent with CCS’s School Wellness Policy. In general, fundraiser foods or beverages may not be sold on the Charter School campus during the school day or within 30 minutes after the end of the official school day.
- Raising funds from or promoting any religious products, events or holidays.

The Superintendent & CEO will ascertain that all fundraising events and activities are legal, all necessary permits are obtained, and the site, equipment, and activities are safe and accessible for all participants. Trash and recycling containers should be provided at all fundraising events.

Notice of fundraising events and activities should be disseminated electronically and/or posted in



central locations at the school. The Superintendent & CEO or designee shall approve all flyers and notices promoting fundraising events prior to distribution.

### **Voluntary Participation**

All scholar and parent participation in CCS fundraising activities is voluntary. Participation in fundraising activities is not required for any scholar's participation in any educational activity or program. Further, CCS will not discriminate against a scholar in any way based on whether or not a scholar or his/her family participated in fundraising activities or contributed time or money to CCS. **However, scholars may be provided prizes or other recognition for voluntarily participating in fundraising activities.** Complaints regarding noncompliance with California Education Code sections 49010 *et seq.* may be filed under the Charter School's Uniform Complaint Procedures.

### **Corporate/Business Sponsorships and Donations**

In recognition of the need to raise funds from additional sources, the Board will gratefully accept donations (actual and in-kind) to support CCS's programs and operations in accordance with the law and CCS policy.

Only those corporations and businesses whose products, services, and stances are in alignment with and share CCS's mission and philosophy will be accepted, at the discretion of the Board. Acceptance of such donations does not constitute endorsement of the business or sponsor and will be subject to the following terms:

In determining whether to accept gifts, donations and grants, the Board will consider the following:

- Items needed by CCS.
- Additional costs to CCS.
- Whether acceptance of the gift, donation, or grant is consistent with CCS fiscal policies including conflict of interest code.

Based on these and other factors identified, the Board may accept the proposed gift, donation, sponsorship, or grant.

Board Policy #: 12

Adopted/Ratified: October 3, 2019

Revision Date: March 22, 2020, March 28, 2021, March 26, 2022, June 25, 2022

## SECTION 12 – STAFF HANDBOOK

The CCS Staff Handbook, which is separately approved annually, shall be included here as a Board Policy.



Board Policy #: 13

Adopted/Ratified: October 3, 2019

Revision Date: March 22, 2020, March 28, 2021, July 31, 2021, September 29, 2021, July 26, 2022

## SECTION 13 – CURRICULUM - INDEPENDENT STUDY BOARD POLICIES

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

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

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

3. The Charter School shall provide content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as credible under the A-G admissions criteria.
4. The Charter School has adopted tiered reengagement strategies\* for the following pupils:
  - a. All pupils who are not generating attendance for more than 10 percent of required minimum instructional time over four (4) continuous weeks of the Charter School's approved instructional calendar;
  - b. Pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span;
  - c. Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

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

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

- i. Each supervising teacher will provide weekly synchronous instruction via an online videoconferencing platform wherein scholars will have the opportunity to participate in weekly lessons and learning activities with similar aged peers.
      - ii. Weekly synchronous instruction shall be approximately 30 minutes per week, but may be longer or shorter in duration at the discretion of the supervising teacher.
      - iii. The schedule for weekly synchronous instruction will be communicated to scholars and their families via ParentSquare and/or Google calendar. Scholars shall be required to utilize their Compass Google accounts to access weekly synchronous instruction.
      - iv. Daily live interaction shall be available to all scholars in grades 4-8 through a schedule of social and academic programs published via ParentSquare and/or Google calendar. Scholars shall be required to utilize their Compass Google accounts to access daily live interactions.
    - c. For pupils in grades 9-12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows:
      - i. Each supervising teacher will provide weekly synchronous instruction via an online videoconferencing platform wherein scholars will have the opportunity to participate in weekly lessons and learning activities with similar aged peers.
      - ii. Weekly synchronous instruction shall be approximately 30 minutes per week, but may be longer or shorter in duration at the discretion of the supervising teacher.
      - iii. The schedule for weekly synchronous instruction will be communicated to scholars and their families via ParentSquare and/or Google calendar. Scholars shall be required to utilize their Compass Google accounts to access weekly synchronous instruction.
6. The following plan\* shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days:
  - a. Upon written receipt of a family's wish to return to in-person instruction, the Charter School staff shall inform the family of their right to return to their district of residence for in-person instruction because the Charter School does not offer an in-person instruction option.
  - b. If the family specifically requests additional in-person options, the Charter School will provide a list of recommended alternatives based on the scholar's current address of residence. Parents may also visit <https://www.greatschools.org/> to locate additional school options in their area.
  - c. The Charter School shall not have any obligation to assist the family with enrollment in a school district or another charter school, nor can the Charter School guarantee enrollment availability in any school.

\* The tiered reengagement strategies, plan for synchronous instruction and live interaction, and plan to transition pupils whose families wish to return to in-person instruction (paragraphs 4, 5, and 6 above) shall not apply to pupils who participate in an independent study program for fewer than 15 schooldays in a school year and pupils enrolled in a comprehensive school for classroom-

based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse. Local educational agencies shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision. The tiered reengagement strategies shall not apply to independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 41422 and/or 46392, and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.

7. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:
  - a. The manner, time, frequency, and place for submitting a pupil's assignments and for reporting the pupil's progress.
  - b. The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
  - c. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work.
  - d. A statement of the policies adopted herein, pursuant to Education Code Section 51747(a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
  - e. The duration of the independent study agreement, including beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
  - f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
  - g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
  - h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code sections 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
  - i. For a pupil participating in an independent study program that is scheduled for more than 14 school days, each written agreement shall be signed, before the

commencement of independent study, by the pupil, the pupil’s parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. Beginning in the 2022–23 school year, for a pupil participating in an independent study program that is scheduled for less than 15 school days, each written agreement shall be signed within 10 school days of the commencement of the first day of the pupil’s enrollment in independent study, by the pupil, the pupil’s parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For purposes of this paragraph “caregiver” means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.

- i. Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.
8. The Charter School shall comply with the Education Code sections 51745 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.
9. The Superintendent & CEO may establish regulations to implement these policies in accordance with the law.

Board Policy #: 14

Adopted/Ratified: October 3, 2019

Revision Date: August 11, 2021

## SECTION 14 – CURRICULUM - SCHOOL CALENDAR

When drafting the school calendar for each track, as applicable, the Superintendent & CEO, or designee, shall attempt to maximize the number of school days and promote high attendance levels. The school calendar for each track, as applicable, shall also reflect any commitments made in the charter petitions and any Memoranda of Understanding with any authorizer.

The Superintendent & CEO, or designee, shall annually present the proposed school calendar for each track, as applicable, for the following school year to the Board at its first meeting in January.

The school calendar for each track, as applicable, shall comply with all applicable legal requirements, including meeting the minimum number of required school days for charter schools, and shall, to the greatest extent possible, meet the needs of the community, scholars, staff and parents/guardians. The school calendar for each track, as applicable, shall indicate the beginning and end-of-school dates, regular school days, number of instructional days, professional development, legal holidays, vacation periods, and other pertinent dates.

Board Policy #: 15

Adopted/Ratified: October 3, 2019

Revision Date:

## SECTION 15 – CURRICULUM - CURRICULUM ASSESSMENT

The Board recognizes that it is accountable to the scholars, parents/guardians and community for conducting ongoing evaluation of the curriculum and educational program of Compass Charter Schools. Appropriate means for continuing evaluation of the entire educational program shall be established.

The Superintendent & CEO, or designee, shall review the effectiveness of the curriculum in meeting Compass Charter Schools' educational program needs and goals at least annually. Based on these reports, the Board shall take appropriate actions to maintain the effectiveness of programs and to improve the quality of education delivered by Compass Charter Schools.

Elements of the Superintendent & CEO's reports may include the following:

1. Test results, surveys, inventories, checklists, and other indicators of scholar behavior;
2. Information regarding scholar behavior as assessed by teachers, peers, or the scholar himself/herself;
3. Descriptions of experiences implemented for scholars that are designed to bring about the desired outcomes;
4. Test results, measurements and observations related to the learning experience described in number 3, above;
5. Comparisons of outcomes with objectives;
6. Comparison of Compass Charter Schools curriculum with the applicable state standards;
7. Results from all state mandated assessments and any internal assessments; and/or
8. Scholar writing samples and end-of-course grades.

Each year, in addition to the regular reports described above, the Superintendent & CEO, or designee, shall provide the Board with a year-end report so the Board can determine the extent to which Compass Charter Schools has accomplished or made significant progress toward achieving its professional development and educational goals.



Board Policy #: 16

Adopted/Ratified: October 3, 2019

Revision Date: September 27, 2020, August 11, 2021

## SECTION 16 – CURRICULUM - CONCURRENT ENROLLMENT POLICY

Concurrent enrollment in another public or private K-12 school is prohibited at Compass Charter Schools (“CCS” or “the Charter School”). If a student (also referred to as a scholar) is found to be enrolled in two (2) schools, CCS will notify the scholar’s parents/guardians (also referred to as a Learning Coach) to clarify enrollment at CCS. If the scholar maintains concurrent enrollment, the scholar will be withdrawn from CCS in accordance with CCS’s board approved involuntary removal procedures.

### Community College Courses

It is the policy of the CCS Board of Directors to support the concurrent enrollment of scholars in advanced scholastic or vocational education coursework at local community colleges. Scholars who wish to concurrently enroll in a community college must follow the requirements and procedures below.

#### Requirements:

- Scholars who have completed 9th grade are eligible for concurrent enrollment. Exceptions may be granted under special circumstances.
- Scholars must be in good academic standing at CCS and may not be considered truant.
- Scholars must meet the GPA, course, and age requirements for the college course(s) they wish to attend (this will vary by community college).
- Courses taken for dual credit are taken in addition to the scholar’s required course schedule at CCS.

#### Procedure:

- Scholars must notify the College & Career Readiness Counselor prior to enrolling in a college level course for dual credit purposes. Failure to do so will prevent scholars from receiving dual credit.
- Scholars must complete a Concurrent Enrollment Request Form, including a parent/guardian signature, and submit the form to the College & Career Readiness Counselor.
- The College & Career Readiness Counselor will determine if the scholar meets all requirements as described above. Upon recommendation by the College & Career Readiness Counselor, the Director of Counseling Services will make the final approval for concurrent enrollment.
- If the Director of Counseling Services denies the request for concurrent enrollment, the scholar may appeal the decision to the Assistant Superintendent & Chief Academic Officer. If the Assistant Superintendent & Chief Academic Officer denied the request, a final appeal may be heard by the governing board of CCS. The decision of the Board will be final.

#### Limitations:

- Initially, a scholar will be approved to take no more than two (2) community college courses at one time, in addition to the scholar’s CCS course(s).



- If the scholar successfully completes the initial course(s) with a 2.0 GPA or better and satisfactory attendance at CCS, the scholar will be eligible for another semester of concurrent/dual credit the following semester following the notification steps above.
- Eligibility for additional courses will also be determined based on scholar performance and the policies of the community college they are attending.

#### Credit for Community College Courses:

- Scholars are responsible for providing an official transcript from the community college verifying the grade earned at the conclusion of the college course. This information must be submitted to the CCS Records Department at the close of the college semester. Scholars are responsible for submitting the college transcript within the prescribed timelines in order for the college course to appear on the high school transcript. Submit college transcript to:

Compass Charter Schools  
Attn: Records Department  
850 Hampshire Road, Suite R  
Thousand Oaks, CA 91361

- Credit will be granted for college level coursework depending on the community college units earned for each college course. Ten (10) high school credits will be awarded upon successful completion of each college course(s) with three (3) units or more unless scholar has elected to complete the course(s) for college credit only. If a scholar enrolls in a course for less than 3 units, HS dual credit amount will be determined based upon course evaluation from the College & Career Readiness Counselor. No dual credit is awarded for community college courses that are one (1) unit or less.
- Scholars will receive the same letter grade for the high school credit as is granted by the college. Dual credit courses will be calculated as a part of the scholar's regular GPA. College level courses will not be weighted for the purpose of appearing on the high school transcript and will be graded on a "4.0 - A scale". College courses will not carry weighted grade credit on the high school transcript.
- Colleges and Universities have their own policies regarding acceptance of dual credit. It is the parent's/scholar's responsibility to check with the university regarding acceptance of dual credit.
- All course(s) taken at the community college will appear on the scholar's official college credit transcript.

#### Costs and Fees:

- Any participation in community college courses is voluntary and is not required as part of CCS's educational program.
- Charter schools, school districts and county offices of education shall not expend funds for courses or instruction offered by private or public colleges or universities beyond that permitted in pursuit of a high school diploma.
- Parents/scholars are responsible for the cost of fees and course materials. This includes fees, textbooks and other instructional materials required for the course.
- Exception: fees and materials will be paid by CCS if:
  - The course is an elective course not offered by CCS and/or
  - The scholar qualifies for free or reduced price lunch.

Board Policy #: 17

Adopted/Ratified: October 3, 2019

Revision Date:

**SECTION 17 – SCHOOL SAFETY - INJURY AND ILLNESS PREVENTION PROGRAM  
GUIDANCE**

The Injury and Illness Prevention Program, which is separately approved annually, shall be included here as a Board Policy.

Board Policy #: 18

Adopted/Ratified: October 3, 2019

Revision Date:

## SECTION 18 – SCHOOL SAFETY - SCHOOL SAFETY PLAN

The School Safety Plan, which is separately approved annually, shall be included here as a Board Policy.

Board Policy #: 19

Adopted/Ratified: October 3, 2019

Revision Date: August 11, 2021, June 25, 2022

## SECTION 19 – SCHOLAR POLICY – SCHOLAR HANDBOOKS

The Scholar Handbooks, which are separately approved annually, shall be included here as Board Policies.

Board Policy #: 20

Adopted/Ratified: September 24, 2022

Revision Date:

## SECTION 20 – SCHOLAR POLICY – RETENTION AND PROMOTION POLICY

### **Philosophy**

Compass Charter Schools (“CCS” or the “Charter School”) is committed to the success of each scholar. CCS has adopted and follows a Scholar Success Team (“SST”) Policy to establish and implement scholar achievement and intervention strategies in a timely manner. Despite the implementation of such strategies it may be necessary to retain a scholar in the prior grade level or promote a scholar above their grade level for the following school year. In implementing this policy, the CCS Board of Directors (“Board”) is guided by the following principles:

1. Retention and promotion criteria will be objectively based on a scholar’s ability or inability to meet the grade level CCS standards of expected scholar achievement in language arts, mathematics, science, or social science, for scholars in grades kindergarten (k) through twelfth (12), as determined by the CCS staff based on a variety of factors including, but not limited to, performance on state and local assessments, course performance, social emotional development, and teacher observation. Specific grade level criteria for retention or Promotion shall include, but are not limited to:
  - a. Minimum and maximum age norms
  - b. Performance levels on state testing (CAASPP) in all areas of English Language Arts and Mathematics compared to grade level proficiency
    - i. below minimal proficiency for retention consideration
    - ii. 90th percentile or above for promotion consideration
  - c. Performance on Compass Charter Schools internal benchmark assessments compared to grade level proficiency
    - i. below minimal proficiency for retention consideration
    - ii. 90th percentile or above for promotion consideration
  - d. Physical and social maturity development commensurate with the grade level in which the scholar will be placed
  - e. Academic performance in courses
    - i. at-risk performance for retention purposes
    - ii. notably above grade level for promotion purposes
  - f. Effectiveness of full implementation of MTSS interventions, accommodations, and differentiation
  - g. Cumulative file documentation
  - h. Teacher substantiation of recommendation
    - i. Mastery of prerequisite courses, if applicable
    - j. Other indicators deemed appropriate by Compass Charter Schools
2. For English Learners, retention cannot be based on the scholar’s lack of English fluency as related to meeting English standards.
3. For identified gifted scholars, promotion cannot be based solely on GATE identification and lack of GATE identification shall not be a criterion to exclude a scholar from promotion consideration.

4. Decisions about retention or promotion will not be based on requests for a scholar to be placed with or avoid a specific teacher or other scholars.

#### **A. Required Steps Preceding Retention/Promotion Decision**

Before retaining a scholar, CCS will follow the following steps:

1. For retention requests originated by Compass Charter Schools staff:  
Parent(s)/Guardian(s) will receive notice of progress or lack of progress in target areas through mid-semester progress reports and semester report cards. Parents will be notified by the teacher of areas of academic concerns in parent teacher conferences or in writing on progress reports or semester report card. Scholar achievement will be determined “at risk” as defined by CCS Criteria for Retention or Promotion listed above.
2. If the parent/guardian is initiating the request, the request must be made to the Supervising Teacher (ST) in writing. The ST will, within two (2) school days of receipt of written request, either: a) submit an SST Referral Form within two (2) school days of receipt of the written request if there is evidence of specific, differentiated accelerated/advanced support actions and outcomes demonstrated by assignments, or b) respond to the parent/guardian in writing and copying the Supervising Teacher’s supervisor and Program Director, notifying the parent/guardian that differentiated support has not been implemented and documented over a period of at least 4 weeks, which is necessary to move forward with the SST referral. For scholars with IEPs, the Supervising teacher will alert the special education case manager and special education coordinator within two (2) school days of receipt of written request for retention or promotion so that an amendment IEP can be scheduled. The IEP team will make a determination for retention and inform the Program Director; the IEP team will make a recommendation to the Program Director regarding promotion.
3. Once the request has reached the SST level, CCS will hold an SST meeting for Scholar. Parent(s)/Guardian(s) will be invited to the SST meeting to discuss concerns and proposed interventions. Parent(s)/Guardian(s) will receive a copy of the SST meeting notes which will serve as notice of proposed interventions and scholar achievement strategies.
4. Research based interventions suggested at the SST meeting will be implemented and documented in an ongoing and consistent manner. A recommended interval of four (4) to six (6) weeks of academic interventions/differentiation should occur before the initial SST. Once additional interventions or differentiation have been recommended and implemented, a second SST meeting is held and the determination regarding retention will be made, unless the SST recommends additional interventions, in which case a third meeting may be scheduled.
5. Scholars may be required to take a placement exam and/or end of unit subject tests, as identified by the Assistant Superintendent & CAO, to determine appropriate placement based on requests for repeating or skipping a grade.
6. The SST team for retention and promotion purposes shall consist of, Parent(s)/Guardian(s) the teacher(s), Director of Counseling Services or a designated Counselor (if available), an LEA administrator designee, and other staff members as deemed necessary. Invitation will be via email or telephone by teacher or other designated staff to the number and email address Parent(s)/Guardian(s) provided to the Charter School. Teacher will log all attempts to contact Parent(s)/Guardian(s). If after two (2) documented attempts to schedule a conference by phone and/or email,

Parent(s)/Guardian(s) do not respond, a third attempt will be sent by a written confirmation sent via US Mail to the address Parent(s)/Guardian(s) provided to the Charter School. If the Parent(s)/Guardian(s) do not respond within 10 (ten) calendar days of receipt of the written confirmation, the conference will be held without their presence.

7. Following the above interventions/differentiation, the SST may make a recommendation for retention or promotion.
8. The SST review will include:
  - a. Review of previous SST notes
  - b. Discussion of previous/current/ongoing interventions, review of intervention logs, differentiation
  - c. Review of current work and available assessments;
  - d. For promotion, a review of performance on a designated grade level assessment identified by the Assistant Superintendent & Chief Academic Officer
  - e. Development of a plan for support for the following academic year
  - f. Determination of scholar's grade level for the following academic year
  - g. If the recommendation is to retain the Scholar, appropriate instruction and interventions are targeted for the following year so the scholar will be supported in meeting the standards the following year in the retained grade. If the recommendation is to promote the scholar, progress will continue to be monitored.
9. With the recommendation from the SST, the Program Director will make the final determination based upon all information discussed at the meeting.
10. When a final decision is made, the Program Director or designee will send the Parent(s)/Guardian(s) notes from the meeting, a copy of this policy, and the decision of the SST in writing via email and certified mail within ten (10) school days of the meeting.

## **B. Right to Appeal**

If the Parent(s)/Guardian(s) disagree with the decision, they have the right to appeal to the Superintendent & CEO through the following steps:

1. Parent(s)/Guardian(s) choosing to appeal a decision to retain a scholar shall submit a completed Promotion or Retention Appeal Request Form (attached as Exhibit A) to the Superintendent & CEO specifying the reasons why the decision should be overturned. The submission of the Retention Appeal Request Form must occur no later than seven (7) calendar days following the Parent(s)/Guardian(s) receipt of the determination of retention.
2. The Superintendent & CEO shall review the appeal as well as the scholar's academic performance records on which the Retention Team relied. The Program Director shall be provided an opportunity to state orally and/or in writing the criteria on which the Retention Team or Program Director's decision was based. The Parent(s)/Guardian(s) will also be given an opportunity to state orally and/or in writing their reason for appeal. Superintendent & CEO will prepare a written decision which summarizes findings and conclusions.
3. The Superintendent & CEO shall notify the Parent(s)/Guardian(s) of his/her decision in writing within fourteen (14) calendar days of the Appeal via registered mail at the address provided by Parent(s)/Guardian(s) to the Charter School, unless otherwise agreed to in writing.

4. The Superintendent & CEO's decision is final.

### **C. Supplemental Instruction**

Supplemental instructional programs will be available for scholars who are recommended for retention, retained, or identified as at-risk of retention. Such programs may be offered by CCS during the summer, after school, on Saturdays and/or during intersession.

The Program Director or designee may require recommended scholars to participate in supplemental instructional programs. Parents/Guardians who exclude their scholars from supplemental instructional programs will be notified in writing by CCS of their risk of retention for the scholar's failure to access supplemental instruction.



**Exhibit A**

**Compass Charter Schools  
Promotion or Retention Appeal Request Form**

Date: \_\_\_\_\_

Name of Scholar: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_

Appealing the decision for (please circle one): Retention          Promotion

As outlined in the Compass Charter Schools (“CCS”) Promotion and Retention Policy, my child (please circle one):    was                  was not recommended for retention/promotion by the CCS SST. I do not agree with this recommendation and wish to appeal this decision to the Superintendent & CEO.

Please explain your disagreement and provide documentation, as applicable:

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I am aware that this appeal must be made within seven (7) school days of my receipt of the recommendation to retain or promote my child and should be submitted to the Superintendent & CEO. This appeal will go before the Superintendent & CEO, who will make a final determination regarding retention or promotion.

\_\_\_\_\_  
Parent/Guardian Name

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

Board Policy #: 21

Adopted/Ratified: October 3, 2019

Revision Date: August 11, 2021

## SECTION 21 – SCHOLAR POLICY – IMMUNIZATION POLICY

Compass Charter Schools (“CCS” or the “Charter School”) will adhere to all laws related to legally required immunizations for entering students (also known as a scholars) pursuant to Health and Safety Code Sections 120325-120380, and Title 17, California Code of Regulations Sections 6000-6075.

### Required Immunizations, Records and Reports

California law requires that an immunization record be presented to CCS staff before a child can be unconditionally enrolled in school. CCS requires written verification from a doctor or immunization clinic of the following immunizations:

Entering scholars who are not exempt will need the following immunization requirements:

Immunization	Dosage
Diphtheria, Pertussis, and Tetanus (DTaP)	Five (5) doses
Polio	Four (4) doses
Measles, Mumps, and Rubella (MMR)	Two (2) doses
Hepatitis B (Hep B)	Three (3) doses
Varicella (chickenpox)	Two (2) doses

**NOTE:** Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement). One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.

Scholars entering 7<sup>th</sup> grade who are not exempt from the immunization requirements must show proof of the following immunizations:

Immunization	Dosage
Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap)	One (1) dose

Additionally, scholars who are not exempt from the immunization requirements must show proof

of the following immunizations when advancing to the 7<sup>th</sup> grade:

Immunization	Dosage
Varicella	Two (2) Doses

**NOTE:** In order to begin 7th grade, scholars who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for children 7-17 years old (i.e., polio, MMR, chickenpox/varicella and primary series for diphtheria, tetanus, and pertussis), **in addition to** the 7th grade requirements for Tdap and two (2) doses of Varicella (varicella requirement for seventh grade advancement expires after June 25, 2025).

Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. Immunization records shall be part of the mandatory permanent pupil record and shall be kept in accordance with CCS's Educational Records and Scholar Information Policy. CCS will file a written report on the immunization status of all new entrants to CCS with the California Department of Public Health, on at least an annual basis, as required by law.

Any scholar leaving the United States for a short vacation to or long stay in any country considered by the Center of Disease Control and Prevention ("CDC") to have increased risk of TB exposure MUST contact the County Tuberculosis Clinic for a TB Screening upon return.

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

If CCS discovers that an admitted scholar who was previously believed to be in compliance with the immunization requirements is subsequently discovered to not be in compliance with either the unconditional admission requirements or the conditional admission requirements, CCS will notify the scholar's parent/guardian (also known as the Learning Coach) of: 1) the time period within which the doses must be received, which may be no more than ten (10) school days after notification; and 2) that the scholar shall continue in attendance only if the parent/guardian provides documentation that the immunization requirements have been met within the time period designated by the Charter School.(). If, within ten (10) school days of the notice, the child does not provide documentation of having received all required immunizations, CCS shall exclude this scholar from attendance. The scholar shall remain excluded from the CCS's campuses until the scholar is fully immunized as required by law. The scholar shall also be reported to the School Registrar.

The Superintendent & CEO, or designee, may arrange for a licensed physician or a qualified registered nurse to administer immunizations at CCS to any scholar whose Learning Coach has consented in writing.

#### Conditional Admittance

Scholars may be conditionally admitted in accordance with Health and Safety Code Section 120340 and Title 17, California Code of Regulations Section 6035. The Superintendent & CEO

or designee shall notify the scholar's Learning Coach of the date(s) by which the scholar must complete all the remaining doses. The Superintendent & CEO or designee shall review the immunization record of each scholar admitted conditionally at least every thirty (30) days from the date of admission until that scholar has received all the required immunizations or submitted an exemption. If a scholar conditionally admitted fails to fulfill the conditions of admission, CCS will prohibit the scholar from further attendance until that scholar has been fully immunized as required by law.

#### Documentary Proof

The Superintendent & CEO shall maintain the scholar's immunization information in the scholar's mandatory permanent record and shall file annual immunization status reports as required by the California Department of Public Health.

#### Exemptions from Immunization Requirements

All scholars must be fully immunized in accordance with the California Health and Safety Code and the California Code of Regulations and this Policy with the following exceptions:

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

If there is good cause to believe that a child has been exposed to a disease listed in subdivision (b) of Section 120335 and his or her documentary proof of immunization status does not show

proof of immunization against that disease, that child may be temporarily excluded from the School until the local health officer is satisfied that the child is no longer at risk of developing or transmitting the disease.

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

Board Policy #: 22

Adopted/Ratified: October 3, 2019

Revision Date: August 11, 2021

## SECTION 22 – SCHOLAR POLICY - WORK AND ENTERTAINMENT PERMIT POLICY

### Work Permits

Students (also referred to as scholars) under the age of 18 must obtain a work permit from Compass Charter Schools (“CCS” or the “Charter School”) after securing an opportunity for employment.

To be eligible for a work permit, a scholar must satisfy the following requirements:

- A scholar must maintain a minimum of 2.0 grade point average (“GPA”) each semester to be eligible.
- Maintain adequate school attendance.

Steps to request a work permit:

- The scholar, after obtaining a promise of employment, shall download and print the “*Statement of Intent to Employ a Minor and Request Work Permit-Certificate of Age*” which is available from the California State Department of Education website here: <https://www.cde.ca.gov/ci/ct/we/workpermitsforscholars.asp> The scholar must complete the “Minor’s Information” section of the application.
- The scholar will request the potential employer to complete the “*To be filled in and signed by employer*” section of the application and sign the application, which indicates the employer has “*worker compensation*” insurance and list hours of work for the scholar.
- The scholar will obtain the signature of a parent or guardian (also referred to as the Learning Coach) where designated.
- The scholar will submit the work permit application to the CCS College & Career Readiness Counselor.

Upon receipt of the required “*Statement of Intent to Employ a Minor and Request for a Work Permit- Certificate of Age,*” CCS will review the scholar’s request and confirm that the scholar is in good standing. CCS may issue a work permit or deny the request in its sole discretion.

Limitations:

- A permit may be issued to any scholar between the ages of 12 and 18 years for employment on regular school holidays, school vacation, or if the scholar is otherwise exempt from compulsory school attendance.
- Except as permitted by law, a scholar who is 14 or 15 years of age may not be employed for more than three (3) hours on any day in which school is in session, and no more than eighteen (18) hours in any week.
- Except as permitted by law, a scholar who is 16 or 17 years of age may not be employed for more than four (4) hours on any day that school is in session, or for no more than eight (8) hours on any school day that immediately precedes a non-school day.

- CCS may, in its discretion, may impose additional restrictions on the maximum number of hours a scholar may work per day or per week, as CCS determines is necessary to serve the scholar's best interests.
- A permit may not be issued for employment in any occupation that is dangerous to the life or limb, or injurious to the health or morals of the minor. CCS has the sole discretion to determine the character of the proposed employment.

The following scholars **do not** need a work permit:

- High School graduate, regardless of age.
- Scholar who passed the California High School Proficiency Examination.
- Scholars who have been awarded a certificate of equivalency ("GED")
- Scholar who is 18 years of age or older.
- Scholars who are working as an unpaid trainee, volunteer, or scholar.
- Scholars whose employment is within one (or more) of the following types:
  - Private homes doing occasional odd jobs (e.g. babysitting, lawn mowing etc.)
  - Employment by a government agency
  - Self-employment
  - Delivery of newspapers to consumers
  - Agricultural or domestic work on property owned, operated, or controlled by minor's parents. Please notes that Scholars must obtain a work permit for any other family employment. Parents or family may not employ a Scholar for any task otherwise not permitted by law.

Renewals:

- Work permit will expire no later than the end of the current school year.
- Scholar must email the College & Career Readiness Counselor five (5) business days before expiration date to renew work permit.
- Scholar must complete a separate work permit for each employer.

Please allow five (5) business days to process the work permit application. Incomplete forms will not be processed.

### Entertainment Work Permits

A parent or guardian of a minor needing a 6-month entertainment work permit may request a form to be completed by the College & Career Readiness Counselor. A scholar must be in good academic standing to be eligible for this permit.

Entertainment permit renewal:

- This permit is renewable every six (6) months while a minor is under 18 years old. First time and renewal applications for school-age children must be accompanied by an approval from the Charter School on the form which will be provided after the application is completed.
- Follow this link to access an entertainment application:  
[https://www.dir.ca.gov/dlse/Application\\_for\\_Entertainment\\_Work\\_Permit\\_for\\_Minor.htm](https://www.dir.ca.gov/dlse/Application_for_Entertainment_Work_Permit_for_Minor.htm)

Completing entertainment permit application:

- Learning Coach completes form with scholar information
- Email form to College & Career Readiness Counselor. Charter School will complete the “*School Record*” portion of the form in original ink and mail the form to scholar’s home address. No fax or photocopies permitted. It will take approximately 3 -5 business days for the form to arrive by mail.



Board Policy #: 23

Adopted/Ratified: October 3, 2019

Revision Date: August 11, 2021

## SECTION 23 – SCHOLAR POLICY – SUICIDE PREVENTION POLICY

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

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

### **Prevention and Instruction**

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

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

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

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

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

or in out-of-home settings such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth can get help, and recognize that there is no stigma associated with seeking mental health, substance abuse, gender identity, or other support services.

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

### **Staff Development**

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

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

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
2. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
3. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually.

Core components of the general suicide prevention training shall include:

- a. Suicide risk factors, warning signs, and protective factors.
- b. How to talk with a scholar about thoughts of suicide.
- c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any scholar judged to be at risk for suicide and an immediate referral for a suicide risk assessment.
- d. Emphasis on immediately referring (same day) any scholar who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member.
- e. Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide.
- f. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.

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

### **Employee Qualifications and Scope of Services**

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

### **Intervention and Emergency Procedures**

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

1. Director of Counseling Services
2. School counselor

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

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

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

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

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

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

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

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

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

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

In the event a suicide occurs or is attempted on the CCS campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in CCS's safety plan. After consultation with the Superintendent & CEO or designee and the scholar's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of scholar record information, the Superintendent & CEO or designee may provide scholars, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. CCS staff may receive assistance from CCS counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with scholars.

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

scholar:

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

### **Supporting Scholars during or after a Mental Health Crisis**

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

### **Responding After a Suicide Death (Postvention)**

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

The suicide prevention liaison shall:

Coordinate with the Superintendent & CEO to:

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

Coordinate an all-staff meeting, to include:

1. Notification (if not already conducted) to staff about suicide death;
2. Emotional support and resources available to staff;
3. Notification to scholars about suicide death and the availability of support services (if this is the protocol that is decided by administration); and
4. Share information that is relevant and that which you have permission to disclose.

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

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

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



behavior.

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

Communicate with the larger school community about the suicide death.

Consider funeral arrangements for family and school community.

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

Identify media spokesperson if needed.

Include long-term suicide postvention responses:

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

### **Scholar Identification Cards**

CCS will include the telephone number for the National Suicide Prevention Lifeline (1-800-273-8255) and the National Domestic Violence Hotline (1-800-799-7233) on all scholar identification cards. CCS will also include the number for the Crisis Text Line which can be accessed by texting HOME to 741741 and a local suicide prevention hotline on all scholar identification cards.

Board Policy #: 24

Adopted/Ratified: March 28, 2021

Revision Date: August 11, 2021, July 26, 2022

## SECTION 24 – SCHOLAR POLICY – MISSED ASSIGNMENTS AND INVOLUNTARY REMOVAL POLICY

Per California Education Code section 51747, Compass Charter Schools (“CCS” or the “Charter School”) maintains a board policy establishing the following the number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interest of the scholar to remain in independent study:

When an Online or Options Learning Program scholar fails to complete five (5) assignments during any period of five (5) school days, the Superintendent & CEO or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study. An “assignment” constitutes the following: assigned schoolwork, completion of activity logs, and attendance at required meetings with the supervising teacher and other staff.

### **Evaluation After Missed Assignments**

After reaching the number of missed assignments specified above during any period of five (5) school days, an evaluation will be conducted by the Superintendent & CEO and/or designee and supervising teacher to determine whether it is in the best interests of the scholar to remain enrolled in independent study.

The Evaluation After Missed Assignments may include but is not limited to the review of the following:

- 1) Attendance based on completion of assignments as quantified by the assigned supervising teacher;
- 2) Demonstration of skills on assignments;
- 3) Standardized test scores;
- 4) Written tests and reports if appropriate;
- 5) Oral or written presentations;
- 6) Scholar’s attitude toward learning and achievement;
- 7) Punctual attendance at scheduled appointments;
- 8) Ability to meet scheduled appointments;
- 9) Preparedness for scheduled appointments;
- 10) Scholar demonstration of adequate and appropriate progress toward
- 11) Common Core State Standards;
- 12) Appropriate learning environment; and/or
- 13) Parent(s) ability to support scholar learning in the home.

As part of the evaluation process, the scholar, parent(s), guardian(s), or if the scholar is a foster child or youth or a homeless child or youth, the scholar’s educational rights holder (all generally referred throughout as “Parent(s)”) will be invited to present evidence to the individual(s) conducting the Evaluation After Missed Assignments meeting. During this meeting, the Charter School will determine whether it is in the best interest of the scholar to remain in independent study. A written record of the findings of any evaluation made pursuant to this Policy shall be maintained in the scholar’s mandatory interim record. The record shall be maintained for a



period of three (3) years from the date of the evaluation and, if the scholar transfers to another California public school, the record shall be forwarded to that school.

### **Evaluation of Educational Progress**

In the event Scholar's educational progress falls below satisfactory levels as determined by the Charter School's Scholar Success Team Policy and Missed Assignment Policy which considers ALL of the following indicators:

- i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
- ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
- iii. Learning required concepts, as determined by the supervising teacher.
- iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.
- v. The Charter School may also consider the following in determining satisfactory progress:
  1. The required diagnostic assessment which is administered three times per year; or
  2. Scholars' semester grades as determined by the supervising teacher; or Data gathered during monthly Connections Meetings.

### **Tied Reengagement Strategies and Charter School Conference**

The Charter School has adopted tiered reengagement strategies for all scholars who are not generating attendance for more than 10 percent of required minimum instructional time over four (4) continuous weeks of the Charter School's approved instructional calendar, those found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than the greater of three (3) schooldays or 50 percent of the scheduled days times of synchronous instruction in a school month as applicable by grade span, or who are in violation of the written agreement pursuant to Education Code section 51747(g).<sup>1</sup> These procedures are as follows:

- 1) Verification of current contact information for each enrolled scholar.
- 2) Notification to parents or guardians of lack of participation within one (1) school day of the absence or lack of participation.
- 3) Outreach from the Charter School to determine scholar needs including connection with health and social services as necessary.
- 4) A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.

When the Evaluation of Educational Progress described above is triggered to consider whether remaining in independent study is in the best interest of the scholar, a scholar-parent-education conference shall be required to review a scholar's written agreement and reconsider the

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independent study program's impact on the scholar's achievement and well-being. This conference shall be a meeting involving, at a minimum, all parties who signed the scholar's written independent study agreement.

### **Additional Consideration for Scholars with a Section 504 Plan or IEP**

If the Charter School recommends removal from independent study as a result of the Evaluation After Missed Assignments, above, and the scholar has a Section 504 Plan or individualized education program ("IEP"), the Charter School shall schedule an IEP meeting or Section 504 meeting (as applicable) following applicable legal timelines, to determine the following:

- 1) Whether the missed assignments were caused by or had a direct and substantial relationship to the scholar's disability; or
- 2) Whether the missed assignments were the direct result of the Charter School's failure to implement the IEP or Section 504 Plan, as applicable.

If the answer to either (1) or (2), above, is yes, then the missed assignments are a manifestation of the scholar's disability and the Charter School will follow applicable state and federal laws to ensure that the scholar is offered a free appropriate public education.

If the answer to both (1) and (2), above, is no, then the scholar may be removed from independent study consistent with this Policy.

This meeting may be combined with the Evaluation After Missed Assignments meeting, referenced above, at the discretion of the Charter School.

### **Notice of Decision and Opportunity to Request a Hearing Prior to Removal**

Once the Evaluation is complete, if it is determined that it is not in the best interest of the scholar to remain enrolled in the independent study program, the Parent(s) shall be notified in writing of the Charter School's intent to remove the scholar as it is not in their best interest to remain in independent study. The Notice shall be in the native language of the Parent(s) and provided no less than five (5) schooldays before the effective date of scholar's removal. The Notice shall include the following:

- 1) The School's intent to remove the scholar as it is not in their best interest to remain in independent study.
- 2) The opportunity of the Parent(s) to request a hearing that follows the same procedures as the Charter School's disciplinary hearing. Parent(s) (or the scholar if over 18) must submit the request for hearing writing within five (5) calendar days from the date of the Notice.
- 3) If Parent(s) or scholar over 18 requests a hearing:
  - a. It will be scheduled following the Charter School's expulsion hearing procedures as outlined in the Charter School's approved Charter and Suspension and Expulsion policy.
  - b. The scholar shall remain enrolled and shall not be removed until the Charter School issues a final decision.
  - c. If as a result of the hearing the scholar is disenrolled, notice will be sent to the scholar's last known district of residence within thirty (30) calendar days.
  - d. A hearing decision not to disenroll the scholar does not prevent the Charter School from making a similar recommendation in the future should scholar truancy occur or re-occur.

- 4) If no hearing is requested, the scholar shall be removed from the school on the date listed on the notice.

Board Policy #: 25

Adopted/Ratified: October 3, 2019

Revision Date:

**SECTION 25 – SCHOLAR POLICY – SUSPENSION AND EXPULSION POLICY AND PROCEDURES**

The Suspension and Expulsion Policy and Procedures from Element X of each CCS Charter is hereby incorporated as the Suspension and Expulsion Policies and Procedures for that Charter School.

Board Policy #: 26

Adopted/Ratified: October 3, 2019

Revision Date: August 11, 2021, June 25, 2022

## SECTION 26 – SCHOLAR POLICY – EDUCATION OF HOMELESS CHILDREN AND YOUTH POLICY

The Compass Charter School’s (“CCS” or the “Charter School”) Board of Directors desires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging State academic standards, are provided a free and appropriate public education, are not stigmatized or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless scholars from discrimination on the basis of their homelessness.

### **Definition of Homeless Children and Youth**

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

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

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison.

### **School Liaison**

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

Karla Gonzalez | Scholar Community Advocate  
850 Hampshire Road, Suite R  
Thousand Oaks, California 91361  
(818) 372-0620  
[kgonzalez@compasscharters.org](mailto:kgonzalez@compasscharters.org)

The School Liaison shall ensure that the following requirements are fulfilled by the Charter School (42 U.S.C. § 11432(g)(6)):

1. Homeless scholars are identified by school personnel and through outreach and coordination activities with other entities and agencies and through the annual housing questionnaire administered by the Charter School.
2. Homeless scholars enroll in and have a full and equal opportunity to succeed at CCS.

3. Homeless scholars and families receive educational services for which they are eligible, including: services through Head Start programs (including Early Head Start programs) under the Head Start Act; early intervention services under part C of the Individuals with Disabilities Education Act (“IDEA”); any other preschool programs administered by CCS if any; and referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, CCS charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support.
9. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent scholars and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid.

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

### **Enrollment**

CCS shall immediately admit/enroll the scholar for which the Charter School is a School of Origin. “School of Origin” means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled. CCS shall also immediately enroll a homeless youth who seeks to enroll in the Charter School, if the youth would otherwise be eligible to attend and subject to CCS’s capacity and pursuant to the procedures stated in the CCS charter and Board policy. A homeless youth who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities.

The youth shall be immediately enrolled even if the scholar lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the scholar needs to obtain immunizations or does not possess immunization or other medical records, the Superintendent & CEO or designee shall refer the parent/guardian to the School Liaison. The School Liaison shall assist the parent/guardian in obtaining the necessary

immunizations or records for the scholar. (42 U.S.C. § 11432(g)(3)(C).)

A homeless youth may remain in the scholar's school of origin for the entire period for which the youth is homeless. If a youth obtains permanent housing during an academic year, the youth will be permitted to remain in the school of origin through the end of the academic year.

### **Enrollment Disputes**

If a dispute arises over admissions/enrollment, the scholar shall be immediately admitted (subject to Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy), pending final resolution of the dispute, including all available appeals. (42 U.S.C. § 11432(g)(3)(E).)

The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. The parent/guardian shall also be referred to the School Liaison. (42 U.S.C. § 11432(g)(3)(E).)

The School Liaison shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)

### **Housing Questionnaire**

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

### **Comparable Services**

Each homeless child or youth shall promptly be provided services comparable to services offered to other scholars in CCS such as (42 U.S.C. § 11432(g)(4)):

- Transportation services
- Educational services for which the child or youth meets eligibility criteria, such as educational programs for scholars with disabilities and educational programs for scholars with limited English proficiency
- Programs in vocational and technical education
- Programs for gifted and talented scholars
- Charter School nutrition programs

### **Transportation**

In the event that CCS provides transportation services to all CCS scholars, CCS shall provide comparable transportation services to each homeless child or youth attending CCS, as noted above. (42 U.S.C. § 11432(g)(4).)

If CCS does not otherwise provide transportation services to all CCS scholars, CCS shall ensure that transportation is provided for homeless scholars to and from CCS, at the request of the parent or guardian (or School Liaison) if CCS is the scholar's school of origin. (42 U.S.C. § 11432(g)(1)(J).) Transportation provided by CCS will be adequate and appropriate for the Scholar's situation, but CCS does not commit to any one method of transportation for all youth.

### **Professional Development**

All administrators, teachers and employees of CCS, including the Charter School Liaison will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. (42 U.S.C. § 11433(d)(3).) The Charter School Liaison will send verification that the Charter School is providing the required training to school personnel providing services to youth experiencing homelessness at least annually. All identified or suspected homeless children and youth will be referred to the School Liaison.

### **High School Graduation Requirements**

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

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

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

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

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

The Charter School shall not require or request that a scholar transfer schools in order to qualify the scholar for the exemption. Nor shall a scholar, a scholar's parent/guardian or educational



rights holder, or a scholar's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

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

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

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

### **Acceptance of Course Work**

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

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

### **Notice**

For any homeless scholar who seeks enrollment at the Charter School, written notice will be provided to the parent/guardian at the time of enrollment.

### **Annual Policy Review**

The Charter School shall annually review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths

at the Charter School. In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school.

**School Website Posting**

CCS shall ensure that the following information is posted, and updated as necessary, on its internet website:

- The name and contact information of the Charter School Liaison(s) for homeless children and youths.
- The contact information of any employee or contractor that assists the Charter School Liaison in completing the liaison's duties.
- Specific information regarding the educational rights and resources available to persons experiencing homelessness.

Board Policy #: 27

Adopted/Ratified: October 3, 2019

Revision Date: August 11, 2021, June 25, 2022

## SECTION 27 -- SCHOLAR POLICY – EDUCATION FOR FOSTER AND MOBILE YOUTH

### **Introduction**

The Governing Board of Compass Charter Schools (“CCS” or the “Charter School”) recognizes that Foster and Mobile Youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such scholars to achieve state and charter school academic standards, the Charter School shall provide them with full access to the Charter School’s educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth in the Charter School’s local control and accountability plan (“LCAP”).

### **Definitions**

*Foster youth* means any of the following:

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

*Former juvenile court school pupil* means pupil who, upon completion of the pupil’s second year of high school, transfers from a juvenile court school to the Charter School.

*Child of a military family* refers to a scholar who resides in the household of an active duty military member.

*Currently Migratory Child* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, so that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. This includes a child who, without the

parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

*Pupil participating in a newcomer program* means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

*Educational Rights Holder (“ERH”)* means a parent, guardian, responsible adult appointed by a court to make educational decisions for a minor pursuant to Welfare and Institutions Code sections 319, 361 or 726, or a person holding the right to make educational decisions for the pupil pursuant to Education Code section 56055.

*School of origin* means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the scholar was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin.

*Best interests* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School scholars.

Within this Policy, foster/juvenile court youth, former juvenile court school pupils, a child of a military family, a currently migratory child, and a pupil participating in the newcomer program will be referred to collectively as “Foster and Mobile Youth.”

### **Foster and Mobile Youth Liaison**

In order to help facilitate the enrollment, placement, and transfer of Foster and Mobile Youth to the Charter School, the Governing Board shall designate a Foster and Mobile Youth liaison. The Governing Board designates the following position as the Charter School’s liaison for Foster and Mobile Youth:

Karla Gonzalez | Scholar Community Advocate  
850 Hampshire Road, Suite R  
Thousand Oaks, California 91361  
(818) 372-0620  
[kgonzalez@compasscharters.org](mailto:kgonzalez@compasscharters.org)

The Foster and Mobile Youth Liaison shall be responsible for the following:

1. Ensure and facilitate the proper educational placement, enrollment in the Charter School, and checkout from the Charter School of Foster and Mobile Youth.
2. Ensure proper transfer of credits, records, and grades when Foster and Mobile Youth transfer to or from the Charter School.
3. When a foster youth is enrolling in the Charter School, the Foster and Mobile Youth Liaison shall contact the school last attended by the scholar, within two (2) business days, to obtain all academic and other records. The last school attended by the foster

youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended. When a foster youth is transferring to a new school, the Foster and Mobile Youth Liaison shall provide the scholar's records to the new school within two (2) business days of receiving the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the Charter School.

4. When required by law, notify the foster youth's attorney and the appropriate representative of the county child welfare agency at least ten (10) calendar days preceding the date of the following:
  - An expulsion hearing for a discretionary act under the Charter School's charter.
  - Any meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under the Charter School's charter. The foster youth's attorney and the agency representative will be invited to participate.
  - A manifestation determination meeting prior to a change in the foster youth's placement, if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the scholar is a scholar with a disability under state and federal special education laws. The foster youth's attorney and the agency representative will be invited to participate.
5. As needed, make appropriate referrals to ensure that scholars in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.
6. As needed, ensure that scholars in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.
7. Develop protocols and procedures for creating awareness for Charter School staff, including but not limited to coordinator, counselors, directors, enrollment team, and teachers, of the requirements for the proper enrollment, placement, and transfer of foster youth.
8. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the Charter School's foster youth.
9. Monitor the educational progress of foster youth and provide reports to the Superintendent & CEO or designee and the Governing Board based on indicators identified in the Charter School's local control and accountability plan.
10. This Policy does not grant the Foster and Mobile Youth Liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to Welfare and Institutions Code sections 319, 361 or 726, a surrogate parent, or a foster parent exercising authority under Education Code section 56055. The role of the Foster and Mobile Youth Liaison is advisory with respect to placement options and determination of the school of origin.

### **School Stability and Enrollment**

The Charter School will work with foster youth and their ERH to ensure that each foster youth is placed in the least restrictive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all scholars, including, but not limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among

other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

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

A foster youth, currently migratory child, or child of a military family who seeks to transfer to the Charter School will be immediately enrolled (subject to the Charter School's capacity, if the Charter School is not the scholar's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy) even if the scholar has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to meet normal enrollment documentation or school uniform requirements (e.g. producing medical records or academic records from a previous school). At the initial detention or placement, or any subsequent change in placement, the foster youth may continue in their school of origin for the duration of the court's jurisdiction.

A currently migratory child or child of a military family may continue in their school of origin as long as the scholar meets the definition of a currently migratory child or child of a military family as described above. Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the court's jurisdiction or termination of the child's status as a currently migratory child or child of a military family, as follows:

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

If the foster youth, currently migratory child or child of a military family is transitioning between school grade levels, the youth shall be allowed to continue in the district of origin in the same attendance area to provide the youth the benefit of matriculating with their peers in accordance with the established feeder patterns of school districts. A scholar who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The Foster and Mobile Youth Liaison may, in consultation with and with the agreement of the foster youth and the ERH for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the scholar be enrolled in any district school that the scholar would otherwise be eligible to attend as a resident of the school district or in the Charter School consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.

Prior to making any recommendation to move a foster youth from their school of origin, the Foster and Mobile Youth Liaison shall provide the foster youth and the foster youth's ERH with a written explanation of the basis for the recommendation and how the recommendation serves the foster youth's best interests.

If any dispute arises regarding a foster youth's request to remain in the Charter School as the foster youth's school of origin, the foster youth has the right to remain in the Charter School pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Charter School dispute resolution process.

### **Transportation**

The Charter School shall not be responsible for providing transportation to allow a foster youth to attend school, unless there is an agreement with a local child welfare agency that the Charter School assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code, or unless required by federal law. The Charter School is not prohibited from providing transportation, at its discretion, to allow a foster youth to attend school.

In accordance with Section 6312(c)(5) of Title 20 of the United States Code, the Charter School shall collaborate with local child welfare agencies to develop and implement clear written procedures to address the transportation needs of foster youth to maintain them in their school of origin, when it is in the best interest of the youth.

For any scholar who has an Individualized Education Program ("IEP"), the scholar's IEP team will determine if the scholar requires special education transportation as a related service regardless of the scholar's status.

### **Effect of Absences on Grades**

The grades of a foster youth shall not be lowered for any absence from the Charter School that is due to either of the following circumstances:

1. A decision by a court or placement agency to change the scholar's placement, in which case the scholar's grades shall be calculated as of the date the scholar left school.
2. A verified court appearance or related court-ordered activity.

### **Transfer of Coursework and Credits**

The Charter School shall accept coursework satisfactorily completed by a Foster and Mobile Youth while attending another public school\*\*<sup>2</sup>, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency even if the scholar did not complete the entire course and shall issue that scholar full or partial credit for the coursework completed.

If the Foster and Mobile Youth did not complete the entire course, the scholar shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that the scholar completed at another school, unless the Charter School, in consultation with the scholar's ERHS, finds that the foster youth is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a Foster and Mobile Youth in any particular course, the scholar shall be enrolled in the same or equivalent course, if applicable, so that the scholar may continue and complete the entire course.

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<sup>2</sup> For purposes of coursework completed by a scholar who is a child of a military family, "public school" includes schools operated by the United States Department of Defense.



In no event shall the Charter School prevent a Foster and Mobile Youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

### **Applicability of Graduation Requirements**

To obtain a high school diploma from the Charter School, scholar must complete all courses required by the Charter School, and fulfill any additional graduation requirements prescribed by the Board.

However, Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and scholars participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements, that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the scholar is reasonably able to complete the Charter School's graduation requirements by the end of the scholar's fourth year of high school. To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the scholar has earned to the date of transfer or the length of the scholar's school enrollment may be used, whichever will qualify the scholar for the exemption. For a pupil participating in a newcomer program, enrollment in grade 11 or 12 may be used to determine whether the scholar is in their third or fourth year of high school. Within thirty (30) calendar days of the date that a scholar who may qualify for exemption under the above requirements transfers into the Charter School, the Superintendent & CEO or designee shall notify the foster youth, the ERH, and where applicable, the foster youth's social worker or probation officer of the availability of the exemption and whether the foster youth qualifies for the exemption. If the Charter School fails to provide timely notice of the availability of the exemption, the Foster and Mobile Youth shall be eligible for the exemption from the additional graduation requirements once notified, even if that notification occurs after the termination of the court's jurisdiction over the scholar, if the foster youth otherwise qualifies for the exemption.

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

The Superintendent & CEO or designee shall notify a Foster and Mobile Youth and their ERH if the Charter School grants an exemption from the additional graduation requirements, how any requirements that are waived will affect the foster youth's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

A Foster and Mobile Youth who would otherwise be entitled to remain in attendance at the Charter School shall not be required to accept the exemption from additional graduation requirements or be denied enrollment in, or the ability to complete, courses for which the scholar is otherwise eligible, including courses necessary to attend an institution of higher



education, regardless of whether those courses are required for statewide graduation requirements.

If a Foster and Mobile Youth is not exempted from additional graduation requirements or has previously declined the exemption pursuant to this Policy, the Charter School shall exempt the scholar at any time if an exemption is requested by the foster youth and the foster youth qualifies for the exemption. Likewise, if the foster youth is exempted, the Charter School may not revoke the exemption.

If a Foster and Mobile Youth is exempted from additional graduation requirements pursuant to this section, the exemption shall continue to apply after the termination of the court's jurisdiction over the scholar or after the termination of circumstances which make the scholar eligible while he or she is enrolled in school or if the scholar transfers to another school, including a charter school, or school district.

The Charter School shall not require or request a Foster and Mobile Youth to transfer schools in order to qualify for an exemption from additional graduation requirements, and no Foster and Mobile Youth or any person acting on behalf of a Foster and Mobile Youth may request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

Upon making a finding that a Foster and Mobile Youth is reasonably able to complete the Charter School graduation requirements within the scholar's fifth year of high school, the Superintendent & CEO or designee shall:

1. Inform the scholar and the scholar's ERH of the scholar's option to remain in school for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School scholars over age 19.
2. Inform the scholar and scholar's ERH how remaining in school for a fifth year will affect the scholar's ability to gain admission to a postsecondary educational institution.
3. Provide information to the scholar about transfer opportunities available through the California Community Colleges.
4. Upon agreement with the scholar or, if the scholar is under 18 years of age, the ERH, permit the scholar to stay in school for a fifth year to complete the Charter School's graduation requirements.

If a juvenile court youth satisfies the requirements for high school graduation while enrolled at a juvenile court school but has elected to decline the issuance of the diploma for the purpose of taking additional coursework, the Charter School will not prevent the juvenile court youth from enrolling in the Charter School and pursuing additional coursework if requested by the youth or by the youth's ERH.

#### **Eligibility for Extracurricular Activities**

A scholar who is in foster care whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

### **Waiver of Fees for Afterschool Programs**

The Charter School shall not charge any scholar who the Charter School knows is currently in foster care any family fees associated with an After-School Education and Safety (“ASES”) Program operated by the Charter School.

### **Scholar Records**

When the Charter School receives a transfer request and/or scholar records request for the educational information and records of a foster youth from a new LEA, the Charter School shall provide these scholar records within five (5) business days. The Charter School shall compile the complete educational record of the scholar, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the scholar’s special education records including assessments, IEPs, and/or 504 plans. All requests for scholar records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

In accordance with the Charter School’s Educational Records and Scholar Information Policy, under limited circumstances, the Charter School may disclose scholar records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

### **Complaints of Noncompliance**

Complaints of noncompliance with this Policy shall be governed by the Charter School’s Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is included within this Policy Manual in Section 39.

Board Policy #: 28

Adopted/Ratified: October 3, 2019

Revision Date: August 11, 2021

## SECTION 28 – SCHOLAR POLICY – EDUCATIONAL RECORDS AND SCHOLAR INFORMATION POLICY

The Board of Directors of Compass Charter Schools, a California nonprofit public benefit corporation operating public charter schools, adopts this Educational Records and Scholar Information Policy to apply to all educational records and scholar information maintained by CCS.

### **I. DEFINITIONS**

#### **1. Education Record**

An education record is any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche that directly relates to a scholar and is maintained by CCS or by a party acting for CCS. Such information includes, but is not limited to:

- a. Date and place of birth; parent and/or guardian's address, mother's maiden name and where the parties may be contacted for emergency purposes;
- b. Grades, test scores, courses taken, academic specializations and school activities;
- c. Special education records;
- d. Disciplinary records;
- e. Medical and health records;
- f. Attendance records and records of past schools attended; and/or
- g. Personal information such as, but not limited to, a scholar's name, the name of a scholar's parent or other family member, scholar identification numbers, social security numbers, photographs, biometric record or any other type of information that aids in identification of a scholar.

An education record does not include any of the following:

- a. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- b. Records maintained by a law enforcement unit of CCS that were created by that law enforcement unit for the purpose of law enforcement;
- c. In the case of a person who is employed by CCS but not in attendance at CCS, records made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an

- employee and are not available for any other purpose;
- d. Records on a scholar who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the scholar; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, “treatment” does not include remedial educational activities or activities that are part of the program of instruction at CCS;
  - e. Records that only contain information about an individual after he or she is no longer a scholar at CCS; or
  - f. Grades on peer-graded papers before they are collected and recorded by a teacher.

## 2. **Personally Identifiable Information**

Personally identifiable information (“PII”) is information about a scholar that is contained in his or her education records that cannot be disclosed without compliance with the requirements of the Family Educational Rights and Privacy Act of 2001 (“FERPA”). PII includes, but is not limited to: a scholar’s name; the name of a scholar’s parent or other family member; the address of a scholar or scholar’s family; a personal identifier, such as the scholar’s Social Security number, scholar number or biometric record; other indirect identifiers, such as the scholar’s date of birth, place of birth, and mother’s maiden name; other information that, alone or in combinations, is linked or linkable to a specific scholar that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the scholar with reasonable certainty; or information requested by a person who CCS reasonably believes knows the identity of the scholar to whom the education record relates.

## 3. **Directory Information**

CCS may disclose the PII that it has designated as directory information, consistent with the terms of the annual notice provided by CCS pursuant to FERPA (20 U.S.C. § 1232g). CCS has designated the following information as directory information:

- Scholar’s name
- Scholar’s address
- Parent/guardian’s address
- Telephone listing
- Scholar’s electronic mail address
- Parent/guardian’s electronic mail address
- Photograph/video
- Date and place of birth
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received

- The most recent educational agency or institution attended
- Scholar ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A scholar's SSN, in whole or in part, cannot be used for this purpose.)

4. **Parent**

Parent means a parent of a scholar and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

5. **Eligible Scholar**

Eligible scholar means a scholar who has reached eighteen (18) years of age.

6. **School Official**

A school official is a person employed by CCS as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors of CCS. A school official also may include a volunteer for CCS or an independent contractor, consultant, or vendor of CCS or other party who performs an institutional service or function for which CCS would otherwise use its own employees and who is under the direct control of CCS with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or provider of digital educational platforms and services; a parent or scholar volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, scholar, or other volunteer assisting another school official in performing their tasks.

7. **Legitimate Educational Interest**

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

**II. DISCLOSURE OF DIRECTORY INFORMATION**

At the beginning of each school year, CCS shall provide parents and eligible scholars with a notice containing the following information: 1) The type of PII it designates as directory information; 2) The parent's or eligible scholar's right to require that CCS not release "directory information" without obtaining prior written consent from the parent or eligible scholar; and 3) The period of time within which a parent or eligible scholar must notify CCS in writing of the categories of "directory information" that it may not disclose without the parent's or eligible scholar's prior written consent. CCS will continue to honor a valid request to opt out of the disclosure of a former scholar's directory information made while the former scholar was in attendance unless the scholar rescinds the opt out request.

**III. ANNUAL NOTIFICATION TO PARENTS AND ELIGIBLE SCHOLARS**

At the beginning of each school year, in addition to the notice required for directory information, CCS shall provide eligible scholars currently in attendance and parents of scholars currently in attendance with a notice of their rights under the FERPA. The notice shall inform the parents and eligible scholars that they have the right to:

1. Inspect and review the scholar's education records;

2. Seek amendment of the scholar's education records that the parent or eligible scholar believes to be inaccurate, misleading or otherwise in violation of the scholar's privacy rights;
3. Consent to disclosures of PII contained in the scholar's education records, except to the extent that disclosure is permitted without prior written consent pursuant to FERPA;
4. File with the U.S. Department of Education a complaint concerning alleged failures by CCS to comply with the requirements of FERPA and its promulgated regulations; and
5. Request that CCS not release scholar names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:

1. The procedure for exercising the right to inspect and review educational records;
2. The procedure for requesting amendment of records;
3. A statement that CCS forwards education records to other agencies or institutions that have requested the records and in which the scholar seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the scholar's enrollment or transfer; and
4. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

#### **IV. PARENTAL AND ELIGIBLE STUDENT RIGHTS RELATING TO EDUCATION RECORDS**

Parents and eligible scholars have the right to review the scholar's education records. In order to do so, parents and eligible scholars shall submit a request to review education records in writing to the Superintendent & CEO. Within five (5) business days, CCS shall comply with the request.

##### **1. Copies of Education Records**

CCS will provide copies of requested documents within five (5) business days of a written request for copies. CCS may charge reasonable fees for copies it provides to parents or eligible scholars. However, no charge shall be made for furnishing (1) up to two transcripts of former scholars' records or (2) up to two verifications of various records of former scholars. The charge will not include a fee to search for or to retrieve the education records.

##### **2. Request for Amendment to Education Records**

Following the inspection and review of a scholar's education record, a parent or eligible scholar may file a written request with the Superintendent & CEO to correct or remove any information in the scholar's education record that is any of the following:

- (1) Inaccurate.
- (2) Misleading.
- (3) In violation of the privacy rights of the scholar.

CCS will respond within thirty (30) days of the receipt of the request to amend. CCS's response will be in writing and if the request for amendment is denied, CCS will set forth the reason for the denial and inform the parent or eligible scholar of their right to a hearing challenging the content of the education record.

If the Superintendent & CEO sustains any or all of the allegations, he or she must order the correction or the removal and destruction of the information. The

Superintendent & CEO or designee must then inform the parent or eligible scholar of the amendment in writing.

**3. Hearing to Challenge Education Record**

If CCS denies a parent or eligible scholar's request to amend an education record, the parent or eligible scholar may, within thirty (30) days of the denial, request in writing that the parent or eligible scholar be given the opportunity for a hearing to challenge the content of the scholar's education record on the grounds that the information contained in the education record is: inaccurate, misleading, or in violation of the privacy rights of the scholar.

The Superintendent & CEO or the Board Chair may convene a hearing panel to assist in making determinations regarding educational record challenges provided that the parent has given written consent to release information from the pupil's records to the members of the panel convened. The hearing panel shall consist of the following persons:

- (1) The Superintendent of a public school other than the public school at which the record is on file;
- (2) A certificated CCS employee; and
- (3) A parent appointed by the Superintendent or by the Board of Directors, depending upon who convenes the panel.

The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing. Notice of the date, time and place of the hearing will be sent by CCS to the parent or eligible scholar no later than twenty (20) days before the hearing.

The hearing will be conducted by the Superintendent & CEO or designee, who shall not be required to use formal rules of evidence or procedure. The parent or eligible scholar will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible scholar may also, at their own expense, be assisted or represented by one or more individuals of their choice, including an attorney. The decision of the Superintendent & CEO or designee will be based solely on the evidence presented at the hearing and is final. Within thirty (30) days after the conclusion of the hearing, CCS's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, CCS decides that the information is inaccurate, misleading, or in violation of the privacy rights of the scholar, it will amend the record accordingly and inform the parent or eligible scholar of the amendment in writing.

If, as a result of the hearing, CCS decides that the information in the education record is not inaccurate, misleading, or in violation of the privacy rights of the scholar, it shall inform the parent or eligible scholar of the right to place a statement in the record commenting on the contested information in the record or



stating why they disagree with the decision of CCS, or both. If CCS places a statement by the parent or eligible scholar in the education records of a scholar, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

## **V. DISCLOSURE OF EDUCATION RECORDS AND DIRECTORY INFORMATION**

CCS must have a signed and dated written consent from the parent or eligible scholar before releasing any non-directory information from a scholar's education record except as provided below. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible scholar may request a copy of the disclosed records and CCS shall provide the requestor with a copy of the records disclosed upon request. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

CCS will only disclose PII on the condition that the receiving party not disclose the information to any party without the prior written consent of the parent or eligible scholar and that the receiving party use the information for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below. CCS must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a warrant, judicial order or lawfully issued subpoena, or directory information or to parents or eligible scholars, CCS will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent or eligible scholar and that the receiving party use it for the purpose for which the disclosure was made. Note specifically that CCS will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

CCS will disclose education records, without prior written consent of the parent or eligible scholar, to the following parties:

1. School officials who have a legitimate educational interest as defined by 34 Code of Regulations ("C.F.R.") Part 99;
2. Other schools to which a scholar seeks or intends to enroll so long as the disclosure is for purposes related to the scholar's enrollment or transfer. When a scholar transfers schools, CCS will mail the original or a copy of a scholar's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the pupil intends to enroll. CCS will make a reasonable attempt to notify the parent or eligible scholar of the request for records at their last known address, unless the disclosure is initiated by the parent or eligible scholar. Additionally, CCS will give the parent or eligible scholar, upon request, a copy of the record that was disclosed and give the parent or eligible scholar, upon request, an opportunity for a hearing pursuant to Section (IV)(3) above;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;



4. Appropriate parties in connection with a scholar's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for CCS in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent scholar as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible scholar of the order or subpoena in advance of compliance, so that the parent or eligible scholar may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former scholar, a short-term residential treatment program staff responsible for the education or case management of a scholar, and/or a caregiver (regardless of whether the caregiver has been appointed as the pupil's educational rights holder) who has direct responsibility for the care of the scholar, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by CCS for scholar and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by CCS; and/or
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by CCS with respect to that alleged crime or offense. CCS may disclose the final results of the disciplinary proceeding, regardless of whether CCS concluded a violation was committed.

## **VI. RECORD KEEPING REQUIREMENTS**

CCS will maintain a record of each request for access to and each disclosure of PII from the education records of each scholar for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of PII to institutions that make disclosures of the information on behalf of CCS in accordance with 34 C.F.R. § 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of CCS and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents or eligible scholars, CCS officials with a legitimate purpose of inspecting the records, a party with written consent from the parent or eligible scholar, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of personally identifiable scholar information may be inspected by parents and eligible scholars, CCS officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of CCS.

Scholar cumulative records may not be removed from the premises of CCS, unless the individual removing the record has a legitimate educational interest, and is authorized by the Superintendent & CEO, or by a majority of a quorum of the Board of Directors at a duly agenda meeting. Employees who remove scholar cumulative records or other scholar records from the CCS premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take scholar work-product, or other appropriate scholar records, off premises without authorization for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.)

## **VII. COMPLAINTS**

Parents and eligible scholars have the right to file a complaint with the U.S. Department of Education concerning alleged failures by CCS to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-5920

## **VIII. RECORD RETENTION**

CCS complies with the definition and retention of scholar records as established in Title 5 of the California Code of Regulations (“CCR”) sections 431 through 438, per the following:

Mandatory Permanent Pupil Records: must be maintained indefinitely or an exact copy thereof for every scholar who was enrolled in the Charter School. These records are defined as:

- Legal name of pupil
- Date of birth
- Method of verification of birth date
- Sex of pupil
- Place of birth
- Name and address of parent of minor pupil
  - (1) Address of minor pupil if different than above
  - (2) An annual verification of the name and address of the parent and the residence of the pupil
- Entering and leaving date of each school year and for any summer session or other extra session
- Subjects taken during each year, half year, summer session or quarter
- If marks or credit are given, the mark or number of credits toward graduation allows for work taken.
- Verification of or exemption from required immunizations
- Date of high school graduation or equivalent

The mandatory permanent student record or a copy thereof shall be forwarded by the Charter School upon request of a public or private school in which the student has enrolled or intends to enroll. If the Charter School forwards the original mandatory permanent student record, a copy must be maintained by the Charter School. If the Charter School forwards a copy, the original must be maintained by the Charter School.

Mandatory Interim Pupil Records: must be maintained until judged to be disposable defined as “when the student leaves the charter school or when their usefulness ceases. These records may be destroyed during the third (3rd) school year following the determination that the records are disposable (i.e. 2019-2020 records may be destroyed after July 1, 2023). These records are defined as:

- A log or record identifying those persons (except authorized school personnel) or organizations requesting or receiving information from the record. The log or record shall be accessible only to the legal parent or guardian or the eligible pupil, or a dependent adult pupil, or an adult pupil, or the custodian of records.
- Health information, including Child Health Developmental Disabilities Prevention Program verification or waiver
- Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge
- Language training records
- Progress slips and/or notices
- Parental restrictions regarding access to directory information or related stipulations.
- Parental or adult pupil rejoinders to challenged records and to disciplinary action
- Parental authorizations or prohibitions of pupil participation in specific programs
- Results of standardized tests administered within the preceding three years

The mandatory interim scholar record or a copy thereof shall be forwarded by the Charter School upon request of a public school in California in which the scholar has enrolled or intends to enroll. If the transfer is to an out of state or to a private school, the mandatory interim scholar record may be forwarded. If the Charter School forwards the original mandatory interim scholar record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

Permitted Scholar Records: may be maintained and may be destroyed when their usefulness ceases or after six (6) months following the pupil’s completion or withdrawal from school. These records are defined as:

1. Objective counselor and/or teacher ratings
2. Standardized test results older than three years
3. Routine discipline data
4. Verified reports of relevant behavioral patterns
5. All disciplinary notices
6. Attendance records not covered in the 5 CCR § 400

Permitted scholar records may be forwarded upon a request by a public or private school in which a scholar is enrolling. If the Charter School forwards the original permitted scholar record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter

School until destroyed in accordance with this Policy.

Charter School shall update a **former** pupil's records to include the pupil's updated legal name or gender if the school district, charter school, or county office of education receives government-issued documentation, as described, demonstrating that the former pupil's legal name or gender has been changed.

Board Policy #: 29

Adopted/Ratified: October 3, 2019

Revision Date: August 11, 2021

## SECTION 29 – SCHOLAR POLICY – MATHEMATICS PLACEMENT POLICY

This Policy of the Compass Charter Schools Board of Directors (“Board”) has been adopted to establish a fair, objective, and transparent protocol for placement in mathematics courses for scholars entering 9th grade, in order to ensure the success of every scholar and to meet the Legislative intent of the California Mathematics Placement Act of 2015.

1. In determining the mathematics course placement for entering 9th grade scholars, CCS systematically takes multiple objective academic measures of scholar performance into consideration, including:
  - a. Statewide mathematics assessments, including interim and summative assessments through the California Assessment of Student Performance and Progress (“CAASPP”).
  - b. Internal assessments that are aligned to state-adopted content standards in mathematics.
  - c. Classroom assignments and grades.
  - d. Final grade in mathematics on the scholar’s official, end of the year 8th grade report card.
  - e. Results from all internal assessments, including at least one (1) placement checkpoint within the first month of the school year as described in Section 2, below.
2. CCS will provide at least one (1) placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual scholar progress. All mathematics teachers responsible for teaching 9th grade scholars will assess the mathematics placements for each 9th grade scholar assigned to the teacher’s mathematics class. The teacher’s assessment will take into consideration factors which may include, but are not limited to, the scholar’s assignments, quizzes, tests, exams, grades, participation, and any comments provided by the scholar, the scholar’s parent/legal guardian, and/or the scholar’s other teachers regarding the scholar’s mathematics placement. Based on the assessment, the teacher will then recommend that the scholar remain in the current mathematics placement or be transferred to another mathematics placement, in which case the teacher shall specify the mathematics course or level recommended for the scholar.
3. The CCS Superintendent & CEO, or designee, shall examine aggregate scholar placement data annually to ensure that scholars who are qualified to progress in mathematics courses based on their performance on objective academic measures included in Section 1 of this Policy are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. CCS shall annually report the aggregate results of this examination to the CCA Board.

4. CCS offers clear and timely recourse for each scholar and the scholar's parent or legal guardian who questions the scholar's placement, as follows:
  - a. A parent/legal guardian of any 9th grade scholar may submit a written request to the CCS Superintendent & CEO, or his or her designee, that:
    - i. Requests information regarding how the scholar's mathematics placement was determined. Within five (5) days of receipt of the written request, the CCS Superintendent & CEO or designee shall respond in writing to the parent/legal guardian's request by providing the information, including the objective academic measures that CCS relied upon in determining the scholar's mathematics placement.
    - ii. Requests that the scholar retake the internal math assessment, in which case the Superintendent & CEO or designee will attempt to facilitate the retest within two (2) weeks.
    - iii. Requests that the scholar retake the 8th grade end of course final mathematics assessment, in which case the Superintendent & CEO or designee will attempt to facilitate the retest within two (2) weeks.
    - iv. Requests reconsideration of the scholar's mathematics placement based on objective academic measures. Within five (5) school days of receipt of the written request, the CCS Superintendent & CEO or designee shall respond in writing to the parent/legal guardian's request. The Superintendent & CEO or designee and the scholar's mathematics teacher must assess the objective academic measures provided by the parent in conjunction with the objective academic measures identified in Section 1 and 2 of this Policy. Based on this assessment, the Superintendent & CEO or designee must determine whether the most appropriate mathematics placement for the scholar is the scholar's current placement or another placement, in which case the Superintendent & CEO shall specify the mathematics course or level recommended for the scholar. The Superintendent & CEO's or designee's response must provide the determination as well as the objective academic measures that the Superintendent & CEO or designee relied upon in making that determination.
  - b. Notwithstanding the foregoing, if the Superintendent & CEO or designee requires additional time to respond to a parent/legal guardian's request, the Superintendent & CEO or designee will provide a written response indicating that additional time is needed. In no event shall the Superintendent & CEO's or designee's response time exceed one (1) month.
  - c. If, after reconsideration of the scholar's mathematics placement by the Superintendent & CEO's or designee, the parent/legal guardian is dissatisfied with the scholar's mathematics placement, the parent/legal guardian may choose to sign a voluntary waiver requesting that the scholar be placed in another mathematics course against the professional recommendation of the Superintendent & CEO or designee, acknowledging and accepting responsibility for this placement.
5. CCS shall ensure that this Mathematics Placement Policy is posted on its website.
6. This Policy is adopted pursuant to the Mathematics Placement Act of 2015, enacted as Education Code Section 51224.7.

Board Policy #: 30

Adopted/Ratified: October 3, 2019

Revision Date: August 11, 2021

## SECTION 30 – SCHOLAR POLICY – NONDISCRIMINATION STATEMENT

Compass Charter Schools (“CCS” or the “Charter School”) does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, citizenship, immigration status, religion, religious affiliation, sexual orientation, pregnancy status, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

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

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

CCS does not request nor require student records prior to a student’s enrollment.

CCS is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEA; and Section 504 and Title II of the ADA (mental or physical disability).

CCS also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race or ethnicity, religion, religious affiliation, creed, color, citizenship, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

CCS does not condone or tolerate harassment of any type, including but limited to unlawful discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee; independent contractor or other person with which CCS does business; scholar; volunteer; or community member regardless of position or gender. CCS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

The lack of English language skills will not be a barrier to admission or participation in CCS’s programs or activities. CCS prohibits retaliation against anyone who files a complaint or who participates in a complaint investigation.

The Charter School's Nondiscrimination Statement relevant to employees is located within CCS's Employee Handbook.

Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Uniform Complaint Procedures ("UCP") Compliance Officer:

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



Board Policy #: 31

Adopted/Ratified: October 3, 2019

Revision Date:

SECTION 31 – SCHOLAR POLICY – PARENT AND FAMILY ENGAGEMENT POLICY

The parent and family engagement policy, which is separately approved annually, shall be included here as a Board Policy.

Board Policy #: 32

Adopted/Ratified: October 3, 2019

Revision Date:

SECTION 32 – SCHOLAR POLICY – SCHOLAR WELLNESS POLICY

The scholar wellness policy, which is separately approved annually, shall be included here as a Board Policy.

Board Policy #: 33

Adopted/Ratified: March 28, 2021

Revision Date: August 11, 2021

## SECTION 33 – SCHOLAR POLICY – SCHOLAR SUCCESS TEAM POLICY

The Board of Directors of Compass Charter Schools (“CCS” or the “Charter School”) recognizes there are scholars who may need additional support within the classroom both academically and behaviorally.

A Scholar Study Team (“SST”) process utilizes a team of Charter School staff dedicated to identifying and supporting scholars who exhibit academic or behavioral problems by providing early systematic assistance to scholar and connect them to appropriate interventions and supports through the regular instructional setting.

An SST uses a systematic problem-solving approach to assist scholars with concerns which are interfering with success. The SST clarifies problems and concerns; develops strategies and organizes resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher and scholar.

The SST process is a function of the general education program. All scholars can benefit from an SST, including but not limited to, those scholars achieving below or above grade level and scholars who have experienced emotional trauma, behavioral issues, or language issues.

### **Referral to an SST**

A scholar may be referred to the SST process for any reason, including, but not limited to:

1. Lack of academic progress;
2. Increasing behavioral concerns;
3. Consideration for retention;
4. Attendance/truancy issues;
5. Parent concerns; and/or
6. Any other reason appearing to impact a scholar’s access to education.

Any CCS teacher, staff member, or parent/guardian who has a concern for a scholar can refer that scholar to the SST for consideration.

### **SST Meeting**

The purpose of the SST is to discuss issues and concerns related to a scholar’s performance, identify intervention strategies which may help a scholar succeed, and monitor his or her progress to ensure learning and development. The team may suggest regular program interventions and/or support services available to all scholars. The SST may suggest and offer different supports that may include monitoring scholar progress, developing intervention plans, referring scholars to intervention services (e.g. reading or math specialists, counseling, etc.) and implementing increasing tiers of school-based intervention services, as necessary.

Anyone who is connected with the scholar can be included in the SST to provide information to share about the scholar’s strengths, concerns and strategies which have been used in the past.

These people may include, but are not limited to, teachers, coordinators, directors, parents/guardians, counselors, doctors, administration, social workers, specialists, and/or law enforcement. The meeting is designed to bring out the best in the people involved.

The CCS SST meeting steps include, but are not limited to, the following:

1. Team members introduce themselves and their roles
2. Purpose and process of the meeting are stated
3. Timekeeper is appointed
4. Strengths of the scholar are identified
5. Concerns are discussed, clarified and listed
6. Pertinent information and modifications are listed
7. Concerns are synthesized with one or two chosen for focus
8. Strategies to deal with concerns are chosen; options are brainstormed
9. Team chooses best strategies to carry into actions
10. Individuals make commitments to actions
11. Person responsible and timelines for actions are recorded
12. Formalization of an SST intervention plan
13. Follow-up meeting date is set

### **Follow-up after an SST**

After implementation of an SST intervention plan and follow up meeting, if the scholar continues to exhibit academic and/or behavioral concerns and/or should the scholar need additional supports, the SST may discuss making revisions to the scholar's intervention plan and/or providing the scholar with additional supports, or if necessary, the SST may refer the scholar for assessment for special education services and/or a Section 504 accommodation plan as applicable.

Board Policy #: 34

Adopted/Ratified: October 3, 2019

Revision Date: August 11, 2021

## SECTION 34 – SCHOLAR POLICY – SECTION 504: POLICY, PROCEDURES, AND PARENT RIGHTS REGARDING IDENTIFICATION, EVALUATION AND EDUCATION

### A. SECTION 504 POLICY

The Board of Directors of Compass Charter Schools recognizes the need to identify and evaluate scholars with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that “no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” This Policy and the related administrative regulations have been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all scholars with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education (“FAPE”).

Under Section 504, individuals with physical or mental impairments that substantially limits one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled scholars are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Scholars may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities Education Act Improvement Act of 2004 (“IDEA”).

The Superintendent & CEO or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a scholar needs regular or special education and/or related aids and services (and the scholar has not been found eligible under IDEA) that scholar will be evaluated under this policy’s corresponding procedures.

A Section 504 Team will be convened to determine the scholar’s need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the scholar’s individual needs and school history, the meaning of evaluation data, and placement options. The scholar’s parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If CCS does not assess a scholar after a parent has requested an assessment, the Charter School shall provide notice of the parent’s/guardian’s procedural safeguards. CCS shall not retaliate in any way against parents/guardians or scholars who exercise any rights under the procedural safeguards and/or Section 504.

If the scholar, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the scholar. The scholar shall be educated with nondisabled scholars to the maximum extent appropriate to the scholar's individual needs. The scholar's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. CCS shall periodically review the scholar's progress and placement.

CCS does not discriminate on the basis of disability or any other characteristic protected under law. CCS will implement this policy through its corresponding procedures.

## B. SECTION 504 PROCEDURES

### A. Definitions

1. **Academic Setting** – the regular, educational environment operated by CCS.
2. **Individual with a Disability under Section 504** – An individual who:
  - a. has a physical or mental impairment that substantially limits one or more major life activities;
  - b. has a record of such an impairment; or
  - c. is regarded as having such an impairment.
3. **Evaluation** – procedures used to determine whether a scholar has a disability as defined within these Procedures, and the nature and extent of the services that the scholar needs. The term means procedures used selectively with an individual scholar and does not include basic tests administered to, or procedures used with all scholars in a school, grade or class.
4. **504 Plan** – is a plan developed to identify and document the scholar's needs for regular or special education and related aids and services for participation in educational programs, activities, and school-sponsored events.
5. **Free Appropriate Public Education** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.
6. **Major Life Activities** – Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.
7. **Physical or Mental Impairment** – Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary;

hemic and lymphatic; skin; and endocrine; or

a. Any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

8. **504 Coordinator** – The Special Education Program Specialist shall serve as the Charter School’s Section 504 Coordinator. The parents or guardians may request a Section 504 due process hearing from or direct any questions or concerns to the Section 504 Coordinator at (805) 413-6657.

9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

10. **Is regarded as having an impairment** - means

a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that he or she has been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.

b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

B. Referral, Assessment and Evaluation Procedures

1. CCS will evaluate any scholar who, because of disability, needs or is believed to need regular or special education and/or related aids and services.

2. A scholar may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the scholar qualifies as a scholar with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the scholar’s file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another School employee will be forwarded to the Section 504 Coordinator.

3. CCS has the responsibility to ensure that scholars with disabilities are evaluated. Therefore, it is important that scholars who have or may have a disability are referred to the Section 504 Coordinator so that the assessment process is initiated.

4. The 504 Team convened by the Section 504 Coordinator will be composed of the scholar’s parents/guardians and other persons knowledgeable about the scholar (such as the scholar’s regular education teachers), the scholar’s school history, the scholar’s individual needs (such as a person knowledgeable about the scholar’s disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.

5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the scholar is a

scholar with a disability under Section 504 and what special needs the scholar may have. The decision regarding what assessments shall be undertaken shall be based on a review of the scholar's school records (including academic, social and behavioral records), any relevant medical records, and the scholar's needs. Scholars requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.

6. The 504 Team will consider the following information in its evaluation of the scholar:
  - a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
  - b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
  - c. Tests are selected and administered so as to best ensure that, when a test is administered to a scholar with impaired sensory, manual, or speaking skills, the test results accurately reflect the scholar's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the scholar's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)
  
7. The evaluation of the scholar must be sufficient for the 504 Team to accurately and completely describe:
  - a. the nature and extent of the disabilities;
  - b. the scholar's special needs
  - c. the impact upon the scholar's education
  
8. what regular or special education and/or related aids and services are appropriate to ensure that the scholar receives a free appropriate public education. All significant factors relating to the learning process for that scholar, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the scholar's teachers and parent/guardian.
  - a. Mitigating measures cannot be considered when evaluating whether or not a scholar has a substantially limiting impairment. Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a scholar uses to eliminate or reduce the effects of an impairment.
  
9. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.
  
10. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

#### C. 504 PLAN

1. When a scholar is identified as having a disability within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the



scholar receives a FAPE.

2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
3. For each identified eligible scholar, the 504 Team will develop a 504 Plan describing the scholar's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the eligible scholar and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The scholar's teacher and any other staff who are to provide services to the scholar or who are to make modifications in the classroom for the scholar shall be informed of the services or modifications necessary for the scholar and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the scholar's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.
5. The eligible scholar shall be placed in the regular education environment unless it is demonstrated that the scholar's needs cannot be met in the regular education environment with supplementary aids and services. The scholar shall be educated with scholars who are not disabled to the maximum extent appropriate to his/her individual needs.
6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the scholar's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
8. If the 504 Team determines that the scholar has a disability but that no special services are necessary for the scholar, the 504 Plan shall reflect the identification of the scholar as a person with a disability under Section 504 and shall state the basis for the decision that no special services are presently needed.
9. The 504 Plan shall include a schedule for annual review of the scholar's needs and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.
10. CCS shall immediately implement a scholar's prior 504 Plan, when a scholar enrolls at the School. Within thirty (30) days of starting school, CCS shall schedule a 504 Team meeting to review the existing 504 Plan. CCS shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

D. Review of the Scholar's Progress

1. The 504 Team shall monitor the progress of the eligible scholar and the effectiveness of the scholar's 504 Plan. According to the review schedule set out in the scholar's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.
2. A reevaluation of the scholar's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of scholars with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:
  - Examine relevant records
  - Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
  - Have the right to file a Uniform Complaint pursuant to school policy
  - Seek review in federal court if the parents/guardians disagree with the hearing decision.
2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the following:

Dawn Anglemyer | Scholar Support Coordinator  
850 Hampshire Road, Suite R  
Thousand Oaks, California 91361  
(805) 341-1656  
danglemyer@compasscharters.org

Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.

3. The Superintendent & CEO or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with CCS or employed by the El Dorado County Charter SELPA or the County Office of Education of the county in which the Charter School is located in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.
4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a scholar with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:

- The specific decision or action with which the parent/guardian disagrees.
  - The changes to the 504 Plan the parent/guardian seeks.
  - Any other information the parent/guardian believes is pertinent.
5. Within five (5) calendar days of receiving the parent/guardian’s request for a hearing, CCS may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:
    - Mediation by a neutral third party.
    - Review of the 504 Plan by the Superintendent & CEO or designee.
  6. Within ten (10) calendar days of receiving the parent/guardian’s request, the Superintendent & CEO or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Superintendent & CEO.
  7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) days may be extended for good cause or by mutual agreement of the parent/guardian and Superintendent & CEO.
  8. The parent/guardian and the Charter School shall be afforded the rights to:
    - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of scholars who are qualified as having a disability under Section 504.
    - Present written and oral evidence.
    - Question and cross-examine witnesses.
    - Receive written findings by the hearing officer.
  9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.
  10. If desired, either party may seek a review of the hearing officer’s decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.
  11. CCS shall not retaliate in any way against parents/guardians or scholars who exercise any rights under the procedural safeguards and/or Section 504.

F. Suspension and Expulsion, Special Procedures for Scholars with Disabilities

CCS shall follow the suspension and expulsion policy and procedures as set forth in the charter. A pupil who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. CCS will follow Section 504 and all applicable

federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such pupils. The following procedures shall be followed when a scholar with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. Services During Suspension

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

2. Procedural Safeguards/Manifestation Determination

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

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the 504 Plan.
- c. If CCS, the parent, and relevant members of the 504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.
- d. If CCS, the parent, and relevant members of the 504 Team make the determination that the conduct was a manifestation of the child's disability, the 504 Team shall:
  - e. Conduct an FBA and implement a behavioral intervention plan (“BIP”) for such child, provided that CCS had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
  - f. If the child has a BIP, review the BIP and modify it, as necessary, to address the behavior; and
  - g. Return the child to the placement from which the child was removed, unless the parent and CCS agree to a change of placement as part of the modification of the BIP.
- h. If CCS, the parent, and relevant members of the 504 team determine that the behavior was not a manifestation of the scholar’s disability and that the conduct in question was not a result of the failure to implement the 504 Plan, then CCS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to scholars without disabilities.

3. Appeals

The parent/guardian of a child with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or if CCS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, either party may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

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

4. Special Circumstances

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

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

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

5. Interim Alternative Educational Setting

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

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

A scholar who has not been identified as an individual with disabilities pursuant to the IDEA 2004 and who has violated CCS's disciplinary procedures may assert the procedural safeguards granted under these Procedures only if CCS had knowledge that the scholar had a disability was disabled before the behavior occurred.

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

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

- c. The child’s teacher, or other CCS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Director of Special Education or to other CCS supervisory personnel.
- d. If CCS knew or should have known the scholar had a disability under any of the three (3) circumstances described above, the scholar may assert any of the protections available to IDEA 2004-eligible children with disabilities, including the right to stay-put.
- e. If CCS had no basis for knowledge of the scholar’s disability, it shall proceed with the proposed discipline. CCS shall conduct an expedited evaluation if requested by the parent/guardian; however, the scholar shall remain in the education placement determined by CCS pending the results of the evaluation.

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

### C. PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT

The following is a description of the rights granted by federal law to scholars with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of his/her disabling condition.
2. Have CCS advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled scholars to the maximum extent appropriate. It also includes the right to have CCS make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled scholars.
6. Have your child receive special education and related services if he/she is found to be eligible under the Individuals with Disabilities Education Improvement Act (“IDEA”).
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the scholar, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the scholar and before any subsequent significant change in placement.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by CCS.
9. Examine all relevant records relating to decisions regarding your child’s Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would

- effectively deny you access to the records.
11. Obtain a response from CCS to reasonable requests for explanations and interpretations of your child's records.
  12. Request an amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If CCS refuses this request for amendment, the School shall notify you within a reasonable time and advise you of your right to an impartial hearing.
  13. Request mediation or file a grievance in accordance with CCS's Section 504 mediation grievance and hearing procedures, outline above.
  14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the scholar may take part in the hearing and have an attorney represent you.
  15. File a formal complaint pursuant to CCS's Uniform Complaint Policy and Procedures. Please ask the Superintendent & CEO for a copy of the Charter School's Uniform Complaint Policy and Procedures if you need one.
  16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, U.S. Department of Education  
San Francisco Office  
50 United Nations Plaza  
San Francisco, CA 94102  
(415) 486-5555 PHONE  
(415) 486-5570 FAX  
Email: [OCR.SanFrancisco@ed.gov](mailto:OCR.SanFrancisco@ed.gov)

17. Be free from any retaliation from CCS for exercising any of these rights. Please contact Dawn Anglemeyer – Scholar Support Coordinator, c/o Compass Charter Schools, 850 Hampshire Rd. Suite R, Thousand Oaks, CA 91361 with any questions regarding the information contained herein.



Board Policy #: 35

Adopted/Ratified: October 3, 2019

Revision Date:

## SECTION 35 – SCHOLAR POLICY – SPECIAL EDUCATION FOR CHARTER SCHOOLS ACTING AS AN INDEPENDENT LOCAL EDUCATIONAL AGENCY FOR PURPOSES OF SPECIAL EDUCATION

The Board of Directors of the Compass Charter Schools recognizes the need to identify, evaluate, and serve scholars with disabilities in order to provide them with a free appropriate public education in the least restrictive environment. Accordingly, this Policy has been adopted consistent with Education Code section 56195.8.

### **Identification, Referral, and Evaluation for Special Education**

CCS shall follow applicable state and federal law and regulations and El Dorado County Charter Special Education Local Plan Area (“SELPA”) policy with respect to the identification, referral, and assessments of scholars for special education and related services.

### **Individualized Education Program (“IEP”) Team Meetings**

CCS shall convene IEP team meetings with the legally required composition within all legally applicable timelines, in accordance with state and federal law and regulations and SELPA policy.

CCS shall also review, at the request of a scholar’s general or special education teacher, the assignment of an individual with exceptional needs to his/her class and a mandatory meeting of the IEP team shall be convened if the review indicates a change to the scholar’s placement, instruction, related services, or any combination thereof may be required. The Superintendent & CEO or his or her designee shall be responsible for completing the review within fifteen (15) school days of the teacher’s request.

### **Procedural Safeguards**

Parents/guardians shall receive written notice of their rights in accordance with state and federal law and regulation, and SELPA policy.

Please see <https://charterselpa.org/parent-resources/> for a copy of your procedural safeguards.

### **Nonpublic, Nonsectarian Services**

CCS may contract with state-certified nonpublic, nonsectarian schools or agencies to provide special education services or facilities when an appropriate public education program at CCS is not available. When entering into agreements with nonpublic, nonsectarian schools or agencies, CCS shall consider the needs of the individual scholar and the recommendations of the IEP team. The IEP team shall remain accountable for monitoring the progress of scholars placed in nonpublic, nonsectarian programs towards the goals identified in each scholar's IEP.

CCS shall follow state and federal law and regulations and SELPA policy when contracting with nonpublic, nonsectarian schools or agencies.



### **Resource Specialist Program**

CCS shall employ or contract with certificated resource specialists to provide services for scholars with disabilities which shall include, but not be limited to:

1. Providing instruction and services to scholars whose needs have been identified in an IEP developed by the IEP team and who are assigned to regular classroom teachers for a majority of the school day. Scholars shall not be enrolled in a resource specialist program for the majority of the school day without approval of the IEP team;
2. Providing information and assistance to scholars with disabilities and their parents/guardians;
3. Providing consultation, resource information, and material regarding scholars with disabilities to their parents/guardians and regular education staff members;
4. Coordinating special education services with the regular school programs for each scholar with disabilities enrolled in the resource specialist program;
5. Monitoring scholar progress on a regular basis, participating in the review and revision of IEPs as appropriate, and referring scholars who do not demonstrate appropriate progress to the IEP team;
6. At the secondary school level, emphasizing academic achievement, career and vocational development, and preparation for adult life; and
7. Resource specialists shall not simultaneously be assigned to serve as resource specialists and to teach regular classes.

CCS's resource specialist program shall be under the direction of a resource specialist who possesses:

1. A special education credential or clinical services credential with a special class authorization;
2. Three or more years of teaching experience, including both regular and special education teaching experience, as defined by rules and regulations of the Commission on Teacher Credentialing; and
3. Demonstration of competencies required for a resource specialist as established by the Commission on Teacher Credentialing.

The Superintendent & CEO shall ensure that caseloads for special education teachers are within the maximum caseloads established by law, collective bargaining agreement, and/or SELPA policy.

No resource specialist shall have a caseload which exceeds 28 scholars, unless a valid waiver is obtained through the State Board of Education, consistent with Title 5, California Code of Regulations, Section 3100.

### **Transportation**

CCS shall ensure appropriate, no cost transportation services are provided for scholars with disabilities as specified in their IEP as a related service when required. The specific needs of the scholar shall be the primary consideration when an IEP team is determining the scholar's transportation needs. Considerations may include, but are not limited to, the scholar's health needs, travel distances, physical accessibility and safety of streets and sidewalks, accessibility of public transportation systems, midday or other transportation needs, extended-year services, and, as necessary, implementation of a behavioral intervention plan. Mobile seating devices, when

used, shall be compatible with the securement systems required by Federal Motor Vehicle Safety Standard No. 222 (49 C.F.R. 571.222). CCS shall ensure school bus drivers are trained in the proper installation of mobile seating devices in the securement systems.

The Superintendent & CEO or designee shall arrange transportation schedules so that scholars with disabilities do not spend an excessive amount of time on buses compared to other scholars. Arrivals and departures shall not reduce the length of the school day for these scholars except as may be prescribed on an individual basis.

When contracting with a nonpublic, nonsectarian school or agency to provide special education services, the Superintendent & CEO or designee shall ensure that the contract includes general administrative and financial agreements related to the provision of transportation services if specified in the scholar's IEP.

Guide dogs, signal dogs and service dogs trained to provide assistance to disabled persons may be transported in a school bus when accompanied by disabled scholars, disabled teachers or persons training the dogs.

CCS shall ensure that all school buses, school pupil activity buses, youth buses and child care motor vehicles are equipped with an operational child safety alert system. CCS shall ensure that all buses are equipped with a passenger restraint system.

#### **Information on the Number of Individuals With Exceptional Needs**

Information regarding the number of individuals with exceptional needs who are being provided special education and related services shall be provided in accordance with state and federal law and regulation and SELPA policy.

Board Policy #: 36

Adopted/Ratified: October 9, 2019

Revision Date: July 26, 2022

## SECTION 36 – SCHOLAR POLICY – SCHOLAR FREEDOM OF SPEECH AND EXPRESSION POLICY

The Board of Directors of Compass Charter School respects scholars' rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, writing, printed materials, including the right of expression in official publications, and/or the wearing of buttons, badges and other insignia.

### **A. On-Campus Expression**

Scholar free speech rights include, but are not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities. Scholar expression on the Charter School website and online media shall generally be afforded the same protections as print media within the Policy.

Scholar freedom of expression shall be limited only as allowed by state and federal law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. Unprotected Expression includes the following:

1. **Obscenity:** when the (1) average person applying current community standards finds the work as a whole appeals to the prurient interest, (2) the work is patently offensive, and (3) the work lacks serious literary, artistic, political, or scientific value. Examples include pornography or sexually explicit material.
2. **Defamation:** Libel (written defamation) and Slander (oral defamation), which includes but is not limited to inaccurately attributing a statement to another, either on purpose for public officials (which includes Charter School staff) or by mistake for private officials, that mischaracterizes the statement.
3. **Discriminatory Material:** material that demeans a person or group because of the person/group's disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation that has the purpose of humiliating, offending, or provoking a person/group.
4. **Harassment (including sexual harassment), Intimidation and/or Bullying:** severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a scholar or group of scholars that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more scholars that has or can be reasonably predicted to have the effect of one or more of the following: (1) placing a reasonable scholar or scholars in fear of harm to that scholar's or those scholars' person or property, (2) causing a reasonable scholar to experience a substantially detrimental effect on his or her physical or mental health, (3) causing a

reasonable scholar to experience a substantial interference with his or her academic performance, (4) causing a reasonable scholar to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

5. **Fighting Words:** words likely to cause (1) the average person to fight or (2) the creation of a clear and present danger of violence, unlawful acts in violation of lawful school regulations, or the substantial disruption of school.
6. **Vulgarity and/or Profanity:** the continual use of curse words by a scholar, even after warning.
7. **Violating Privacy:** publicizing or distributing confidential or private material without permission.

### **Distribution of Circulars, Un-Official Newspapers, and Other Printed Matter**

Free inquiry and exchange of ideas are essential parts of a democratic education. Scholars shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the Charter School Superintendent & CEO or designee at least one (1) school day prior to distribution. The Charter School Superintendent & CEO or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy. Any scholar may appeal the decision of the Charter School Superintendent & CEO or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the scholar must be made within five (5) school days from the time the unsatisfactory decision was rendered.
2. Distribution, free or for a fee, may take place before school, after school, and/or during lunch provided there is no substantial disruption in the school programs (as determined by the Charter School Superintendent & CEO). Distribution may not occur during instructional time and should not occur in locations that disrupt the normal flow of traffic within the school or at school entrances.
3. The manner of distribution shall be such that coercion is not used to induce scholars to accept the printed matter or to sign petitions.
4. The solicitation of signatures must not take place in instructional classes or school offices, nor be substantially disruptive to the school program (as determined by the Charter School Superintendent & CEO or designee).

The Charter School Superintendent & CEO or designee shall work with scholar government representatives in the development of these procedures. Scholar responsibilities shall be emphasized.

### **Official School Publications**

Scholar editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this Policy. However, it shall be the responsibility of the journalism staff adviser(s) of scholar publications to supervise the production of the scholar staff, to maintain professional standards of English and journalism, and to maintain the provisions of this Policy.<sup>3</sup> The journalism staff adviser(s) shall

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<sup>3</sup> “Official school publications” refers to material produced by scholars in the journalism, newspaper, yearbook, or writing classes and distributed to the scholar body either free or for a fee.

help the scholar editors judge the literary value, newsworthiness and propriety of materials submitted for publication.

There shall be no prior restraint of material prepared for official school publications except insofar as it violates this Policy. CCS officials shall have the burden of showing justification without undue delay prior to a limitation of scholar expression under Policy. If the journalism staff adviser(s) consider material submitted for publication to violate this Policy, he or she will notify the scholar without undue delay and give specific reasons why the submitted material may not be published. The scholar should be given the opportunity to modify the material or appeal the decision of the journalism staff adviser to the Charter School Superintendent & CEO.

### **Official School Social Media Pages**

CCS' social media accounts are designed to promote information sharing on education issues of interest to CCS schools, families, and communities. CCS' expectation is that individuals posting comments will communicate in a respectful, courteous, and professional manner. CCS social media pages are not an appropriate medium to air grievances or file complaints. The views expressed in the comment sections of any CCS social media page are those of the users and do not necessarily reflect CCS' position. Please note that CCS' social media pages and the related public comments are regularly monitored. If a comment is inappropriate, it will be removed.

### **Buttons, Badges, and Other Insignia of Symbolic Expression**

Scholars shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

### **Use of Bulletin Boards**

Scholars will be provided with bulletin boards, upon request and subject to availability, for use in posting scholar materials on campus locations convenient to scholar use. Where feasible, the location and quantity of such bulletin boards shall be by mutual agreement of scholar government representatives and CCS administration. Posted material must be in compliance with other sections of this Policy, particularly regarding the distribution of materials and prohibited speech. Scholars may not post or distribute materials regarding the meetings of non-curricular scholar-initiated groups.

### **Organized Demonstrations**

Scholars have the right to lawful organized on-campus demonstrations, subject to the provisions of this Policy and applicable law. Demonstrations that incite scholars to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or demonstrations that substantially disrupt the orderly operation of the school are prohibited.

No organized demonstrations by school groups may take place during school hours off the school campus unless sanctioned by school authorities and supervised by a designated school authority. No individual scholar may demonstrate in the name of the Charter School or as an official school group at any time unless authorized by the Charter School to participate in the activity.

Missing school to attend an organized demonstration is not an excused absence. The Charter School will follow its Attendance Policy when determining consequences for scholars which

may include but are not limited to detention, a low grade for a missed test, or receiving a truancy letter. The Charter School will follow its Suspension and Expulsion Policy when determining consequences for scholars if Charter School policy is violated.

## **B. Off-Campus Expression**

Off-campus scholar expression, including but not limited to scholar expression on off-campus internet web sites, is generally constitutionally protected but shall be subject to discipline when there is a sufficient nexus between the speech and the school.

Relevant considerations include:

1. The degree and likelihood of harm to the Charter School (staff, students, volunteers, and/or property) caused or augured by the expression,
2. Whether it is reasonably foreseeable that the expression would reach and impact the Charter School, and
3. The relation between the content and/or context of the expression and the Charter School. There is always a sufficient nexus between the expression and the Charter School when the Charter School reasonably concludes that it faces a credible, identifiable threat of school violence.

The Charter School Superintendent & CEO or designee shall document the impact the expression had or could be expected to have on the educational program.

Off-campus expression that results in the material disruption of classwork or involves substantial disorder or invasion of the rights of others may be subject to discipline. Off-campus expression may result in discipline if the expression involves but is not limited to:

- a. Serious or severe bullying or harassment targeting particular individuals;
- b. Threats aimed at teachers or other students;
- c. The failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities; or
- d. Breaches of school security device

## **C. Enforcement**

1. Scholars who are considering actions in the areas covered by this Policy should be informed of the possible consequences of their action under each specific circumstance. The Charter School Superintendent & CEO shall ensure that due process is followed when resolving disputes regarding scholar freedom of expression.
2. This Policy does not prohibit or prevent the CCS Governing Board from adopting otherwise valid rules and regulations relating to oral communications by scholars upon the CCS campus.
3. No CCS employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a scholar engaged in the conduct authorized under this Policy, or refusing to infringe upon conduct that is authorized under this Policy, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.

4. CCS shall not make or enforce a rule subjecting a high school scholar to disciplinary sanctions solely on the basis of conduct that is speech or other communication that, when engaged in outside of the campus, is protected from governmental restriction by the First Amendment to the United States Constitution or Section 2 of Article I of the California Constitution.

**D. Complaints**

A scholar who feels his/her freedom of expression was unconstitutionally limited and/or limited on the basis of discrimination may file a complaint with CCS through following the Charter School's General Complaint Policies and Procedures.



Board Policy #: 37

Adopted/Ratified: October 3, 2019

Revision Date:

## SECTION 37 – SCHOLAR POLICY –SCHOLAR USE OF TECHNOLOGY POLICY

The Board of Directors of Compass Charter Schools finds that new technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and scholar learning. The Charter School offers scholars access to technologies that may include reimbursement of Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. By its adoption of this Policy, the Board intends that technological resources provided by the Charter School be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of scholar learning.

### **Educational Purpose**

Use of Charter School equipment and access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Scholar use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. Scholars and staff have a duty to use Charter School resources only in a manner specified in the Policy.

**“Educational purpose”** means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

**“Inappropriate use”** means a use that is inconsistent with an educational purpose or that is in clear violation of this policy and the Acceptable Use Agreement.

### **Notice and Use**

The Charter School shall notify scholars and parents/guardians about authorized uses of Charter School computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a scholar is authorized to use the Charter School's technological resources, the scholar and his/her parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the scholar and his/her parent/guardian shall agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

### **Safety**

The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the Charter School is able to exercise reasonable control over content created and purchased by the Charter School, it has limited



control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

To reinforce these measures, the Superintendent & CEO or designee shall implement rules and procedures designed to restrict scholars' access to harmful or inappropriate matter on the Internet and to ensure that scholars do not engage in unauthorized or unlawful online activities. Staff shall monitor scholars while they are using online services and may have teacher aides, scholar aides, and volunteers assist in this monitoring.

The Superintendent & CEO or designee also shall establish regulations to address the safety and security of scholars and scholar information when using email, chat rooms, and other forms of direct electronic communication.

The Superintendent & CEO or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the scholar's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying as defined in the Charter School's charter. Scholars are expected to follow safe practices when using Charter School technology.

Scholars shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, other scholars, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Scholar use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Superintendent & CEO or designee shall block access to such sites on Charter School computers with Internet access.

The Superintendent & CEO or designee shall oversee the maintenance of the Charter School's technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising scholar use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Scholar use of Charter School's computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is

mandatory. Scholars who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

### **ACCEPTABLE USE AGREEMENT**

The Charter School believes that providing access to technology enhances the educational experience for scholars. However, scholar use of Charter School computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, scholars must abide by the following terms and conditions:

1. **Security.** Scholars shall not impair the security of Charter School technology resources. Scholars are expected to:
  - a. Safeguard all personal passwords. Scholars should not share passwords with others and should change passwords frequently. Scholars are expected to notify an administrator immediately if they believe their scholar account has been compromised.
  - b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.
  
2. **Authorized Use.** Scholars may use Charter School technology resources when directed by a teacher, when technology has been designated for open scholar use (e.g., computers in the library), and for other educational purposes.
  
3. **Protection Measures.** While the Charter School is able to exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. The scholar and parent agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. They also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.
  
4. **Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Scholars are provided access to the Charter School technology primarily for educational purposes. Scholars shall not use Charter School technology or equipment for personal activities or for activities that violate Charter School policy or local law. These include but are not limited to:
  - a. Playing games or online gaming.
  - b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
  - c. Installing software on Charter School equipment without the permission of an educational facilitator or other authorized Charter School staff person.
  - d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.

- e. Conducting any activity that is in violation of Charter School policy or local, state or federal law.
  - f. Engaging in any activity that is harmful to other scholar(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
  - g. Conducting for-profit business.
  - h. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
  - i. Using any software or proxy service to obscure either the scholar's IP address or the sites that the scholar visits.
  - j. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
  - k. Accessing or attempting to access material or systems on the network that the scholar is not authorized to access.
- 5. No Expectation of Privacy.** Scholar acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to scholars for educational purposes. The Charter School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the scholars. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the scholar is engaging in an inappropriate use.
- 6. Disruptive Activity.** Scholars should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.
- 7. Unauthorized Networks.** Scholars may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.
- 8. Consequences of Inappropriate Use.** Scholars who violate this Agreement will be subject to discipline, which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the Charter School Policy and applicable laws.
- 9. Technology Systems/Equipment Care.** Scholars are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

After reading the Scholar Use of Technology Policy and the Acceptable Use Agreement, please complete this form to indicate that you agree with the terms and conditions provided. The signature of both the scholar and parent/guardian are mandatory before access may be granted to

the technologies available. This document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties.

**As a user of Charter School technologies, I have read Scholar Use of Technology Policy and hereby agree to comply with it and the Acceptable Use Agreement.**

I understand that computer use is a privilege and not a right. I understand that if I violate this policy in any way, I will be subject to a referral and possible suspension. I understand that the parent or guardian of a minor scholar shall be liable for the replacement cost for property the Charter School loaned to the scholar that the scholar fails to return or that is willfully cut, defaced or otherwise damaged, up to an amount not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. When the minor and parent are unable to pay for the damages, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. A scholar over the age of majority shall be liable for the same. (Ed. Code 48904).

Scholar Name (please print): \_\_\_\_\_ Grade: \_\_\_\_\_

Scholar Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Name (Please Print): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**For School Employees Only**

I have read, understand and agree to abide by the Scholar Use of Technology Policy and the Acceptable Use Agreement. I understand that the Charter School's policies, procedures, rules, and regulations which apply to scholars also apply to me as an adult user of the Charter School's technology, in addition to any separate policies governing employee use of technology.

Employee Signature: \_\_\_\_\_

Employee Name (Please Print) \_\_\_\_\_

Board Policy #: 38

Adopted/Ratified: October 3, 2019

Revision Date: June 25, 2022

## SECTION 38 - SCHOLAR POLICY – TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

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

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

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

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

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

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

## **Definitions**

### **Prohibited Unlawful Harassment**

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

### **Prohibited Unlawful Harassment under Title IX**

Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. Part 106) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by CCS.

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

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

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

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults.
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.



- Subjecting or threats of subjecting a scholar to unwelcome sexual attention or conduct or intentionally making the scholar’s academic performance more difficult because of the scholar’s sex.
- Sexual or discriminatory displays or publications anywhere in the educational environment, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the educational environment.
  - Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
  - Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms).

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

## **Prohibited Bullying**

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

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

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

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

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



not limited to, any of the following:

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

## **Grievance Procedures**

### **1. Scope of Grievance Procedures**

CCS will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this Policy, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the CCS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged

discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, CCS will utilize the following grievance procedures in addition to its UCP when applicable.

## **2. Reporting**

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

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

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

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

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

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

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

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

All supervisors of staff will receive sexual harassment training within six (6) months of their

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

### **3. Supportive Measures**

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to CCS' education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or CCS' educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. CCS' will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of CCS' to provide the supportive measures.

### **4. Investigation and Response**

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

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

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations

- Upon receipt of a formal complaint of sexual harassment, the Coordinator (or designee) will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
  - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
  - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
  - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
  - A statement that CCS prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.
- Emergency Removal
  - CCS may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with CCS's policies.
  - CCS may remove a respondent from CCS' education program or activity on an emergency basis, in accordance with CCS' policies, provided that CCS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
  - This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.
- Informal Resolution
  - If a formal complaint of sexual harassment is filed, CCS may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If CCS offers such a process, it will do the following:
    - Provide the parties with advance written notice of:
      - The allegations;
      - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
      - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
      - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
    - Obtain the parties' advance voluntary, written consent to the informal resolution process.
  - CCS will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

- Investigation Process
  - The decision-maker(s) will not be the same person(s) as the Coordinator or the investigator. CCS shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
  - In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
  - The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
  - The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
  - A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
  - Prior to completion of the investigative report, CCS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
  - The investigator will complete an investigation report that fairly summarizes all relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
- Dismissal of a Formal Complaint of Sexual Harassment
  - If the investigation reveals that the alleged harassment did not occur in CCS' educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable CCS policy.
  - CCS may dismiss a formal complaint of sexual harassment if:
    - The complainant provides a written withdrawal of the complaint to the Coordinator;
    - The respondent is no longer employed or enrolled at CCS; or
    - The specific circumstances prevent CCS from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
  - If a formal complaint of sexual harassment or any of the claims therein are dismissed, CCS will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- Determination of Responsibility
  - The decision-maker(s) will not be the same person(s) as the Coordinator, the investigator or the decision-maker(s) for the appeal.
  - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

- Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
- CCS will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
  - The allegations in the formal complaint of sexual harassment;
  - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
  - The findings of facts supporting the determination;
  - The conclusions about the application of CCS' code of conduct to the facts;
  - The decision and rationale for each allegation;
  - Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
  - The procedures and permissible bases for appeals.

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

## **5. Consequences**

Scholars or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including suspension and/or expulsion from CCS or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by CCS in response to a formal complaint of sexual harassment.

## **6. Right of Appeal**

Should the reporting individual find the Coordinator's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of CCS' decision or resolution, submit a written appeal to the Chair of the Compass Charter Schools Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and CCS will implement appeal procedures equally for both parties.
- Within five (5) business days of CCS' written decision or dismissal of the complaint, the complainant or respondent may submit a written appeal to the Coordinator.
- The decision-maker(s) for the appeal will not be the same person(s) as the Coordinator, the investigator or the initial decision-maker(s).
- The complainant and respondent may appeal from a determination regarding responsibility, and from CCS' dismissal of a formal complaint or any allegations therein, on the following bases:
  - Procedural irregularity that affected the outcome of the matter;

- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- CCS will notify the other party in writing when an appeal is filed.
- The decision-maker(s) for the appeal will: 1) give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; 2) issue a written decision describing the result of the appeal and the rationale for the result; and 3) and provide the written decision simultaneously to both parties.

## 8. Recordkeeping

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

CCS will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.





**TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING COMPLAINT FORM**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (e.g.) specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**I hereby authorize CCS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.**

\_\_\_\_\_  
Signature of Complainant

Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

**To be completed by the Charter School:**

Received by: \_\_\_\_\_

Date: \_\_\_\_\_

Follow up Meeting with Complainant held on: \_\_\_\_\_



Board Policy #: 39

Adopted/Ratified: October 3, 2019

Revision Date:

## SECTION 39 – SCHOLAR POLICY –TOBACCO-FREE SCHOOL POLICY

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

CCS employees are expected to serve as models for good health practices that are consistent with these instructional programs.

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

The products prohibited include any product containing tobacco or nicotine, including, but not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff, chew, clove cigarettes, betel, electronic cigarettes, electronic hookahs, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products.

This Policy does not prohibit the use or possession of prescription products, nicotine patches, nicotine gum or a nicotine replacement product or cessation aids that have been approved by the United States Food and Drug Administration.

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

The Superintendent & CEO or designee shall inform scholars, parents/guardians, employees, and the public about this Policy. All individuals on CCS's premises share in the responsibility of adhering to this Policy. Additionally, CCS will post signs stating "Tobacco use is prohibited" prominently at all entrances to Charter School property.

The Superintendent & CEO or designee shall maintain a list of clinics and community resources that may assist employees who wish to stop using tobacco products.

The Superintendent & CEO or designee may disseminate this information through annual written

notifications, district and school web sites, scholar handbooks, and/or other appropriate methods of communication.

Appropriate Charter School officials will monitor CCS property and facilities for compliance with this Board Policy. The Superintendent & CEO shall develop and maintain procedures to resolve grievances that may result from alleged non-compliance.

Any CCS employee or scholar who violates this Policy shall be asked to refrain from smoking and shall be subject to disciplinary action as appropriate.

Any other person who violates this Tobacco-Free Schools Policy shall be informed of this Policy and asked to refrain from smoking. If the person fails to comply with this request, the Superintendent & CEO or designee may:

1. Direct the person to leave school property.  
Request local law enforcement assistance in removing the person from the Charter School premises.  
If the person repeatedly violates the Tobacco-Free Schools Policy, prohibit him/her from entering Charter School property for a specified period of time.

The Superintendent & CEO or designee shall not be required to physically eject a non-employee or non-scholar who is smoking or to request that the non-employee or non-scholar refrain from smoking under circumstances involving a risk of physical harm to the Charter School or any employee.

Board Policy #: 40

Adopted/Ratified: October 3, 2019

Revision Date:

## SECTION 40 – SCHOLAR POLICY – UNIFORM COMPLAINT POLICY AND PROCEDURES

### Scope

Compass Charter Schools' policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, gender expression, gender identity, gender, genetic information, immigration status/citizenship, marital status, medical condition, nationality, national origin, race or ethnicity, religion, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils, and Pupils from Military Families, Local Control and Accountability Plans (LCAP), Migrant Education Programs, Every Student Succeeds Act / No Child Left Behind Act (2001), Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Special Education Programs, State Preschool, Bilingual Education Comprehensive School Safety Plans,
- (3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below:
  - a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
  - b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

- i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
  - ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
  - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
- c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
- d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
- e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

- (4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula, Local Control and Accountability Plans, or Sections 47606.5 and 47607.3 of the Education Code, as applicable.
- (5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus.
- (6) Complaints of noncompliance with the requirements of Education Code Section 48645.7 regarding the rights of juvenile court school pupils when they become entitled to a diploma.
- (7) Complaints of noncompliance with the Charter School's School Safety Plan.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent & CEO or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation

shall not in any way affect the status, grades or work assignments of the complainant.

#### Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

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

The Superintendent & CEO or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Superintendent & CEO or designee.

Should a complaint be filed against the Superintendent & CEO, the compliance officer for that case shall be the Chair of the Charter School Board of Directors.

#### Notifications

The Charter School shall annually provide written notification of the Charter School's uniform complaint procedures to employees, scholars, parents and/or guardians, advisory committees, private school officials, and other interested parties (e.g., Adult Education).

The annual notice shall be in English. Pursuant to Education Code Section 48985, if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English, this annual notice will also be provided to the parent or guardian of any such pupils in their primary language.

The Superintendent & CEO or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

#### The annual notice shall include the following:

- (a) A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.
- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.
- (d) A statement that the complainant has a right to appeal the Charter School's decision to the California Department of Education ("CDE") by filing a written appeal within 15 days of receiving the Charter School's decision.
- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code Section 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

## Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. The Compliance Officer shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

### STEP 1: FILING OF COMPLAINT

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist him/her in the filing of the complaint.

### STEP 2: MEDIATION

Within three (3) days of receiving the complaint, the Compliance Officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the Compliance Officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the Compliance Officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the Compliance Officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an

extension of time.

### STEP 3: INVESTIGATION OF COMPLAINT

The Compliance Officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

### STEP 4: RESPONSE

Unless extended by written agreement with the complainant, the Compliance Officer shall prepare and send to the complainant a final written decision of the Charter School's investigation and disposition, as described in Step 5 below, within sixty (60) days of the Charter School's receipt of the complaint.

### STEP 5: FINAL WRITTEN DECISION

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days



have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

#### Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within thirty (30) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Superintendent & CEO or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Charter School's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

#### Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with Title 5, California Code of Regulations, Section 4622.





**UNIFORM COMPLAINT PROCEDURE FORM**

Last Name: \_\_\_\_\_ First Name/MI: \_\_\_\_\_  
Scholar Name (if applicable): \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
Street Address/Apt. #: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_  
Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_  
School/Office of Alleged Violation: \_\_\_\_\_

**For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:**

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Academic Achievement                                       | <input type="checkbox"/> Foster/Homeless Youth Education   | <input type="checkbox"/> Migratory Pupils              |
| <input type="checkbox"/> Bilingual Education  | <input type="checkbox"/> Juvenile Court School Pupils  | <input type="checkbox"/> School Safety Plan            |
| <input type="checkbox"/> Compensatory Education                                     | <input type="checkbox"/> Local Control Funding Formula/ Local Control and Accountability Plan (LCAP) | <input type="checkbox"/> Special Education             |
| <input type="checkbox"/> English Proficiency  | <input type="checkbox"/> Migrant Education   | <input type="checkbox"/> State Preschool Health/Safety |
| <input type="checkbox"/> Every Student Succeeds Act / No Child Left Behind Programs |  | <input type="checkbox"/> Pupils from Military Families |

**For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis (actual or perceived) of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:**

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Age  | <input type="checkbox"/> Genetic Information            | <input type="checkbox"/> Sex   |
| <input type="checkbox"/> Ancestry                                     | <input type="checkbox"/> Immigration Status/Citizenship | <input type="checkbox"/> Sexual Orientation  |
| <input type="checkbox"/> Color  | <input type="checkbox"/> Marital Status                 | <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics |
| <input type="checkbox"/> Disability (Mental or Physical)              | <input type="checkbox"/> Medical Condition              |  |
| <input type="checkbox"/> Ethnic Group Identification                  | <input type="checkbox"/> Nationality / National Origin  |  |
| <input type="checkbox"/> Gender / Gender Expression / Gender Identity | <input type="checkbox"/> Race or Ethnicity              |  |
|   | <input type="checkbox"/> Religion                       |  |

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

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2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

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3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents.  Yes  No

Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

Mail complaint and any relevant documents to the Compliance Officer:

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

Board Policy #: 41  
Adopted/Ratified: October 3, 2019  
Revision Date:

## SECTION 41 – SCHOLAR POLICY – GENERAL COMPLAINT

Compass Charter Schools (“CCS” or the “Charter School”) has adopted this General Complaint Policy to address concerns about CCS generally and/or regarding specific CCS employees. For complaints regarding harassment, discrimination, unlawful tuition, or other specific perceived violations of state or federal laws, please refer to the Charter School’s Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy Anti-Discrimination and/or the Charter School’s Uniform Complaint Procedures. For all other complaints, this Policy, the General Complaint Form, and accompanying procedures will be appropriate. For any questions regarding the application of this Policy or CCS’s other policies, please contact the Superintendent & CEO, J.J. Lewis, at 818-824-6233 or [jlewis@compasscharters.org](mailto:jlewis@compasscharters.org).

### INTERNAL COMPLAINTS

(Complaints by Employees against Employees)

This section of the Policy is for use when a CCS employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed:

1. The complainant will bring the matter to the attention of the Superintendent & CEO as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate. The complainant will reduce his or her complaint to writing by completing the General Complaint Form, below, indicating all known and relevant facts. The Superintendent & CEO (or designee) will then investigate the facts and provide a solution or explanation; or
2. If the complaint is about the Superintendent & CEO, the complainant may file his or her complaint using the General Complaint Form, below, to the Chair of the Board of Directors (“Board”), who will then confer with the Board and may conduct a fact-finding or authorize a third-party investigator on behalf of the Board. The Chair or investigator will report his or her findings to the Board for review and action, if necessary.

This Policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, CCS values each employee’s ability to express concerns and the need for resolution without fear of adverse consequence to employment.

### POLICY FOR COMPLAINTS GENERALLY

(General Complaints by Third Parties against CCS or CCS Employees)

This section of the Policy is for use when either a complaint does not fall under other complaint

procedures or a third party (non-employee) raises a complaint or concern about CCS generally or a CCS employee.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the CCS employee directly. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed:

1. Complainants may file a written complaint using the General Complaint Form, below, with the office of the Superintendent & CEO as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint;
2. The Superintendent & CEO (or designee) shall use his or her best efforts to ascertain the facts relating to the complaint. Where applicable, the Superintendent & CEO (or designee) shall talk with the parties identified in the complaint or persons with knowledge of the particulars of the complaint to ascertain said facts; and
3. In the event that the Superintendent & CEO (or designee) finds that a complaint is valid, the Superintendent & CEO (or designee) may take appropriate action to resolve the problem. Where the complaint is against an employee of CCS, the Superintendent & CEO (or designee) may take disciplinary action against the employee. As appropriate, the Superintendent & CEO (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures. The Superintendent & CEO's (or designee's) decision relating to the complaint shall be final.
4. If the complaint is about the Superintendent & CEO, the complainant may file his or her complaint in using the General Complaint Form, below, to the Chair of the Board, who will then confer with the Board and may conduct a fact-finding or authorize a third-party investigator on behalf of the Board. The Chair or investigator will report his or her findings to the Board for review and further action, if deemed necessary by the Board.

## **GENERAL REQUIREMENTS**

Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

Resolution: The Board, Superintendent & CEO, or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.



**GENERAL COMPLAINT FORM**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur?  
\_\_\_\_\_

Please describe the circumstances, events, or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I hereby authorize CCS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

\_\_\_\_\_  
Signature of Complainant

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Print Name

To be completed by CCS:

Received by: \_\_\_\_\_

Date: \_\_\_\_\_

Board Policy #: 42  
Adopted/Ratified: September 27, 2020  
Revision Date:

## SECTION 42 – SCHOLAR POLICY – DIGITAL SIGNATURE POLICY

Compass Charter Schools (the “Charter School”) has adopted this Digital Signature Policy to increase productivity and ensure convenient, timely and appropriate access to Charter School information by using digital signature technology to collect and preserve signatures on documents quickly, securely, and efficiently.

The legality and use of digital signatures are governed by 15 U.S.C. Sections 7001, *et seq.* Government Code Section 16.5; and Civil Code Sections 1633.1, *et seq.*

This Policy establishes when digital signature technology may replace a hand-written signature, with the goal of encouraging the use of paperless, electronic documents whenever appropriate and allowed by law. This Policy applies to all signatures used in processing various Charter School documents and assumes the signee has been given the authority to sign as determined by the Board of Directors.

While the use of digital signatures is suggested and encouraged, this Policy does not require the use of digital signatures, nor can the Charter School mandate that any third party signing a document use digital signatures.

This Policy applies to documents requiring a signature of any person where the signature is intended to show authorship, approval, authorization, or certification, as allowed by law. Affixing a digital signature to a document in a manner consistent with this Policy shall satisfy the Charter School’s requirements for signing a document. As used in this Policy, the term "signature" includes using initials on a document instead of a signature.

### REQUIREMENTS OF A DIGITAL SIGNATURE

A digital signature means an electronic identifier, created by computer, intended by the party using it to have the same force and effect as the use of a manual signature. For purposes of this section, a digital signature is a type of “electronic signature” as defined in Civil Code Section 1633.2(h).

The use of a digital signature is permitted and shall have the same force and effect as the use of a “wet” or manual signature if all the following criteria are met:

1. The digital signature is unique to the person using it.
2. The digital signature is capable of verification.
3. The digital signature is under the sole control of the person using it.
4. The digital signature is linked to the data in such a manner that if the data is changed after the digital signature is affixed, the electronic signature is invalidated.

## COMMON TYPES OF DOCUMENTS

This Policy is intended permit the use of digital signatures to the greatest extent permitted by law. Examples of common types of documents for which digital signatures are permitted include purchase orders, contracts not requiring Board approval, and certain special education notice requirements. The Charter School shall work with legal counsel to determine where applicable laws permit a digital signature to be used.

## DOCUMENTS INVOLVING OTHER PARTIES

In the case of contracts or transactions which must be signed by outside parties, each party to the agreement must agree in advance to the use of a digital signature. No party to a contract or other document may be forced to accept a digital signature; they must be permitted to decide either way. Such consent may be withdrawn by the other party at any time such that future documents must be signed in hardcopy format.

When a document is digitally signed by all parties, the Charter School shall provide a copy of the digitally-signed document to the other parties in an electronic format that is capable of being retained and printed by the other parties.

## STORAGE AND ARCHIVING OF DIGITALLY-SIGNED DOCUMENTS

If a document exists only electronically, steps shall be taken by the Charter School to ensure that a fixed version of the final document is stored consistent with document retention policies and any applicable law.

## DIGITAL SIGNATURE SOLUTION PROVIDERS

The Charter School shall work with legal counsel to determine acceptable technologies and digital signature providers consistent with current state legal requirements and industry best practices to ensure the security and integrity of the data and the signature. An approved list of Digital Signature Certification Authorities certified by the California Secretary of State for use by public entities is maintained at the following web site. <https://www.sos.ca.gov/administration/regulations/current-regulations/technology/digital-signatures/approved-certification-authorities><sup>4</sup>.

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<sup>4</sup> Effective 4/22/2020, the requirement for certification of digital signatures is not in effect due to emergency regulations. These emergency regulations remain in effect through 10/20/2020, or until that date is extended or the emergency regulations are made permanent by regulatory action. Therefore, at the time of the drafting of this Policy, this list is not active.

# Coversheet

## Parent Advisory Council Update

**Section:** IV. Communications  
**Item:** B. Parent Advisory Council Update  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Parent Advisory Council Report - March 25 2022.docx.pdf



# Proud Parent

## Compass Charter Schools

Parent Advisory Council Report  
March 25, 2022

The Parent Advisory Council (PAC) met on Friday, March 17 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 Metzli, Ms. Leah Smith, and Ms. Roann Vanderwath.

Ms. Brenner provided the Staff Report.

Under New Business, Ms. Brenner facilitated a discussion on the LCAP. The council discussed ways to increase participation in state testing at Compass. Ms. Brenner and the council discussed the Loud and Proud scholarship program for the class of 2023. Also under New Business, the council discussed ways to promote the P.A.C. for 2023.

Draft minutes can be found on BoardonTrack. The next Parent Advisory Council meeting will be held on Friday, May 12, 2023, 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:**  
**Related Material:** Scholar Leadership Council Report - March 14, 2028.docx.pdf

# Proud Scholar

## Compass Charter Schools

Scholar Leadership Council Report  
March 25, 2023

The Scholar Leadership Council (SLC) met on Tuesday, February 14 at 2 pm and on Tuesday, March 14 at 2:00 pm. Members of the council consist of Mr. Brayden Bereki, Ms. Hannah Cervantez, Ms. Alexis Gordon, Mr. Thomas Elkins, Mr. Alex Iihara, Ms. Alice Provencio, Ms. Aure Ruediger, Mr. Cricht Ruediger, Ms. Taia Saurer, Mr. Avery Stansbury, Mr. Joshua Tompkins, and Mr. Joseph Vreeman.

Ms. Brenner provided the Staff Report.

At the February meeting, Ms. Brenner presented the LCAP to the council and discussed how to increase participation in Compass programs and how S.L.C. may help boost graduation rates. In March, Kimberly Aguilar, Community Relations Coordinator in Administration, joined the Scholar Leadership Council meeting to discuss scholar recruitment for the S.L.C., what is on the horizon, and more.

Under New Business in February, the council reviewed and discussed the 2022-23 School Safety Plan and provided feedback. Under New Business in March, the Scholar Leadership Council ideated on how to build community. The S.L.C. also had 23 new interested scholars show up to the meeting, with 19 staying to participate.

Draft minutes can be found on BoardOnTrack. The next Scholar Leadership Council meeting will be on Tuesday, April 18 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:**  
**Related Material:** WASC SAP Compass Charters.pdf  
Compass Charter School VC Self-Study Report 2023 (1).pdf  
Superintendent's Report March 2023.pdf

## Schoolwide Action Plan Goals

### Compass Charter Schools 2022-2028

#### Means to monitor and report progress

The Schoolwide Action Plan document will drive the goals and activities for the next WASC Cycle. This document is aligned to the LCAP and will inform the LCAP goals and activities. School leadership will meet three times per year in August, November and May to formally review and update the annual plan. The annual plan will also be updated at monthly leadership meetings and will be used to establish a cadence of accountability for the school to ensure that progress is being made and that results are being analyzed. Data that informs the plan will also be reviewed quarterly to continuously measure progress and make adjustments to the plan. All staff will have access to the plan to ensure transparency.

#### **Goal 1: Improve the 4 year graduation cohort in each school to meet or exceed state averages.**

Rationale: Compass serves a diverse population of learners. In order to improve the school's graduation rate, staff need to focus their efforts on providing services and support based on identified scholar needs.

<b>Scholar Needs</b>	<b>CA Dashboard Measurement(s)</b>
Grade 12 scholars need support to identify and overcome barriers to graduation.	By 2028, the Graduation rate will be over 90% and all Compass schools will be "Green" on the dashboard.

Scholars in underserved populations need additional supports.

By 2028, all graduation rates by subgroup will be the same as the overall graduation rate.

### Schoolwide Learner Outcomes:

**Confident Learner:** I strive to be my best self and recognize my purpose and value both in and outside of school; thinking critically and skillfully to evaluate data and information as a guide to my beliefs and action.

### State or Local Priorities Addressed

Priority 5 Engagement

**Goal 2: Increase participation in state testing to 95% and maintain 95% participation rates in local measures.**

Rationale: Compass serves many scholars who are achieving significantly below grade level in reading and Math. In order to identify scholar support needed, they must participate in the assessments. A 95% participation rate in state measures will meet the state requirement and allow for accurate achievement rates to be reported. A 95% participation rate in local assessments meets the threshold required for us to use this data in charter renewals.

<b>Scholar Needs</b>	<b>CA Dashboard Measurement(s)</b>
<p>Ensure that all scholars participate in state assessments</p>	<p>By June 2024, the school will achieve and maintain a 95% participation rate in State testing including- CAASPP, ELPAC, CAST, and PFT Participation by subgroup and program will all exceed 95%</p>
<p>Ensure that all scholars participate in local assessments</p>	<p>By June 2024, the school will achieve and maintain a 95% participation rate in BOY, MOY, EOY rates in STAR Participation by subgroup and program will all exceed 95%</p>
<p><b>SLOs</b></p>	
<p><b>Community Leader</b>-I understand that I am a member of a global society and feel a sense of responsibility to make a contribution both at the local level and in the wider world.</p> <p><b>Effective Collaborator</b>- I contribute in such a way to support a common goal and hold myself and others accountable.</p>	

**Confident Learner**-I use a growth mindset to embrace new learning, take risks and leverage mistakes to grow.

**State or Local Priorities Addressed**

Priority 2- State Standards

Priority 4- Student Achievement

**Goal 3: Increase college and career readiness for scholars by expanding the AVID program**

Rationale: AVID combines Rigorous Academic Preparedness, Opportunity Knowledge, and Scholar Agency to build a thriving learning culture of possibilities at Compass. Regardless of the postsecondary path our scholars choose, utilizing the AVID Framework assists our staff in developing essential 21st Century Skills in writing, critical thinking, collaboration, organization, and reading while boosting engagement, confidence, and opportunities for all scholars.

**Scholar Needs**

Scholars who participate in AVID are more likely to attend college.

**CA Dashboard Measurement(s)**

- Common measure for CCI
- Number of scholars in concurrent enrollment
  - A-G completion
  - CAASPP performance



	<ul style="list-style-type: none"> <li>● AP Exam scores</li> </ul> <p>Compass measures</p> <ul style="list-style-type: none"> <li>● The number of scholars who attend college</li> <li>● Number of scholars accepted into college.</li> <li>● Number of graduates who complete college.</li> </ul> <p>Equity Measures</p> <ul style="list-style-type: none"> <li>● First generation scholars attending college</li> <li>● AVID impact on all scholars enrolled in AVID and sub-groups</li> <li>● College entrance by sub group</li> </ul>
<b>SLOs</b>	
<p><b>Effective Collaborator</b>-I contribute in such a way to support a common goal and hold myself and others accountable.</p> <p><b>Innovator</b>-I responsibly take risks to move theory to action.</p> <p><b>Confident Learner</b>- I am confident and independent enough to make my own choices based on sense of self and desired goals.</p>	
<p><b>State or Local Priorities Addressed</b> Priority 4- Pupil Achievement</p>	

**Goal 4: Create and implement a comprehensive data plan that is accessible by 100% of Compass staff and families.**

Rationale: Accessible data enables educational partners to build a data-informed culture, leading to purposeful decision-making and action. Staff and families can use meaningful data to support Compass programs, make informed decisions, and develop systems to better support our scholars' needs, ultimately improving scholar outcomes.

<b>Scholar Needs</b>	<b>CA Dashboard Measurement(s)</b>
<p>Use multiple forms of data to guide instruction, monitor progress &amp; growth, and inform grading practices that ensure all student populations receive appropriate support and interventions.</p>	<p>Identify key data points that are clearly communicated to the Compass community.</p> <ul style="list-style-type: none"> <li>● Develop a Compass dashboard that is updated regularly.</li> <li>● Provide training to all community members on measurements to monitor scholar growth.</li> </ul>
<p>Identify specific measurements and how they inform program changes and track student growth.</p>	<p>Metrics that are collected and reported will support dashboard measures.</p>

## SLOs

**Effective Collaborator**-I contribute in such a way to support a common goal and hold myself and others accountable.

**Innovator**-I use creativity to create something new and better.

**Confident Learner**-I set personal learning goals.

### State or Local Priorities Addressed

Priority 4- Pupil Achievement

Priority 2- State Standards

Priority 5 Engagement

## Schoolwide Action Plan

### Compass Charter Schools

### 2022-2023

#### Means to monitor and report progress

The Schoolwide Action Plan document will drive the goals and activities for the next school year. This document is aligned to the LCAP and will inform the LCAP goals and activities. School leadership will meet three times per year in August, November and May to formally review and update the plan. The plan will also be updated at monthly leadership meetings and will be used to establish a cadence of accountability for the school to ensure that progress is being made and that results are being analyzed. Data that informs the plan will also be reviewed quarterly to continuously measure progress and make adjustments to the plan. All staff will have access to the plan to ensure transparency.

#### Goal 1: Improve the 4 year graduation cohort in each school to meet or exceed state averages.

Rationale: Compass serves a diverse population of learners. In order to improve the school's graduation rate, staff need to focus their efforts on providing services and support based on identified scholar needs.

Scholar Needs	CA Dashboard Measurement(s)
Grade 12 scholars need support to identify and overcome barriers to graduation.	Graduation rate goal $\geq 70\%$ for the LA and SD schools. $\geq 75\%$ for Yolo. 2021-2022 Data <b>Los Angeles</b>

	<p>64.5%  <b>San Diego</b>          63.8%  <b>Yolo</b>          73.7%</p>
<p>Scholars in underserved populations need additional supports.</p>	<p>Graduation rates by subgroup          Identify subgroups whose rate of graduation is lower than the school average and target supports for those groups.</p> <p><b>Los Angeles</b>          66.7% Hispanic          67.3% Socioeconomically Disadvantaged          No other performance level</p> <p><b>San Diego</b>          42.9% English Language Learners          56.3% Hispanic          70.7% Socioeconomically Disadvantaged          No other performance level</p> <p><b>Yolo</b></p>

	No performance level - 19 scholars total
<p><b>Schoolwide Learner Outcomes:</b></p> <p><b>Confident Learner:</b> I strive to be my best self and recognize my purpose and value both in and outside of school; thinking critically and skillfully to evaluate data and information as a guide to my beliefs and action.</p>	
<p><b>State or Local Priorities Addressed</b></p> <p>Priority 5 Engagement</p>	

Specific actions, strategies, and services, including professional development	Who is responsible and involved	Timeline	Measurable ways of assessing progress	Resources and proposed expenditures.	Status
Identify baseline participation rates in Reading interventions targeted for specific populations as supported by MTSS	Academic Support, STs	5/30/2023	Participation rates Baseline data	Freckle Lalilo Intervention Tutors Resource Specialists Parsec Data Studio	
<p><b>Update:</b></p> <p><b>Status:</b></p>					
Increase recognition of	Engagement,	06/14/2023	Sharing of Scholar	Scholarships	

<p>scholars who are scheduled to graduate</p>	<p>Community Relations Coordinator, Superintendent's Office, Counseling, Supporting Staff Mentors</p>		<p>Spotlights</p>	<p>Graduations Senior Spotlight Decision Day Hype Staff</p>	
<p><b>Update:</b></p> <p><b>Status:</b></p>					
<p>Develop standard for contact manager (SIS) to better track parent involvement in supporting and tracking scholar progress.</p>	<p>Counseling, STs Education Specialists</p>	<p>6/14/2023</p>	<p>Parent communication Number of scholars who move to on-track after parent intervention Contact manager reports Increased scholar attendance and participation in Counseling meetings</p>	<p>Contact Manager Surveys Connection Meeting PLP</p>	
<p><b>Update:</b></p> <p><b>Status:</b></p>					
<p>Identify baseline participation rates in math interventions targeted for specific populations as supported by MTSS</p>	<p>Academic Support, STs</p>	<p>5/30/2023</p>	<p>Participation rates, baseline</p>	<p>Freckle Lalilo Intervention Tutoring Resource Specialists</p>	

<b>Update:</b>					
<b>Status:</b>					
Identify baseline participation rates in EL interventions.	Academic Support, STs	5/30/2023	Participation rates, baseline	Lexia EL Tutors	
<b>Update:</b>					
<b>Status:</b>					
Identify all scholars on track to graduate and the additional direct counseling supports/interventions that need to be put in place throughout the school year.	Counseling Services	06/14/2023	Direct Counseling Services (Instruction, Counseling, Appraisal & Advisement) Participation Rates	Counseling Session Report (SIS)/Contact Manager	
<b>Update:</b>					
<b>Status:</b>					
Create a dashboard to track internal graduation measures that support the WIG.	Counseling Services	4/30/2023	Internal grad rates State measures WIG progress		
<b>Update:</b>					
<b>Status:</b>					
Review and compare internal and state graduation rates as	Directors Counseling	06/14/2023	Internal grad rates State measures		



reported on the dashboard. 9-12.	Services		WIG progress		
<b>Update:</b>					
<b>Status:</b>					

**Goal 2: Increase participation in state testing to 95% and maintain 95% participation rates in local measures.**

Rationale: Compass serves many scholars who are achieving significantly below grade level in reading and Math. In order to identify scholar support needed, they must participate in the assessments. A 95% participation rate in state measures will meet the state requirement and allow for accurate achievement rates to be reported. A 95% participation rate in local assessments meets the threshold required for us to use this data in charter renewals.

<b>Scholar Needs</b>	<b>CA Dashboard Measurement(s)</b>
Ensure that all scholars participate in state assessments	Goal: 95% Participation Annual rates in State testing- CAASPP, ELPAC, CAST, and PFT Participation by subgroup Participation by program

Ensure that all scholars participate in local assessments	Goal: 95% Participation BOY, MOY, EOY rates in STAR Participation by subgroup Participation by program
<b>SLOs</b>	
<p><b>Community Leader</b>-I understand that I am a member of a global society and feel a sense of responsibility to make a contribution both at the local level and in the wider world.</p> <p><b>Effective Collaborator</b>- I contribute in such a way to support a common goal and hold myself and others accountable.</p> <p><b>Confident Learner</b>-I use a growth mindset to embrace new learning, take risks and leverage mistakes to grow.</p>	
<p><b>State or Local Priorities Addressed</b> Priority 2- State Standards Priority 4- Student Achievement</p>	

Specific actions, strategies, and services, including professional development	Who is responsible and involved	Timeline	Measurable ways of assessing progress	Resources and proposed expenditures.	Status
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Increase attendance and participation in all of the instructional offerings.	Academic Coordinators, Program Directors, Academic support	06/14/2023	Overall attendance rates Attendance in specific instructional offerings		
<b>Update:</b>					
<b>Status:</b>					
Increase opportunities for parents to engage and measure participation in local and state testing.	Academic Coordinators, Program Directors, Staff Support, Academic support	04/30/2023 State 06/14/2023 Local	Parent meeting participation. Increased parent meetings where expectations are detailed.		
<b>Update:</b>					
<b>Status:</b>					
Reduce testing anxiety by monitoring attendance rates in learning labs, tutoring, and enrichment broken down by program and student group and correlated with student achievement data (STAR scores, grades, course achievement)	Staff Support, STs, Program Coordinators, Program Directors	06/14/2023	Attendance Reports STAR Data		
<b>Update:</b>					

<b>Status:</b>					
Implement enrollment processes and procedures that convey clear expectations for scholars to participate in local assessments.	Enrollment/Outreach, Staff Support	05/30/2023	Participation rates Master Agreement  Enrollment materials Scholar handbook Orientation/Weeks of Welcome/Mini-WOW Implement standard image/slide to Compass Slide Deck Template/MMU	Registration Lifecycle, Info Session slides, WOW/Mini-WOW/Orientation Slide Decks	
<b>Update:</b>					
<b>Status:</b>					
Regular review of local assessment data with families and staff	Academic Coordinators, Program Directors, Staff Support, Academic support	06/14/2023	STAR Data Connection Meeting Checklist		
<b>Update:</b>					
<b>Status:</b>					
Provide positive incentives to promote state assessments. Promote participation in creative ways.	Engagement Staff Support Community Relations	06/14/2023	MMU Updates Compass Way Compass Chronicle Youtube recording	Funds for incentives Donations for prizes	

	Coordinator				
<b>Update:</b>					
<b>Status:</b>					
Publish updated metrics regularly to all educational partners.	Supervising Teachers, CAO, Academic Coordinators, Staff Support	06/14/2023	Data Digs MMU Connection Meetings		
<b>Update:</b>					
<b>Status:</b>					
Providing professional development for staff on testing participation.	Academic Coordinators, Program Directors, Staff Support, Academic support (SEL)	06/14/2023	Data Digs In-service Day		
<b>Update:.</b>					
<b>Status:</b>					
Implement processes and procedures that convey clear expectations for scholars to participate in local assessments.	Program Coordinators, STs	06/14/2023	Tiered Re-engagement Protocol		

<b>Update:</b>					
<b>Status:</b>					
Ensure that accommodations and modifications for testing are documented and communicated to staff. Providing training if necessary.	Education Specialists, STs Special Education Coordinators, Director, Academic Support 504.	03/30/2023	TOMS data	Professional Learning Time	
<b>Update:</b>					
<b>Status:</b>					

**Goal 3: Increase college and career readiness for scholars by expanding the AVID program**

Rationale: AVID combines Rigorous Academic Preparedness, Opportunity Knowledge, and Scholar Agency to build a thriving learning culture of possibilities at Compass. Regardless of the postsecondary path our scholars choose, utilizing the AVID Framework assists our staff in developing essential 21st Century Skills in writing, critical thinking, collaboration, organization, and reading while boosting engagement, confidence, and opportunities for all scholars.

Scholar Needs	CA Dashboard Measurement(s)
<p>Scholars who participate in AVID are more likely to attend college.</p>	<p>Common measure for CCI</p> <ul style="list-style-type: none"> <li>● Number of scholars in concurrent enrollment</li> <li>● A-G completion</li> <li>● CAASPP performance</li> <li>● AP Exam scores</li> </ul> <p>Compass measures</p> <ul style="list-style-type: none"> <li>● The number of scholars who attend college</li> <li>● Number of scholars accepted into college.</li> <li>● Number of graduates who complete college.</li> </ul> <p>Equity Measures</p> <ul style="list-style-type: none"> <li>● First generation scholars attending college</li> <li>● AVID impact on all scholars enrolled in AVID and sub-groups</li> <li>● College entrance by sub group</li> </ul>
<p><b>SLOs</b></p>	
<p><b>Effective Collaborator</b>-I contribute in such a way to support a common goal and hold myself and others accountable.</p> <p><b>Innovator</b>-I responsibly take risks to move theory to action.</p> <p><b>Confident Learner</b>- I am confident and independent enough to make my own choices based on sense of self and desired goals.</p>	

**State or Local Priorities Addressed**  
 Priority 4- Pupil Achievement

Specific actions, strategies, and services, including professional development	Who is responsible and involved	Timeline	Measurable ways of assessing progress	Resources and proposed expenditures.	
Measure the impact of AVID on High School scholars who complete the AVID course on college and career readiness for .	Andrea Lomeli Mataya Olson AVID Site teams	06/14/2023	Course enrollment College attendance Student retention	AVID program staff and materials	
<b>Update:</b>					
<b>Status:</b>					
Review baseline data and determine a goal to grow participation in concurrent enrollment	Debra Stephan	06/14/2023	Course enrollments		
<b>Update:</b>					
<b>Status:</b>					



Measure current offerings and determine how to increase AVID strategies for all Tier I scholars through professional learning for staff.	Andrea Lomeli Program Directors	06/14/2023	Surveys		
<b>Update:</b>					
<b>Status:</b>					
Measure the impact of AVID on middle school scholars who complete the AVID course on college and career readiness for .	Andrea Lomeli Mataya Olson AVID Site teams	06/14/2023	Course enrollment Student retention		
<b>Update:</b>					
<b>Status:</b>					

**Goal 4: Create and implement a comprehensive data plan that is accessible by 100% of Compass staff, Board, and families.**

Rationale: Accessible data enables educational partners to build a data-informed culture, leading to

purposeful decision-making and action. Staff and families can use meaningful data to support Compass programs, make informed decisions, and develop systems to better support our scholars' needs, ultimately improving scholar outcomes.

<b>Scholar Needs</b>	<b>CA Dashboard Measurement(s)</b>
<p>Use multiple forms of data to guide instruction, monitor progress &amp; growth, and inform grading practices that ensure all student populations receive appropriate support and interventions.</p>	<p>Identify key data points that are clearly communicated to the Compass community.</p> <ul style="list-style-type: none"> <li>● Develop a Compass dashboard that is updated regularly.</li> <li>● Provide training to all community members on measurements to monitor scholar growth.</li> </ul>
<p>Identify specific measurements and how they inform program changes and track student growth.</p>	<p>Metrics that are collected and reported will support dashboard measures.</p>

**SLOs**

**Effective Collaborator**-I contribute in such a way to support a common goal and hold myself and others accountable.

**Innovator**-I use creativity to create something new and better.

**Confident Learner**-I set personal learning goals.

**State or Local Priorities Addressed**  
 Priority 4- Pupil Achievement  
 Priority 2- State Standards  
 Priority 5 Engagement

Specific actions, strategies, and services, including professional development	Who is responsible and involved	Timeline	Measurable ways of assessing progress	Resources and proposed expenditures.	Status
Identify metrics that directly impact the CA Dashboard Measures to be tracked in order to determine how to collect it.	Directors	06/14/2023	List of metrics		
<b>Update:</b>					
<b>Status:</b>					
Research options for a central location for all relevant data from which comprehensive reports can be pulled.	David Brasch Kasey Wingate Miguel Aguilar Danielle Gamez Erin Smith Rebecca	06/14/2023	Meeting minutes Presentations	Funding for a new system	

	MacAlpine Beth Sneyd				
<b>Update:</b>					
<b>Status:</b>					
Review current systems to determine where data is stored and audit the features of each system to make sure we are using them effectively to provide relevant data.	Danielle Gamez David Brasch Program Directors	06/14/2023	Meeting minutes		
<b>Update:</b>					
<b>Status:</b>					
Identify data that is critical to reporting to external entities (authorizers, state, COEs, federal)	Liz Brenner Aviva Ebner Lisa Fishman Sophie Trivino	06/14/2023	A list of critical data elements for charter renewal		
<b>Update:</b>					
<b>Status:</b>					

## **SELF-STUDY VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS,  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES  
CALIFORNIA STATE DEPARTMENT OF EDUCATION  
FOR**

# **Compass Charter Schools** *San Diego, Los Angeles, Yolo*

**850 Hampshire Road, Suite R  
Thousand Oaks, CA 91361**

**January 31 - February 1, 2023**

### **Visiting Committee Members**

Christine Feher, Chairperson  
Superintendent, California Pacific Charter Schools

Erin Bunch  
Director of Student Services, Sage Oak Charter School

Manon Berning  
Instructional Coach, California Virtual Academies

Matthew O'Connell  
Assistant Principal: Mission Academy/San Diego Mission Academy

**NOTE: The visiting committee report format now includes the ratings on the accreditation status factors and the rationale integrated throughout the report. Please bold and underline the ratings. Use the Accreditation Status Worksheet.**

- **Highly Effective:** The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.
  - **Effective:** The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.
  - **Somewhat Effective:** The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.
  - **Ineffective:** The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.
- 

## Preface

**Comment on the school's self-study process with respect to the expected outcomes of the self-study.**

1. **The involvement and collaboration of all staff and other stakeholders to support 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 (*note the selected schoolwide learner outcomes/graduate profile examined by the school*).**
3. **The gathering and analyzing of data about students and student achievement.**
4. **The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes/graduate profile, academic standards, and ACS WASC/CDE criteria**
5. **The alignment of a schoolwide action plan/SPSA to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the schoolwide action plan/SPSA.**

The Compass Charter Schools (Compass) staff and all educational partners dedicated a significant amount of time and effort to the development of the WASC Combined Self-Study Report. Throughout the process, they focused on identifying the schools' areas of strength, growth, and developing an action plan to support the continued development of the organization. The self-study process included input from educational partners (including parents, students, staff, etc), who met over the course of several months to examine and analyze the various criterion within the report. The Leadership Team and Cabinet members reviewed findings, summarized progression, and correlated the findings to the Local Control and Accountability Plans (LCAP), which serves as the schoolwide action plan (SPSA).

**The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.**

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

As stated in the report section.

## **Chapter 1: Progress Report**

- **Synthesize any significant developments since the last full visit and their impact on student learning.**
- **Briefly describe the action plan/SPSA implementation process and how the school monitors progress.**
- **Summarize the school's progress on the action plan/SPSA that incorporated all schoolwide growth areas from the last full self-study and all intervening visits.**
- **Explain why growth areas for follow-up are not in the current schoolwide action plan/SPSA.**
- **Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.**

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 is a description of any significant developments at Compass that have had a major impact on the schools and curricular programs.

### **Change in Leadership**

Mr. J.J. Lewis, who served as the Superintendent & CEO of Compass Charter Schools since October 2015, tendered his resignation as the Superintendent & CEO at the August Board of Directors special meeting. The Board of Directors hired the search firm McPherson & Jacobson to find Mr. Lewis' successor. After an extensive search, the Board of Directors named Elizabeth (Liz) Brenner as the next Superintendent & CEO and officially started this role on Tuesday, January 3, 2023.

### **Academic Services Support Services**

In the 2019-20 school year, Compass became an approved Certified Advancement Via Individual Determination (AVID) Site. 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. The 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 the Multi-Tiered System of Supports (MTSS) framework, 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. Students who are identified for remediation are not required to participate in the intervention program.

### **Online Learning Program Curriculum Audit and New Curriculum Implementation**

After an extensive review of various curriculum choices, a multidisciplinary team piloted and ultimately selected a new curriculum for the Online program. 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, a team of school counselors invested in fostering social emotional learning (SEL) at the elementary, middle and high school levels within the school's 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 throughout the 2020-2021 and 2021-2022 school years by providing mental health supports, crisis interventions as well as providing school and community resources.

This school year, 2022-23, Compass has 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.

### **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 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, the school has seen an increase in graduation rates. Though graduation rates have risen, the schools are still below the state averages, and additional



measures need to be considered before transitioning to a new goal.

**Progress on WASC Goals**

- Specific English Language Learner curriculum
- Learning Lab participation
- Participation at school events

Since Compass’ last self-study, the schools have made adequate progress in all of these areas. They adopted Lexia English Language Development (a program for 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).

RFEP Percentages by Charter

	2021	2022
San Diego	1.8%	12.59%
Los Angeles	5.1%	18%
Yolo	14.3%	66.67%

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. Compass teachers report an increase in Learning Lab participation due to these new additions.

Compass has also worked on increasing participation at school events. At the start of the school year, the 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.

**The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.**

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

Compass has made satisfactory gains

## Chapter 2: School and Student Profile and Supporting Data

- Succinctly describe the school location, type of school, grades served, demographics, major school programs, and other relevant school information.
- Include the school's vision, mission, schoolwide learner outcomes/graduate profile and 2-3 identified major student learner needs.
- Include the CDE CA School Dashboard School Performance Overview data for the school in the report along with other relevant local measures from the school profile as applicable

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.

In the Online Learning Program, 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 the 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. The Online Learning program STs also provide Q&A office hours, small group instruction, and one-on-one sessions to further support scholars.

In the Options Learning program, the school partners 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.

### **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

## **Compass 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%

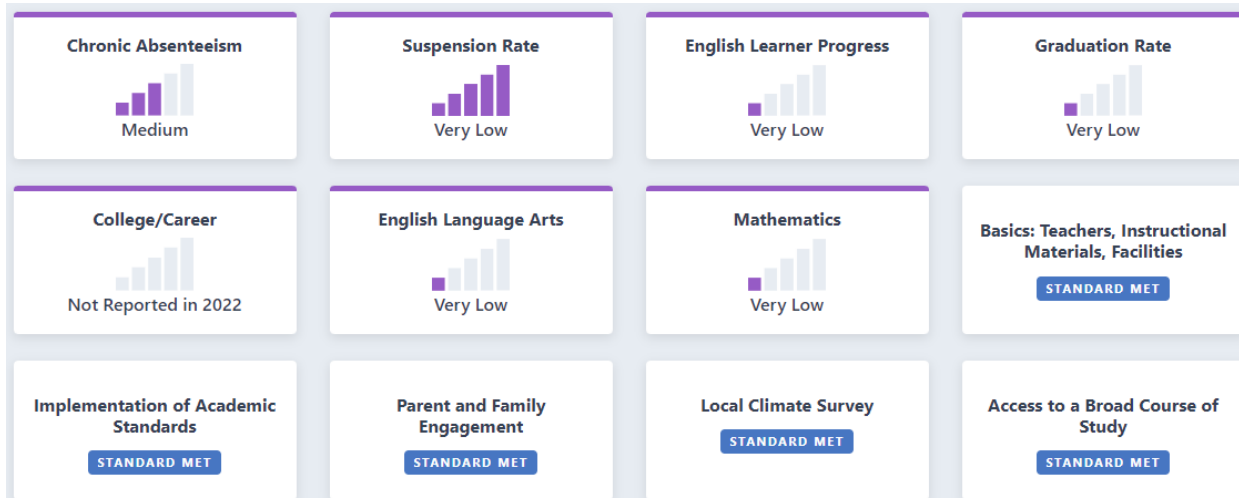
**Percentage of Homeless Scholars**

- 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%

**California School Dashboard School Performance Overview**



**Compass 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

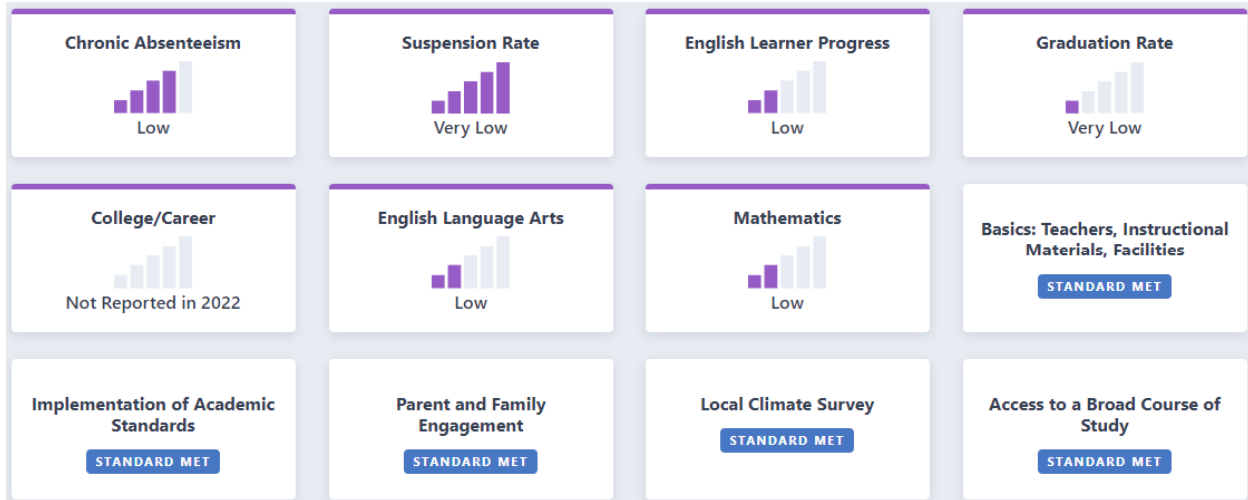
**Percentage of Homeless Scholars**

- 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%

**California School Dashboard School Performance Overview**



**Compass 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%

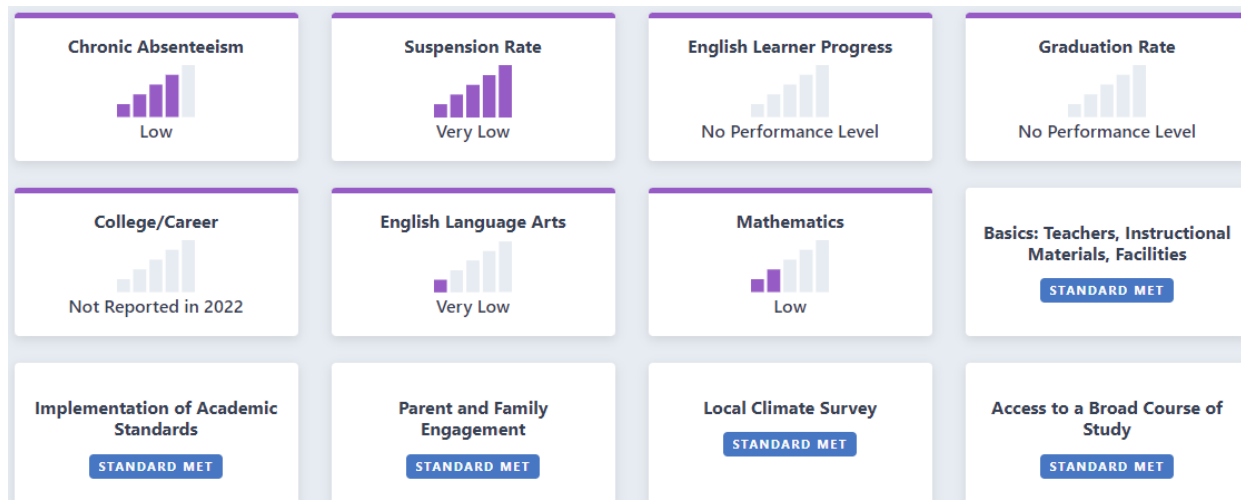
**Percentage of Homeless Scholars**

- 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%

**California School Dashboard School Performance Overview**



All three Compass Schools serve diverse learners. All three schools have struggled with test participation, which has resulted in lower test scores. The school has made some progress with internal assessment participation in the 22-23 school year with 95% participation. They have plans to extend this to CAASPP testing in 2023. Graduation rates are also a concern, as the rates continue to fall below state averages.

### Chapter 3: Quality of the School’s Program

Based on the school’s self-study and visiting committee findings:

- For each category of criteria, summarize the findings about the school’s effectiveness in addressing each of the *criteria and all the indicators within each category*; include supporting evidence as appropriate.
- Rate the effectiveness of each criterion and complete the narrative rationale for the rating
  - Highlight the areas of strength
  - Highlight the growth areas for continuous improvement
  - List important evidence about student learning from the self-study and the visit that supports these findings, strengths and growth areas for continuous improvement.

**Note:** When writing the summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the *ACS WASC/CDE Accreditation Status Determination Worksheet*).

## CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

### A1. Vision and Purpose Criterion

To what extent a) does the school have 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?

To what extent is the school's purpose, supported by the governing board and the district LCAP, further defined by schoolwide learner outcomes and the academic standards?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are



addressed. Add any additional reflections based on the criterion.

**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 stakeholders 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 members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

### Visiting Committee Comments

Compass Charter Schools (Compass) has clearly stated its Mission and Vision statements. The mission “to inspire and develop innovative, creative, self-directed learners, one scholar at a time” is based on students’ needs. The mission and vision statements are present on most school documents, and the school stakeholders are “loud and proud” about the hallmarks of the Compass experience.

To include all educational partners (learning coaches, scholars, staff and community members) involved, Compass completes regular surveys of educational partners, including its Board of Directors, to receive information, guidance, and direction. These surveys, along with discussions at Board of Director meetings, give 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, there is 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. Throughout the visit, the Visiting Committee hears from various education partners that they felt heard through the various feedback loops available.

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. Though teachers and staff members are committed to the academic success of their students and to the overall mission and vision of the school, staff members were unfamiliar with the LCAP goals of the school.

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 the student 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.

**Vision and Purpose that supports high achievement for all students. Defining of the school’s vision and purpose through schoolwide learner outcomes/graduate profile and academic standards.**

**Visiting Committee Rating (select one):** **Highly Effective** Effective Somewhat Effective Ineffective

**Narrative Rationale:**

Compass Charter Schools (Compass) has clearly stated its Mission and Vision statements, which are reflected throughout school documents, agendas, and plans.

## A2. Governance Criterion

To what extent does the governing board a) have 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?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor results regularly and approve the schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP)?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**A2.1. Understanding the Role of the Governing Board and District Administration:** The school community understands the governing authority’s role, including how stakeholders can be involved.

**A2.2. Relationship between Governing Board and School:** The school’s stakeholders 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.

### Visiting Committee Comments

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. 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 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.

In a meeting with two members of the Board of Directors, the Visiting Committee found that the board is composed of members with a variety of backgrounds, which contributes to a well rounded group to oversee the operations of the school. Though the Board of Directors is well informed, they trust the leadership to carry out the daily operations of the school.

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.

**Governance that supports high achievement for all students.**  
**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective  
**Narrative Rationale:**  
 As stated in the report section.

**A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion**

To what extent based on multiple sources of data, does 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?

To what extent do the school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**A3.1. Broad-Based 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.

**Visiting Committee Comments**

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.

Department, division, leadership, and cabinet teams meet weekly or biweekly to discuss needs, strategies, and growth for schoolwide progress. 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. All staff collaborative opportunities are also available at 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.

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 scholars in need of tiered intervention. This tracker includes data from all internal benchmarks, semester math and/or reading scores, and tutoring attendance/participation.

The Superintendent’s Town Halls are another of the 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.

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.

In a meeting with the Visiting Committee, staff commented on how Workplace in particular was helpful in navigating curriculum issues, asking general questions about supporting their students, lesson ideas and even suggestions for leadership. The staff felt this tool was very helpful in keeping them connected to one another and the school.

**Leadership: *Data-Informed Decision-Making and Continuous School Improvement that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**  
As stated in the report section.

**A4. Staff: Qualified and Professional Development Criterion**

To what extent does a 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?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**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.

### Visiting Committee Comments

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 the school 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. 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.

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.

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 are used to determine the effect of professional learning development on scholar achievement.

A review of the 21-22 school year School Accountability Report Cards show that a significant number of teachers are teaching outside of their credential.

When asked by the Visiting Committee, teachers were uncertain how Professional Development opportunities directly supported LCAP goals. In Person PD fostered relationships and team building rather than focusing on research based best practices. However, they shared that teachers share new technology and engaging activities with one another to increase student engagement and achievement. Teachers also shared that they feel well supported in their roles with frequent observations of their connections meeting, live synchronous lessons, pre and post observation meetings and support with professional growth plans. When asked by the Visiting Committee how this support or areas of improvement were reflected in their annual evaluations they were unsure but stated they felt well supported by administration and their instructional coach.

**Staff: Qualified and Professional Development that supports high achievement for all students.**  
**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective  
**Narrative Rationale:**  
 As stated in the report section.

**A5. Resources Criterion**

To what extent are the human, material, physical, and financial resources 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 the college- and career-readiness standards?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**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 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 staff for all programs.

**Visiting Committee Comments**



Using the Compass Charter Schools (Compass) Mission, Vision, and Values, the school's resources are allocated to meeting 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 follows processes and best practices established by the state of California and their authorizing districts in developing the annual budget, conducting audits, and 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 enrollment trend data. 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.

Compass ensures that all funds are allocated 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.

Compass staff have regular access to professional learning opportunities throughout the year. The opportunities include an annual in-person All-Staff Retreat, 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.

When asked, staff were unable to articulate how fiscal resources were allocated based on schoolwide goals and learner needs. Teachers, parents, and students reported to the Visiting Committee that they have all materials needed to engage in their personalized learning plan.

**Resources that supports high achievement for all students.**

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

The school effectively allocates resources required to support the achievement of all students.

## A6. Resources Criterion [Charter Schools only]

To what extent has the charter school's governing authority and the school leadership executed responsible resource planning for the future?

To what extent has the school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards?

To what extent is the school fiscally solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**A6.1. Long-range Financial (and Other Resources) Plan and Stakeholder Involvement:** The school regularly involves stakeholders 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.

**A6.7. Informing the Public and Appropriate Authorities:** The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

### Visiting Committee Comments

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.

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 the school 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 board reports feeling confident in the fiscal decisions of administrators, and feels comfortable with a reserve that is approximately 30% of the operating budget.



Compass adheres to legal requirements with regular financial reporting to the authorizing school districts and county offices, as well as completing an annual external audit.

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. Enrollment after the pandemic has been lower than expected, so the school should continue to adapt accordingly.

**Resources that supports high achievement for all students. [CHARTER SCHOOLS ONLY]**  
**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective  
**Narrative Rationale:**  
 Compass adheres to legal requirements with regular financial reporting to the authorizing school districts and county offices, as well as completing an annual external audit. Finances appear to be in order.

**CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES**

**Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:**

1. Clearly stated and easy access to Mission and Vision Statements and Core Values.
2. 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.
3. Brown Act compliant

**Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:**

1. Connect PD opportunities to LCAP goals to increase the success of measurable outcomes.
2. A review of the 21-22 school year School Accountability Report Cards show that a significant number of teachers are teaching outside of their credential.
3. Continue to develop communication tools for scholars and families to understand academic standards.

**Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

Self-Study, stakeholder interviews and discussions, document and policy reviews, survey data and feedback, achievement data review, discussions and school plan reviews.

## CATEGORY B. CURRICULUM

### B1. Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do 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:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**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 for Each Area:** The school has defined academic 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. .

#### Visiting Committee Comments

Compass Charter Schools is a certified Advancement Via Individual Determination (AVID) program offering personalized learning opportunities for students in grades K-12. Compass implements AVID at the middle and high school levels to increase college and career readiness and is emphasized through guest speakers, field trips, projects, and a rigorous curriculum. The high school program also includes support programs such as California College Guidance Initiative (CCGI) and concurrent enrollment options for scholars. Recently the entire staff was formally AVID trained at the summer institute and are provided continuing professional development to support students in college and career readiness. Teachers reported that having the entire staff trained has helped to create an awareness among staff in helping students have access to resources and strategies to support college and career readiness.

STAR Renaissance and CAASPP results data analysis meetings are held to evaluate instructional needs in math and reading. Supervising teachers (STs) use STAR assessment data to help drive instructional planning and support Online and Options families to focus on scholar learning goals. The designated English Language Development (ELD) curriculum is Lexia, and the online learning program provides daily live virtual support to target English language proficiency skills.

Scholars enrolled in the Online Learning program use Accelerate Education as their primary curriculum which is a curriculum that is rigorous, engaging, and 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. The online elementary school provides daily live virtual learning labs with a focus on current teaching strategies for content, SEL, and PE. The online middle school STs provide weekly live virtual

support to grades 6-8 learners that consist of targeted support for each subject area/course. Teachers reported the learning labs are engaging and support students in areas of needed growth, however attendance is not required of any student and therefore most classes are not full. The online middle school provides weekly live virtual support for grades 6-8 with targeted subject area support, daily PE , homeroom, AVID opportunities, and Q&A sessions. The online high school provides weekly targeted live support for core content, foreign languages, and electives with college and career readiness built into the schedule. Science courses have UC A-G approved science wet labs with 20% of class time dedicated to teacher-supervised laboratory activities.

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. 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. The second A-G pathway for Options scholars is taking A-G courses in Accelerate Education through the online program. 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. Teachers reported that content is differentiated and support is provided to Learning Coaches to ensure students are exposed to grade level assignments and standards.

Compass School implements a Multi-Tiered System of Supports (MTSS) framework which covers Response to Intervention, Social Emotional Learning, and Positive Behavior Interventions & Supports. Tutors are provided to students that qualify via the benchmark assessments in math and ELA for targeted support. The MTSS includes monthly workshops, SEL warm-up activities, Compass clubs, and Project Based Learning approach. Scholars have annual counseling meetings to discuss their 4-year plan and credit review, and seniors have a separate exit survey to discuss post-high school plans. The Counseling Services Department conducts surveys to obtain feedback on the school's services and improve them.

When the Visiting Committee was asked about the curriculum selection process for the online program, staff did not have a lot of information about the school selection process but discussed that the previously adopted curriculum (Strongmind) was not well liked by students and staff. Some thought there was a committee of teachers that helped choose Accelerate Education but were unsure. Staff expressed interest in providing feedback in curriculum selection and adoption.

***Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

Compass provides a variety of standards-based curriculum for all students that support areas of academic achievement, social emotional support, college and career readiness and RTI. Curriculum is supported by credentialed teachers to ensure appropriateness and rigor as well as

ensures A-G approval options for high school course offerings.

## B2. Equity and Access to Curriculum Criterion

To what extent do 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:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**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 career technical options 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.

### Visiting Committee Comments

Compass Charter Schools provides a wide range of educational options and opportunities for students to explore college and career paths. The school offers academic counseling, college and career readiness sessions, virtual college visits, field trips, and elective courses. Additionally, students have access to rigorous, relevant, and coherent curriculum tailored to their individual needs and interests, with many vendors offering classes and programs, including online courses and workshops. The school also provides support for students in tracking their academic progress, setting goals, and achieving success, through regular meetings with teachers, online resources, and access to academic experts.

Compass students have access to a variety of curriculum that includes real-world applications through various resources, programs and services. Students are able to enroll in college courses and attend college and career readiness sessions to help them prepare for life after high school. The curriculum used is aligned with state standards, includes hands-on opportunities, and allows for individualized pacing. The school also recently became AVID certified and every staff member is highly trained in the strategies and principles of the AVID program.

Compass provides a comprehensive student-parent-staff collaboration program, where all parties are involved in developing and monitoring the student's learning plan. A Parent Advisory Council participates in discussion, provides feedback, and guides school leadership in decision making. A Student Advisory Council is able to give school leadership ideas for improvement and suggestions to increase student engagement. Students' reported meeting with leadership recently to improve communication across classrooms. Students in grades 6-12 choose their

courses in collaboration with their parents and a counselor. The online curriculum is rigorous, flexible, and aligned with Common Core, California State Standards, and NGSS. The curriculum is evaluated through monthly meetings, ST-led workshops, connection meetings and weekly live instruction. Overall, Compass provides an individualized curriculum approach that allows scholars to meet or exceed their academic and career goals.

There is a range of programs and services to help with their post-high school transitions. These include academic review meetings, college and career readiness sessions, concurrent enrollment at a local community college, field trips to explore different careers, and individualized course scheduling. Compass offers a rigorous and engaging curriculum through their online learning program, Accelerate Education as the digital curriculum provider which is customizable to fit each student's needs and interests. Scholars have access to over 423 vendors offering materials, classes, and programs that can be used in real-world applications, preparing them for their academic and career goals. The individualized curriculum approach allows scholars to meet or exceed grade-level standards, with academic goals set for each student and progress evaluated regularly. The teachers shared with the Visiting Committee that families have the ability to work in and out of grade level standards, however supporting Learning Coaches at time can have challenges in the area of differentiation and ensuring students are targeting grade level standards and assignments.

The Visiting Committee heard from staff that AVID was an area of great pride in the support, strategies and resources available to students. They expressed that having a school wide focus where they were all trained helped to all have the same goal. When asked by the Visiting Committee the staff shared they were unsure how the school would measure the success of the program, but felt that within their own rosters they were able to see improvements in college awareness anecdotally.

**Equity and Access to Curriculum that supports high achievement for all students.**

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

Compass has prioritized college and career readiness with the implementation of a school wide AVID program and certifying all staff. The scholars have access to a wide variety of curriculum options to help them achieve graduation and post graduation goals.

**CATEGORY B: CURRICULUM**

**Areas of Strength for Curriculum:**

1. 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.
2. 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.

3. Scholars at Compass have access to a robust offering of A-G approved courses, whether written by CCS STs or through Accelerate Education.

**Growth Areas for Continuous Improvement for Curriculum:**

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. Working with Learning coaches on using skill and grade level appropriate materials for scholars with IEPs and 504s.

**Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

Self-Study, stakeholder interviews and discussions, document and policy reviews, survey data and feedback, achievement data review, discussions and school plan reviews.

## CATEGORY C. LEARNING AND TEACHING

### C1. Student Engagement in Challenging and Relevant Learning Experiences Criterion

To what extent are all students involved in challenging and relevant learning experiences in an equity-centered learning environment to achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**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.

**C1.2. 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.

#### Visiting Committee Comments

The Online Learning and Options Learning programs use Accelerate Education as a standards-based curriculum. The curriculum is personalized by content area teachers/Supervising Teachers (STs) and learning coaches (parents) to meet the needs of each scholar. STs provide direct instruction, activities and projects, and build relationships with scholars and families by getting to know their interests, hobbies, strengths, and areas of opportunity to make learning meaningful and relevant. Scholars also have access to a wide range of supplemental curricula to differentiate learning. There is a Multi-Tiered System of Support (MTSS) in place to offer all scholars Tier 1 support through general education and various synchronous instruction, with additional Tier 2 and 3 support for those in need. Tutoring sessions are guided by data, and all Tier 2 and 3 academic support have identified goals to address specific areas of need. Scholars qualify for Tier 2 and 3 support based on data gathered through diagnostic assessments and observations by their instructional staff and learning coaches. Progress is monitored at regular intervals and referrals for additional assessments or interventions are made as needed. Teachers report that while the tutoring sessions are not required, they are encouraged to attend and participate in the targeted instruction.

Compass Charter Schools use multiple modalities to assess scholar progress toward academic standards. The school uses both qualitative and quantitative data, such as subject grades, benchmark assessments, and state assessments, to track scholar achievement and communicate performance levels to scholars and learning coaches. Star Renaissance is used to analyze benchmark data and suggest resources for intervention or acceleration. Both the Online and Options learning programs provide personalized, targeted feedback to scholars through live instruction, online constructive feedback tools, and parent-teacher conferences. In the Online program, scholars learn through Accelerate Education lessons that align with state standards and provide feedback and grades. The Options program is personalized to the scholar's abilities and aspirations, with progress monitored through monthly connection meetings and progress reports. Scholar progress is documented on a Personalized Learning Plan (PLP) which is shared with the learning coach. Both programs provide direct instruction with standard-based objectives and opportunities for feedback, extension with asynchronous learning, and end-of-unit reviews.



The staff shared a great deal about live synchronous learning labs that are offered to all students but did express that improvement could be made in the staffing of those labs. For example all teachers attend the labs, regardless if they are live teaching or not. In observing classroom recordings, there were sometimes more teachers than students attending which might account for some of the feedback the teachers gave about teacher attendance. Teachers also shared that it can be challenging to plan lessons for large grade spans when they hold rosters of K-12 students. One student shared with the Visiting Committee that he felt very prepared for post high school plans and had a lot of access to resources and the ability to provide feedback to school leadership.

In visiting several virtual learning labs and classrooms the Visiting Committee noticed engaging lessons prepared, ample staff to support the virtual classroom management and opportunities for students to engage and share out. The Visiting Committee noted there was not a great deal of student attendance and often times there were more teachers present than students. When classrooms had a more narrow focus in grade spans, the attendance and engagement seemed to increase exponentially.

***Student Engagement in Challenging and Relevant Learning Experiences that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

Compass has the ability to adjust curriculum based on student needs, strengths, preferences and learning style. The school uses relevant assessment data to guide curriculum choice and offers an abundance of community based learning opportunities to enhance academic achievement and college and career readiness.

**C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion**

To what extent do all teachers 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 students, emphasize creative and critical thinking skills and applications?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**C2.1. Teachers as Facilitators of Learning:** Teachers 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.

**C2.2. Creative and Critical Thinking:** All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

**C2.3. Application of Learning:** All students demonstrate that they can apply acquired knowledge and



skills at higher levels and depths of knowledge to extend learning opportunities.

**C2.4. Career Preparedness and Real World Experiences:** All students have access to and are engaged in career preparation activities.

### Visiting Committee Comments

Compass Charter Schools prioritize student learning and the professional development of their supervising teachers (STs). They work to keep up-to-date with the content they are teaching and the instructional tools they use. STs provide personalized experiences and strategies in two academic programs, the Online Learning and Options Learning programs. Both programs offer live sessions to students and use technology and digital tools to engage and support them in their learning. STs use various coaching strategies and provide regular meetings with students to review their progress and discuss areas of need. Academic departments participate in ongoing professional development and training to stay current with research-based trends and developments in technology, curriculum, and instruction. Teachers reported on their school wide growth goals, the school wide WIG, personal growth plans to align to their goals and peer review and support of teaching practices. The school is a certified AVID site, and scholars receive instruction in AVID's WICOR learning strategies, as well as career readiness skills. All staff are provided with ongoing professional development and access to training as needed.

Compass Charter Schools offers personalized learning to its scholars through a wide variety of curricula, resources, and learning tools and has access to additional resources like online subscriptions, workshops, and clubs. The Options program allows scholars to customize their curriculum and work with learning coaches and STs. Both the Options and Online programs provide opportunities for scholars to demonstrate critical thinking and problem-solving skills through discussions, projects, and assessments, with support from STs, tutors, and education specialists. Direct instruction and engagement activities also play an important role in developing critical thinking skills at Compass. Live synchronous classes are offered by every teacher at Compass but when asked by the Visiting Committee, many teachers noted attendance was not consistent across grade levels or subject areas.

Compass Charter Schools has implemented various programs that promote critical thinking, problem-solving, and career readiness. Scholars are provided opportunities to demonstrate learning at monthly connection meetings with their ST where they can demonstrate learned concepts, and engage in discussion. The Counseling Services Department delivers college and career readiness lessons and activities through monthly sessions and the "High School Ready To Launch" group. Additional programs such as AVID and concurrent enrollment further support career preparation.

In speaking with student groups, there was feedback that they found the live synchronous classes beneficial but would like them to be geared more towards their grade level rather than big spans. In visiting many of the live synchronous class offerings the Visiting Committee noticed higher attendance in classes with smaller grade spans.

***Student-Centered Instruction through a Variety of Strategies and Resources that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

The school's personalized approach to curriculum choice, course selection, and opportunities for assignment completion such as project based learning, online, or traditional text allows students to access instruction and resources and apply their learning in a variety of creative ways.

## **CATEGORY C: LEARNING AND TEACHING**

### **Areas of Strength for Learning and Teaching:**

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. Curriculum options available to all scholars along with a plethora of service providers for scholars in the Options Learning program to use.

### **Growth Areas for Continuous Improvement for Learning and Teaching:**

1. Compass should find ways to increase attendance and participation in all of the instructional and offerings the school is offering.
2. 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.

### **Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

Self-Study, stakeholder interviews and discussions, document and policy reviews, survey data and feedback, achievement data review, discussions and school plan reviews.

## CATEGORY D. ASSESSMENT AND ACCOUNTABILITY

### D1. Reporting and Accountability Process Criterion

To what extent do the school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**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.

#### Visiting Committee Comments

The Visiting Committee found that Compass Charter Schools (Compass) uses a variety of effective assessment systems to collect, disaggregate, and report scholar performance. As evidenced by the use of the following state assessments: CAASPP, ELPAC, PFT.

In the 2021-22 school year, Compass implemented STAR assessments by Renaissance for grades TK-12. This internal assessment is administered three times a year to assess scholar progress. These benchmark scores are sent home. The reports provided by STAR Renaissance are used to identify scholars who may need additional academic support to close achievement gaps. These results aid in creation of additional resources for supervising teachers (STs) and tutors to support scholars struggling to achieve grade-level standards. This is an ongoing process, and once a month data conversations are had among staff to discuss how scholars are being helped in every subject. This collaboration provides new ideas and helps to identify trends that could be used to best help determine individual scholar learning needs. Staff training occurs through Professional Developments geared toward analyzing data and reports. Supervising Teachers learn how to use the results to inform, and adjust their teaching and learning through a collaborative process. STs also learn how to use the Instructional Planning Report in Renaissance to determine focus skills for each scholar, based on their test results. Multiple communication channels are used to disseminate data, such as Compass' 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. Compass also 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. Each department coordinator hosts Weeks of Welcome (WOW) as an introduction at the beginning of the school year. In addition to these, all school-level data is shared through the California School Dashboard, which disaggregates performance and demographic data to identify subgroups. Compass also partners with Parsec Education, a data analytic company, which allows them to 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. All this data is disaggregated to analyze trends, strengths, and areas of growth.

The Visiting committee observed that Compass' Schools 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", which determines supporting instruction used by STS and tutors. In addition, tutors use the assessment results to determine the topics for live virtual tutoring sessions. Compass' tutors hold open office hours weekly. Scholars who are identified as "On Watch" after the STAR benchmark assessment(s) are considered to need between Tier 1 and Tier 2 support. Tutors review data and collaborate with STs to discuss next action steps during their monthly data-driven discussions.

To ensure all stakeholders are on the same page, all 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. Academic strengths, weaknesses, progress towards learning goals, and mastery of content standards are discussed. 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. Special Education case managers' feedback is provided to the scholars directly in real-time through the SAI sessions. Feedback is also provided through ongoing communication with families via email, phone, and progress reports. The Special Education Team also gathers data from the general education STs for upcoming Individualized Education Program (IEP) meetings to discuss present levels of performance.

All educational partners play a role in the assessment and monitoring process by reviewing assessment data to determine school wide areas of strength, growth and need.. This is shared in Board of Director meetings through the Assessment & Data presentations to the directors, highlighting assessment results for state and internal assessments.

Compass Schools provide appropriate training to STs for 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, and extra care goes into planning for all EL students to ensure they have the resources they need to be successful.

**Using Assessment to Analyze and Report Student Progress that supports high achievement for all students.**  
**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective  
**Narrative Rationale:**  
 As stated in the report above.

**D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion**

To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**D2.1. Demonstration of Student Achievement** Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

**D2.2. Teacher and Student Feedback:** Teachers 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. Teachers 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

**Visiting Committee Comments**

The Visiting Committee observed that Renaissance STAR assessments are used as a starting point, from which Compass assesses 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. 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.

Compass also has added Homeroom Synchronous instruction in Fall 2021. Scholars in grades K-5 are offered 30 minutes daily. Scholars in grades 6-12 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. 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. To monitor assessment data, All Educational Partners are tasked with reviewing data to determine school wide achievement trends and areas of need. 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. EPAC testing planning goes a bit further and includes gathering feedback from all STs, EL Staff and a discussion of all EL students on their roster.

***Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

As stated in report above

**CATEGORY D: ASSESSMENT AND ACCOUNTABILITY**

**Areas of Strength for Assessment and Accountability:**

1. Multiple measures to track scholar achievement.
2. Improved training for test examiners and accelerated schedule to prepare scholars for state assessments.
3. Effective Multi-Tiered Systems of Supports (MTSS) framework to identify and support scholars’ academic, behavioral, and social-emotional needs.

**Growth Areas for Continuous Improvement for Assessment and Accountability:**

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.
2. Continue adding data mindset, including completion of Google Data Analytics Course

3. Continued use of multiple forms of data to assist with guiding instruction, monitoring progress & growth, and informing grading practices.
4. 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.

**Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

Self-Study, stakeholder interviews and discussions, document and policy reviews, survey data and feedback, achievement data review, discussions and school plan reviews.



## CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

### E1. Parent and Community Engagement Criterion

To what extent does the school leadership employ a wide range of culturally sensitive strategies to encourage family, and community involvement, especially with the learning/teaching process?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**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.

#### Visiting Committee Comments

The visiting committee observed that learning coaches are invited to get involved with the school in a number of ways including the Parent Advisory Committee (PAC), the Learning Coach Academy (LCA) and Learning Coach Academy ParentSquare group. 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 also recorded and posted to the Compass YouTube channel as well as shared via ParentSquare. Compass has other avenues for learning coach engagement such as "Town Halls" and "Coffee with Compass" sessions; social media channels, which include Facebook, Twitter, Instagram and LinkedIn as well as a "Virtual Suggestion Box" that is checked monthly by staff. There are required monthly meetings with supervising teachers and Compass staff has 24-hour return call/email policy to ensure that scholars and learning coaches receive a timely response from school staff. All staff email addresses are readily available on the school website as well as an instant "Contact Us" link.

***Parent and Community Engagement that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

As stated in report above

### E2. School Culture and Environment Criterion

To what extent does the school leadership focus on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and develops a culture that is characterized by trust, professionalism, equity, and high expectations for all students?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**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 Students:** The school culture demonstrates caring, concern, and high expectations for 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.

**Visiting Committee Comments**

The visiting committee observed that Compass implements several policies to ensure a safe, clean, and orderly learning environment. Compass is affiliated with the National Standards for Quality (NSQ) Online Learning and APLUS+, which promote and support safe learning environments and quality personalized learning schools and services. 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 which are shared with families via the Monday Morning Updates (MMU) and ParentSquare calendar, that encourage scholars’ safety, academic and social-emotional development, and support their college and/or career readiness.

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.

Virtual scholar workshops are held on a monthly basis to encourage learning, development, and socialization among scholars. Local field trips are scheduled for scholars and their learning coaches to attend and extend learning beyond class time.

Compass invites all scholars to join its Scholar Leadership Council (SLC), which promotes leadership, problem-solving, and school spirit, a variety of school clubs, and also promotes the ARCTIC core values to encourage a nurturing learning environment.

<p><b>School Culture and Environment that supports high achievement for all students.</b></p> <p><b>Visiting Committee Rating (select one):</b> Highly Effective <b>Effective</b> Somewhat Effective Ineffective</p> <p><b>Narrative Rationale:</b></p> <p>As stated in the report above.</p>
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**E3. Personal, Social-Emotional, and Academic Student Support Criterion**

To what extent do all students receive appropriate academic, social-emotional and multi-tiered support to help ensure student learning, college and career readiness and success?

To what extent do 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:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**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 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 in student success and achievement.

**E3.4. Co-Curricular Activities:** The school ensures that 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.

**Visiting Committee Comments**

The visiting committee observed that the 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.

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.

The 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). 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.

**Personal, Social-Emotional, and Academic Student Support that supports high achievement for all students.**

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

As stated in the report above.

## **CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH**

### **Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:**

1. There are School Safety plans and procedures in place.
2. The T Department ensures staff are up-to-date on internet safety.
3. There is a handbook and board policy manual with complaint procedures and internet safety guidelines.
4. Compass provides learning in a safe environment by providing scholars opportunities to socialize through clubs, field trips, live synch sessions, etc. and establishes these opportunities in ways that the scholars can feel connected to peers and the school in a positive manner
5. Compass supports all scholars through personalized learning using tiered interventions and opportunities for tutoring and intervention under a Multi-Tiered System of Supports (MTSS) framework .

### **Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:**

1. Parent engagement in the form of more involvement on the PAC.
2. Continue to fine tune the use of data to help 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
3. Expanding internet safety topics to scholars and explicitly teach about safe ways to interact with technology.

### **Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

Self-Study, stakeholder interviews and discussions, document and policy reviews, survey data and feedback, achievement data review, discussions and school plan reviews.

## Chapter 4: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

### Schoolwide Strengths

The purpose of identifying schoolwide strengths is to provide input and support for the school to use these strengths in their continuous improvement to ensure high quality student learning and well-being. Synthesize school wide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

The visiting committee identified the following specific schoolwide strengths and their rationale for the identification: **Include a Who, What, and Why for each schoolwide strength.**

1. Clearly stated and easy access to Mission and Vision Statements and Core Values.
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. 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.
4. Curriculum options available to all scholars along with a variety of service providers for scholars in the Options Learning program to use.
5. Multiple measures to track scholar achievement.
6. Improved training for test examiners and accelerated schedule to prepare scholars for state assessments.
7. Compass is nurturing learning in a safe environment by providing scholars opportunities to socialize through clubs, field trips, live synchronous sessions, monthly connection meetings and establishing these opportunities in ways that the scholars can feel connected to peers and the school in a positive manner.
8. Scholars are supported with personalized learning using tiered interventions and opportunities for tutoring under the Multi-Tiered System of Supports (MTSS) framework.
9. 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.

### Schoolwide Growth Areas for Continuous Improvement

The purpose of supporting the school's identified growth areas for continuous improvement and sharing additional growth areas is to ensure the school's continuous improvement for student learning and well-being encompasses the greatest student and school needs.

Synthesize school wide growth areas for continuous growth and list numerically. *Be sure that these can be documented by other sections of the report.*

- Ensure that all Growth Areas have a "who," "what," and a "why" in relation to the impact on student learning
- Confirm areas already identified by the school in the action plan sections
- Confirm areas to be strengthened within the already identified areas
- Identify any additional areas to be added to the action plan that have been identified by the visiting committee. *This includes areas related to student achievement and other profile*

***data, the school program and operation, and the action plan.***

The visiting committee concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The school's growth areas for continuous improvement are explained below: **Include a Who, What and Why for each growth area for continuous improvement.**

- Improve the 4 year graduation cohort in each school to meet or exceed state averages.
- Increase participation in state testing to 95% and maintain 95% participation rates in local measures.
- Increase college and career readiness for scholars by expanding the AVID program.
- Create and implement a comprehensive data plan that is accessible by 100% of Compass staff and families.

In addition, the visiting committee has identified additional concrete, specific growth areas that need to be addressed: **Include a Who, What and Why for each growth area for continuous improvement. (Note: Show the relationship to what the school has already identified, if possible.)**

None.

## Chapter 5: Ongoing School Improvement

- **Include a brief summary of the schoolwide action plan**
- **Evaluate the school improvement issues:**
  - **The effectiveness of the action plan to enhance student learning and support the identified major student learner needs**
  - **The level of commitment to accomplish the action plan, schoolwide and systemwide**
  - **The alignment of the schoolwide action plan/SPSA to the Local Control and Accountability Plan (LCAP)**
  - **The soundness of the follow-up process for implementing and monitoring the accomplishment of the schoolwide action plan.**

The schools’ LCAPs for Los Angeles, San Diego, and Yolo are the action plans as they relate to school goals for student achievements, and are aligned with the goals associated with the WASC Self-Study process.

Compass’ goals are created by gathering input and feedback from various surveys, Parent Advisory Council, Scholar Advisory Council, and Staff Advisory Council meetings throughout the year. Progress towards LCAP goals is monitored regularly by the CEO and leadership team. As needed, adjustments are made to the plan throughout the year to better meet the needs of students, pending board approval.

<p style="text-align: center;"><b>Action plan Goal #1-</b></p> <ul style="list-style-type: none"> <li>● Improve the 4 year graduation cohort in each school to meet or exceed state averages.</li> </ul>	<p style="text-align: center;"><b>Baseline/Measurement</b></p> <p>Common measure</p> <ul style="list-style-type: none"> <li>● Year to year grad rates</li> </ul> <p>Equity Measure</p> <ul style="list-style-type: none"> <li>● Grad rates by subgroup</li> <li>● Identify gaps</li> </ul>
<p><b>Proposed Actions</b></p> <ul style="list-style-type: none"> <li>● Ensure all scholars have access to grade level appropriate materials, as indicated by our personalized learning plans (PLP) and Master Agreement (MA), and that these materials are connected to grade level standards that are identified on the PLP.</li> <li>● Evaluate how grad rate is tracked and reported.</li> <li>● Increase parent involvement to support completion</li> </ul>	
<p style="text-align: center;"><b>Action plan Goal #2-</b></p> <ul style="list-style-type: none"> <li>● Increase participation in state testing to 95%</li> <li>● Maintain 95% participation rates in local measures.</li> </ul>	<p style="text-align: center;"><b>Baseline/Measurement</b></p> <p>Common measure</p> <ul style="list-style-type: none"> <li>● BOY, MOY, EOY rates in STAR</li> <li>● Annual rates in State testing- CAASPP, ELPAC, CAST, and PFT</li> </ul> <p>Equity measure</p> <ul style="list-style-type: none"> <li>● Participation by subgroup</li> <li>● Participation by program</li> </ul>

<b>Proposed Actions</b>	
<ul style="list-style-type: none"> <li>● Increase attendance and participation in all of the instructional offerings.</li> <li>● Increase opportunities for parents to engage and measure participation.</li> <li>● Attendance rates in learning labs, tutoring, and enrichment broken down by program and student group and correlated with student achievement data (STAR scores, grades, course achievement)</li> </ul>	
<p style="text-align: center;"><b>Action plan Goal #3-</b></p> <ul style="list-style-type: none"> <li>● Increase college and career readiness for scholars by expanding the AVID program</li> </ul>	<p style="text-align: center;"><b>Baseline/Measurement</b></p> <p>Common measure</p> <ul style="list-style-type: none"> <li>● The number of scholars who attend college</li> <li>● A-G completion</li> <li>● Number of students accepted into college.</li> <li>● Number of graduates who complete college.</li> </ul> <p>Equity Measure</p> <ul style="list-style-type: none"> <li>● First generation scholars attending college</li> <li>● AVID impact on all scholars enrolled in AVID and sub-groups</li> <li>● College entrance by sub group</li> </ul>
<b>Proposed Actions</b>	
<ul style="list-style-type: none"> <li>● Measure the impact of AVID on scholars' college and career readiness.</li> </ul>	
<p style="text-align: center;"><b>Action plan Goal #4 -</b></p> <ul style="list-style-type: none"> <li>● Create and implement a comprehensive data plan that is accessible by 100% of Compass staff and families.</li> </ul>	<p style="text-align: center;"><b>Baseline/Measurement</b></p> <ul style="list-style-type: none"> <li>● Identify key data points that are clearly communicated to the Compass community.</li> <li>● Develop a Compass dashboard that is updated regularly.</li> <li>● Provide training to all community members on measurements to monitor student growth.</li> </ul>
<b>Proposed Actions</b>	
<ul style="list-style-type: none"> <li>● Use multiple forms of data to guide instruction, monitor progress &amp; growth, and inform grading practices that ensure all student populations receive appropriate support and interventions.</li> <li>● Identify specific measurements and how they inform program changes and track student growth.</li> </ul>	

The goals contained in these action plans and the specific actions and services contained within them effectively address the identified major student learning needs, and Compass leadership demonstrates commitment to carrying out all actions contained in the plans.

The schools actively participate in a sound cycle of continuous improvement through progress monitoring through the LCAP cycle. The board, administration, and all community partners engage at various levels to support the goals set forth to drive student achievement and improve schoolwide student outcomes.

**Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.**

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

The schools have clearly defined goals as outlined in their schoolwide plans. The schools are working to improve areas of growth as identified in the plans.

**The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.**

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

The schools have each developed their LCAP to align to the identified learner needs.

**The capacity to implement and monitor the schoolwide action plan/SPSA.**

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

The school follows the LCAP review process to monitor goals and achievement data.



### Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.		X		
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.		X		
Vision and Purpose (A1)	X			
Governance (A2)		X		
Leadership: Data-Informed Decision-Making and Continuous School Improvement (A3)		X		
Staff: Qualified and Professional Development (A4)		X		
Resources (A5)		X		
Resources (Charter only) (A6)		X		
Rigorous and Relevant Standards-Based Curriculum (B1)		X		
Equity and Access to the Curriculum (B2)		X		
Student Engagement in Challenging and Relevant Learning Experiences (C1)		X		
Student-Centered Instruction through a Variety of Strategies and Resources (C2)		X		
Reporting and Accountability Processes (D1)		X		
Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2)		X		
Parent and Community Engagement (E1)		X		
School Culture and Environment (E2)		X		
Personal, Social-Emotional, and Academic Student Support (E3)		X		
Acceptable progress by all students		X		
Alignment of a schoolwide action plan/SPSA to the school's areas of greatest need		X		
Capacity to monitor and implement the schoolwide action plan/SPSA		X		



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Compass Charter Schools

# **Superintendent's Report**

## January 28, 2023

# Listening Tour

During my first 90 days, I conducted 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?

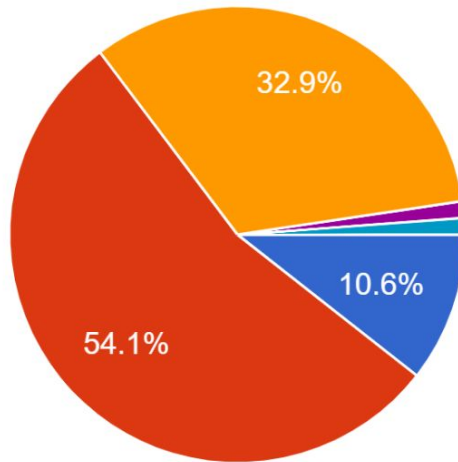
# Listening Tour

- Virtual Meetings with staff
- Virtual Meetings with scholars
- Virtual Meetings with parents
- PFT in-person meeting
- San Diego Family Event in-person
- Online survey
- Individual meetings with Cabinet and Directors
- Virtual team meetings
- Scholar Leadership Council
- Parent Advisory Council
- Staff Advisory Council
- Coffee with the Superintendent
- In-person meeting at OCLC

# Listening Tour

How are you connected to Compass?

85 responses

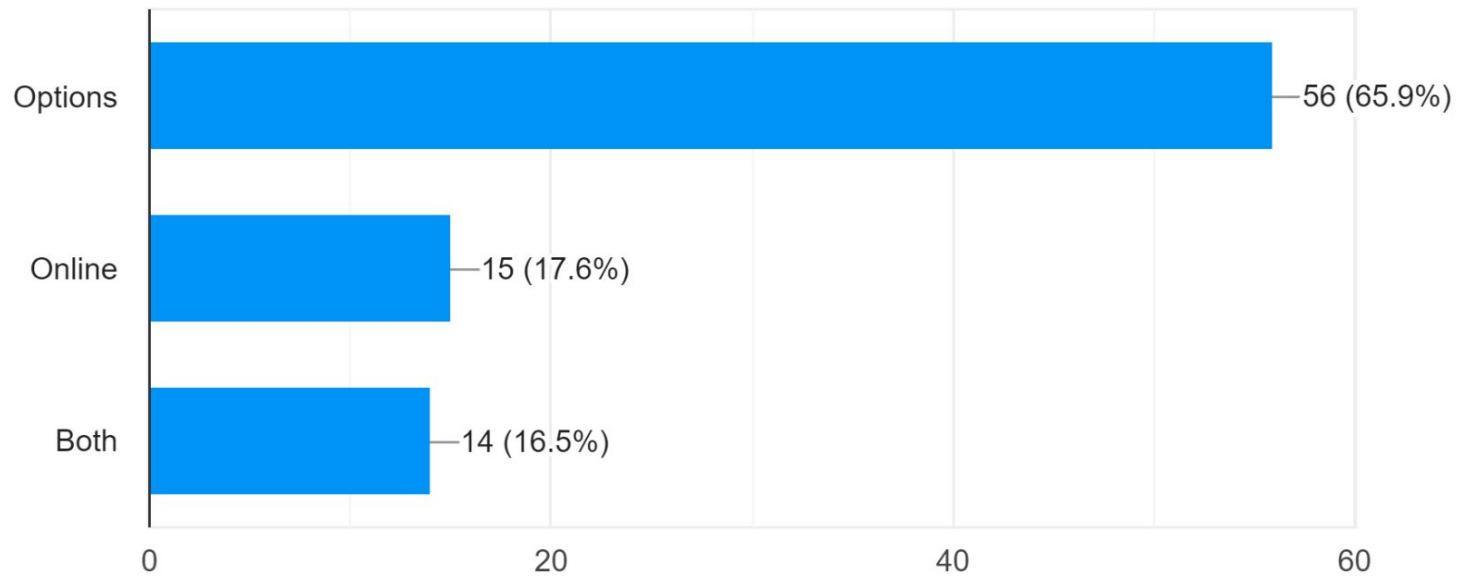


- Scholar
- Staff
- Parent/ Learning Coach
- Community Partner
- With my Former Parent hat on! (still staff)
- Both Staff and Parent

# Listening Tour

What program are you in?

85 responses







# What I love about Compass- Staff

## The MODEL

Innovative  
Flexible  
individualized opportunities  
Working from home  
Clear mission  
ARTIC values  
Options, Online, and OCLC programs  
The Gold Standard





# What I love about Compass- Staff



“I love how Compass is very passionate about our scholars and our families that we serve. The staff that works for Compass treat each other like family.”

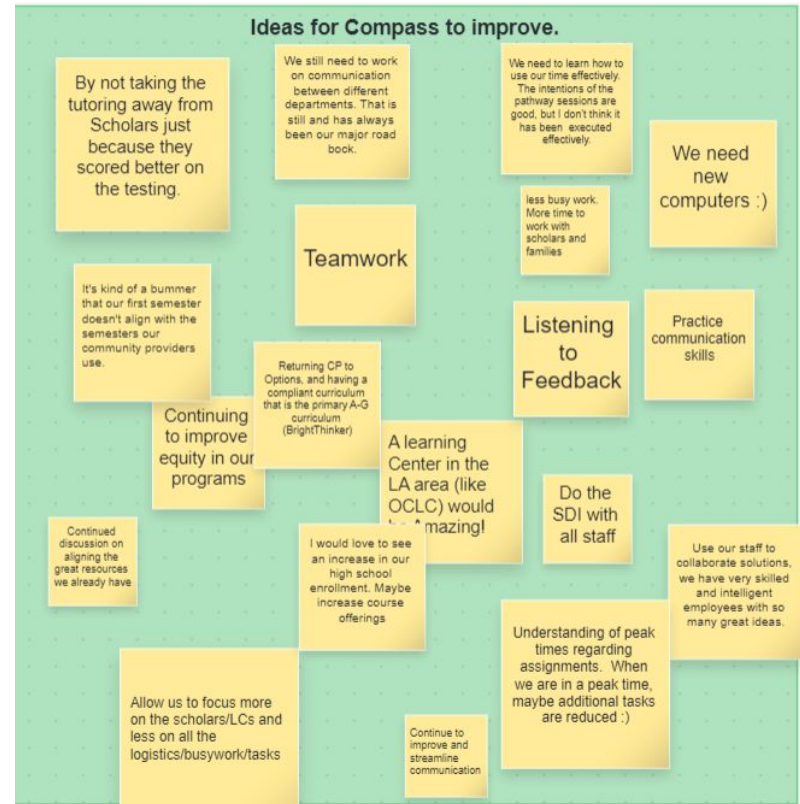
“I love being able to serve students as individuals, and I love the flexibility we offer families to school within their individual homeschool philosophies.”

# How Compass can improve- Staff

“Build communication and trust between leadership and staff.”

“An overall deep dive into user experience for teachers and LC's-are we using too many systems, how can we make the experience overall more cohesive and efficient.”

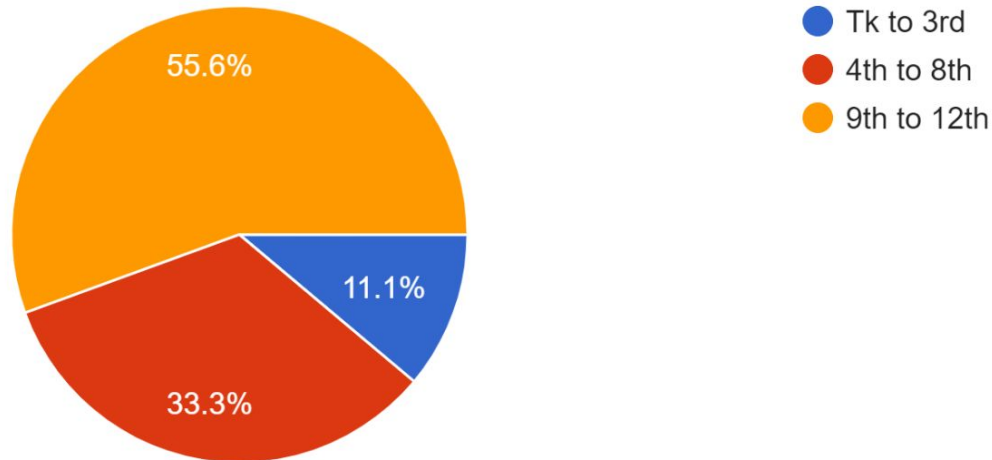
“Demonstrate faith and trust in the teachers that Compass hired to be knowledgeable and to be invested in their scholars and their families. Get rid of the overwhelming amount of clerical work and replace it with connection opportunities.”



# Listening Tour-Scholars

What Grade Level are you in this year?

9 responses

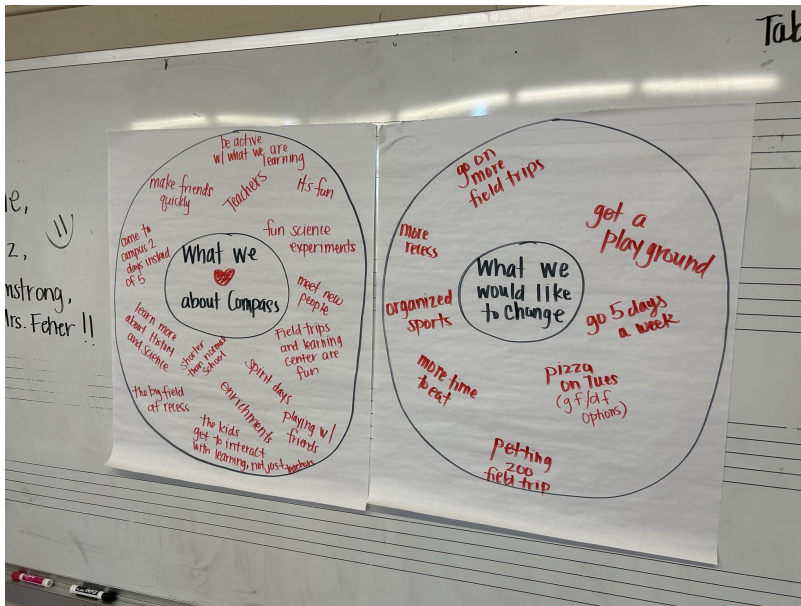


# What I love about Compass- Scholars

Everything!  
Flexibility  
Ability to be at home  
My teachers  
My friends  
I feel safe  
Field trips  
Clubs



# How Compass can improve- Scholars



More field trips

More opportunities to meet other students

More elective opportunities



# What I love about Compass- Parents

“I love that the students can communicate with other students. Safe environment. Kind teachers. If I have a problem. I don't feel uncomfortable because the teachers makes me feel as though I belong to the compass family.”

“I love the combination of freedom with the guidance from the staff to give my learner the best personalized education”

“We really like the field trips and online workshops. We also like our Supervising Teacher”

“Having a Charter who finds balance in the needs of compliance and the needs of supporting the families is gold.”



# How Compass can improve- Parents



“I would love more opportunities for meet ups and hangouts with Options parents.”

“I would love to see additional vendors on the menu options-it seems more restricted lately.”

“Grouping teachers with the age ranges they have the most experience with would be really helpful.”

# Top Priority

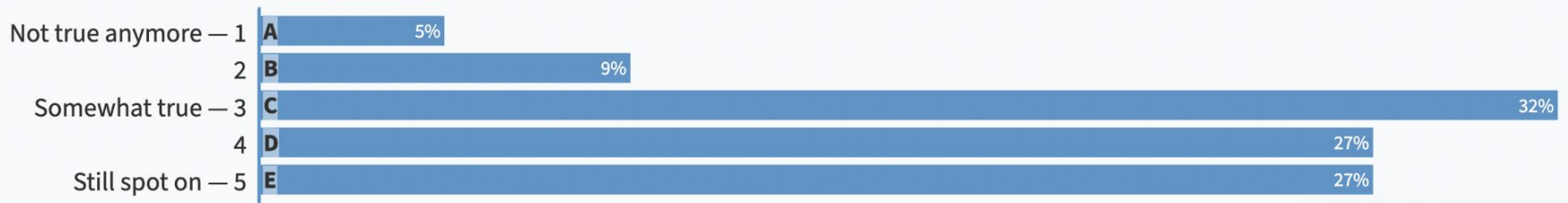
WIG #1- 100% of staff will report increased coherence, improved culture, and greater connectedness.

Building trusting relationships and a culture of collaboration, innovation, and ongoing learning.

Incorporate professional learning on building trust into leadership academy.



**Staff morale is very low. Leaders are not feeling ownership and ability to make decisions. Staff are not respecting/following leadership decisions. Lack of alignment and prioritization is creating great sense of "I can't get it all done."**



# Updates

San Diego charter renewal- staff have completed a first review of the existing charter. This will be sent to YMC for legal updates. I am awaiting a response from the Superintendent of Santa Ana on the status of the OCLC.

CAASPP testing- starts next week. Staff are working on increasing participation to avoid the LOSS penalty.

# Questions?



Contact:

Ms. Liz Brenner| Superintendent and CEO

805.358.4761

[ebrenner@compasscharters.org](mailto:ebrenner@compasscharters.org)

# Coversheet

## Staff Support Presentation

**Section:** VI. Presentations  
**Item:** A. Staff Support Presentation  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** 22\_23 Staff Support Board Presentation.pdf  
Staff Support Presentation.mp4



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Compass Charter Schools

# **22/23 Staff Support Department Overview**

## March 25, 2023

# Agenda

- Mission, Vision, and Values  
Staff Support Team  
What's New for 2022-2023
- Highlights, and Scoreboard

# Our Mission and Vision

## **MISSION STATEMENT**

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

## **VISION STATEMENT**

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

# Our Values

## COMPASS CHARTERS

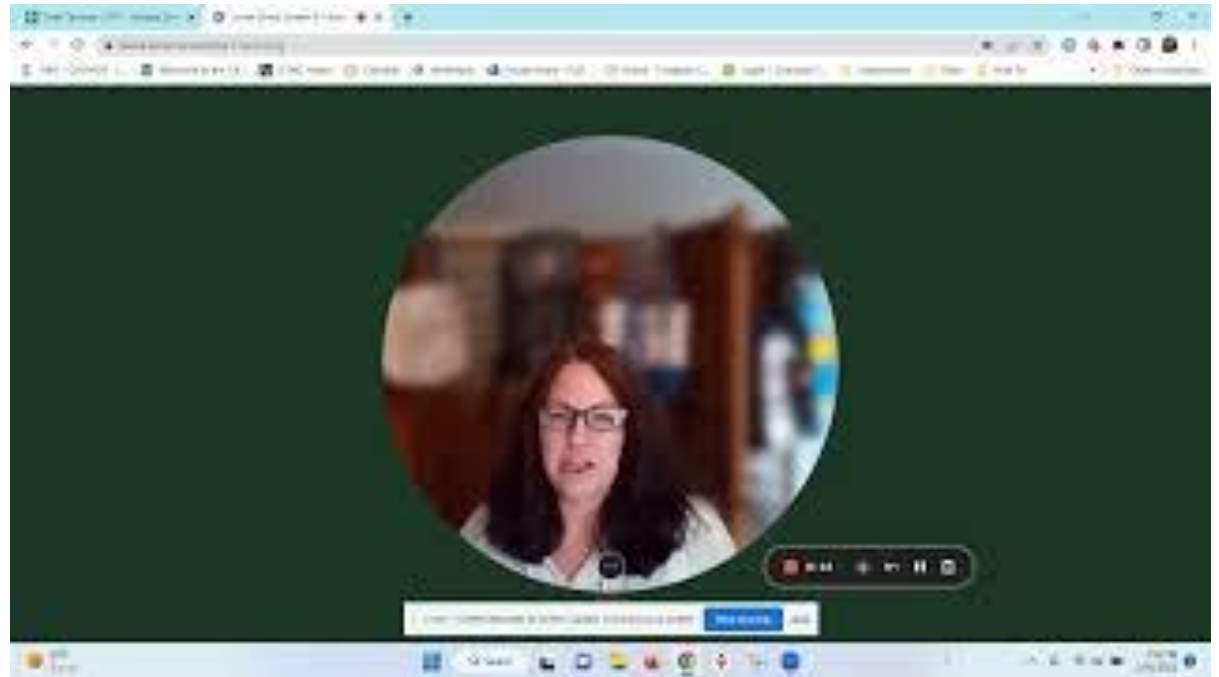
-  **A**chievement: Engage in and take charge of your learning.
-  **R**espect: Be respectful in all interactions with fellow scholars, learning coaches, faculty, and staff.
-  **T**eamwork: Work cooperatively with all persons involved in your education. \*Teamwork makes the Dreamwork\*
-  **I**ntegrity: Behave following strong ethical principles, values and academic honesty.
-  **C**ommunication: Frequently and proactively communicate with all persons involved in your education



# Staff Support Department

- 1 Assessment and Data Coordinator
- 1 Assessment Specialist
- 1 Data Specialist
- 3 Instructional Coaches - 2 Options, 1 Online
- 2 Assessment ToSAs
- 1 AVID ToSA

# Beth Sneyd - Assessment and Data Coordinator



# Carrie Badescu - Assessment Specialist



# Luis Navarrete - Data Specialist







# Rachael Coughlin - Instructional Coach, Options



# Michelle Whitney - Instructional Coach, Online



- With Compass Charter Schools since Nov 2015
- Second year as an Instructional Coach
- Supporting STs (Supervising Teachers)
- Weekly Digest
- Onboarding & supporting new STs
- A-G Exam Proctoring
- Holding Professional Development Workshops
- Daily Dose of Math & ELA
- CHS LANSPP Coordination, Communication & Support
- Et cetera (free :)



# Erica Angelo - Assessment ToSA





# Brenda Lasley - Assessment ToSA



# Andrea Lomeli - AVID ToSA



# What's New 22-23

- Assessment
  - CAASPP parent night
- AVID
  - Utilizing AVID strategies as a tier 1 support under our MTSS framework
- Instructional Coaches
  - Working with the new Supervising Teachers (ST) to build capacity utilizing the coaching cycle.  
They also extensively onboarded all new STs and met with them daily to ensure their training needs were met.
- Professional Learning
  - Launched Framework

# WIG Scoreboard

## PL Feedback August - Present

- 4.23/5 Effectiveness
- 4.48/5 Engaging and embedding activities
- 4.63/5 Speaker engagement and rehearsal

	Lag Measures	Lead Measures	February
Green-80% and above Yellow-60-79% Orange- 50-59% Blue-below 50%	To ensure all staff are on the same page and to promote positive attitudes, resources will be provided in bite-sizes.	Successful completion of bite-sized resources on Weekly Digest.	bite-sized resources are posted every Monday = 100% completion
	Design Effective Professional Learning Sessions	80% or better effectiveness on professional learning sessions measured via exit tickets completed at the end of each PL session to assess impact and satisfaction.	overall average of PL as of 3/7 = 4.23
	Empower instructional staff to utilize research-based strategies within their instructional practices, and to use data to drive instruction and decision-making	80% or better effectiveness on quarterly surveys on our department's support.	11 coordinators filled out survey - 100% on effectiveness of updates, 72.7% on clear communication, 81.9% on PL effectiveness, 90.9% on exhibiting ARTIC values, 36.4% on effectiveness of weekly digest = 76.4%



# Questions?



Contact:

Kasey Wingate | Director of Staff Support

805.405.3758

[kwingate@compasscharters.org](mailto:kwingate@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](#):

Staff Support Presentation.mp4

# Coversheet

## Academic Services Update

**Section:** VII. Academic Services  
**Item:** A. Academic Services Update  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Academic Services Division Report - March 2023.docx  
\_Academic Services Division Board Report .pptx



**Academic Services Division Report  
March 25, 2023**

**This report highlights areas since the last regular meeting of the Board of Directors:**

- **Dr. Ebner restarted the Leadership Mentoring program for coordinators.**
- **The leadership team worked together to write the WASC Action Plan and update the LCAPs.**
- **Dr. Ebner completed an analysis on the Online and Options A-G course offerings and made recommendations to the Superintendent for A-G offerings moving forward.**
- **Based on the middle of year (MOY) Star benchmark scores:**
  - **30% of scholars receiving intervention from our intervention tutors and/or resource specialists moved from Urgent Intervention or Intervention on the Beginning of the Year (BOY) to either On-Watch (29th - 39th percentile) or At/Above Grade Level (at or above 40th percentile) and no longer need reading intervention for the Spring semester.**
  - **29% of scholars receiving intervention moved from Urgent Intervention or Intervention up to On-Watch or At/Above Grade Level and no longer need math intervention for the Spring semester.**
  - **Scholars who attended  $\geq 50\%$  of their intervention live sessions with tutors outperformed those who attended  $< 50\%$  of sessions.**
- **For English Language Learners (ELs), MOY benchmark scores reflect:**
  - **Grades TK-3 Early Literacy:**
    - **Scholars who attended  $\geq 50\%$  of EL live tutoring sessions outperformed scholars who attended  $< 50\%$  of EL live tutoring sessions.**
  - **There was significant growth in Lexia Core5 for scholars in grades TK-5 and in Lexia PowerUp in grades 6-12 in word study, grammar, and comprehension.**
- **52 current scholars referred to Scholar Support Team (SST), which is an increase of 8% from February 2022**
- **71 current scholars with 504s**
- **89 scholars with 504s have been supported this year, including scholars who are now withdrawn**
  - **There was an increase in MOY Reading and Math benchmark scores for scholars who received an initial 504 after the BOY benchmarks.**
- **High School Credit Status March 2023:**
  - **65.8% of high school scholars are on track to graduate within the four-year cohort (-12.6% from October 2022 data).**
  - **25.3% of high school scholars are credit deficient in meeting graduation requirements within the four-year cohort (+8.8 from October 2022 data).**
  - **6.2% of high school scholars are not eligible to graduate within the four-year cohort (+1.1% from October 2022 data).**
  - **2.7% of scholars earned their high school diploma at the end of the Fall 2022 semester.**





- **Weekly progress reports for Online scholars were revised to ensure learning coaches and scholars receive accurate course progress and “average grade” information throughout the semester.**
  - **90%+ open rate for these progress reports sent through Yet Another Mail Merge; increasing support for and collaboration between learning coaches and Online supervising teachers.**
- **Semester 1 Online Learning Department Data**
  - **See supplemental data slide deck**
  - **Connection Meetings**
    - **58% of scholars attended all connection meetings for each learning period during semester 1, however, 80% of Online learning coaches and scholars attended at least 2 connection meetings during semester 1.**
  - **Tiered Re-Engagement**
    - **Of those scholars who received a tier 1 re-engagement notice, only about half needed to continue in this process and received a tier 2 re-engagement notice.**
    - **Only 2% or less of scholars who were identified as needing tier 2 re-engagement support through the independent study evaluation process were involuntarily withdrawn.**
      - **Of these 2% or less, the cause for the involuntary withdrawal was due to the learning coach not requesting a hearing to appeal this evaluation.**
- **Semester 1 Options Learning Department Data**
  - **See supplemental data slide deck.**
- **Connection Meeting Attendance**
  - **The connection meeting data shows that supervising teachers and coordinators are making concerted efforts to engage scholars of our special population subgroups.**
- **Tiered Reengagement**
  - **Less than 2% of scholars in tiered reengagement proceeded to withdrawal.**
  - **A majority of the tier 1 notices stemmed from STAR testing refusal or missing STAR examinations**
- **A five-part series of training for Learning Coaches of special education scholars began on March 8, 2023, arranged by our Director of Special Education.**
- **Planning for Extended School Year (ESY) is commencing. Currently, we have 96 scholars eligible for ESY beginning July 3, 2023.**
- **The percentage of scholars with IEPs out of the total CCS enrollment rose from 12% Census day 2021-22 to 15% on Census Day 2022-23; we continue to enroll new scholars with IEPs and have continuing scholars who went through the SST process and are currently awaiting their initial IEPs.**
- **The Director of Staff Support surveyed all program coordinators on the effectiveness of the Staff Support’s communication, initiatives, and offerings. On a likert scale of 1-5, 100% of coordinators indicated that adding information in the weekly updates is effective, 73% of coordinators indicated that communication from the Staff Support is very clear, 91% of coordinators indicated that the Staff Support Team always exhibits ARTIC values, and 82% indicated that the professional learning opportunities this year have been effective.**
- **In partnership with the Training and Development Manager, an asynchronous professional learning session was launched this month, in addition to the March in-service day offerings. 111 staff members have responded to the post session feedback survey, and 82% found it very effective (4.09/5), 83% found it engaging despite the workshop being asynchronous**

**(4.17/5) and 89% found the presenter to be well rehearsed and energized (4.47/5). Data about the in-service day will be shared at a future meeting.**

**Respectfully Submitted,**

**Aviva Ebner, Ph.D.  
Assistant Superintendent & Chief Academic Officer**



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Compass Charter Schools

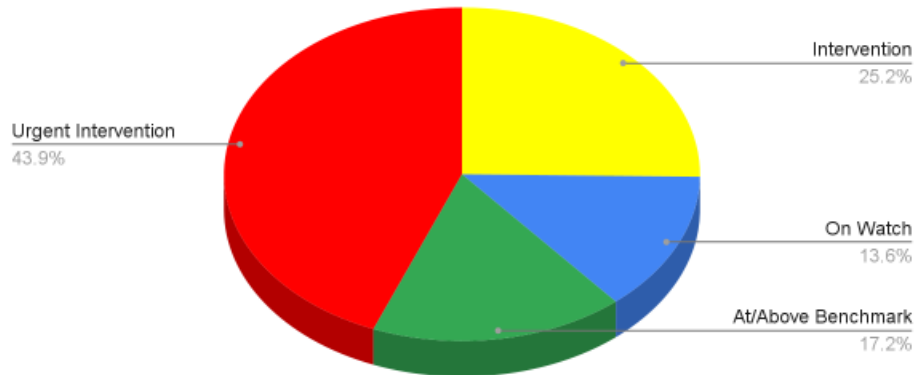
# **Academic Services Division Board Report Supplemental Data Charts**

March 25, 2023

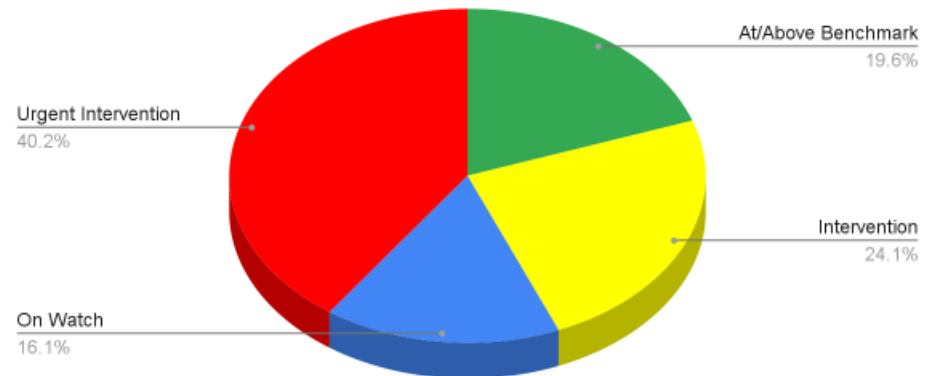
# Academic Support

## Intervention Tutoring Attendance and MOY Reading Scores

Star Reading MOY: Attended <50% of intervention tutoring



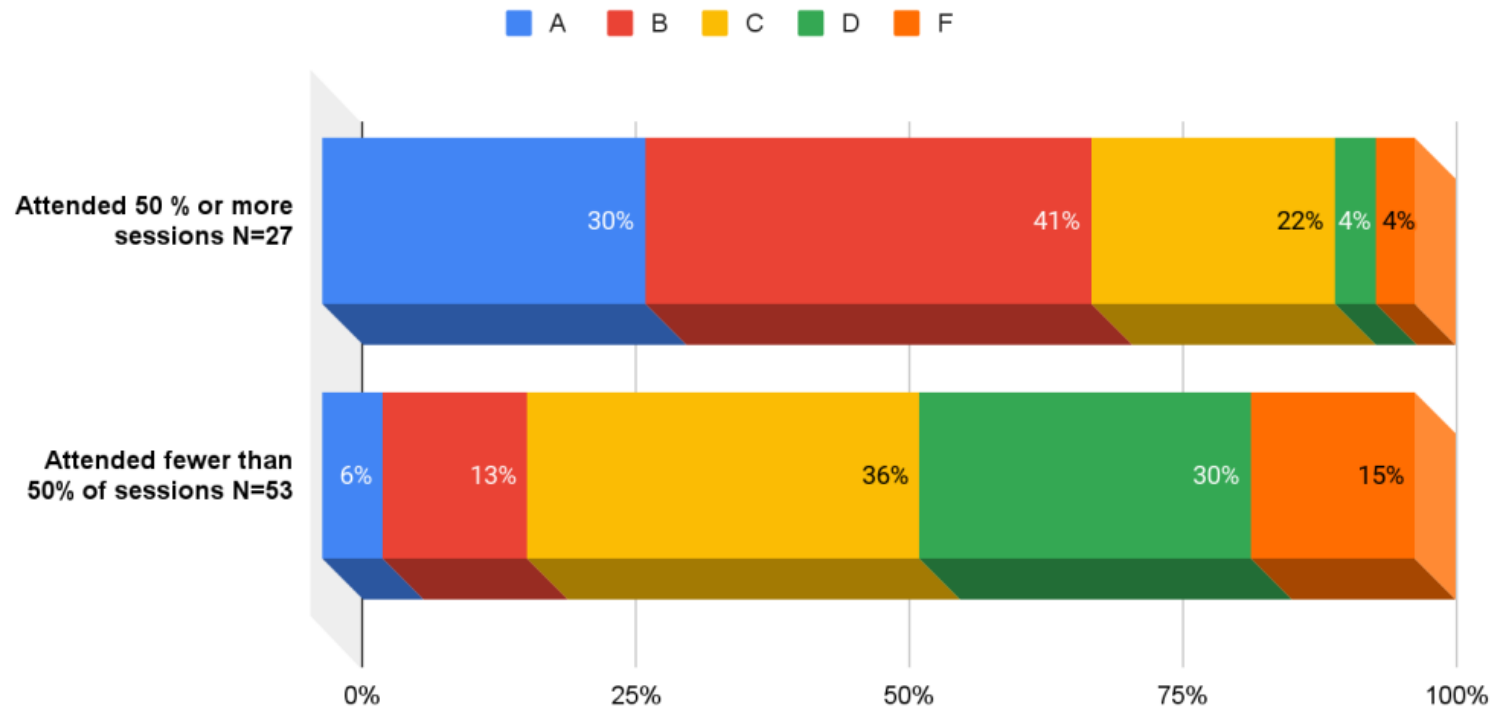
Star Reading MOY: Attended ≥50% of intervention tutoring



# Academic Support

## English Learners: Attendance and Semester 1 ELA Grades

**2022-23 CCS 6-12 Comparison for ELA Grades of EL Scholars that attended  $\geq 50\%$  vs.  $<50\%$  of group sessions**



# Academic Support

## English Learners: TK-5 grade Lexia Progress in Grade Level Material (GLM)

Students by Grade Level of Material (GLM)

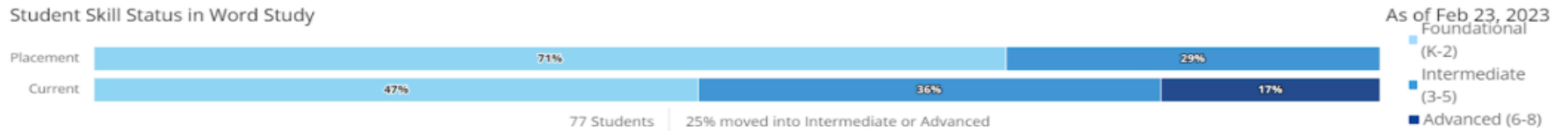
Aug 1, 2022–Feb 23, 2023



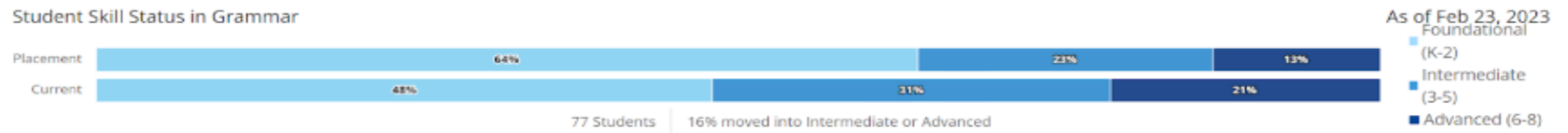
# Academic Support

## English Learners: 6-12 grade Lexia Progress in Word Study, Grammar and Reading Comprehension Skills

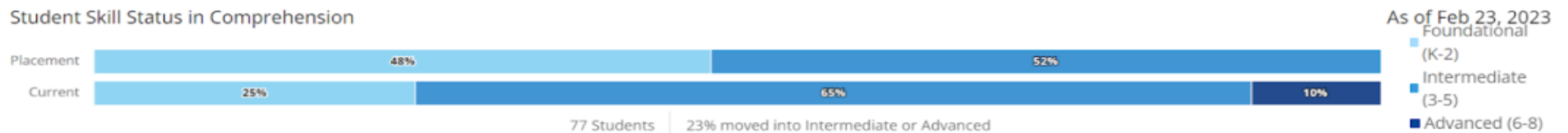
Student Skill Status in Word Study



Student Skill Status in Grammar



Student Skill Status in Comprehension

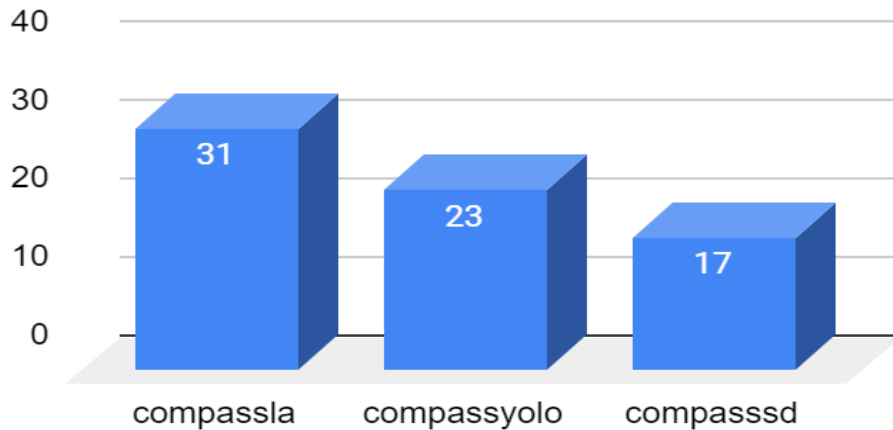




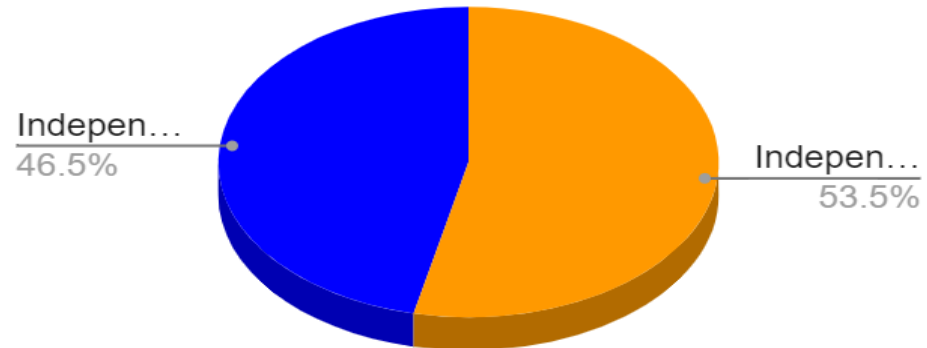
# Academic Support

## 504 Counts by Charter and Program

### 504 Plan: Count by CCS School



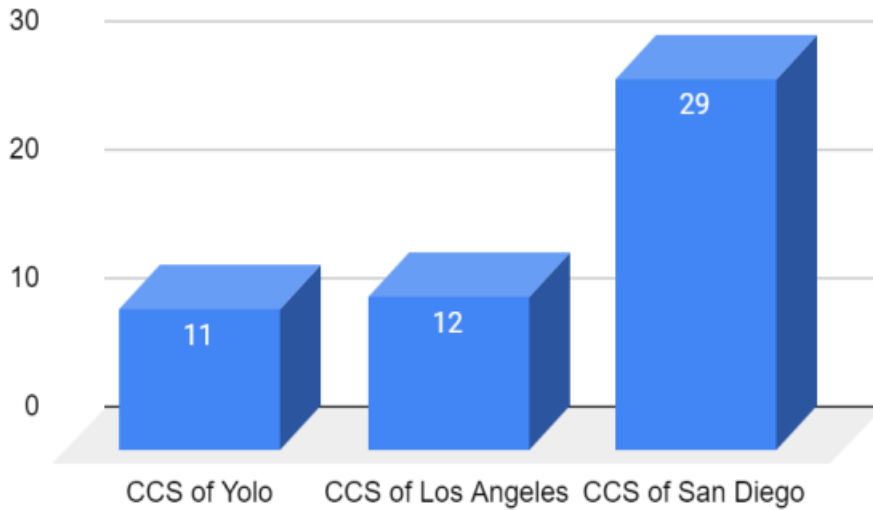
### 504 Plan: Count by Program



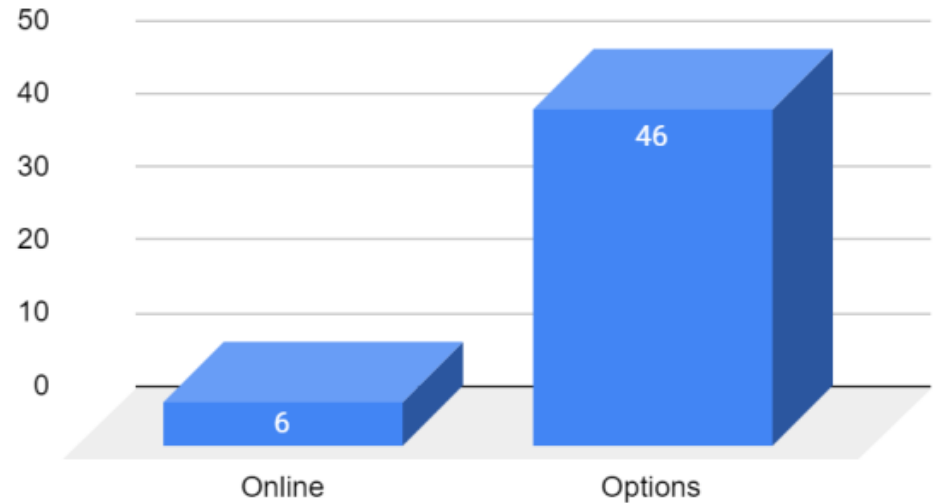
# Academic Support

## SST Counts by Charter and Program

### SST Referrals: Count by Charter



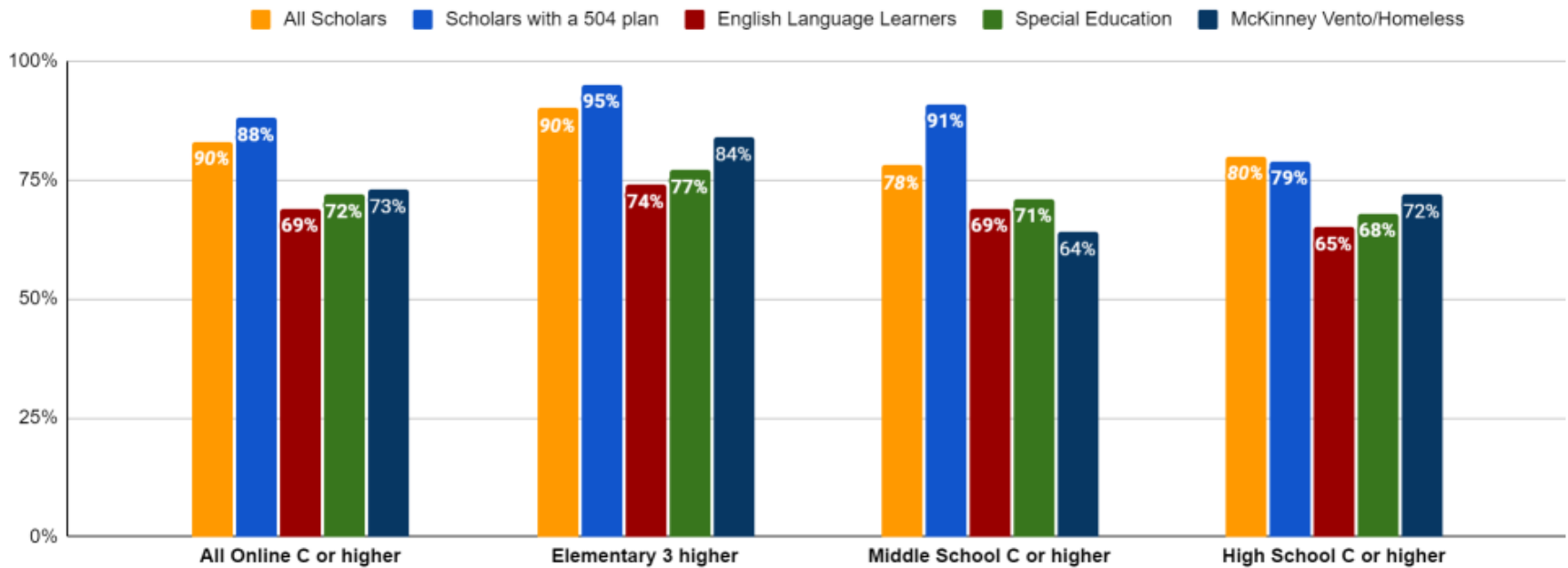
### SST Referrals: Count by Program



# Online Learning

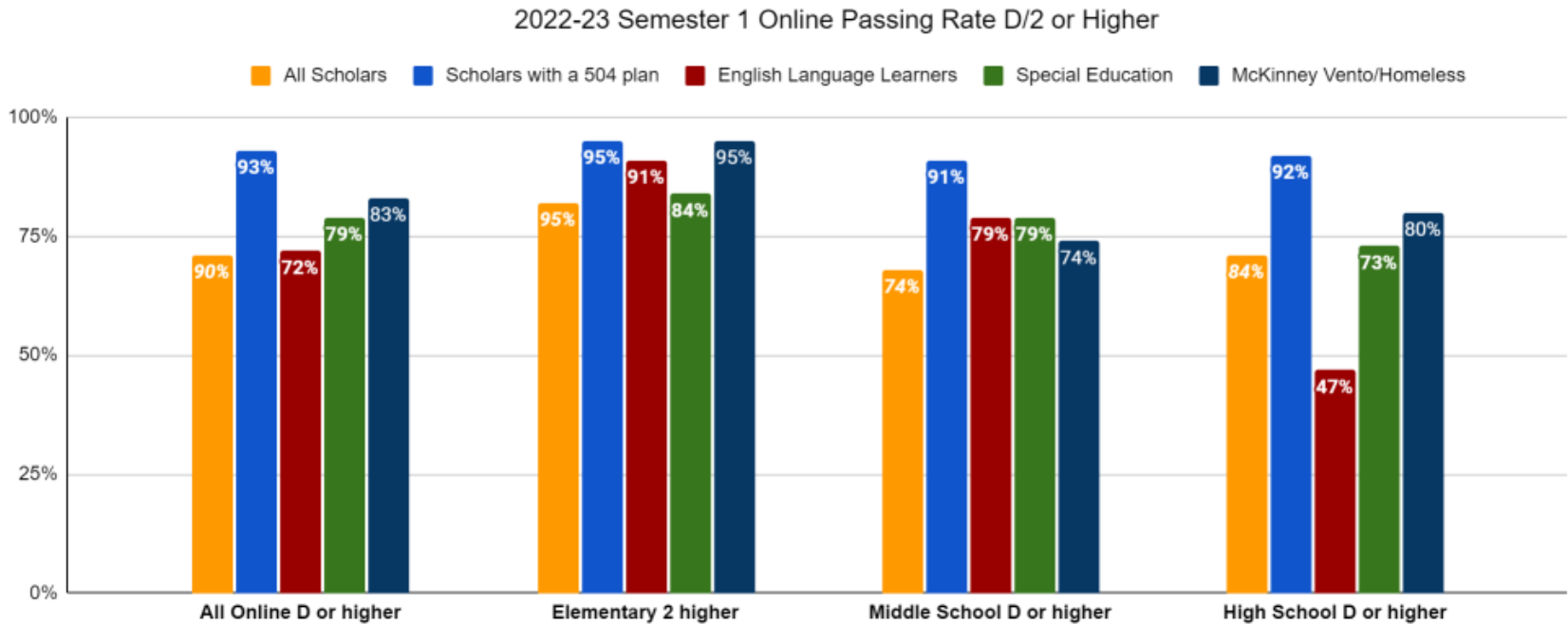
## 2022-23 Semester 1 Online Passing Rate C/3 or Higher

2022-23 Semester 1 Online Passing Rate C/3 or Higher



# Online Learning

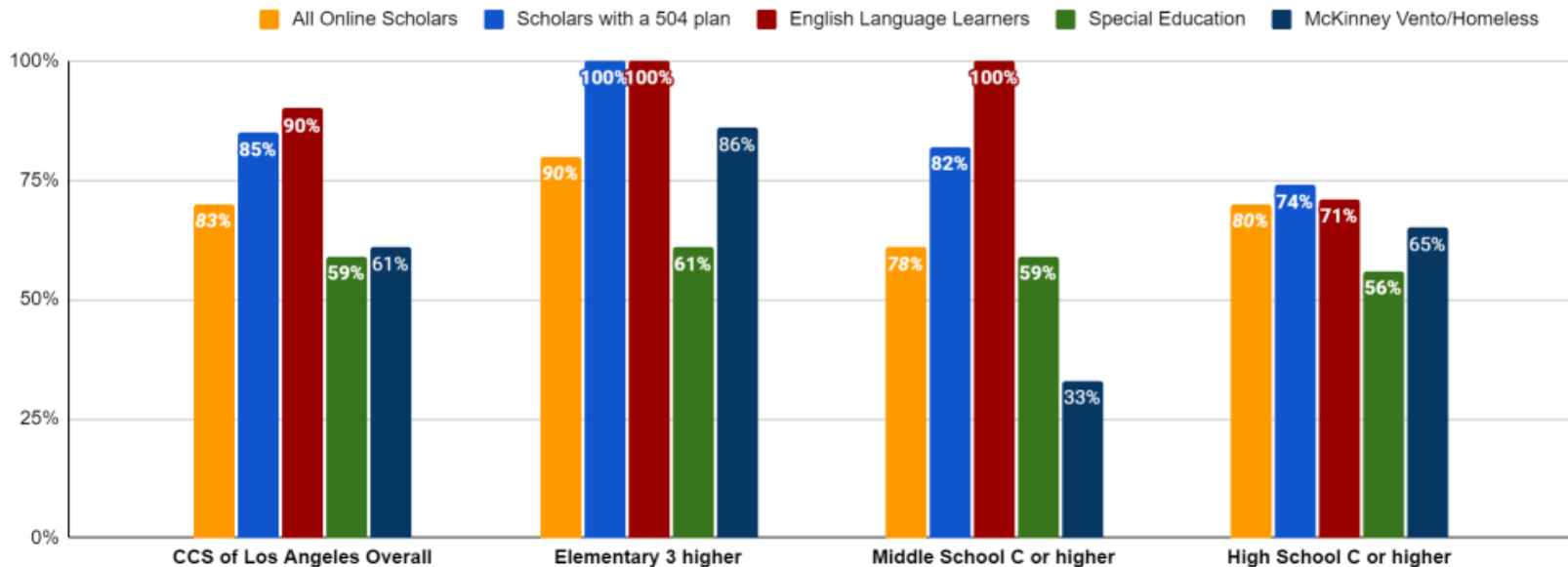
## 2022-23 Semester 1 Online Passing Rate D/2 or Higher



# Online Learning

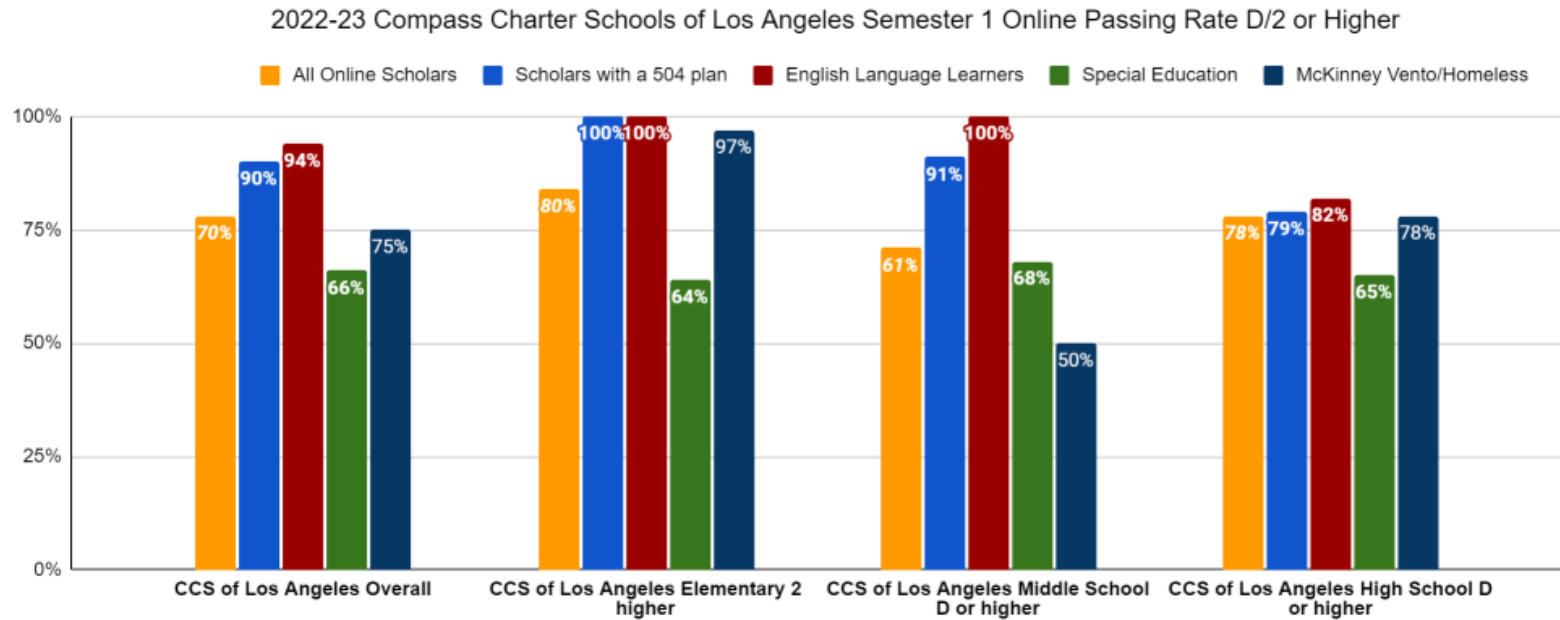
## 2022-23 Compass Charter Schools of Los Angeles Semester 1 Passing Rate C/3 or Higher

2022-23 Compass Charter Schools Los Angeles Semester 1 Online Passing Rate C/3 or Higher



# Online Learning

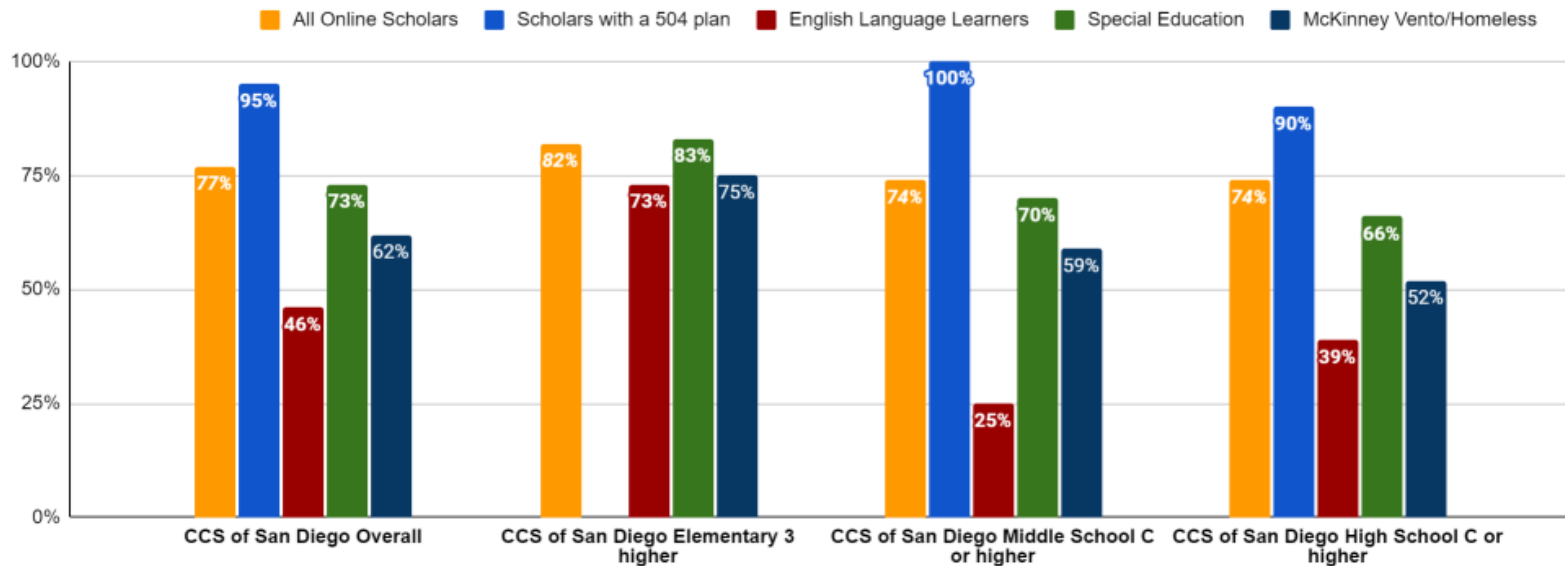
## 2022-23 Compass Charter Schools of Los Angeles Semester 1 Online Passing Rate D/2 or Higher



# Online Learning

## 2022-23 Compass Charter Schools of San Diego Semester 1 Online Passing Rate C/3 or Higher

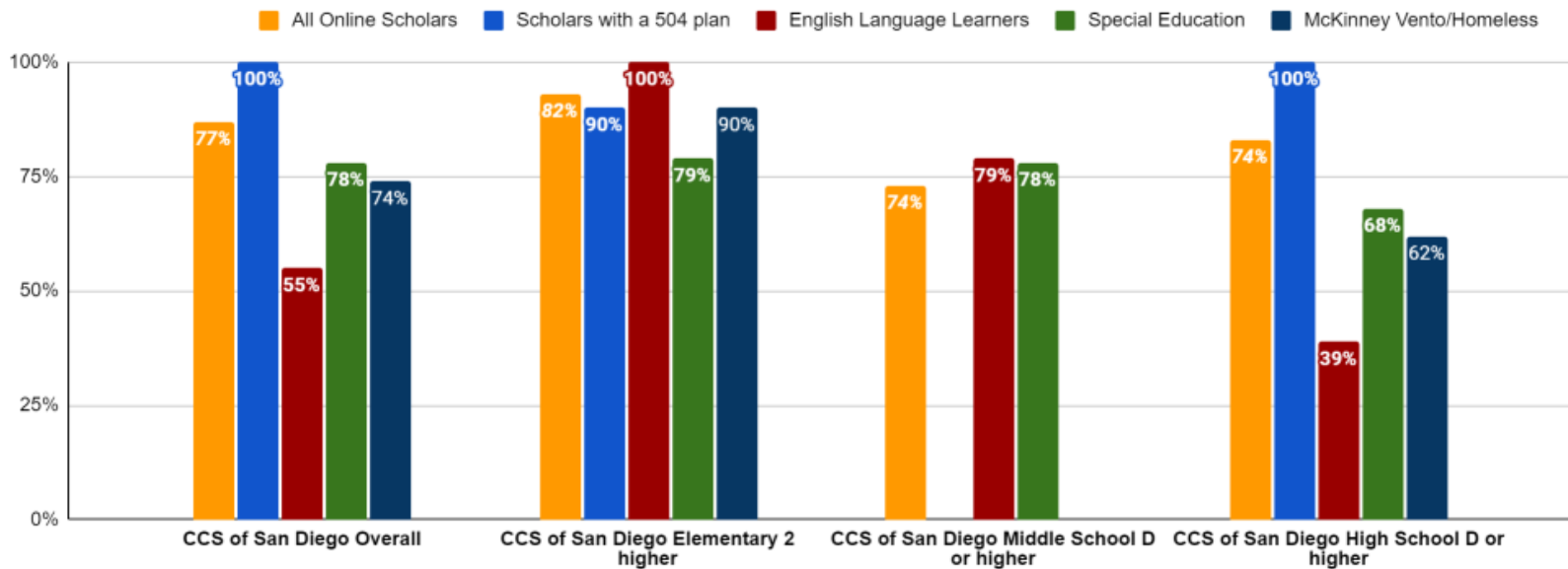
2022-23 Compass Charter Schools of San Diego Semester 1 Online Passing Rate C/3 or Higher



# Online Learning

## 2022-23 Compass Charters Schools of San Diego Semester 1 Online Passing Rate D/2 or Higher

2022-23 Compass Charter Schools of San Diego Semester 1 Online Passing Rate D/2 or Higher

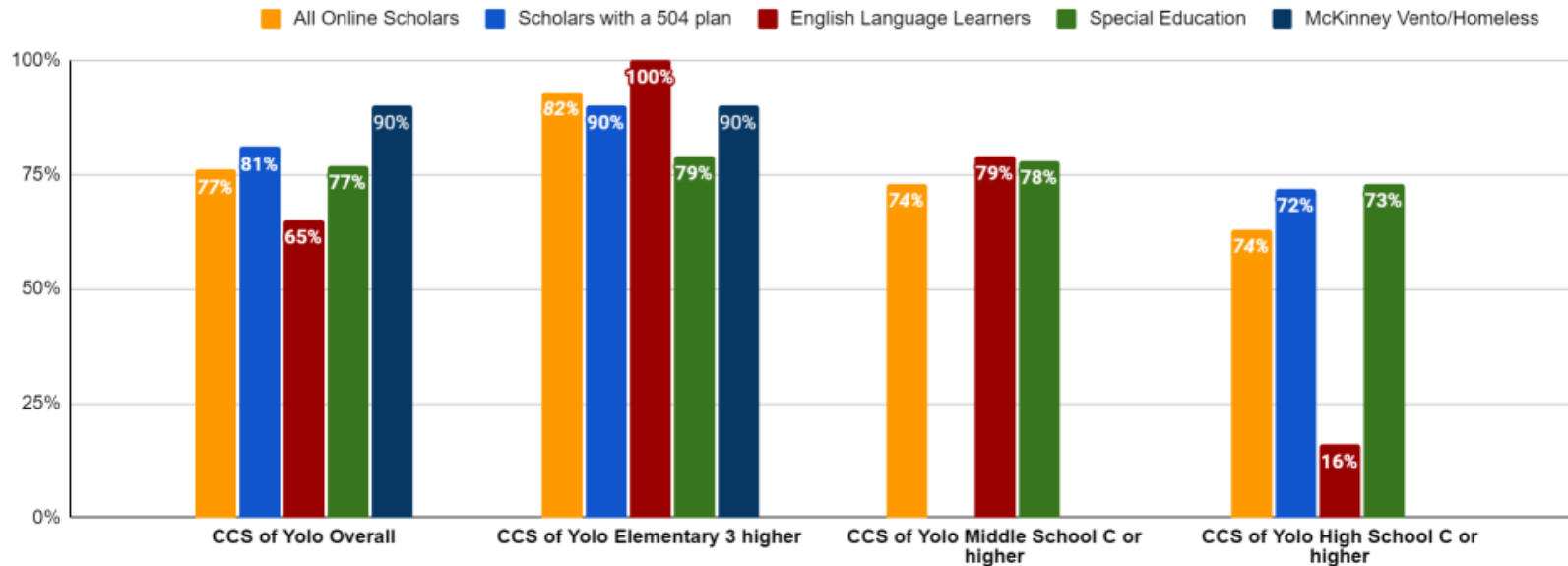




# Online Learning

## 2022-23 Compass Charters Schools of Yolo Semester 1 Online Passing Rate C/3 or Higher

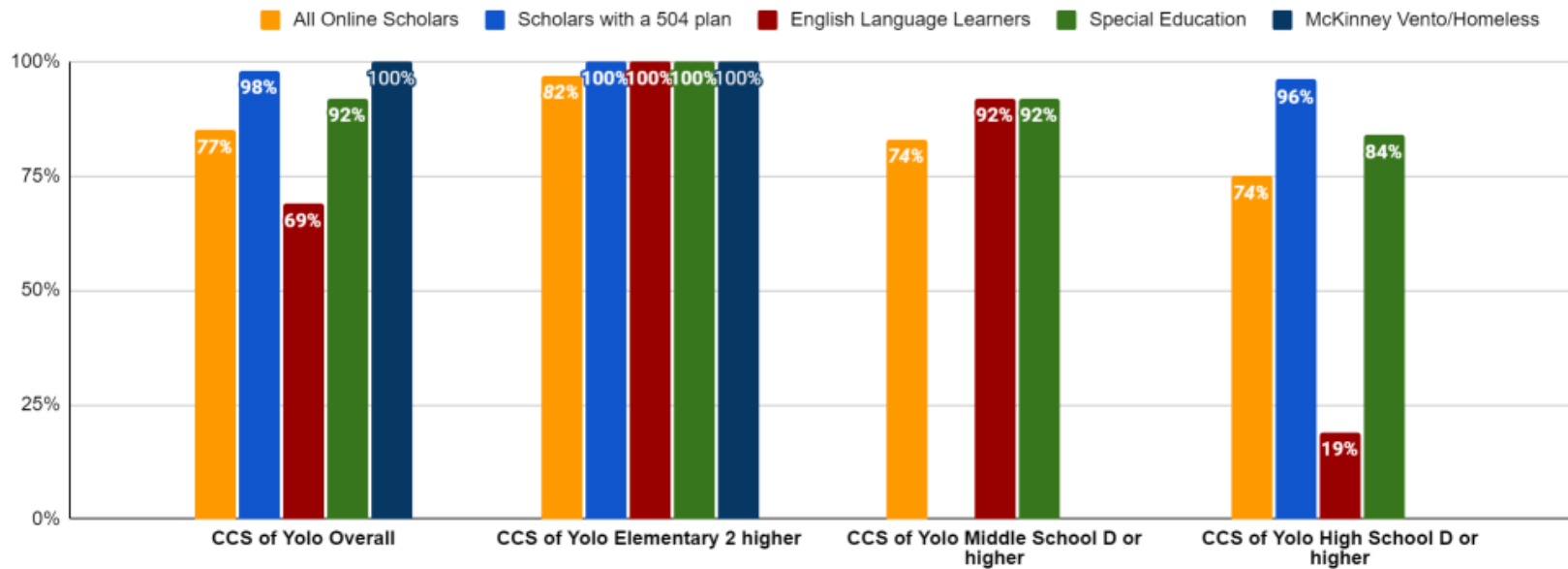
2022-23 Compass Charter Schools of Yolo Semester 1 Online Passing Rate C/3 or Higher



# Online Learning

## 2022-23 Compass Charter Schools of Yolo Semester 1 Online Passing Rate D/2 or Higher

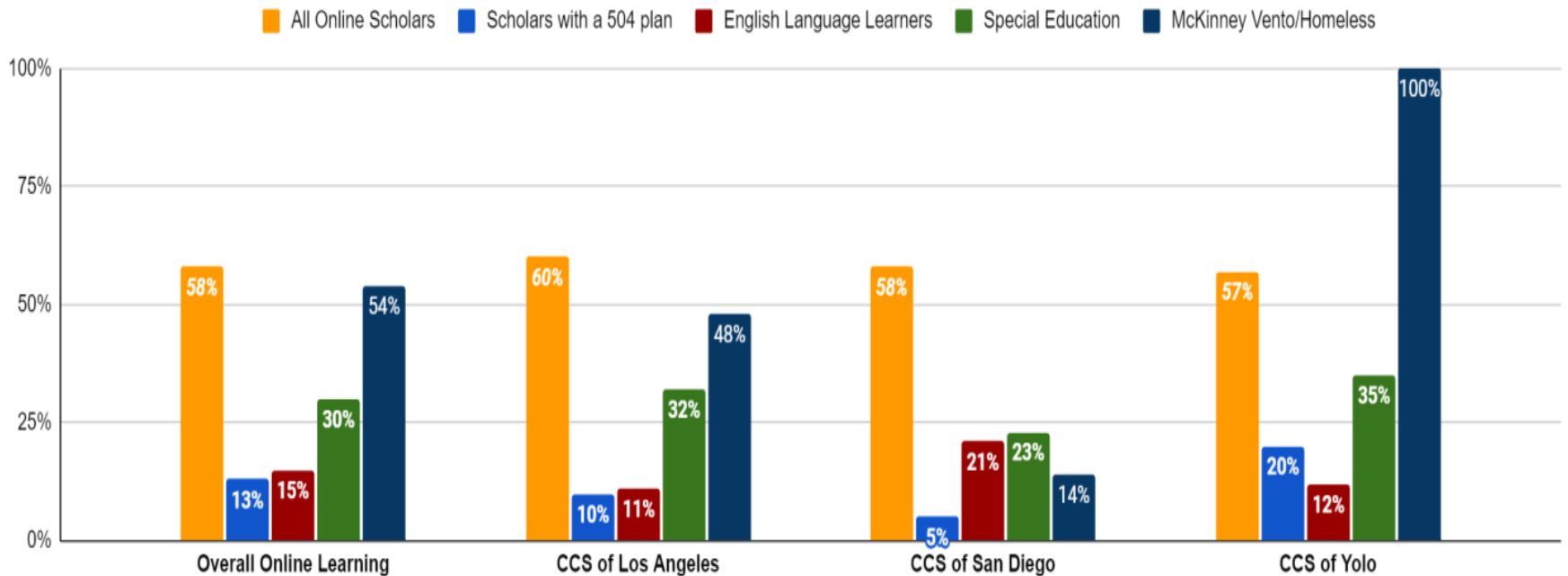
2022-23 Compass Charter Schools of Yolo Semester 1 Online Passing Rate D/2 or Higher



# Online Learning

## Online Learning Connection Meeting Attendance for Semester 1

2022-23 Online Learning Connection Meeting Attendance: Learning Coaches/Scholars Who Attended All Connection Meetings Semester 1

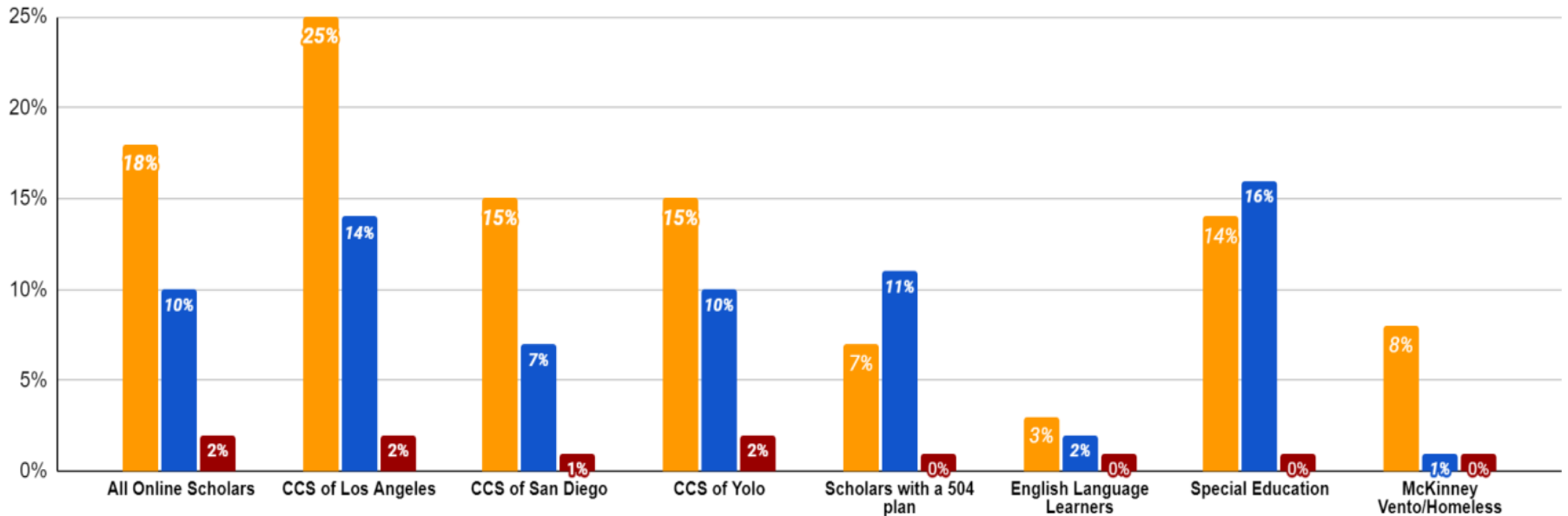


# Online Learning

## 2022-23 Online Learning Fall Tiered Re-engagement

2022-23 Online Learning Tiered Re-Engagement

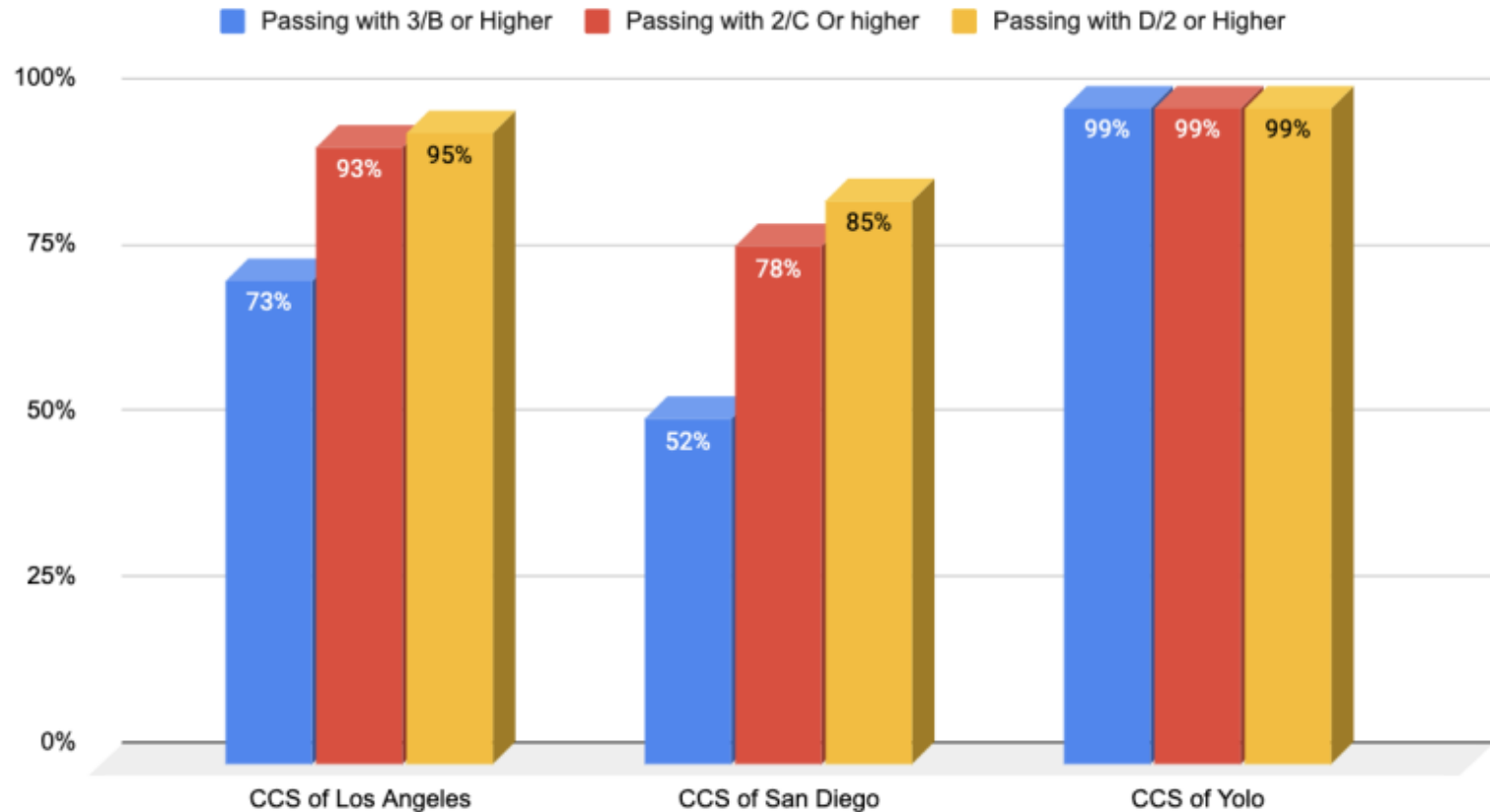
Tier 1 Re-engagement Tier 2 Re-engagement Involuntary Withdrawal



# Options Learning

## Grading Breakdown

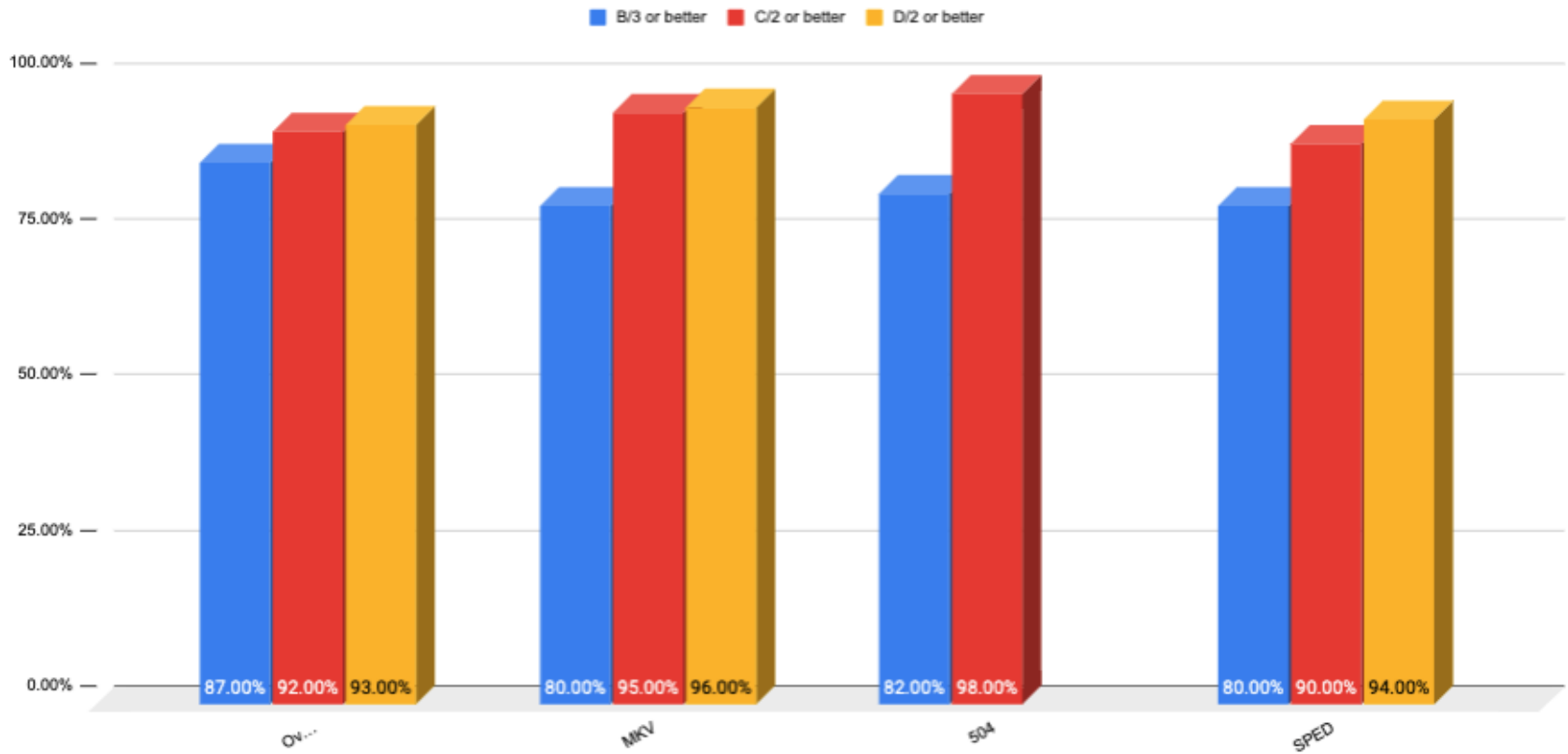
2022-23 Compass Charter Schools of Semester 1 Options Passing Rate



# Options Learning

## Grading Breakdown

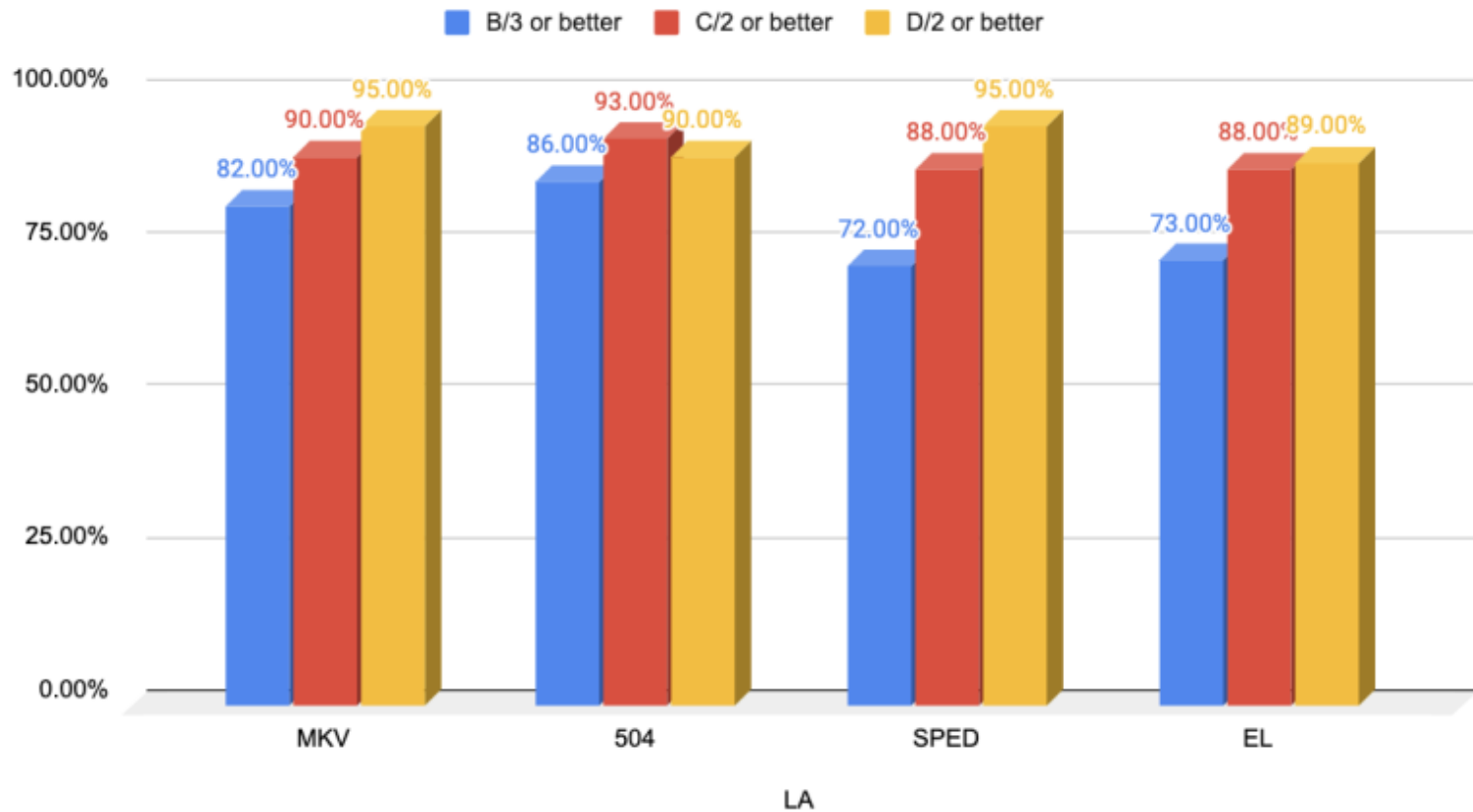
CCS Yolo Scholar Grades Earned in Semester 1



# Options Learning

## Grading Breakdown

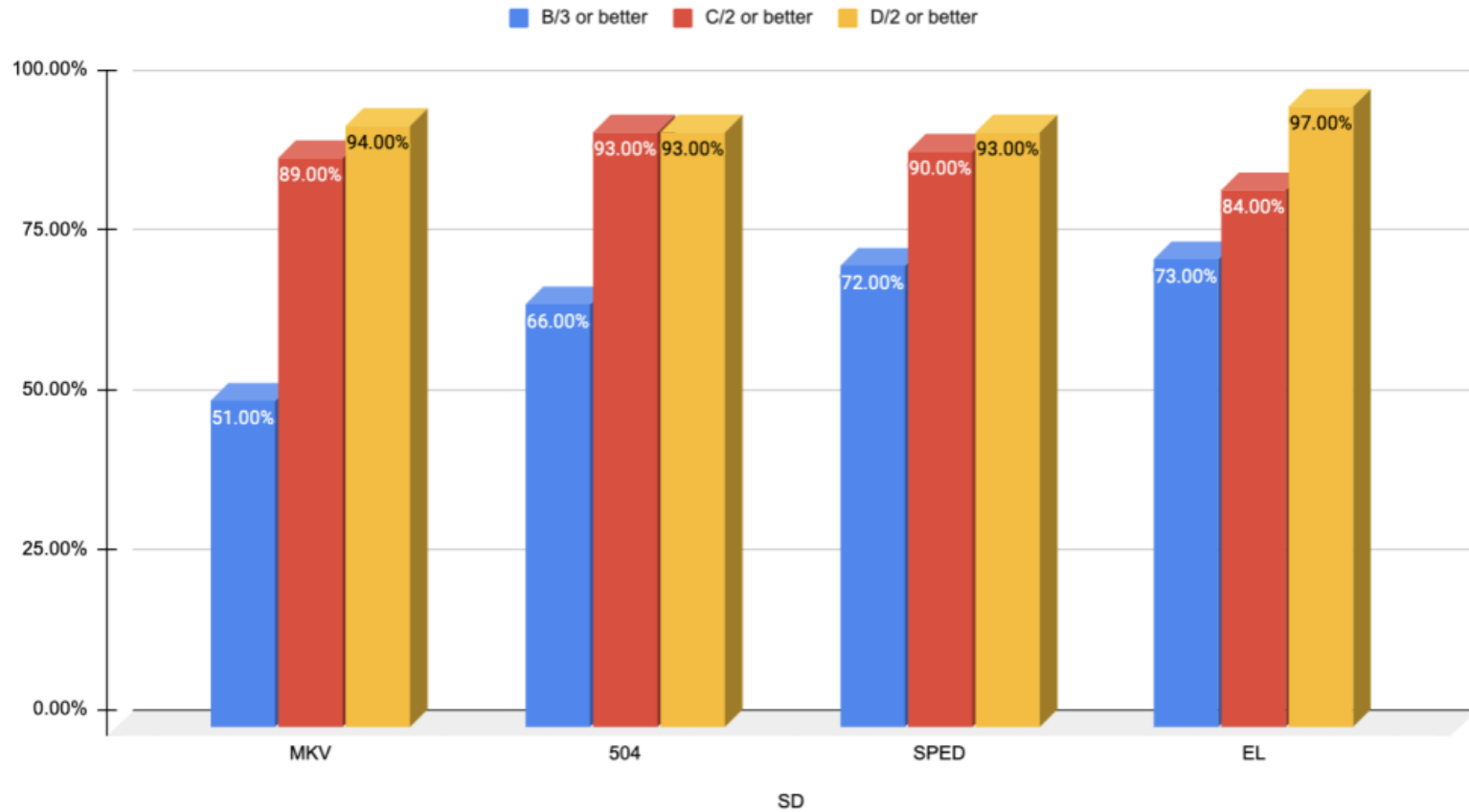
CCS LA Scholar Grades Earned in Semester 1



# Options Learning

## Grading Breakdown

CCS SD Scholar Grades Earned in Semester 1

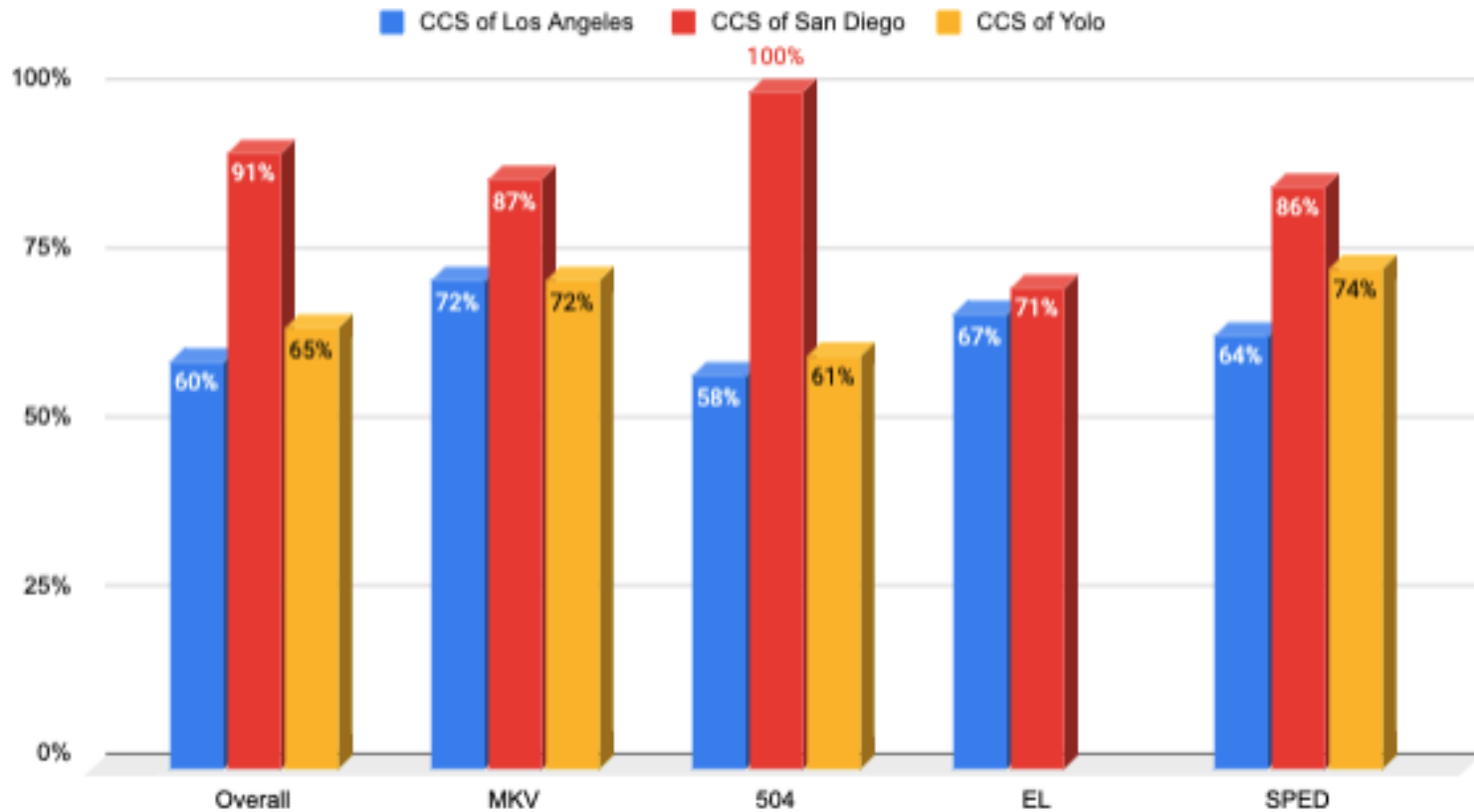




# Options Learning

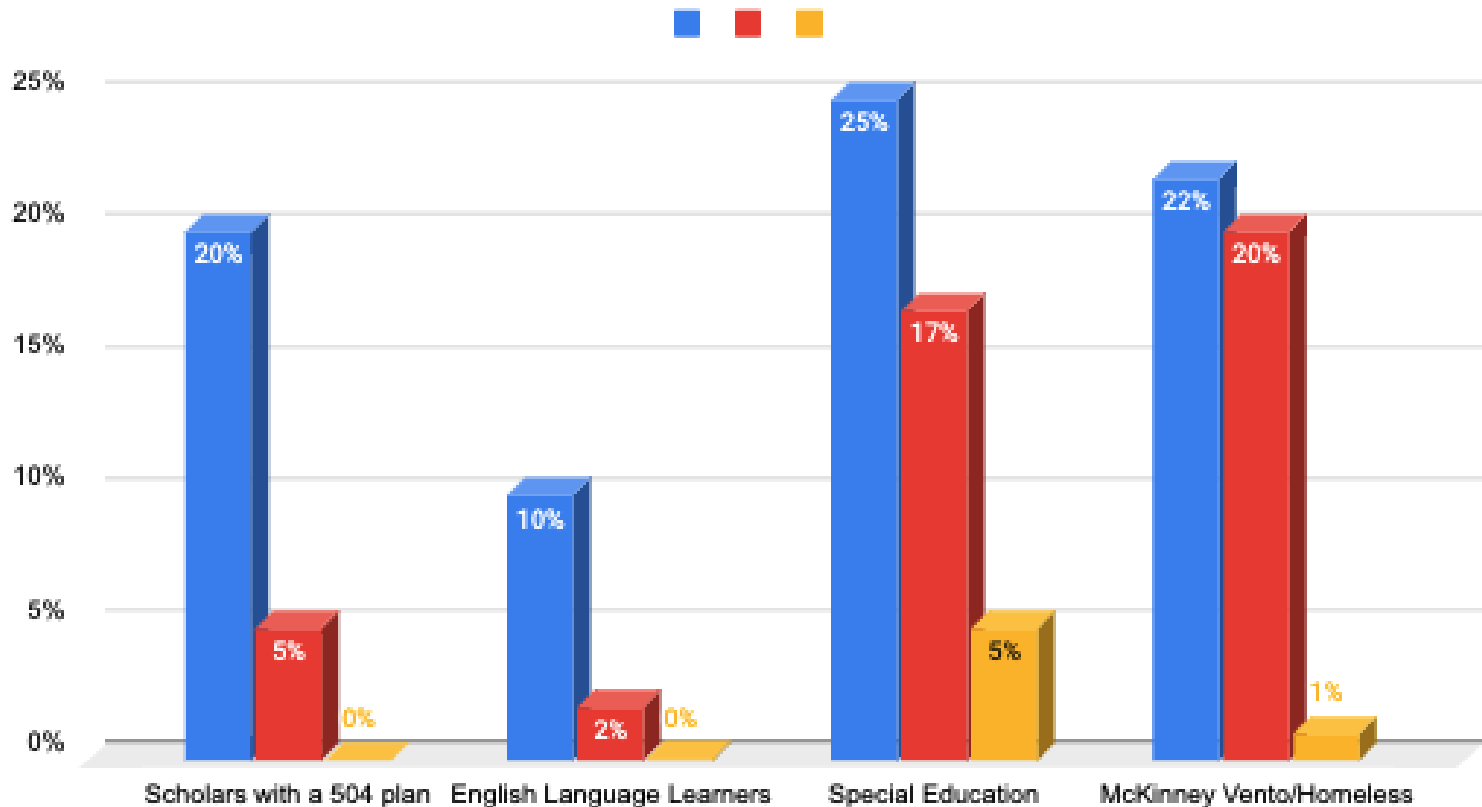
## Connection Meeting Attendance

Scholars Attending 100% of Connection Meeting Attendance Data



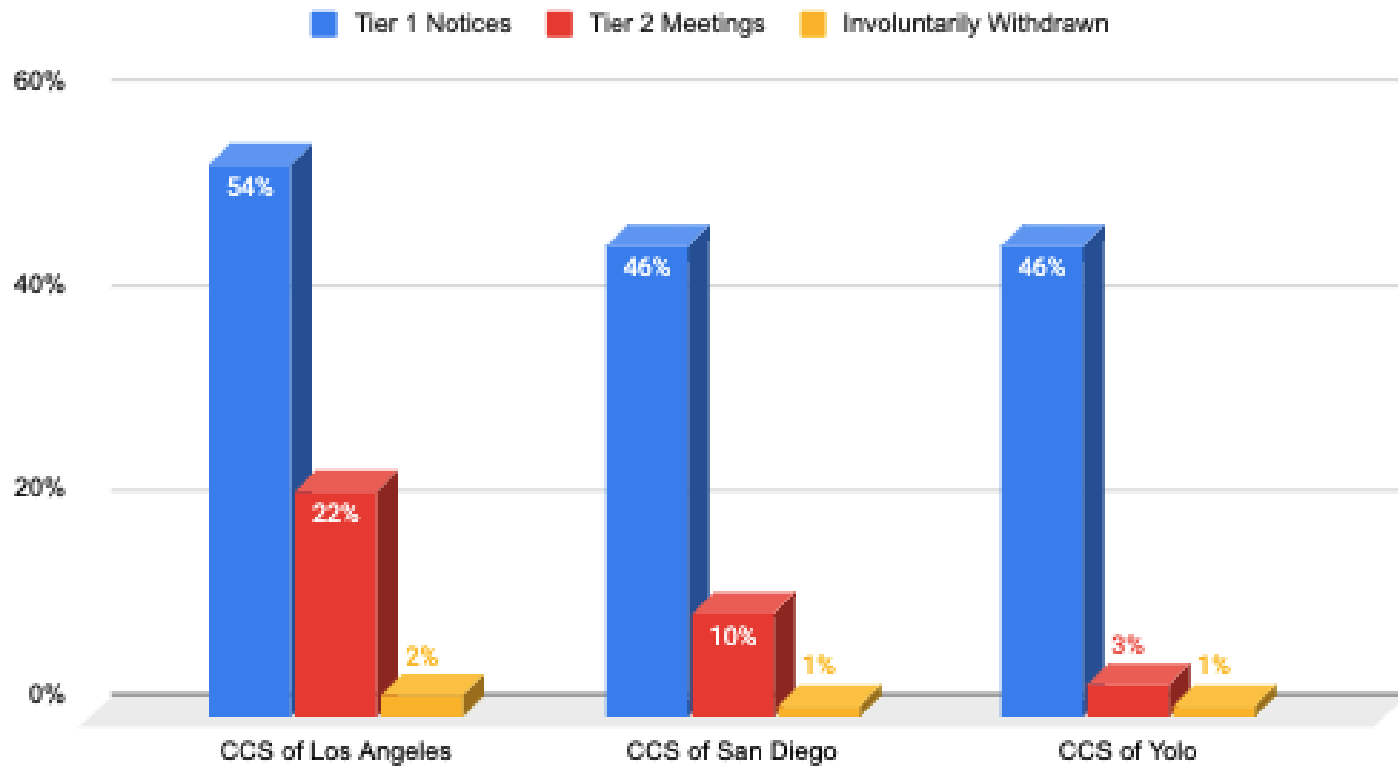
# Options Learning

Tier 1 Notices, Tier 2 Meetings and Involuntarily Withdrawn



# Options Learning

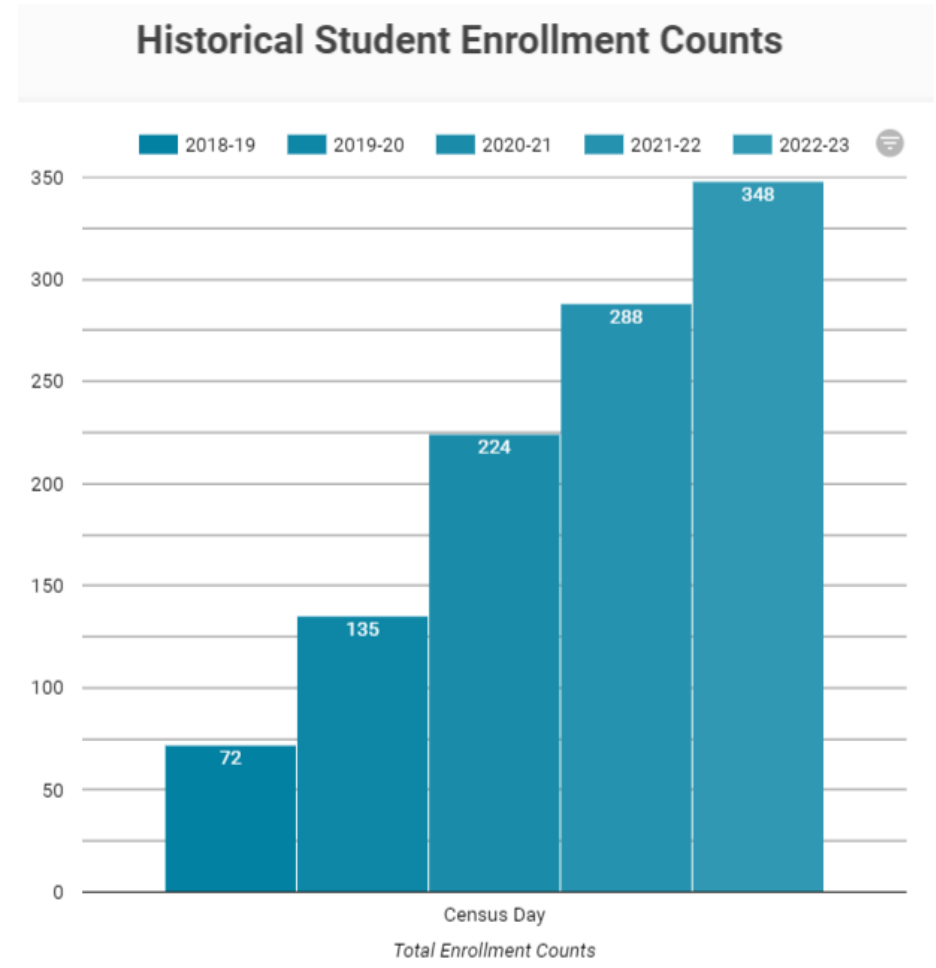
Tier 1 Notices, Tier 2 Meetings and Involuntarily Withdrawn



# Special Education Enrollment

Enrollment for special education scholars at Compass Charter Schools over the past 5 years. The percentage of scholars enrolled at Compass at the October Census Day has increased from 6% in 2018-19 to 15% in 2022-23.

graph from PARSECGO 3/15/2023

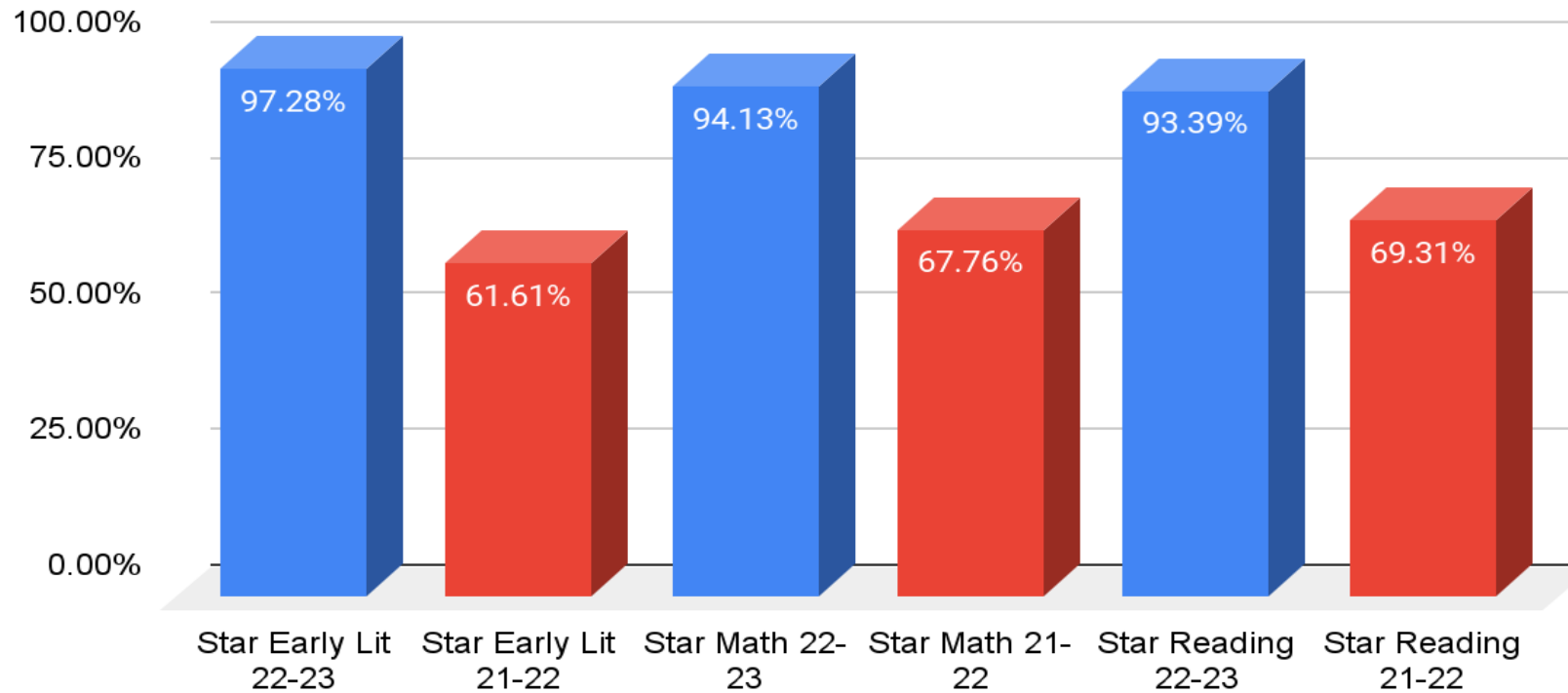


# Staff Support

## CCS of Los Angeles MOY STAR Participation Comparison 2021-2022 and 2022 - 2023

### STAR MOY Participation

Compass Charter Schools of Los Angeles

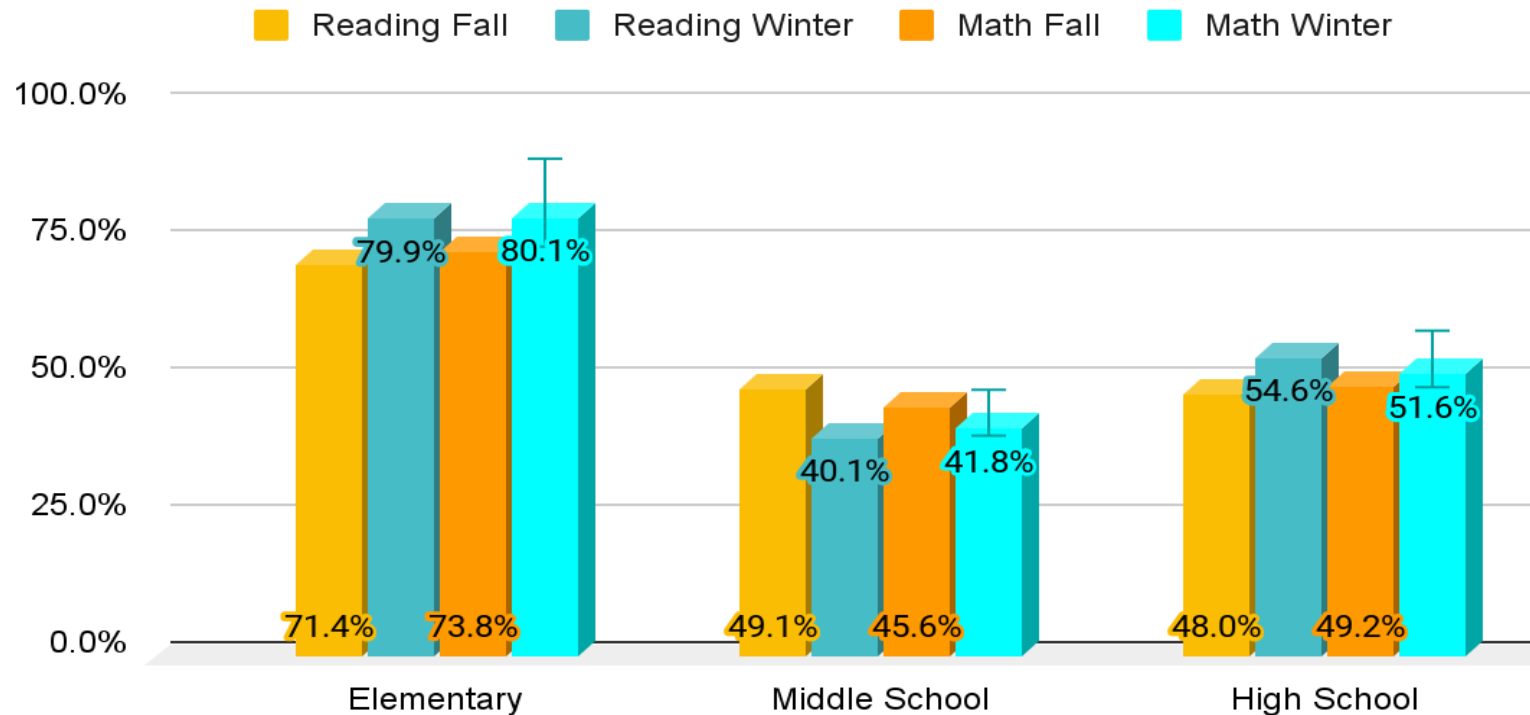


# Staff Support

## CCS of Los Angeles STAR Data: BOY to MOY Growth

### Proficiency by Grade Level Groups

Compass Charter Schools of Los Angeles

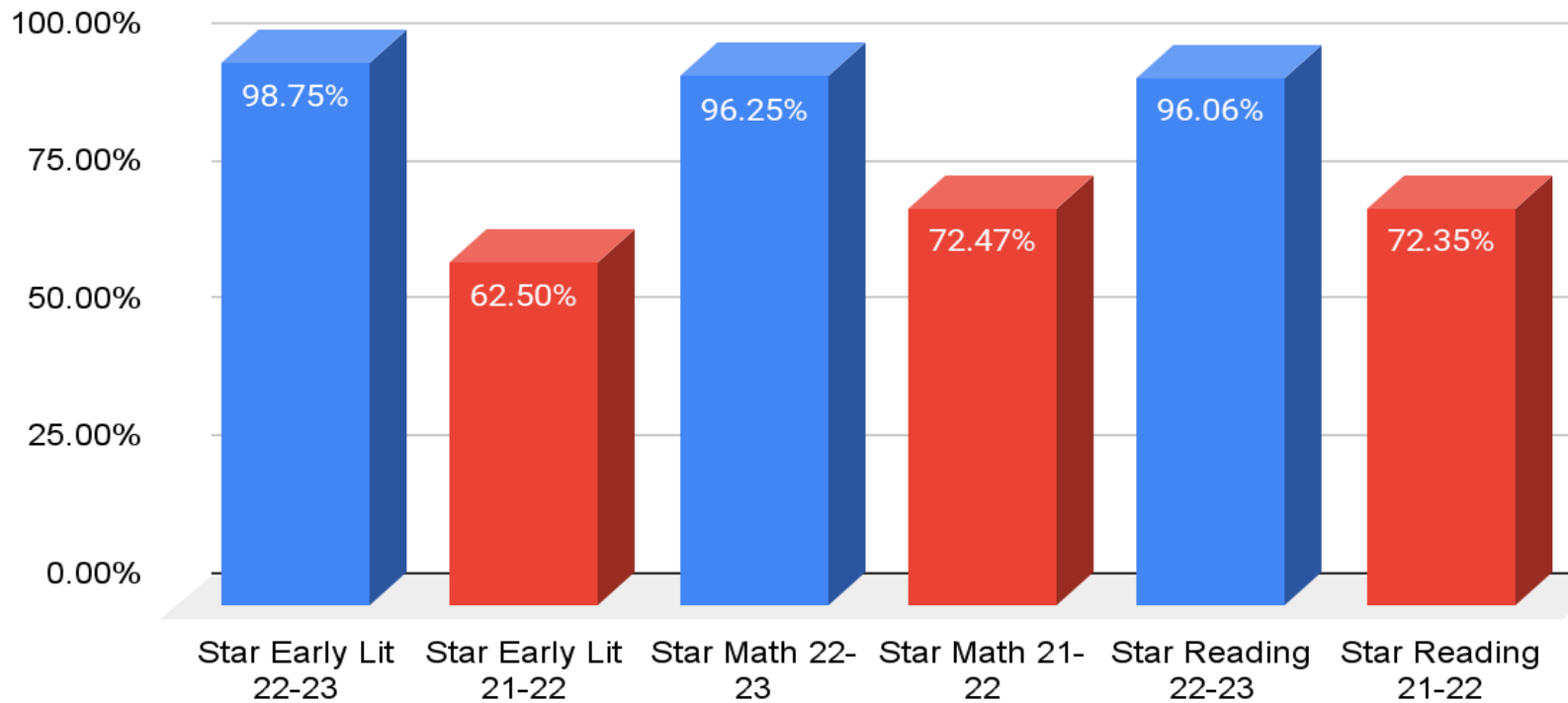


# Staff Support

## CCS of San Diego MOY STAR Participation Comparison 2021-2022 and 2022 - 2023

### STAR MOY Participation

Compass Charter Schools of San Diego

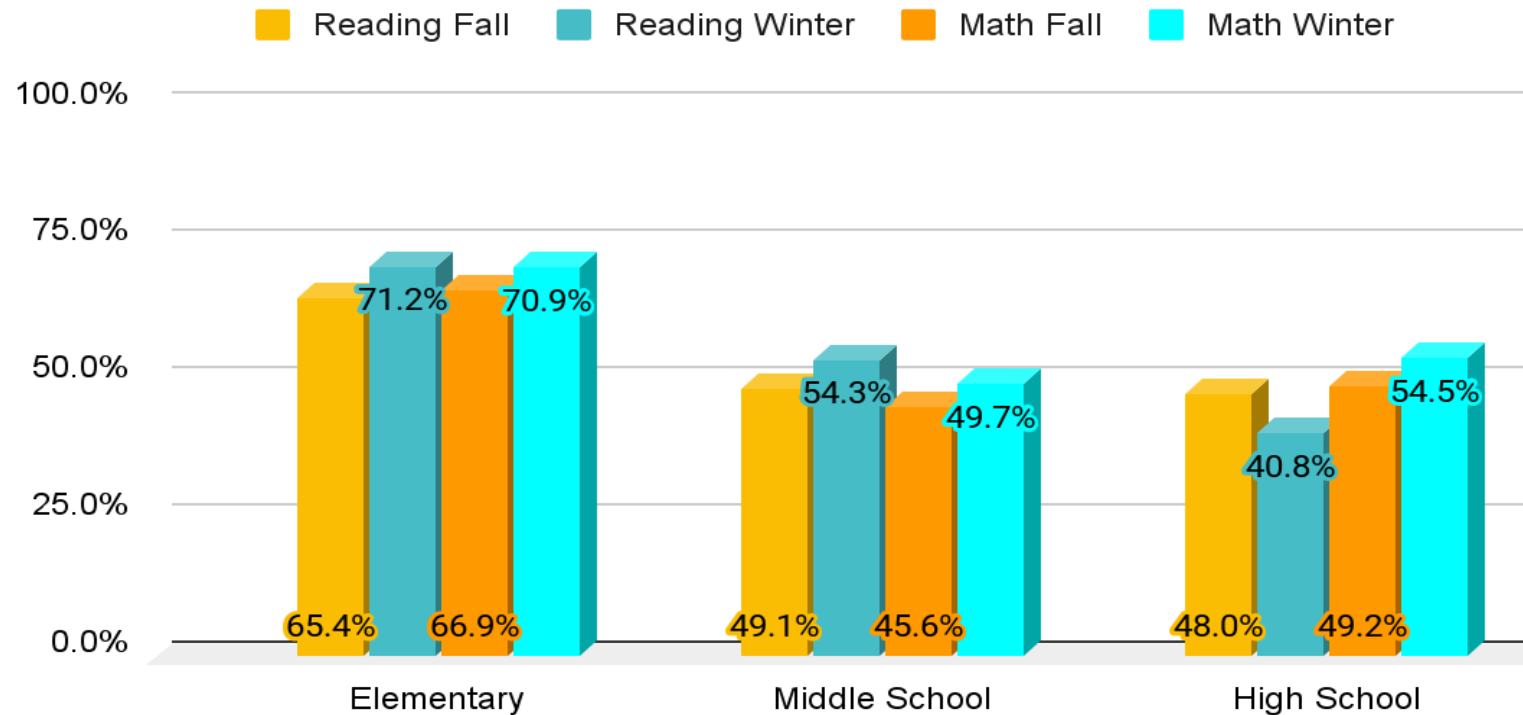


# Staff Support

## CCS of San Diego STAR Data: BOY to MOY Growth

### Proficiency by Grade Level Groups

Compass Charter Schools of San Diego



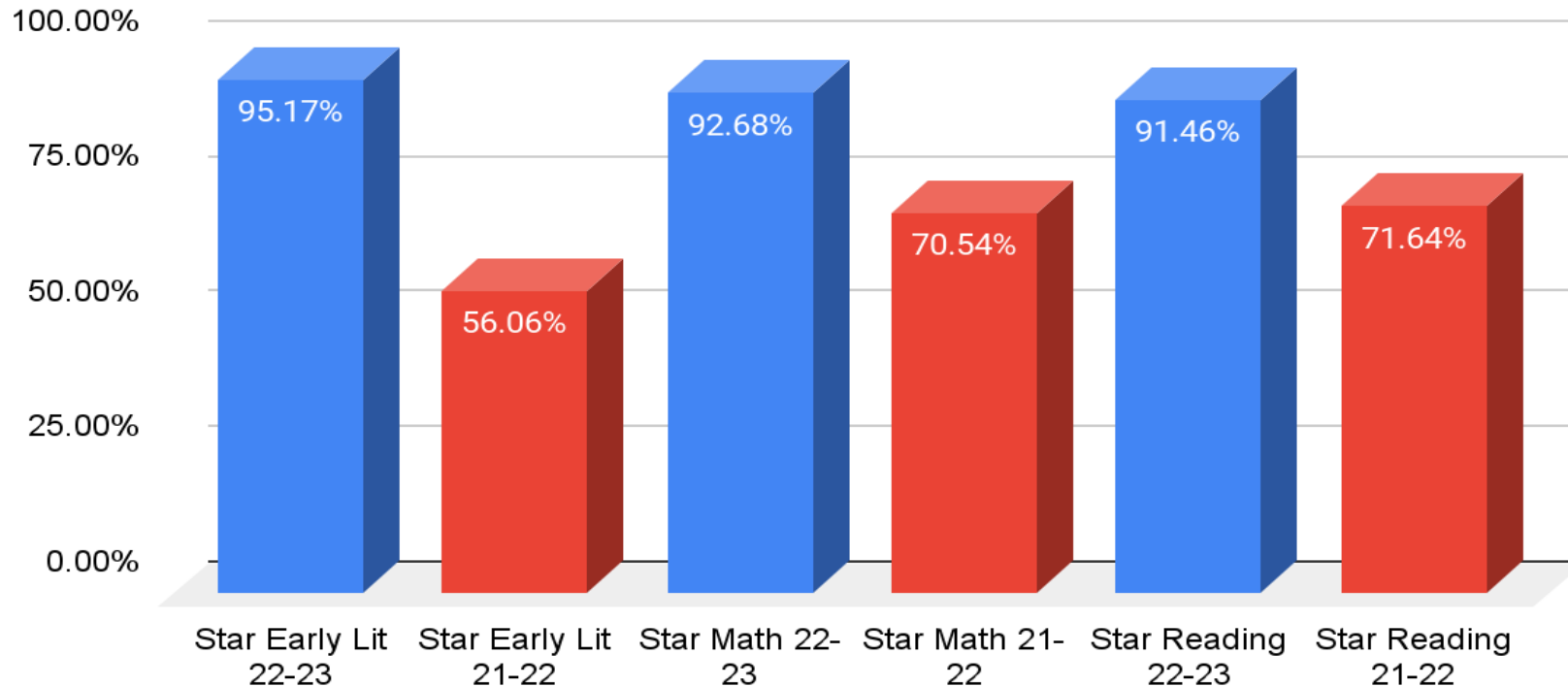


# Staff Support

## CCS of Yolo MOY STAR Participation Comparison 2021-2022 and 2022 - 2023

### STAR MOY Participation

Compass Charter Schools of Yolo

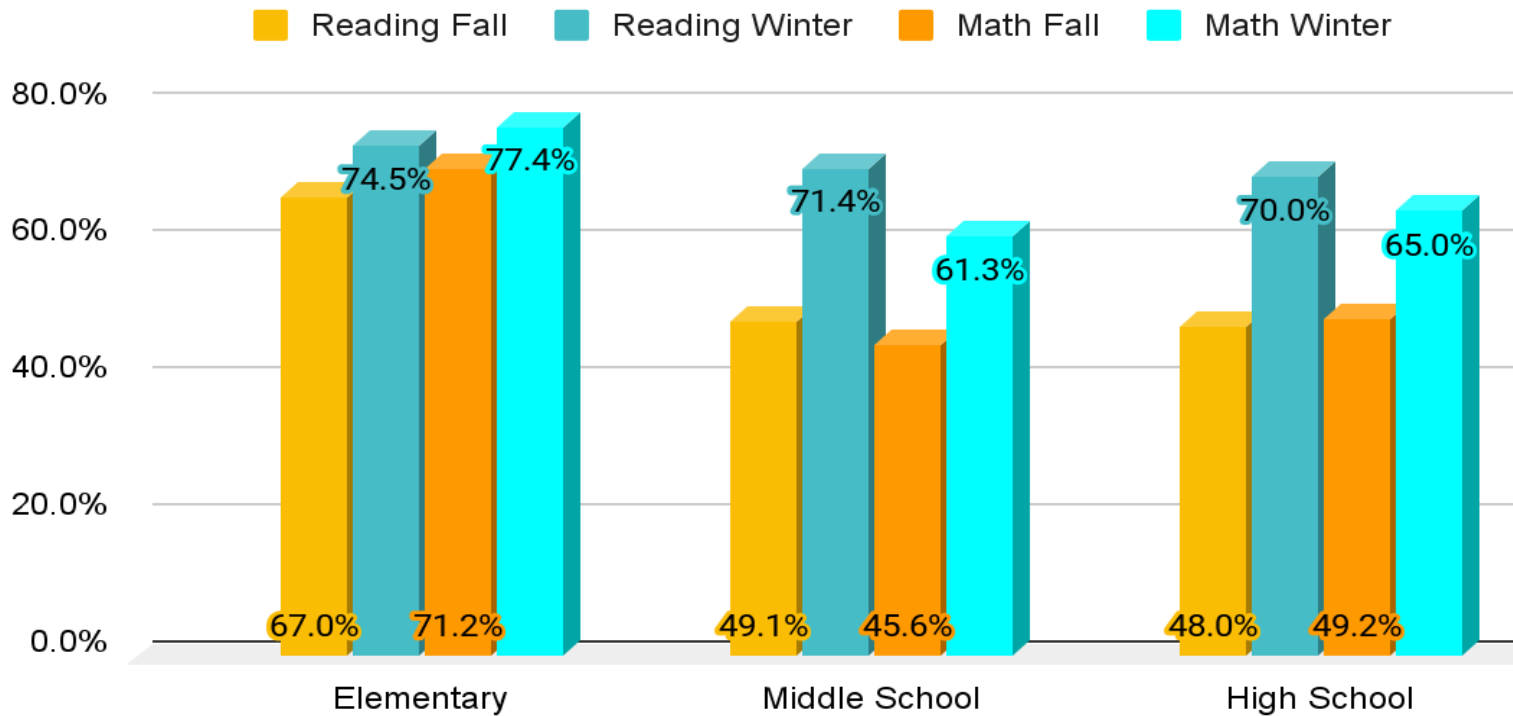


# Staff Support

## CCS of Yolo STAR Data: BOY to MOY Growth

### Proficiency by Grade Level Groups

Compass Charter Schools of Yolo



# Questions?



Contact:

Aviva Ebner, Ph.D. | Assistant Superintendent &  
Chief Academic Officer

805-358-4381

[aebner@compasscharters.org](mailto:aebner@compasscharters.org)

# Coversheet

## Operations Update

**Section:** VIII. Operations

**Item:** A. Operations Update

**Purpose:** FYI

**Submitted by:**

**Related Material:**

Operations Division - 2022-23 Compass PowerPoint Presentation 03.25.23.pptx

Operations Division Report March 2023 docx final.pdf



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Compass Charter Schools

# **Operations Division**

## March 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

 **A**chievement: Engage in and take charge of your learning.

 **R**espect: Be respectful in all interactions with fellow scholars, learning coaches, faculty, and staff.

 **T**eamwork: Work cooperatively with all persons involved in your education. \*Teamwork makes the Dreamwork\*

 **I**ntegrity: Behave following strong ethical principles, values, and academic honesty.

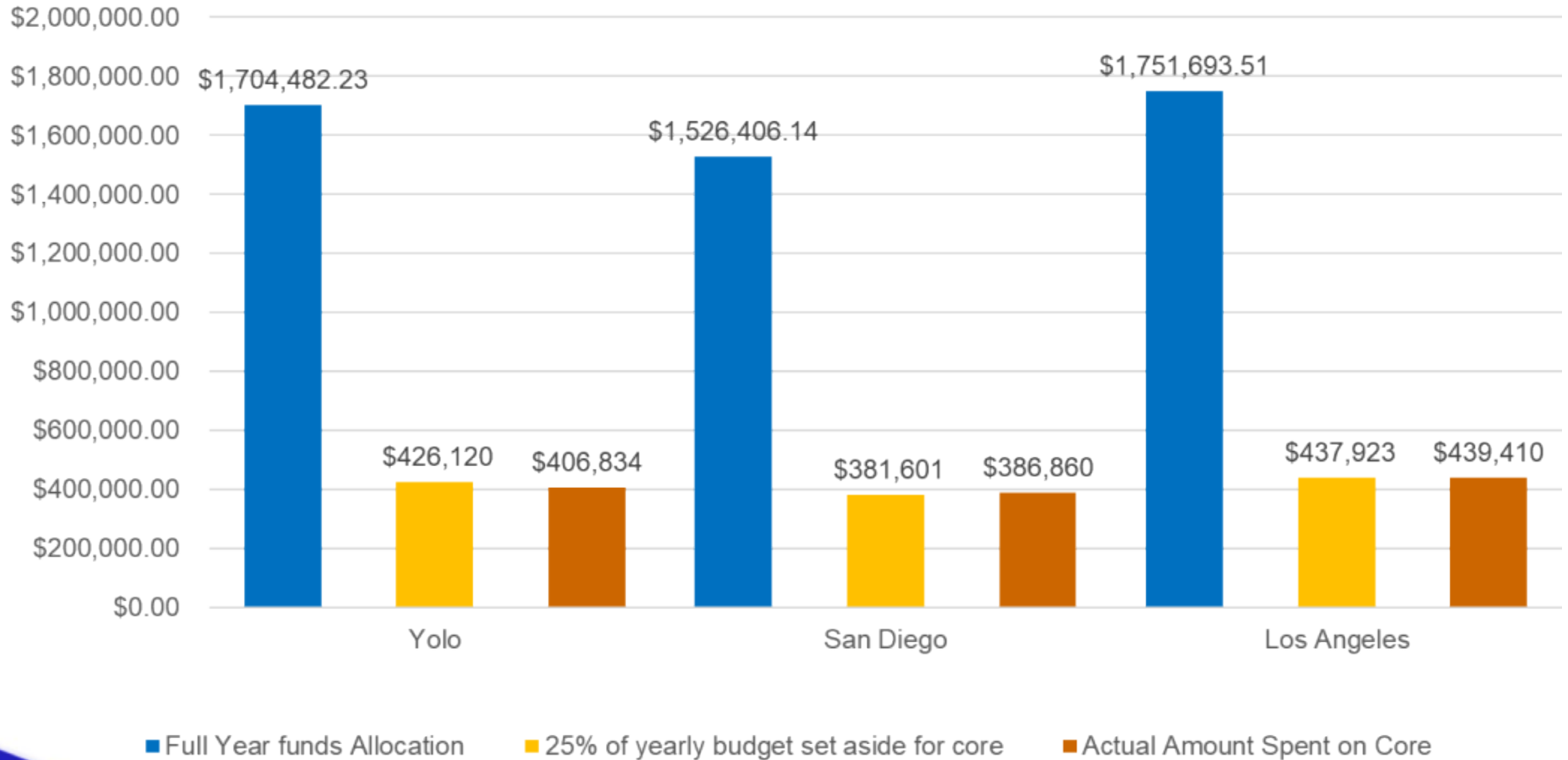
 **C**ommunication: Frequently and proactively communicate with all persons involved in your education.



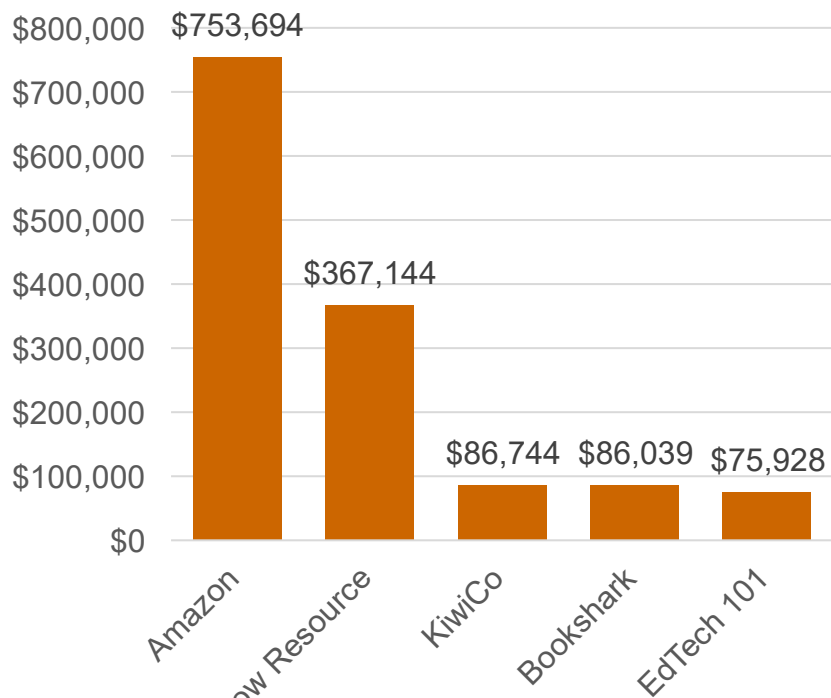
# Community Providers Department



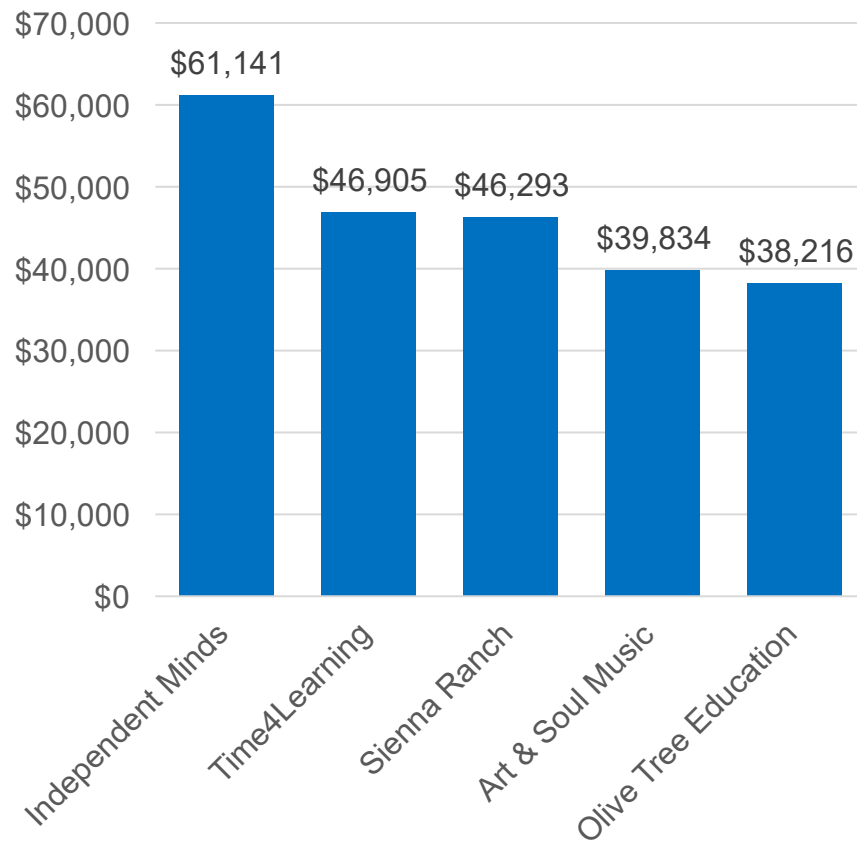
# Educational Funds Expenditures



# Top 5 Options Providers



Material Providers



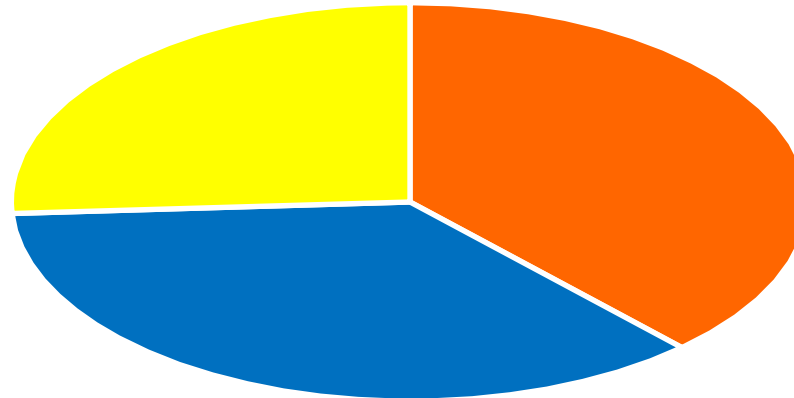
Service Providers

# Finance Department



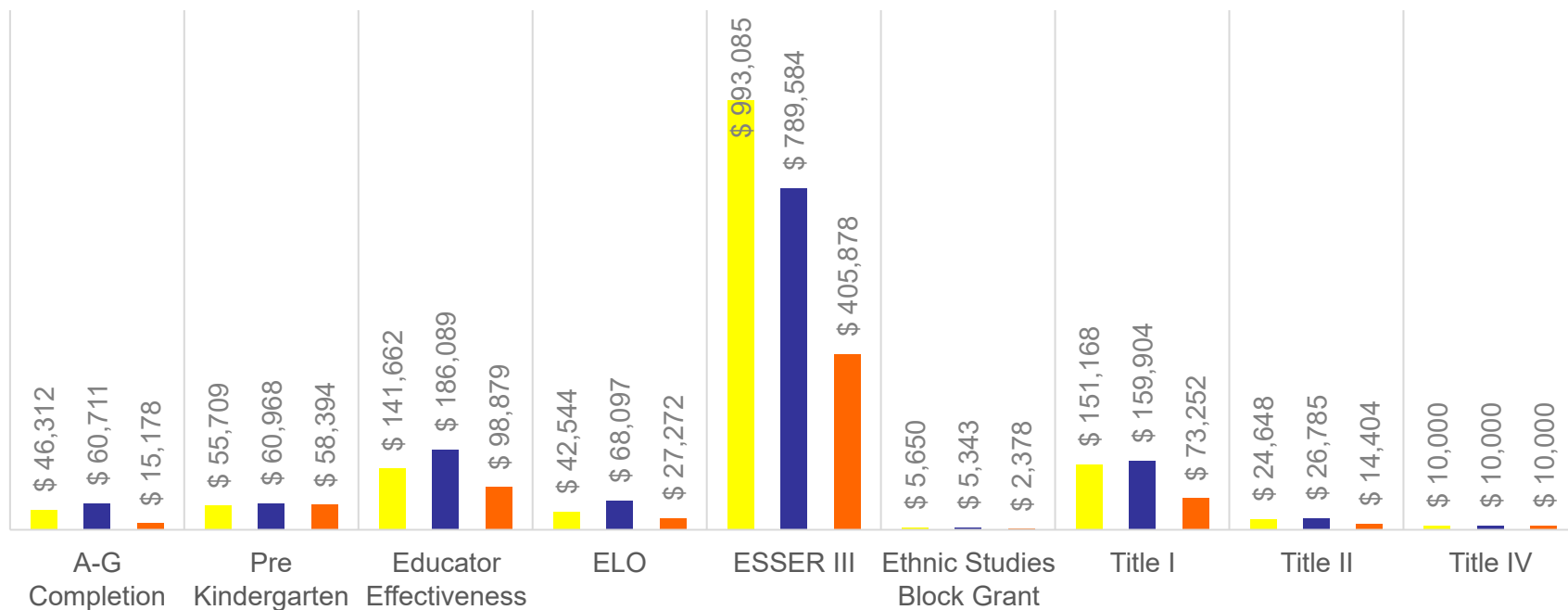
# Finance Department

## LCAP Expenditures by Charter As of 03.15.23



# Restricted Funds

## Apportionments as of 03.15.23



Los Angeles

San Diego

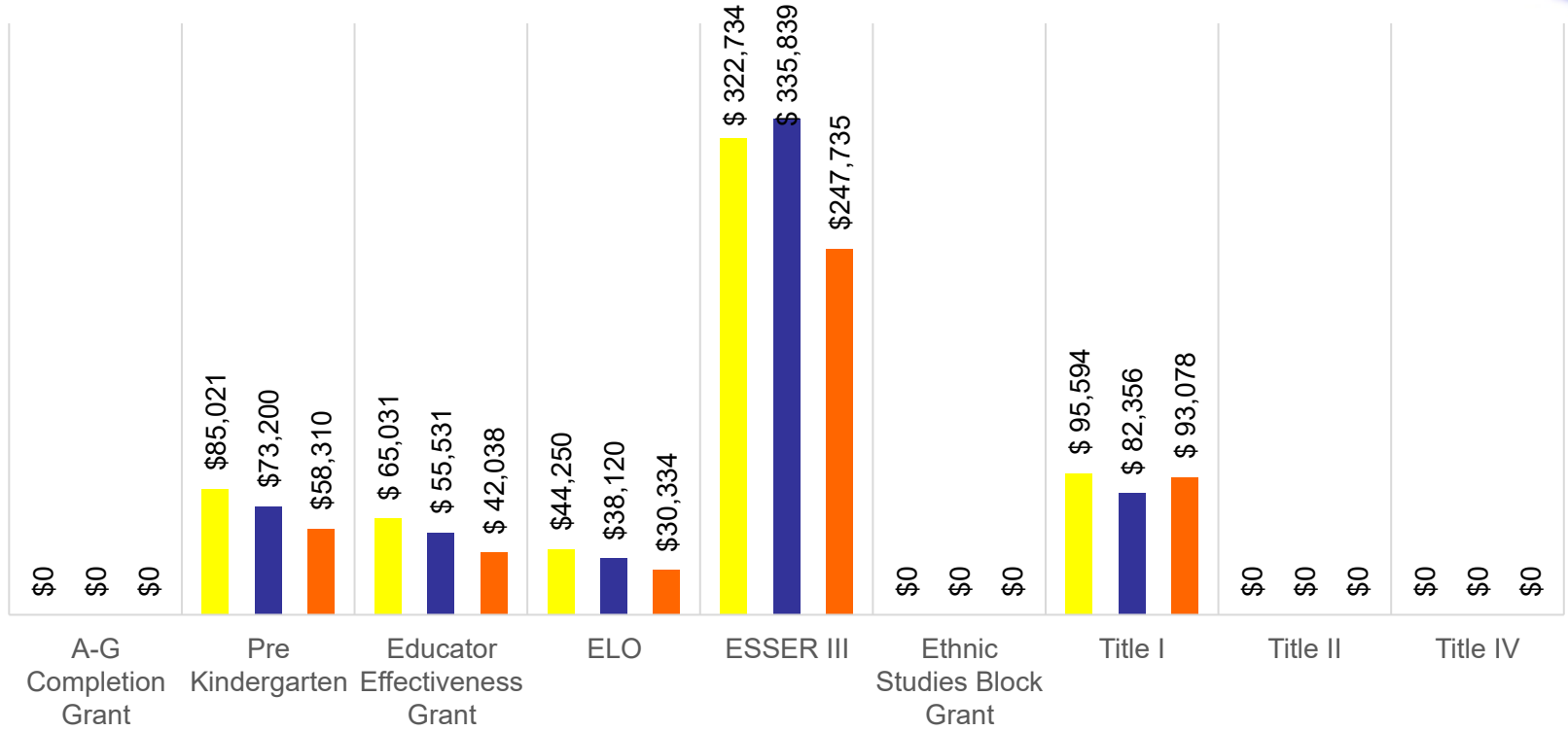
Yolo





# Restricted Funds

Expenditures as of 03.15.23

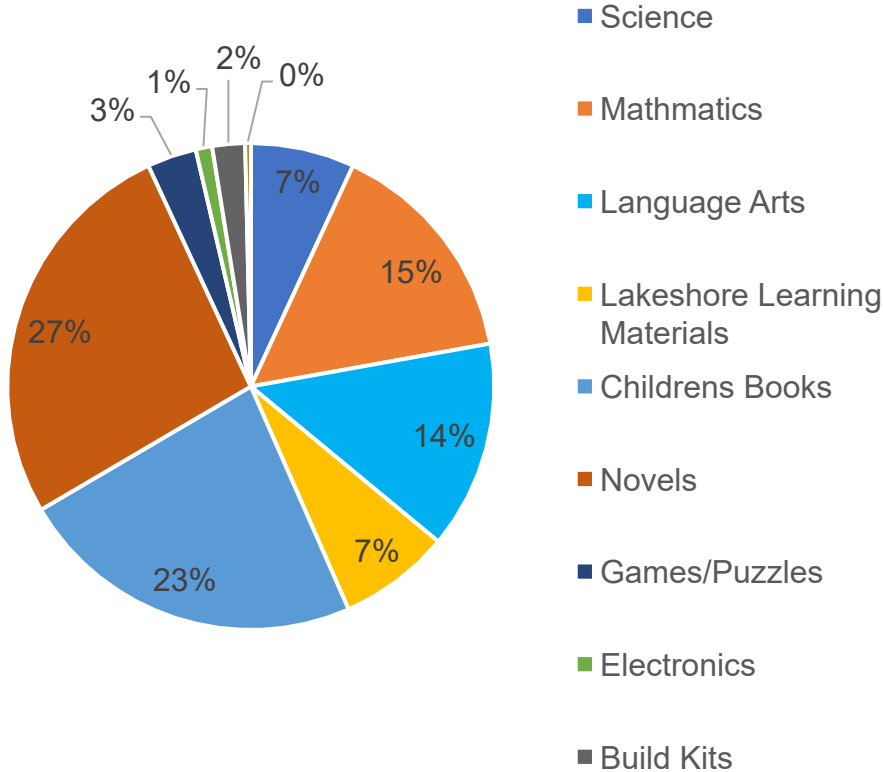


■ Los Angeles
 ■ San Diego
 ■ Yolo

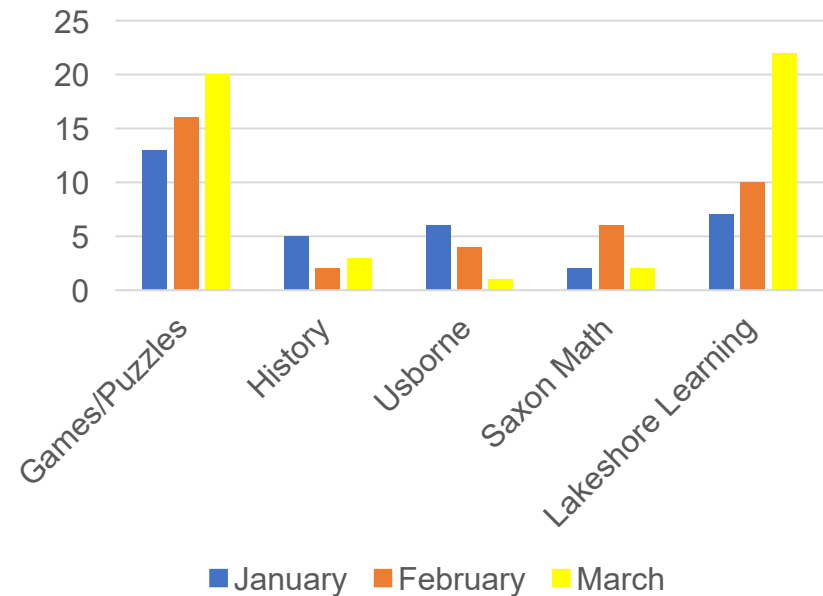


# Curriculum Locker

## Current Materials Cataloged



## Trending Curriculum Requests



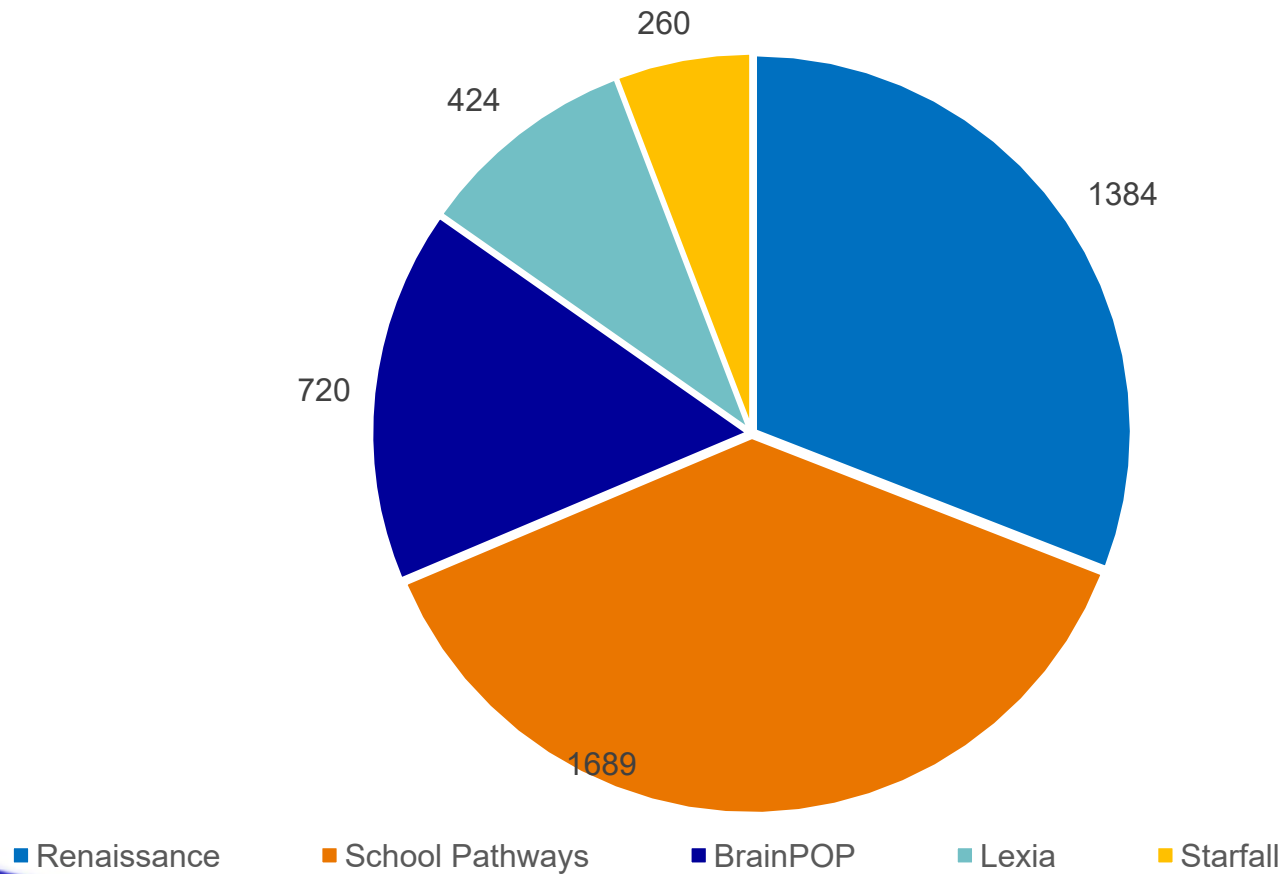
\*Total Items added to the locker from the months of February through March is 275 materials.



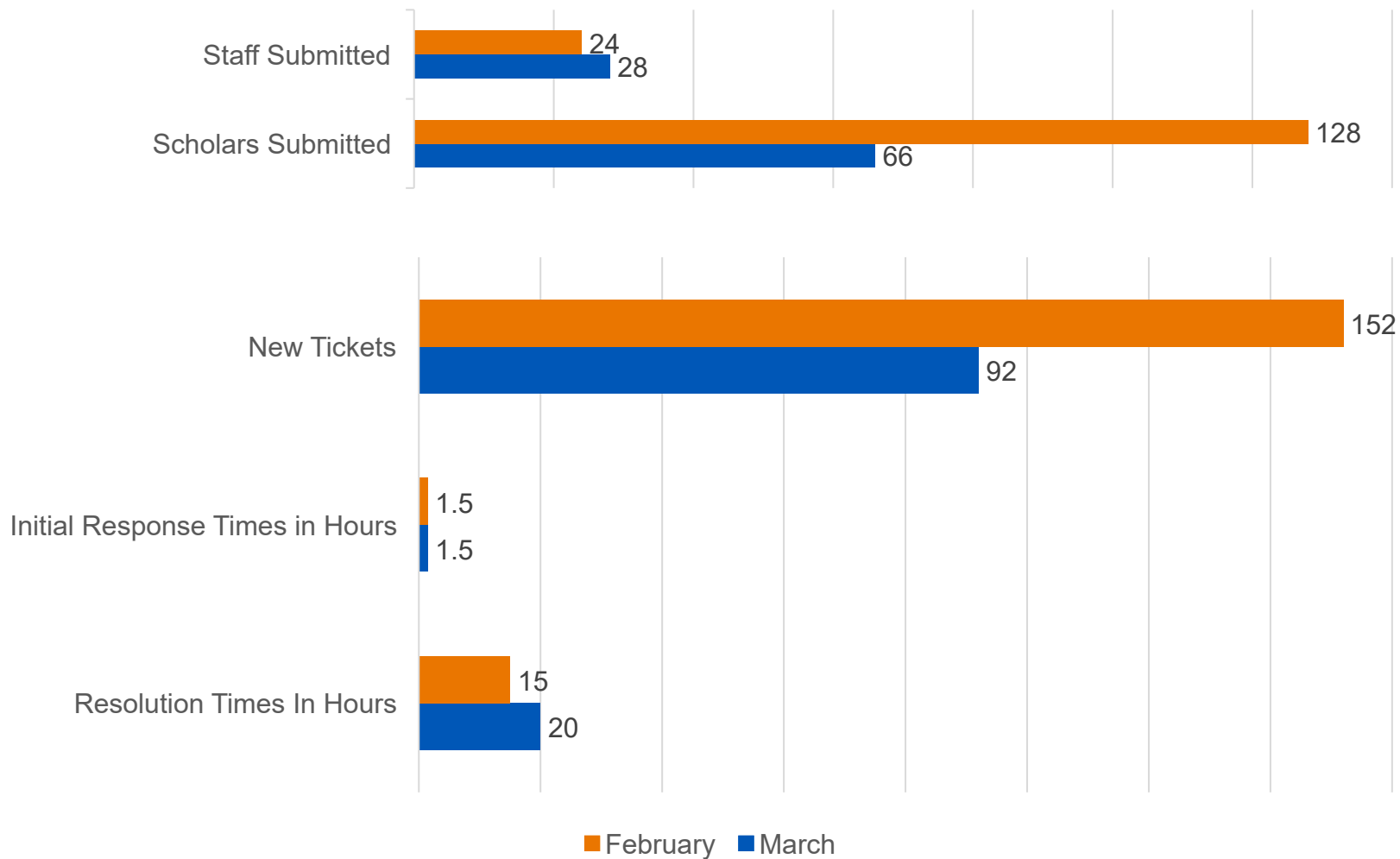
# Information Technology Department



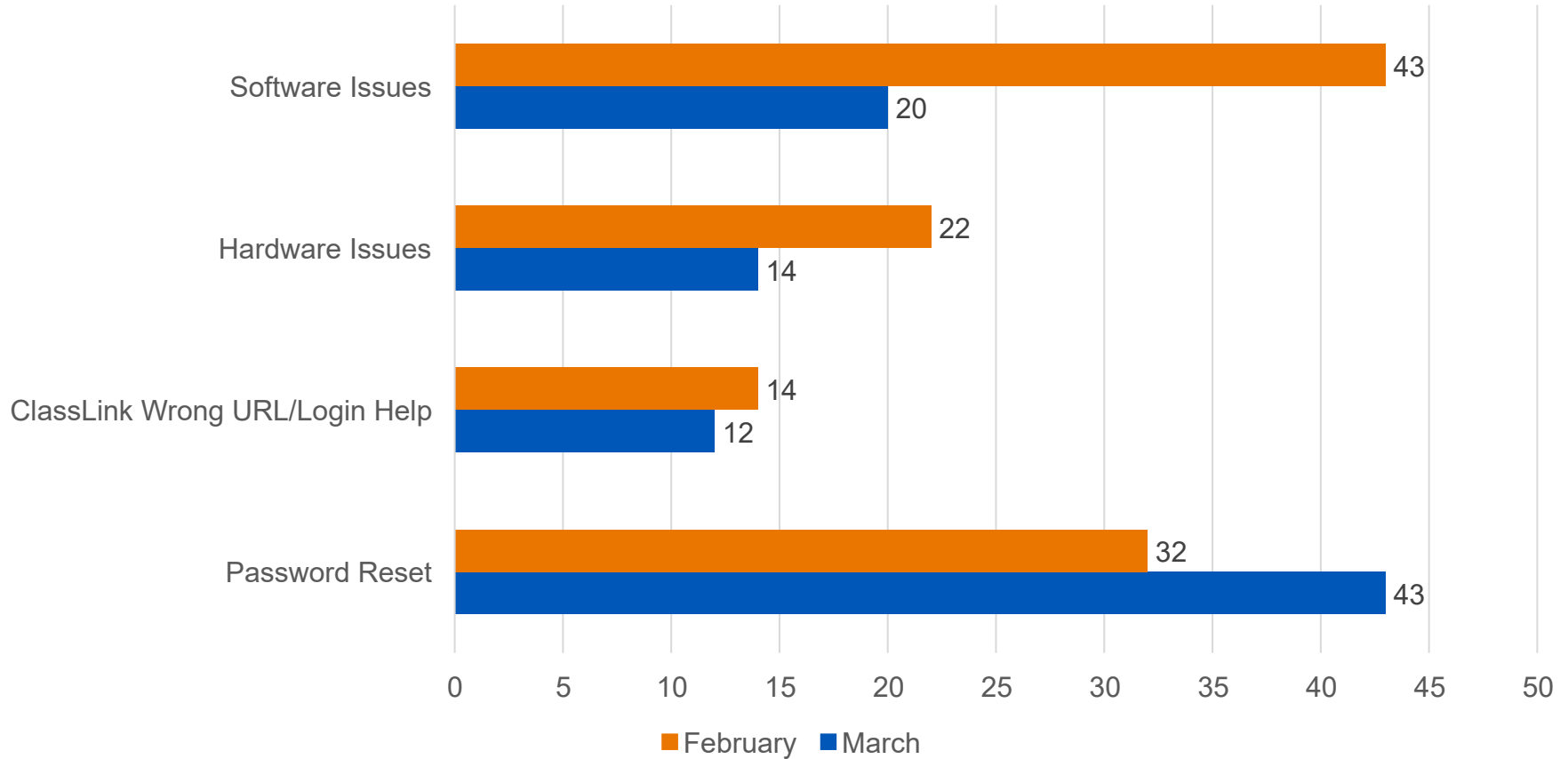
# ClassLink Software Users



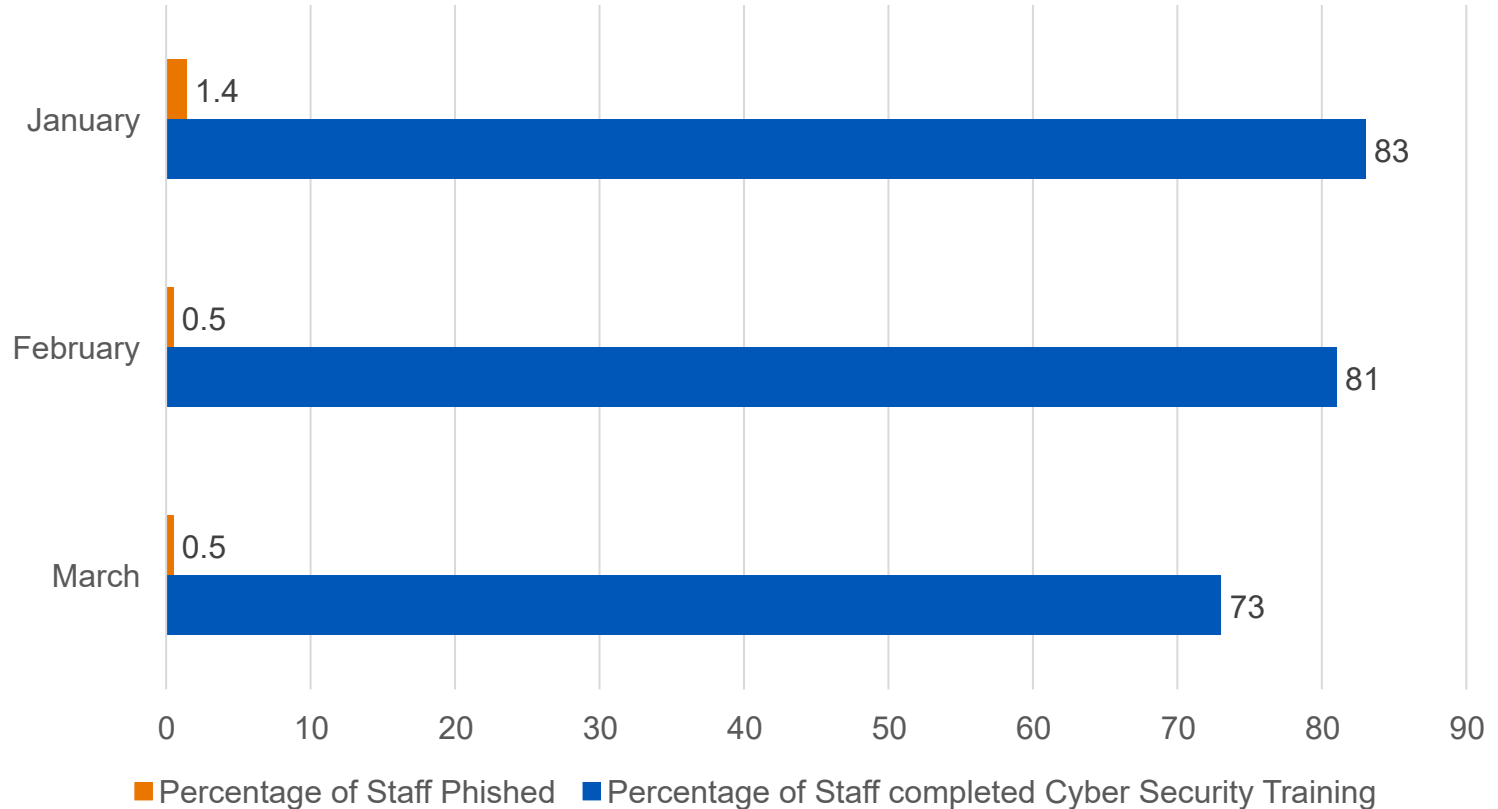
# IT ZoHo Helpdesk



# ZoHo Helpdesk Top Issues



# TPX Cyber Security Training All Staff (220)

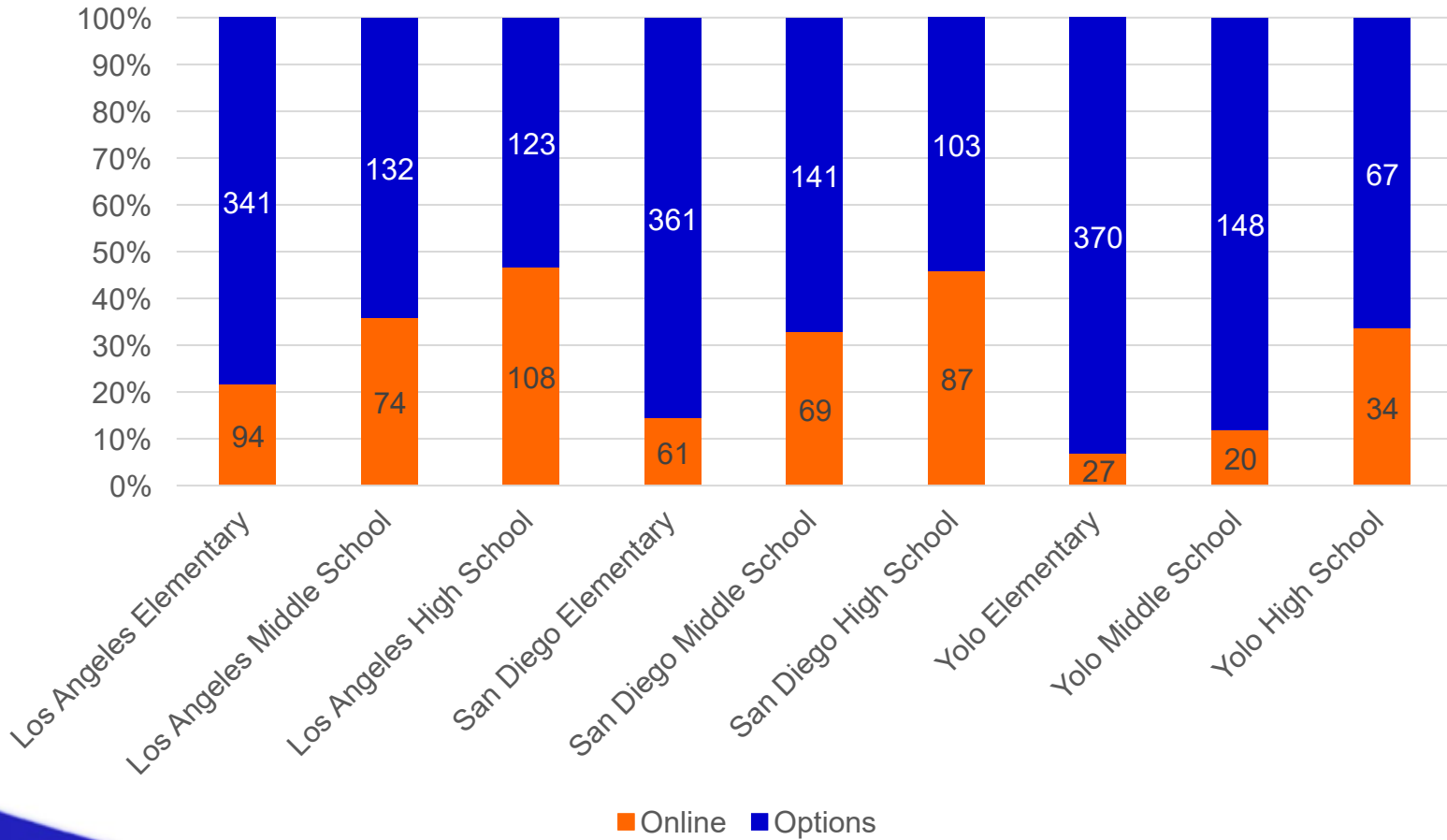


# Operations Department

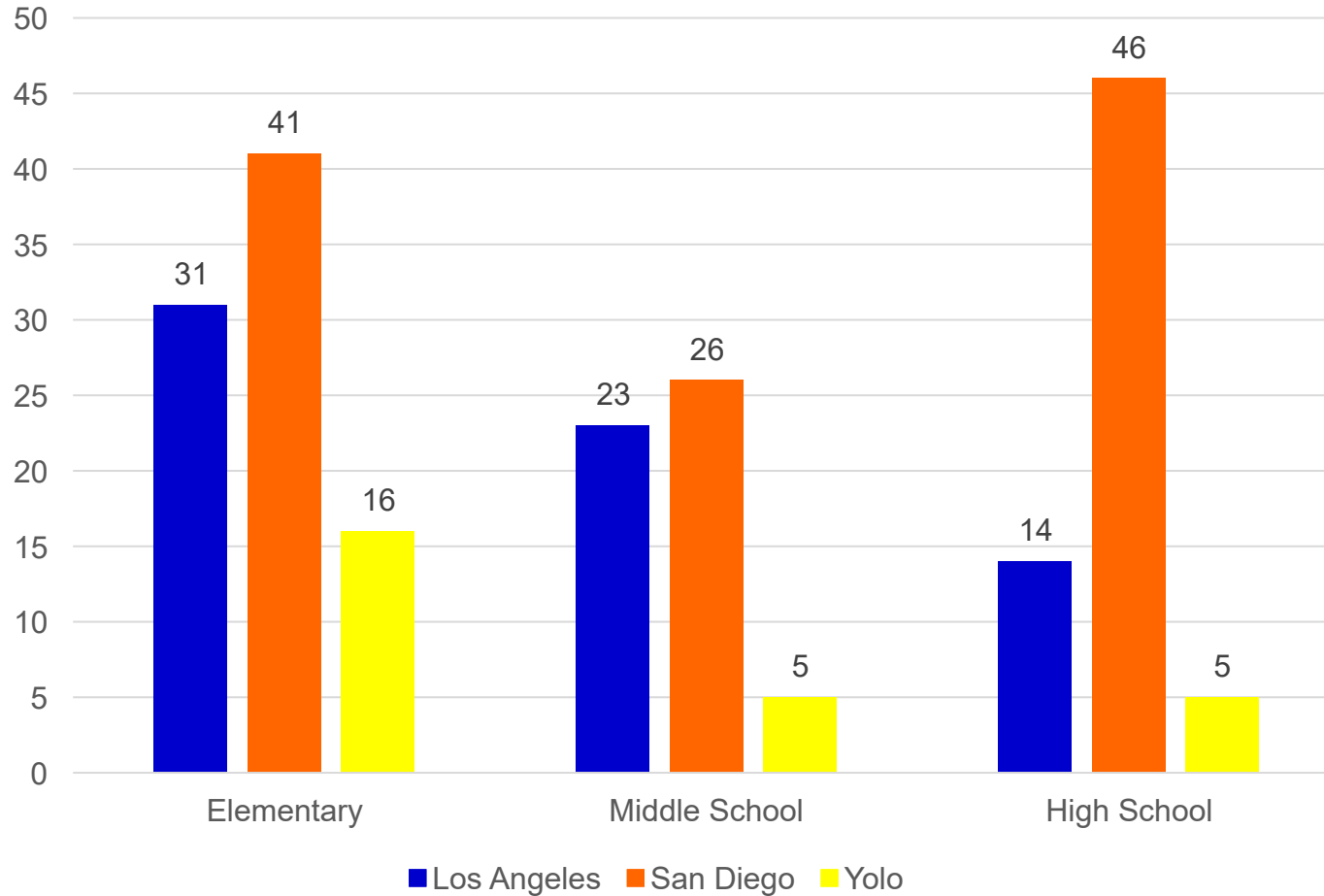


# Fall 2022-2023 Scholar Enrollment

## Learning Program & Grade Span



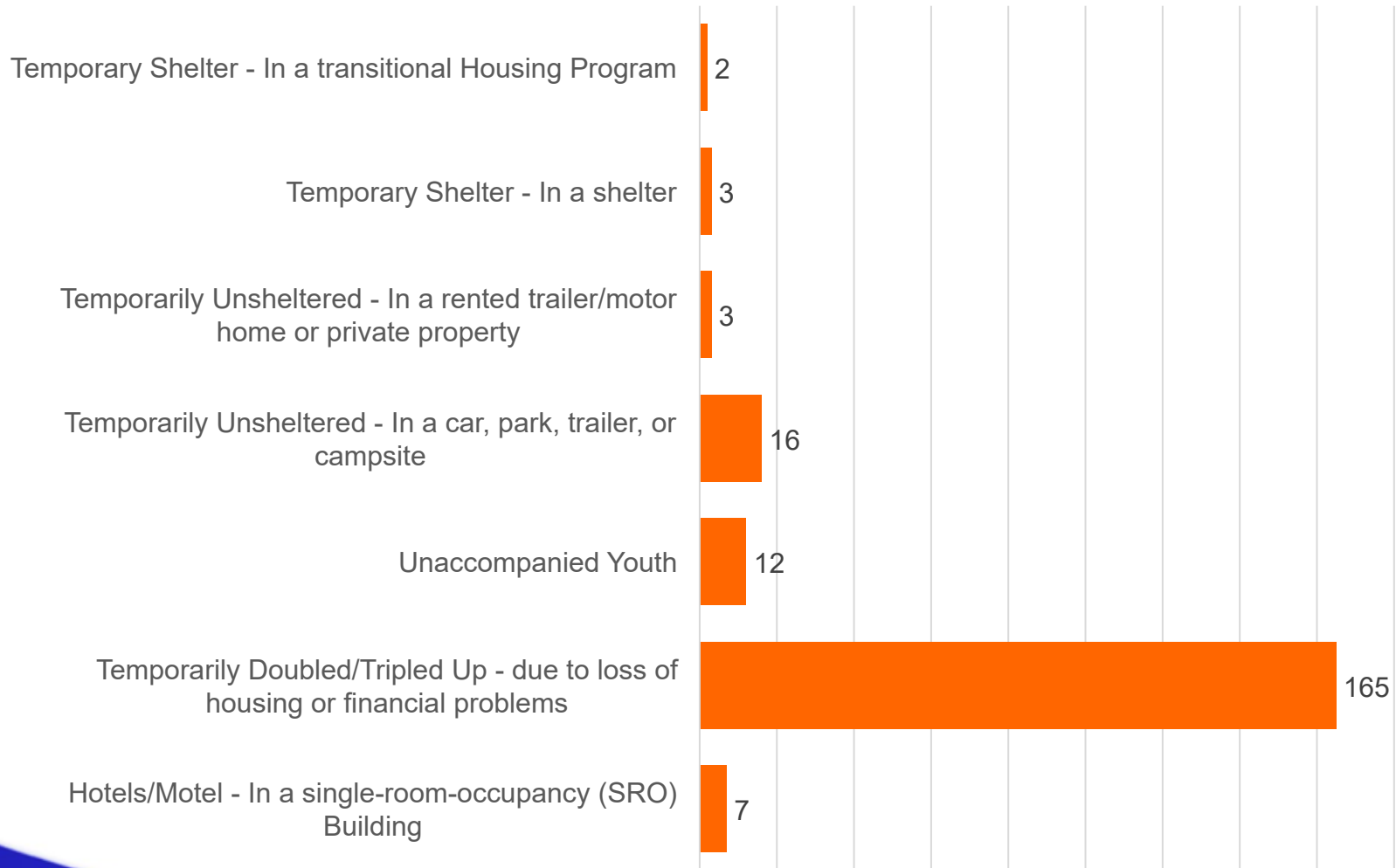
# McKinney-Vento Scholars



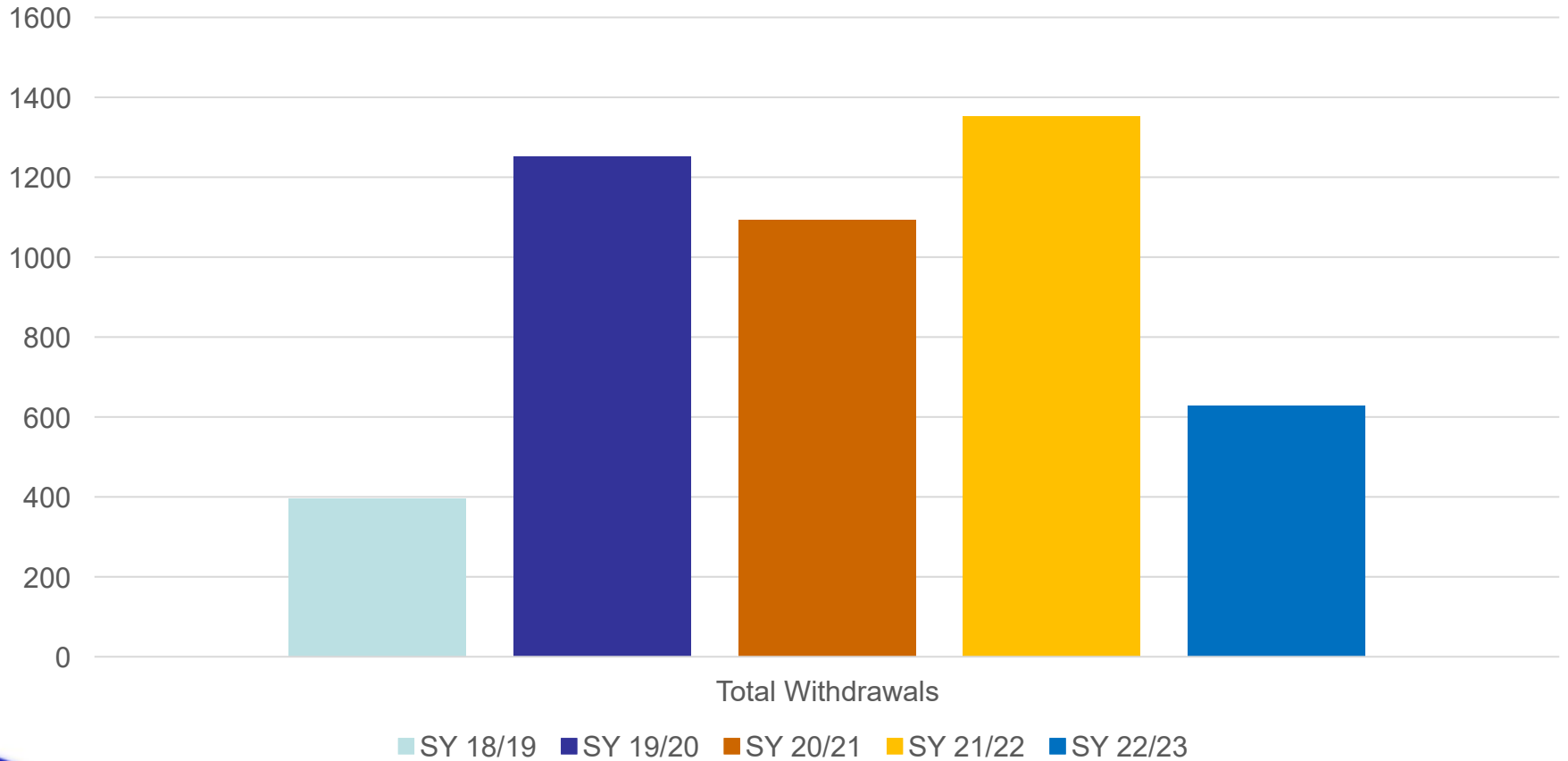
**Total McKinney-Vento Scholars = 208  
(9 less than January 2023)**



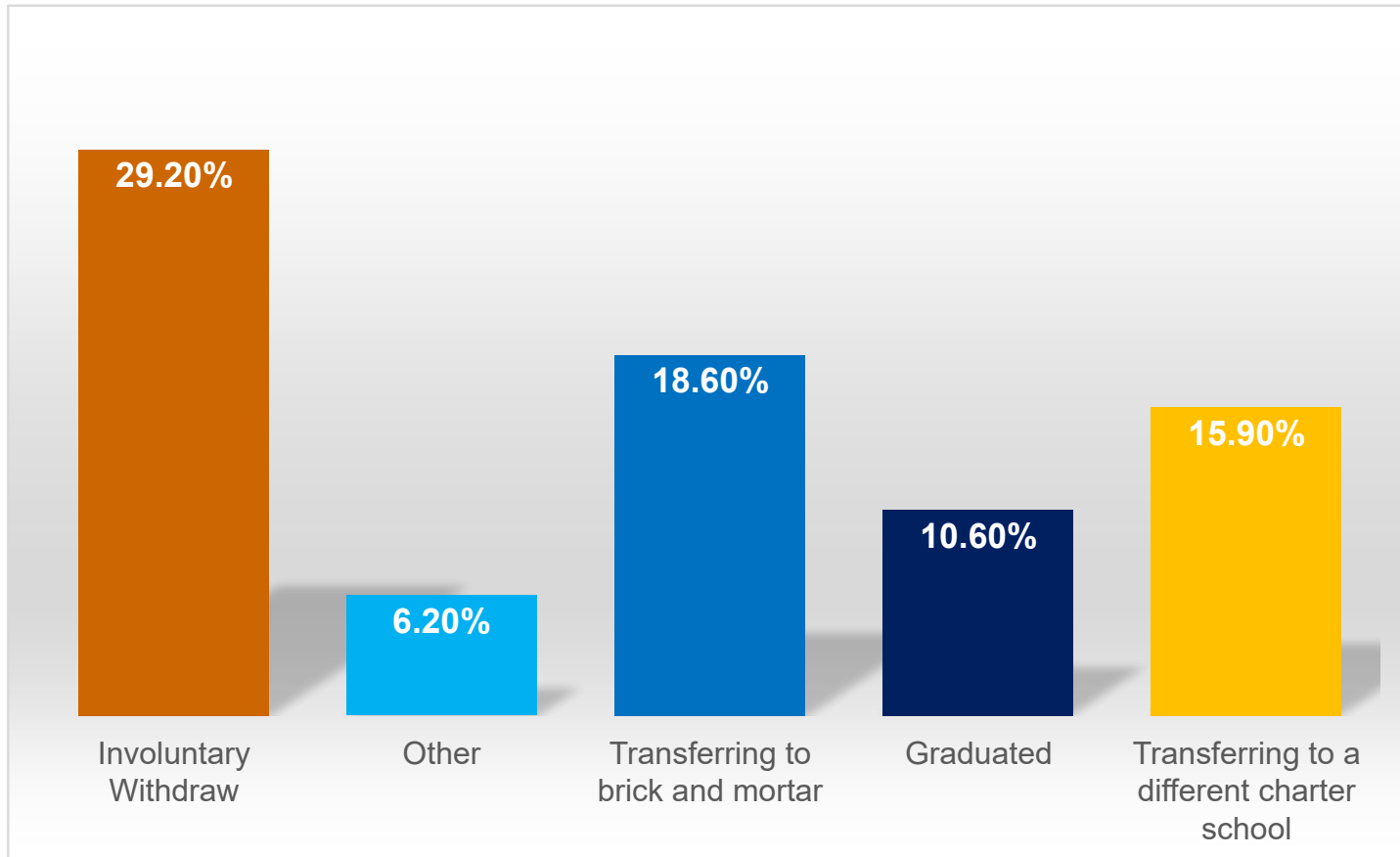
# McKinney-Vento Residency Status



# Total Withdrawals by Full School Year



# Top Withdrawal Reason January to March 2023



# Questions?



Contact:

Lisa Fishman | Chief Operations Officer

(818) 732-4692

[lfishman@compasscharters.org](mailto:lfishman@compasscharters.org)



## Operations Division Report March 25, 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 continues to work on the planning for upcoming school year. After much deliberation and research, we have decided not to renew our contract with Epicenter for 2023-24 school year renewal process. We will be going back to using Jot Form with an updated streamlined process that will not only be cost effective but will also be an easier platform for both staff and vendors.
- The IT team under the direction of David Brasch is focusing on several areas:
  - The team has been working on developing even more visibility to our Data Studio in regards to re-enrollment for next year. We are now able to see who has filled out the re-enrollment form and if they will be returning or not. This also allows us to concentrate on the families that have not responded yet.
  - Cyber Security: The staff have completed (6) training courses so far as part of our cyber security program. The analytics from September through January show that staff are much better at recognizing vulnerabilities in their email and marking items as spam. For the 23-24 school year we are researching ways to include the scholars in our cybersecurity training.
- The Finance team:
  - Along with four other CCS staff, I attended the CCSA annual Conference in Sacramento in March. I primarily focused on sessions regarding Charter Renewal and Authorizer Relationships. So much impactful information was provided and I look forward to sharing what I learned with the Cabinet and the School Leaders.
  - Melissa Alcaraz, the CCS Finance Coordinator, with the assistance of Brooklyn Coney, the Finance Clerk, have focused on ways we can better share out important and relevant fiscal information with the school Leadership. We have made available a single source document to show where all expenditures have been targeted on all school wide plans including the LCAP, SPSL, ELO, A-G completion Grant, Educator Effectiveness Grant, ESSER III plan, and the Art, Music and Instructional Materials Block Grant. This document also makes available spending to date and spending deadlines. Our goal is to make a simpler resource for all staff who are responsible for the accurate execution of the intended plan spending.
- The CCS Office, Manager Nicole Sendejaz continues to update the vast selection being offered in the Curriculum Locker. Nicole is now highlighting a single area of the locker each week in the MMU so families

can see there is so much more than curriculum! Over the past two months Nicole has spotlighted musical instrument, Legos, TK-K games, science kits and much more. This effort has really made an impact and we are seeing a continual increase in the requests from scholars.

- 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:
  - Re-enrollment 23-24 efforts have produced positive results. The feedback from families is that the process has been straightforward and painless! 54% of scholars re-enrolled as of March 15th at 5 pm. Using the housing questionnaire as the re-enrollment ticket has helped Compass reach compliance with the legislative requirements of obtaining housing information on every scholar every year while allowing us to check in on residency changes or challenges from families. It's been a win/win!
  - March 13-16 Dr. Gamez represented CCS at the annual CCSA conference in Sacramento. Dr. Gamez was able to bring vital information back to her team and the school regarding Independent Study Law, Charter Renewal Tips, APlus+ efforts towards the passage of SB 426, and how we can advocate for flex-based learning, Cyber Security, Adapting Empathetic Employee Culture, Recent case laws impacting charter schools, leadership development, Admissions and Outreach, and more! Members of Operations also represented Compass at the School Pathways Spring Academy. The goal is to take the content and takeaways and create professional learning for Compass staff in the coming months and retreat.

The Operations Division is looking forward to a strong finish to the school year and continuing our contribution to the success of CCS scholars!

Respectfully Submitted,

Lisa Fishman, CBO



Chief Operations Officer

# Coversheet

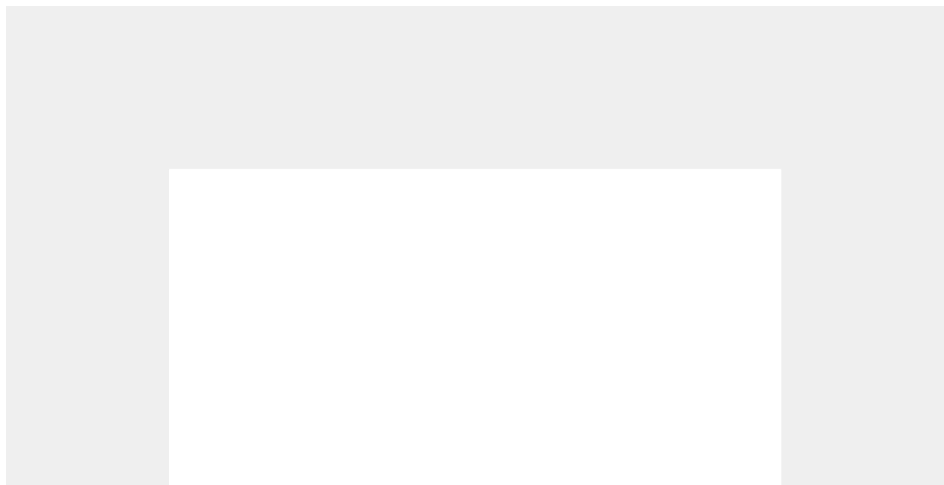
## Review and Approval of the Second Interim Reports

**Section:** VIII. Operations  
**Item:** B. Review and Approval of the Second Interim Reports  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** CCS FY23 2nd Interim PPT FINAL.pptx



2<sup>ND</sup> I N T E R I M

# Compass Charter Schools





# Average Daily Attendance Driving Revenue

Enrollment reduction of 44, ADA decrease of 28.1

2<sup>nd</sup> Interim

← 2<sup>nd</sup> Interim

	Yolo	San Diego	Los Angeles	Total
<b>Enrollment By Grade</b>				
Total Enrollment	674	801	860	2,335
<b>Average Daily Attendance by Grade Range</b>				
ADA Grades TK-3	261.48	276.22	305.71	843.41
ADA Grades 4-6	194.63	210.36	184.80	589.80
ADA Grades 7-8	107.15	126.81	132.71	366.66
ADA Grades 9-12	99.28	173.99	222.16	495.43
<b>Average Overall Daily Attendance</b>	<b>662.54</b>	<b>787.38</b>	<b>845.38</b>	<b>2,295.31</b>

↑  
CCS Yolo:  
ADA  
variance  
from 1<sup>st</sup>  
Interim:  
3.86  
increase

↓  
CCS SD:  
ADA  
variance  
from 1<sup>st</sup>  
Interim:  
16.64  
decrease

↓  
CCS LA:  
ADA  
variance  
from 1<sup>st</sup>  
Interim:  
15.33  
decrease

	Yolo	San Diego	Los Angeles	Total
<b>Enrollment By Grade</b>				
Total Enrollment	672	819	888	2,379
<b>Average Daily Attendance by Grade Range</b>				
ADA Grades TK-3	258.77	283.71	305.32	847.80
ADA Grades 4-6	194.08	210.09	189.98	594.14
ADA Grades 7-8	107.82	126.64	139.57	374.03
ADA Grades 9-12	98.02	183.58	225.84	507.44
	<b>658.68</b>	<b>804.02</b>	<b>860.71</b>	<b>2,323.41</b>

→ FY 23 1<sup>st</sup> Interim

	Yolo	San Diego	Los Angeles	Total
<b>Enrollment By Grade</b>				
Total Enrollment	681	816	903	2,400
<b>Average Daily Attendance by Grade Range</b>				
ADA Grades TK-3	250.35	270.24	280.46	801.05
ADA Grades 4-6	198.55	211.15	187.27	596.98
ADA Grades 7-8	106.47	123.98	132.09	362.54
ADA Grades 9-12	97.84	185.00	217.13	499.97
	<b>653.22</b>	<b>790.38</b>	<b>816.94</b>	<b>2,260.54</b>

→ FY23 Sept revise ADA

	Yolo	San Diego	Los Angeles	Total
<b>Average Daily Attendance by Grade Range</b>				
ADA Grades TK-3	305.98	328.36	328.41	962.75
ADA Grades 4-6	172.66	224.72	218.03	615.40
ADA Grades 7-8	113.19	127.86	146.56	387.60
ADA Grades 9-12	84.41	204.37	200.84	489.63
	<b>676.24</b>	<b>885.30</b>	<b>893.84</b>	<b>2,455.38</b>

→ FY23 Initial



# 2<sup>nd</sup> Interim Budget Summary- Funding Determinations

FY23

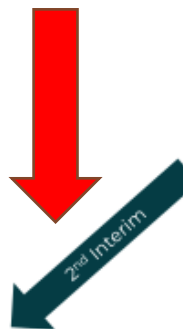
	Yolo	San Diego	Los Angeles
<b><u>Sb-740 Funding Determination Test:</u></b>			
Certificated Salaries (40% req.):	64.91%	74.65%	66.68%
Instructional Costs (80% req.):	81.10%	83.98%	83.30%
Cert Salaries Met/Not Met:	Met	Met	Met
Instr. Costs Met/Not Met	Met	Met	Met

# 2<sup>nd</sup> Interim Budget: Los Angeles

FY23

CCS LA:  
ADA  
variance from  
1<sup>st</sup> Interim:  
15.33  
decrease

Compass Charter Schools		
<b>Budget Summary</b>		158,339
<b>2022-23 Budget- 2nd Interim 13.26% COLA</b>		Ending position after transfer
FY23 Adopted Budget Ending Position		\$ (202,489)
FY23 1st Interim Budget ending Position		\$ 343,177
		<b>Los Angeles</b>
<b>Revenue</b>		<b>38.38%</b>
State		10,299,869
Federal		806,100
Local		730,827
<b>Total Revenue</b>		<b>\$ 11,836,796</b>
<b>Expenses</b>		
1000	Certificated Salaries	4,634,926
2000	Classified Salaries	1,233,310
3000	Benefits	1,872,501
<b>Total Personnel Expense</b>		<b>7,740,738</b>
4000	Books and Supplies	1,762,898
5000	Services and Other Operating Expenses	2,331,195
6000	Capital Outlay	
7000	Other Outgoing	
<b>Total Expenses</b>		<b>\$ 11,834,832</b>
<b>Surplus / (Deficit)</b>		<b>\$ 1,965</b>
As a % of LCFF revenue		0.02%
Estimated Beginning Balance		\$ 800,132
CMO (Contribution)/Draw down:		\$ 156,374
Ending Balance		\$ 958,471



	Yolo	San Diego	Los Angeles	Total
<b>Enrollment By Grade</b>				
Total Enrollment	674	801	860	2,335
<b>Average Daily Attendance by Grade Range</b>				
ADA Grades TK-3	261.48	276.22	305.71	843.41
ADA Grades 4-6	194.63	210.36	184.80	589.80
ADA Grades 7-8	107.15	126.81	132.71	366.66
ADA Grades 9-12	99.28	173.99	222.16	495.43
Average Overall Daily Attendance	662.54	787.38	845.38	2,295.31

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	Yolo	San Diego	Los Angeles	Total
<b>Enrollment By Grade</b>				
Total Enrollment	674	819	888	2,379
<b>Average Daily Attendance by Grade Range</b>				
ADA Grades TK-3	258.77	283.71	305.32	847.80
ADA Grades 4-6	194.08	210.09	180.98	594.14
ADA Grades 7-8	107.82	126.64	130.57	374.03
ADA Grades 9-12	98.02	183.58	225.84	507.44
Average Overall Daily Attendance	658.68	804.02	862.71	2,325.41

	Yolo	San Diego	Los Angeles	Total
<b>Enrollment By Grade</b>				
Total Enrollment	681	816	903	2,400
<b>Average Daily Attendance by Grade Range</b>				
ADA Grades TK-3	240.34	270.24	288.46	801.04
ADA Grades 4-6	198.55	211.15	187.27	596.98
ADA Grades 7-8	108.47	123.98	132.09	364.54
ADA Grades 9-12	97.84	185.00	217.13	499.97
Average Overall Daily Attendance	655.21	790.38	817.94	2,263.54

	Yolo	San Diego	Los Angeles	Total
<b>Average Daily Attendance by Grade Range</b>				
ADA Grades TK-3	305.98	328.36	328.41	962.75
ADA Grades 4-6	172.80	224.72	218.83	616.35
ADA Grades 7-8	113.19	127.86	146.50	387.55
ADA Grades 9-12	84.41	204.37	200.84	489.62
Average Overall Daily Attendance	676.24	865.30	894.58	2,436.12

# 2<sup>nd</sup> Interim Budget: San Diego

FY23

CCS SD:  
ADA  
variance from  
1<sup>st</sup> Interim:  
16.64  
decrease

<b>Compass Charter Schools</b>	
<b>Budget Summary</b>	46,436
<b>2022-23 Budget- 2nd Interim 13.26% COLA</b>	Ending position after transfer

FY23 Adopted Budget Ending Position	\$ 6,385
FY23 1st Interim Budget ending Position	\$ 119,724

		<b>San Diego</b>
<b>Revenue</b>		<b>33.95%</b>
State		9,981,688
Federal		770,611
Local		722,643
<b>Total Revenue</b>		<b>\$ 11,474,942</b>

<b>Expenses</b>		
1000	Certificated Salaries	4,810,639
2000	Classified Salaries	1,180,711
3000	Benefits	1,943,331
	<b>Total Personnel Expen</b>	<b>7,934,681</b>
4000	Books and Supplies	1,510,323
5000	Services and Other Operating Expenses	2,064,171
6000	Capital Outlay	
7000	Other Outgoing	
<b>Total Expenses</b>		<b>\$ 11,509,174</b>

<b>Surplus / (Deficit)</b>	\$ (34,232)
As a % of LCFF revenue	-0.39%

Estimated Beginning Balance	\$ 832,556
CMO (Contribution)/Draw down:	\$ 80,668
Ending Balance	\$ 878,992
	10.0%



	Yolo	San Diego	Los Angeles	Total
<b>Enrollment By Grade</b>				
Total Enrollment	674	801	860	2,335
<b>Average Daily Attendance by Grade Range</b>				
ADA Grades TK-3	261.48	276.22	305.71	843.41
ADA Grades 4-6	194.63	210.36	184.80	589.80
ADA Grades 7-8	107.15	126.81	132.71	366.66
ADA Grades 9-12	99.28	173.99	222.16	495.43
<b>Average Overall Daily Attendance</b>	<b>662.54</b>	<b>787.38</b>	<b>845.38</b>	<b>2,295.31</b>

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	Yolo	San Diego	Los Angeles	Total
<b>Enrollment By Grade</b>				
Total Enrollment	672	819	888	2,379
<b>Average Daily Attendance by Grade Range</b>				
ADA Grades TK-3	258.77	283.71	305.32	847.80
ADA Grades 4-6	194.08	210.09	180.98	585.14
ADA Grades 7-8	107.82	126.64	130.57	365.03
ADA Grades 9-12	98.02	183.58	225.84	507.44
<b>Average Overall Daily Attendance</b>	<b>658.68</b>	<b>804.02</b>	<b>860.71</b>	<b>2,323.41</b>

	Yolo	San Diego	Los Angeles	Total
<b>Enrollment By Grade</b>				
Total Enrollment	681	816	903	2,400
<b>Average Daily Attendance by Grade Range</b>				
ADA Grades TK-3	240.35	270.24	288.46	801.05
ADA Grades 4-6	198.55	211.15	187.27	596.98
ADA Grades 7-8	108.47	123.98	132.09	364.54
ADA Grades 9-12	97.84	185.00	217.13	499.97
<b>Average Overall Daily Attendance</b>	<b>653.21</b>	<b>796.38</b>	<b>816.94</b>	<b>2,266.54</b>

	Yolo	San Diego	Los Angeles	Total
<b>Average Daily Attendance by Grade Range</b>				
ADA Grades TK-3	305.98	328.36	328.41	962.75
ADA Grades 4-6	172.80	224.72	218.83	616.35
ADA Grades 7-8	113.19	127.86	146.50	387.55
ADA Grades 9-12	84.41	204.37	200.84	489.62
<b>Average Overall Daily Attendance</b>	<b>676.24</b>	<b>865.30</b>	<b>896.58</b>	<b>2,438.12</b>

# 2<sup>nd</sup> Interim Budget: Yolo

FY23

CCS Yolo:  
ADA  
variance from  
1<sup>st</sup> Interim:  
3.86 increase

<b>Compass Charter Schools</b>		
<b>Budget Summary</b>		155,912
<b>2022-23 Budget- 2nd Interim 13.26% COLA</b>		Ending position after transfer
FY23 Adopted Budget Ending Position		\$ (74,539)
FY23 1st Interim Budget ending Position		\$ 19,677
		<b>Yolo</b>
<b>Revenue</b>		<b>27.66%</b>
State		7,580,530
Federal		389,906
Local		559,831
<b>Total Revenue</b>		<b>\$ 8,530,267</b>
<b>Expenses</b>		
1000	Certificated Salaries	3,341,827
2000	Classified Salaries	889,229
3000	Benefits	1,350,092
<b>Total Personnel Expense</b>		<b>5,581,147</b>
4000	Books and Supplies	1,227,653
5000	Services and Other Operating Expenses	1,510,595
6000	Capital Outlay	
7000	Other Outgoing	
<b>Total Expenses</b>		<b>\$ 8,319,395</b>
<b>Surplus / (Deficit)</b>		<b>\$ 210,872</b>
As a % of LCFF revenue		2.97%
Estimated Beginning Balance		<b>\$ 554,091</b>
CMO (Contribution)/Draw down:		\$ (54,960)
Ending Balance		\$ 710,003

	Yolo	San Diego	Los Angeles	Total
<b>Enrollment By Grade</b>				
Total Enrollment	674	801	860	2,335
<b>Average Daily Attendance by Grade Range</b>				
ADA Grades TK-3	261.48	276.22	305.71	843.41
ADA Grades 4-6	194.63	210.36	184.80	589.80
ADA Grades 7-8	107.15	126.81	132.71	366.66
ADA Grades 9-12	99.28	173.99	222.16	495.43
<b>Average Overall Daily Attendance</b>	<b>662.54</b>	<b>787.38</b>	<b>845.38</b>	<b>2,295.31</b>

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	Yolo	San Diego	Los Angeles	Total
<b>Enrollment By Grade</b>				
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<b>Average Daily Attendance by Grade Range</b>				
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ADA Grades 7-8	107.82	126.64	130.57	374.03
ADA Grades 9-12	98.02	183.58	225.84	507.44
<b>Average Overall Daily Attendance</b>	<b>658.68</b>	<b>804.02</b>	<b>860.71</b>	<b>2,323.41</b>

	Yolo	San Diego	Los Angeles	Total
<b>Enrollment By Grade</b>				
Total Enrollment	681	816	903	2,400
<b>Average Daily Attendance by Grade Range</b>				
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ADA Grades 4-6	198.55	211.15	187.27	596.98
ADA Grades 7-8	108.47	123.98	132.09	364.54
ADA Grades 9-12	97.84	185.00	217.13	499.97
<b>Average Overall Daily Attendance</b>	<b>653.21</b>	<b>796.38</b>	<b>816.94</b>	<b>2,266.54</b>

	Yolo	San Diego	Los Angeles	Total
<b>Average Daily Attendance by Grade Range</b>				
ADA Grades TK-3	305.98	328.36	328.41	962.75
ADA Grades 4-6	172.80	224.72	218.83	616.35
ADA Grades 7-8	113.19	127.86	146.50	387.55
ADA Grades 9-12	84.41	204.37	200.84	489.63
<b>Average Overall Daily Attendance</b>	<b>676.24</b>	<b>865.30</b>	<b>893.58</b>	<b>2,435.12</b>

# Reserve Designations

FY23

**\$ 10,443,622** FY23 Designations

25%	2,610,905	Economic Uncertainty
20%	2,088,724	Future SPED costs
20%	2,088,724	Future LEGAL costs
15%	1,566,543	Future FACILITY costs
20%	2,088,724	Enrollment Uncertainty

**100%    10,443,622    Total:**



[info@csmci.com](mailto:info@csmci.com)

888.994.CSMC

43460 Ridge Park Dr., Ste. 100,  
Temecula



# Coversheet

## Review and Approval of the February 2023 Financial Statements

**Section:** VIII. Operations  
**Item:** C. Review and Approval of the February 2023 Financial Statements  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** CCS PL FEB 2023.xlsx  
CCS BS FEB 2023.xlsx  
CCS PL JAN 2023.xlsx  
Compass Charter Schools\_FY2023\_January v2.pptx  
Compass Charter Schools\_FY2023\_February v2.pptx  
CCS BS JAN 2023 (1).xlsx  
C-069371 Compass Charter of San Diego (1).pdf  
C-069370 Compass Charter of Yolo (1).pdf  
C-069369 Compass Charter of Los Angeles (1).pdf

## 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 FEB 2023.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 BS FEB 2023.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 JAN 2023.xlsx



Financials through Jan 31, 2023

# 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 Jan 31, 2023, compared against our board-approved budget

YTD Revenues Through **Jan 31, 2023**, are **\$14,836,942**

YTD Expenses Through **Jan 31, 2023**, are **\$17,682,850**


Therefore, net income is **(\$2,845,908)**


## Balance Sheet:


As of Jan 31, 2023, we had total cash of \$10,880,096, short-term liabilities of \$5,821,031, and long-term liabilities of \$109,051. The ending fund balance is \$6,703,717.

# 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:
	169.8 %	> 100.0 %
<b>Formula:</b> (Cash) / (Current Liabilities)		

Defensive Interval		
Months of continued operation without incoming funds		
	Current:	Target:
	4.9	> 3 months
<b>Formula:</b> (Cash + Securities + AR)/(Average Expenses for Past 12 Months)		

Current Ratio (Liquidity)		
Ability to pay short-term obligations		
	Current:	Target:
	2.0	> 1.0
<b>Formula:</b> (Current Assets) / (Current Liabilities)		

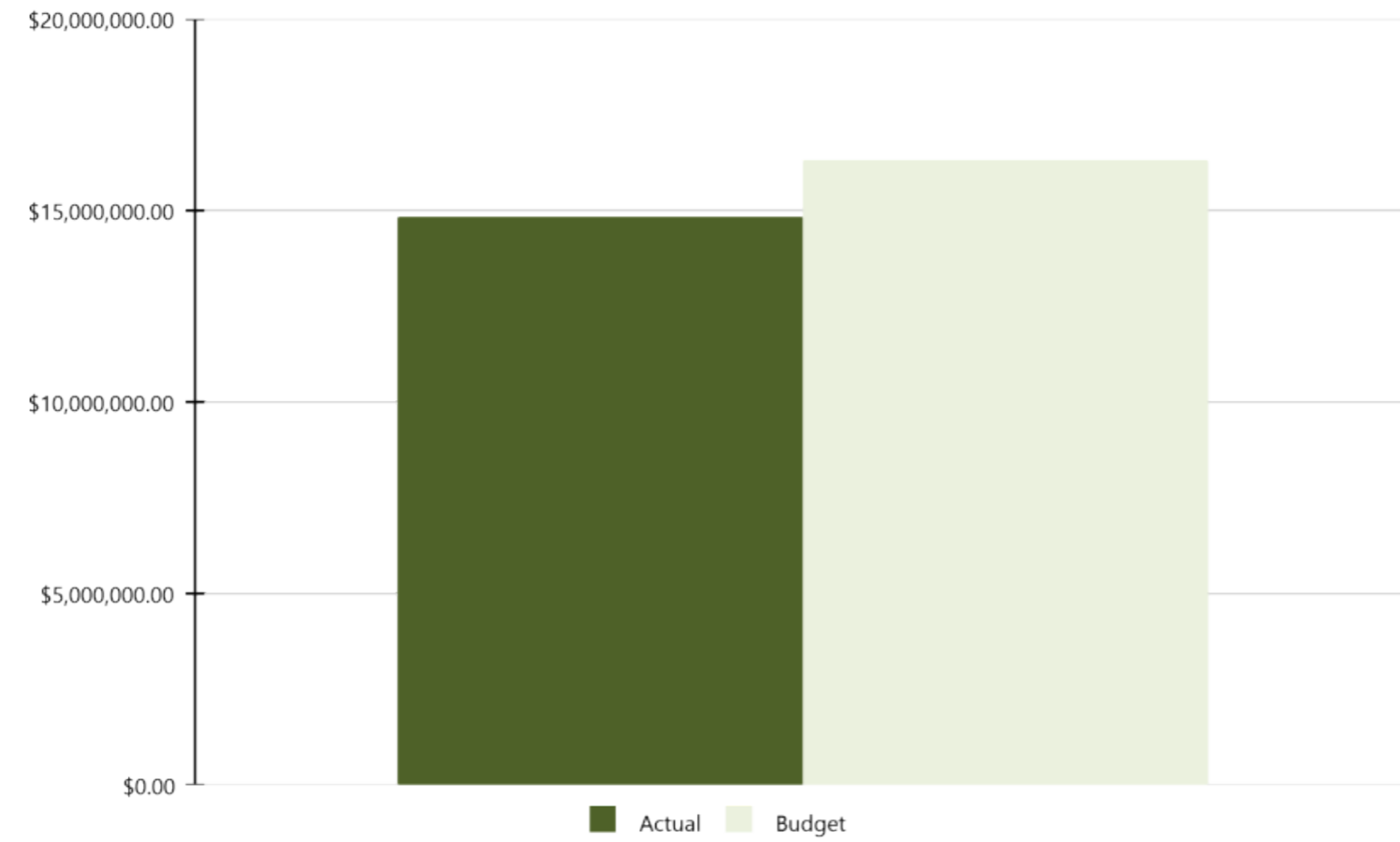


# Compass Charter Schools Financial Snapshot

FY 2022-2023, July - January

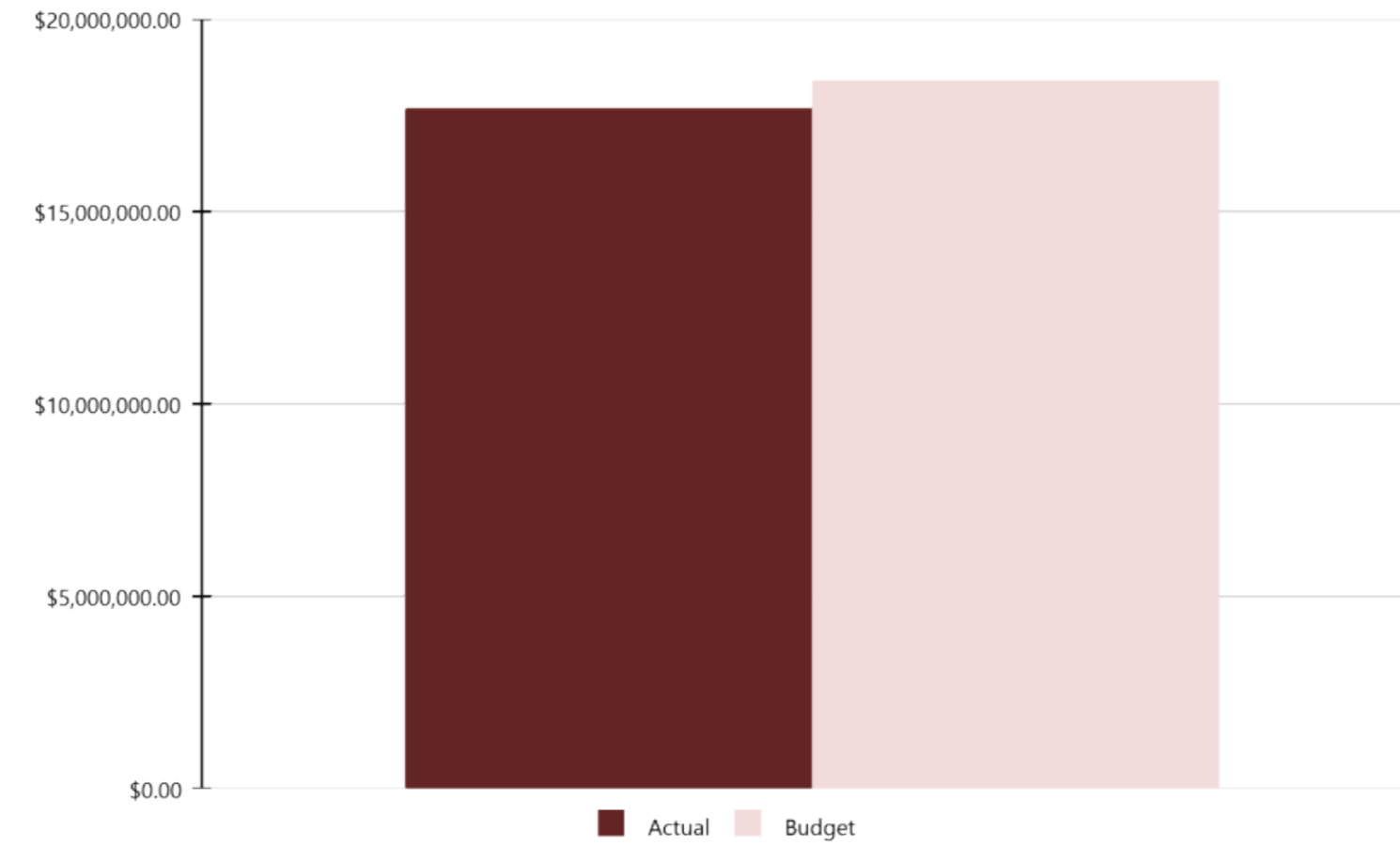
**Cash Balance**  
**\$10,880,096**

**Revenue to Date**



Revenue Summary	
Actual	\$14,836,942
Budget	\$16,312,326
Actual to Budget	-9.0 %

**Expense to Date**



Expense Summary	
Actual	\$17,682,850
Budget	\$18,403,156
Actual to Budget	-3.9 %



# Actual to Budget Summary

FY 2022-2023, July - January

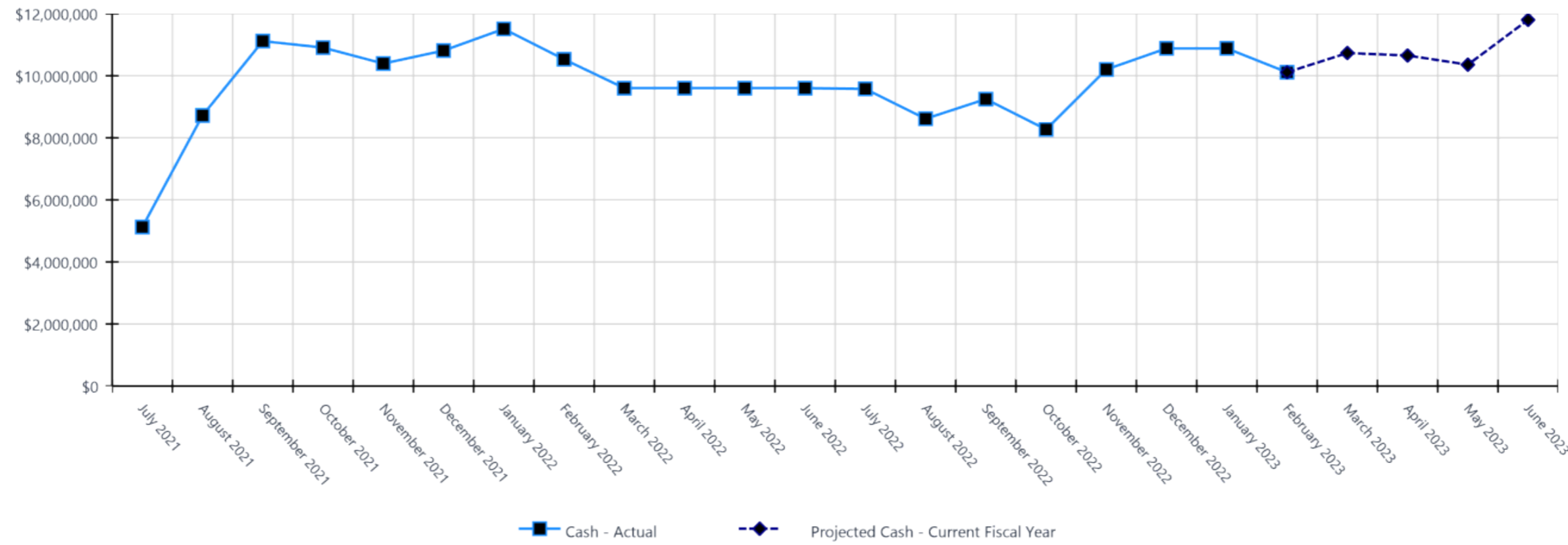
Account Description	July - January			2022-2023		
	Actual	Budget	Variance \$	Total Budget	Actual to Total Budget %	Remaining Budget
<b>LCFF Revenue</b>	\$12,292,745	\$12,990,757	(\$698,012)	\$25,797,152	47.7 %	\$13,504,407
<b>Federal Revenue</b>	\$768,819	\$725,050	\$43,769	\$2,417,591	31.8 %	\$1,648,772
<b>State Revenue</b>	\$1,675,435	\$2,526,358	(\$850,922)	\$3,899,495	43.0 %	\$2,224,059
<b>Local Revenue</b>	\$99,943	\$70,162	\$29,781	\$83,914	119.1 %	(\$16,029)
<b>Total Revenue</b>	\$14,836,942	\$16,312,326	(\$1,475,384)	\$32,198,153	46.1 %	\$17,361,210
<b>Certificated Salaries</b>	\$7,028,778	\$7,305,627	\$276,849	\$12,937,248	54.3 %	\$5,908,470
<b>Classified Salaries</b>	\$1,992,531	\$2,133,799	\$141,268	\$3,943,413	50.5 %	\$1,950,882
<b>Benefits</b>	\$3,076,589	\$2,972,283	(\$104,306)	\$5,372,146	57.3 %	\$2,295,557
<b>Total Personnel Expenses</b>	\$12,097,898	\$12,411,709	\$313,811	\$22,252,806	54.4 %	\$10,154,908
<b>Books and Supplies</b>	\$2,371,559	\$2,874,916	\$503,358	\$4,609,818	51.4 %	\$2,238,259
<b>Services</b>	\$3,213,393	\$3,116,531	(\$96,862)	\$4,852,166	66.2 %	\$1,638,773
<b>Total Operational Expenses</b>	\$5,584,952	\$5,991,447	\$406,496	\$9,461,984	59.0 %	\$3,877,032
<b>Total Expenses</b>	\$17,682,850	\$18,403,156	\$720,306	\$31,714,790	55.8 %	\$14,031,940
<b>Net Income</b>	(\$2,845,908)	(\$2,090,831)	(\$755,077)	\$483,362	-588.8 %	\$3,329,270

<b>Revenue</b>	<b>\$14,836,942</b>
<b>Expenses</b>	<b>\$17,682,850</b>
<b>Surplus / (Deficit)</b>	<b>(\$2,845,908)</b>

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.

# Monthly Cash Balance Over Time

Current fiscal year and prior year



	Cash Amount	Actual or Projected
July 2021	\$5,121,620.34	Actual
August 2021	\$8,718,061.60	Actual
September 2021	\$11,113,904.09	Actual
October 2021	\$10,905,645.35	Actual
November 2021	\$10,390,528.49	Actual
December 2021	\$10,808,568.05	Actual
January 2022	\$11,507,548.45	Actual
February 2022	\$10,527,180.02	Actual
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April 2022	\$9,600,208.18	Actual
May 2022	\$9,600,208.18	Actual
June 2022	\$9,600,208.18	Actual

	Cash Amount	Actual or Projected
July 2022	\$9,574,236.91	Actual
August 2022	\$8,611,838.91	Actual
September 2022	\$9,246,236.00	Actual
October 2022	\$8,268,561.64	Actual
November 2022	\$10,201,001.92	Actual
December 2022	\$10,880,194.48	Actual
January 2023	\$10,880,095.75	Actual
February 2023	\$10,109,841.05	Actual
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

# Balance Sheet Summary FY 2022-2023 - January

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.

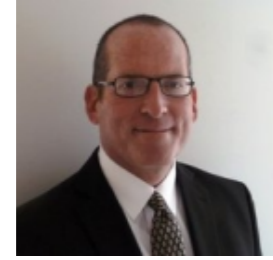
Liquidity Ratio

2.1

Assets	
<b>Current Assets</b>	
Accounts Receivable	\$608,791
Cash and Cash Equivalents	\$10,880,096
Employee Advances	\$275
Prepaid Expenses	\$252,562
Short Term Investments	\$768,842
<b>Total Current Assets</b>	<b>\$12,510,565</b>
<b>Fixed Assets</b>	
Fixed Assets	\$113,014
<b>Total Fixed Assets</b>	<b>\$113,014</b>
<b>Other Assets</b>	
Other Assets	\$10,220
<b>Total Other Assets</b>	<b>\$10,220</b>
<b>Total Assets</b>	<b>\$12,633,799</b>

Liabilities and Net Assets	
<b>Current Liabilities</b>	
Accounts Payable	\$284,343
Accrued Liabilities	\$2,610,866
Other Short Term Liability	\$2,925,822
<b>Total Current Liabilities</b>	<b>\$5,821,031</b>
<b>Long Term Liabilities</b>	
Other Liabilities	\$109,051
<b>Total Long Term Liabilities</b>	<b>\$109,051</b>
<b>Total Liabilities</b>	<b>\$5,785,842</b>
<b>Net Increase/(Decrease in Net Assets)</b>	
Net Increase/(Decrease) in Net Assets	(\$2,845,908)
<b>Total Net Increase/(Decrease) in Net Assets</b>	<b>(\$2,845,908)</b>
<b>Ending Net Assets</b>	
Ending Net Assets	\$9,549,625
<b>Total Net Assets</b>	<b>\$9,549,625</b>
<b>Total Liabilities and Net Assets</b>	<b>\$12,633,799</b>

# CSMC Charter School Support Team



**Executive VP of Client Services**  
Tom Nichols  
[tnichols@csmci.com](mailto:tnichols@csmci.com)



**Regional AM Director**  
Mai Luong  
[mjuang@csmci.com](mailto:mjuang@csmci.com)



**School Business Manager**  
Kristin Nowak  
[knowak@csmci.com](mailto:knowak@csmci.com)



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Mai Luong  
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**Associate AM**  
Kimber Nelson  
[knelson@csmci.com](mailto:knelson@csmci.com)

# Looking Ahead

<b>3/24/2023</b>	Varies: Special education MOE pre-test; timing and steps vary by SELPA
<b>3/25/2023</b>	Board Meeting
<b>3/28/2023</b>	ESSER and GEER Annual Report due
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	Form 700
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<b>4/18/2023</b>	Varies: Special education MOE pre-test; timing and steps vary by SELPA
<b>4/19/2023</b>	CSMC Regional Office Hours
<b>4/22/2023</b>	Varies: Special education federal and level 3 reports; timing and steps vary by SELPA
<b>4/30/2023</b>	Federal Cash Management Data Collection (CMDC)
	ASES attendance and expenditure reports
<b>5/1/2023</b>	May Board Meeting: Recommended public hearing for preliminary budget and LCAP
	2022–23 P-2 Attendance Data
<b>5/2/2023</b>	Varies: Special education low incidence reimbursement; timing and steps vary by SELPA
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<b>5/8/2023</b>	CALPADS EOY Submission Opens
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# Looking Ahead

<b>5/11/2023</b>	CSMC Workshop: Charter Renewal
<b>5/15/2023</b>	Form 990 Return of Exempt Organization
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<b>6/7/2023</b>	CSMC Regional Office Hours



# HELPING THE EDUCATION MOVEMENT SUCCEED ONE SCHOOL AT A TIME

POWERED BY:



Charter Vision

[info@csmci.com](mailto:info@csmci.com)  
Office: 888.994.CSMC  
43460 Ridge Park Dr., Ste. 100  
Temecula, Ca 92590

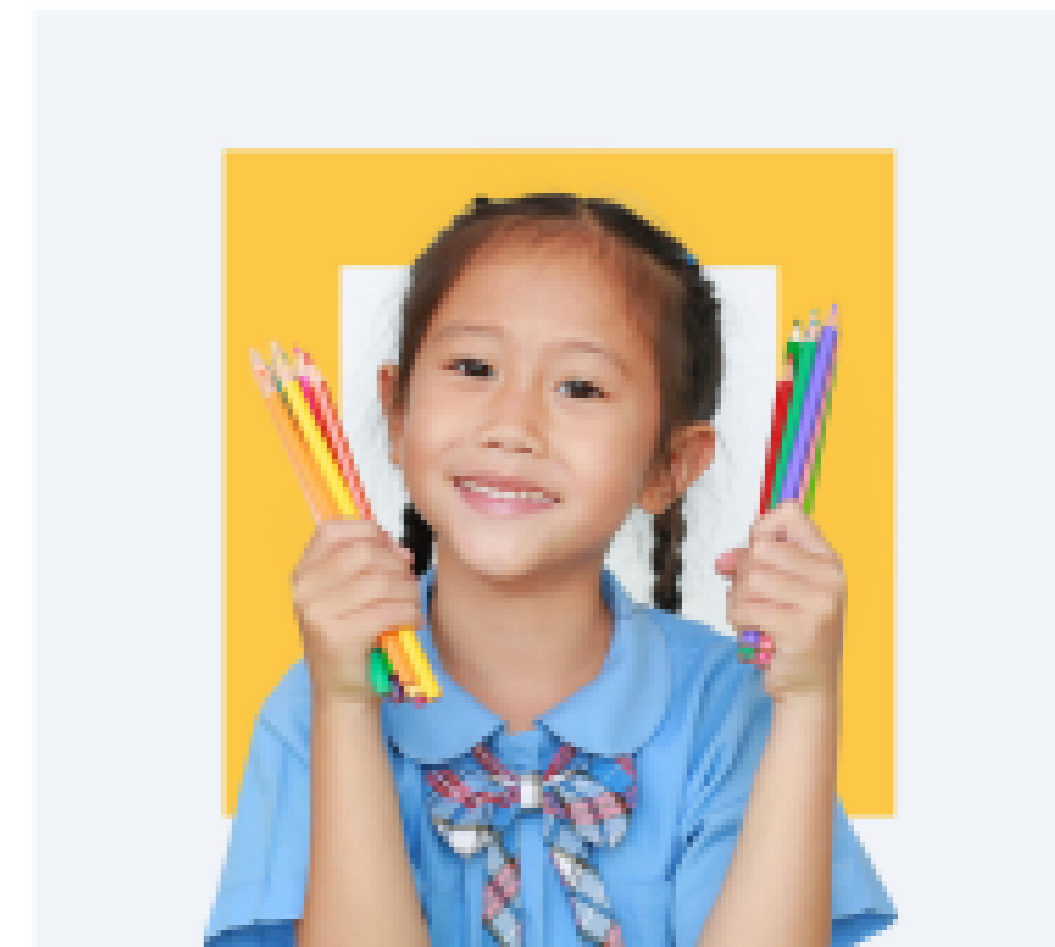


Financials through Feb 28, 2023

# 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 Feb 28, 2023, compared against our board-approved budget.

YTD Revenues Through **Feb 28, 2023**, are **\$16,973,290** or **-9.8% under** our current budget due to timing of one-time revenues being reimbursement based.

YTD Expenses Through **Feb 28, 2023**, are **\$20,656,757** or **3.2% under** our current budget.


Therefore, net income is **(\$3,683,467)**.


## Balance Sheet:


As of Feb 28, 2023, we had total cash of \$10,109,841, short-term liabilities of \$5,955,388, and long-term liabilities of \$104,319. The ending fund balance is \$5,866,158.

# 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:
	169.8 %	> 100.0 %
<b>Formula:</b> (Cash) / (Current Liabilities)		

Defensive Interval		
Months of continued operation without incoming funds		
	Current:	Target:
	4.9	> 3 months
<b>Formula:</b> (Cash + Securities + AR)/(Average Expenses for Past 12 Months)		

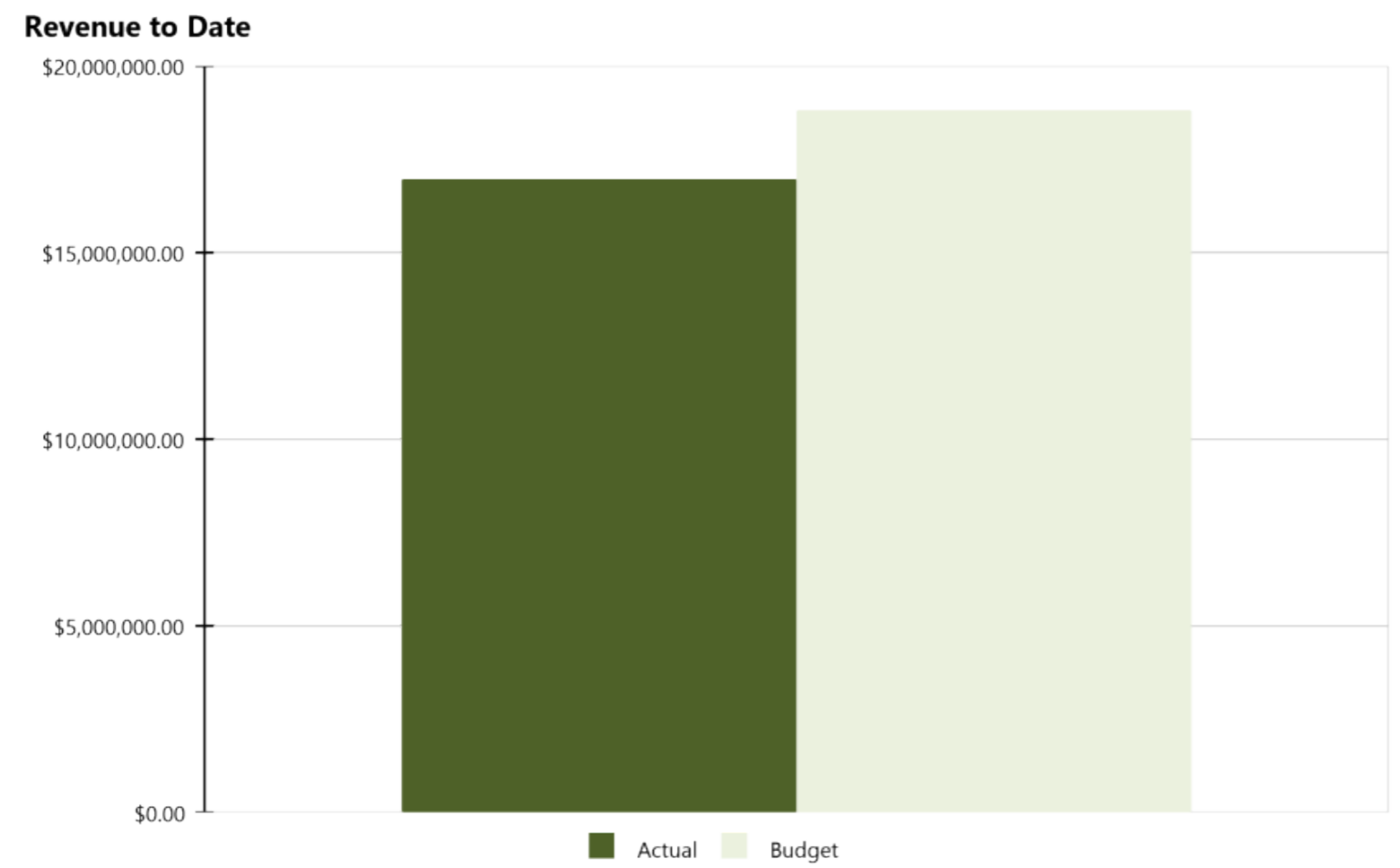
Current Ratio (Liquidity)		
Ability to pay short-term obligations		
	Current:	Target:
	2.0	> 1.0
<b>Formula:</b> (Current Assets) / (Current Liabilities)		



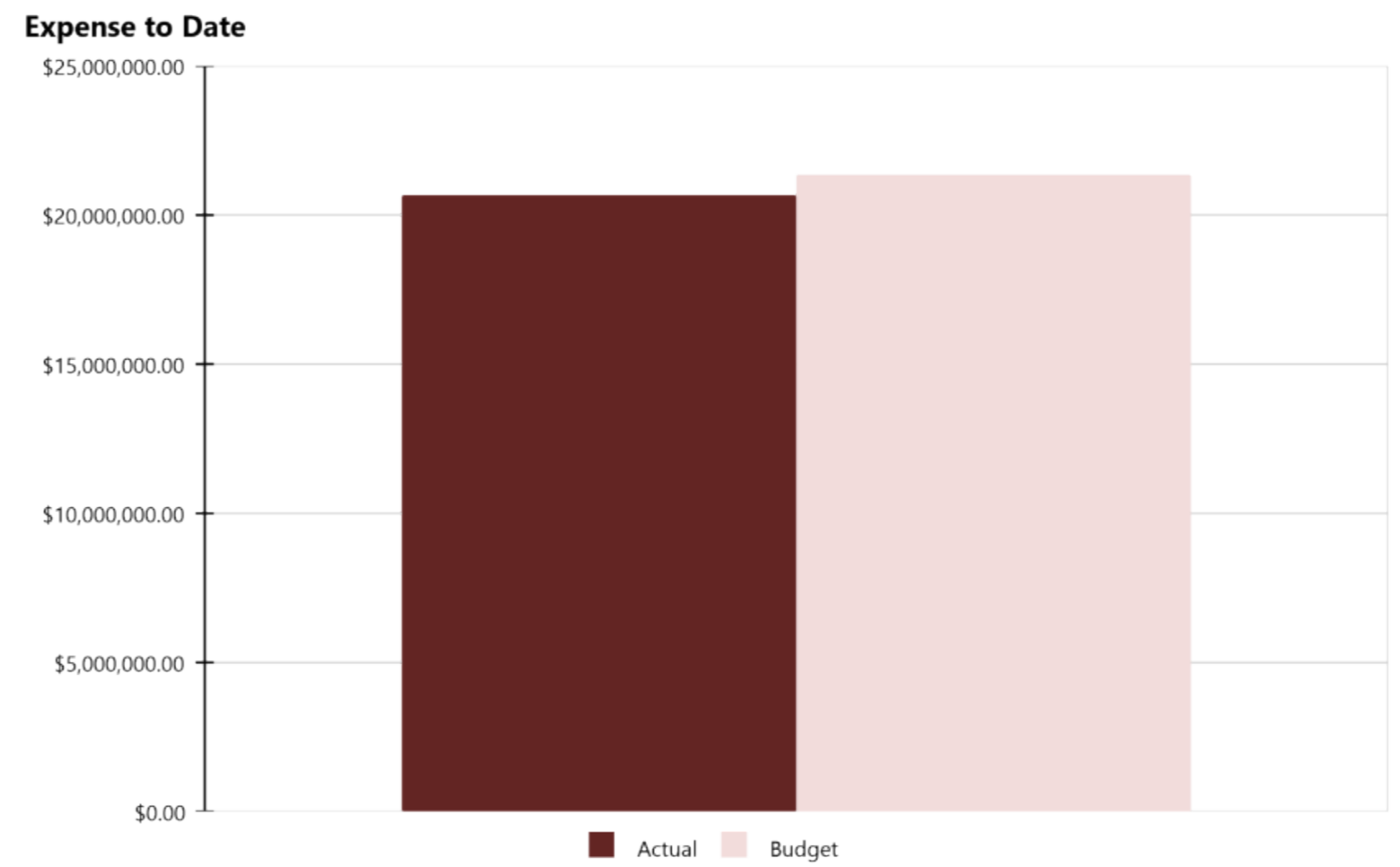
# Compass Charter Schools Financial Snapshot

FY 2022-2023, July - February

**Cash Balance**  
**\$10,109,841**



Revenue Summary	
Actual	\$16,973,290
Budget	\$18,810,959
Actual to Budget	-9.8 %



Expense Summary	
Actual	\$20,656,757
Budget	\$21,342,239
Actual to Budget	-3.2 %

# Actual to Budget Summary

FY 2022-2023, July - February

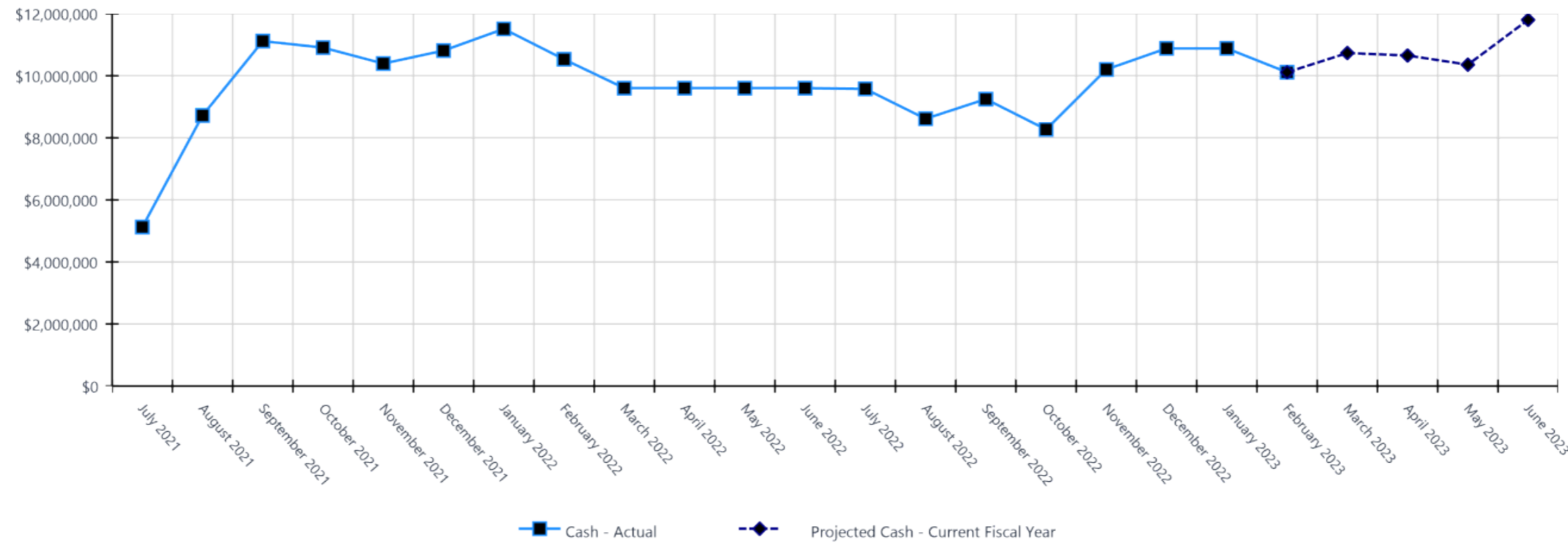
Account Description	July - Last Closed			2022-2023		
	Actual	Budget	Variance \$	Total Budget	Actual to Total Budget %	Remaining Budget
<b>LCFF Revenue</b>	\$14,270,559	\$15,228,294	(\$957,735)	\$25,797,152	55.3 %	\$11,526,593
<b>Federal Revenue</b>	\$924,377	\$756,351	\$168,026	\$2,417,591	38.2 %	\$1,493,214
<b>State Revenue</b>	\$1,675,435	\$2,753,410	(\$1,077,975)	\$3,899,495	43.0 %	\$2,224,059
<b>Local Revenue</b>	\$102,919	\$72,904	\$30,015	\$83,914	122.6 %	(\$19,004)
<b>Total Revenue</b>	\$16,973,290	\$18,810,959	(\$1,837,669)	\$32,198,153	52.7 %	\$15,224,863
<b>Certificated Salaries</b>	\$8,157,825	\$8,573,963	\$416,139	\$12,937,248	63.1 %	\$4,779,423
<b>Classified Salaries</b>	\$2,254,331	\$2,492,266	\$237,936	\$3,943,413	57.2 %	\$1,689,082
<b>Benefits</b>	\$3,570,188	\$3,447,674	(\$122,514)	\$5,372,146	66.5 %	\$1,801,957
<b>Total Personnel Expenses</b>	\$13,982,344	\$14,513,904	\$531,560	\$22,252,806	62.8 %	\$8,270,463
<b>Books and Supplies</b>	\$2,918,475	\$3,371,812	\$453,337	\$4,609,818	63.3 %	\$1,691,343
<b>Services</b>	\$3,755,939	\$3,456,524	(\$299,415)	\$4,852,166	77.4 %	\$1,096,227
<b>Total Operational Expenses</b>	\$6,674,413	\$6,828,336	\$153,922	\$9,461,984	70.5 %	\$2,787,570
<b>Total Expenses</b>	\$20,656,757	\$21,342,239	\$685,482	\$31,714,790	65.1 %	\$11,058,033
<b>Net Income</b>	(\$3,683,467)	(\$2,531,280)	(\$1,152,187)	\$483,362	-762.1 %	\$4,166,829

<b>Revenue</b>	<b>\$16,973,290</b>
<b>Expenses</b>	<b>\$20,656,757</b>
<b>Surplus / (Deficit)</b>	<b>(\$3,683,467)</b>

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.

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# Balance Sheet Summary FY 2022-2023 - February

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

2.0

Assets	
<b>Current Assets</b>	
Accounts Receivable	\$608,791
Cash and Cash Equivalents	\$10,109,841
Employee Advances	\$476
Prepaid Expenses	\$319,445
Short Term Investments	\$768,842
<b>Total Current Assets</b>	<b>\$11,807,395</b>
<b>Fixed Assets</b>	
Fixed Assets	\$108,251
<b>Total Fixed Assets</b>	<b>\$108,251</b>
<b>Other Assets</b>	
Other Assets	\$10,220
<b>Total Other Assets</b>	<b>\$10,220</b>
<b>Total Assets</b>	<b>\$11,925,865</b>

Liabilities and Net Assets	
<b>Current Liabilities</b>	
Accounts Payable	\$314,443
Accrued Liabilities	\$2,454,602
Other Short Term Liability	\$3,186,343
<b>Total Current Liabilities</b>	<b>\$5,955,388</b>
<b>Long Term Liabilities</b>	
Other Liabilities	\$104,319
<b>Total Long Term Liabilities</b>	<b>\$104,319</b>
<b>Total Liabilities</b>	<b>\$6,059,707</b>
<b>Net Increase/(Decrease in Net Assets)</b>	
Net Increase/(Decrease) in Net Assets	(\$3,683,467)
<b>Total Net Increase/(Decrease) in Net Assets</b>	<b>(\$3,683,467)</b>
<b>Ending Net Assets</b>	
Ending Net Assets	\$9,549,625
<b>Total Net Assets</b>	<b>\$9,549,625</b>
<b>Total Liabilities and Net Assets</b>	<b>\$11,925,865</b>



# CSMC Charter School Support Team



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Tom Nichols  
[tnichols@csmci.com](mailto:tnichols@csmci.com)



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**Associate AM**  
Kimber Nelson  
[knelson@csmci.com](mailto:knelson@csmci.com)

# Looking Ahead

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<b>5/9/2023</b>	CSMC Workshop: Charter Renewal



# Looking Ahead

<b>5/11/2023</b>	CSMC Workshop: Charter Renewal
<b>5/15/2023</b>	Form 990 Return of Exempt Organization
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Office: 888.994.CSMC  
43460 Ridge Park Dr., Ste. 100  
Temecula, Ca 92590

Report created on 3/20/2023 1:55:28 PM for Compass Charter Schools

## 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 JAN 2023 (1).xlsx

# California Department of Education

# Invoice

Accounting Office  
 P.O. Box 515006  
 Sacramento, CA 95851-5006

No.: C- 069371

Date: 3/27/2023

**PAYMENT DUE WITHIN  
 30 DAYS OF INVOICE DATE**

**REMIT PAYMENT WITH  
 COPY OF INVOICE TO  
 ADDRESS ABOVE**

Vendor No: RECS45400      00      Type: C

COMPASS CHARTER SCHOOLS OF  
 SAN DIEGO  
 850 HAMPSIRE RD STE R  
 THOUSAND OAKS, CA 91361

ATTENTION: Lisa Fishman

CDS 37-68213-0127084, Charter #1454

California Department of Education (CDE), School Fiscal Services Division is billing to recover FY 2020-21 Expanded Learning Opportunities Grant funds from Compass Charter School of San Diego. A nonclassroom-based charter school had limited use of funds.

EXPND LEARN OP COVID-19 AB 86 FUND GF LA

2020 01		\$448,065.60
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EXPANDED LEARNING OPP GRNT AB167-43521A1

2020 02	000722 20	\$13,921.90
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EXPANDED LEARNING OPP GRNT AB167-43521A1

2020 03	000724 20	\$3,195.35
---------	-----------	------------

EXPANDED LEARNING OPP GRNT AB167-43521A1

2020 04	000723 20	\$9,075.20
---------	-----------	------------

EXPANDED LEARNING OPP GRNT AB167-43521A1

2020 05	000723 20	\$15,644.00
---------	-----------	-------------

**Amount Due to California Department of Education:**

**\$489,902.05**

CDE ACCOUNTANT: Original Expenditure Year of 2020

Account code: 5432000

Voucher ID: PCA 25562 00237959 | PCA 15618 00308526 | PCA 15619 00309523 |

PCA 15620 00308615 | PCA 15621 00308691

<b>For Internal Use:</b>	<input type="checkbox"/> A/R Other	<input type="checkbox"/> Revenue	<input type="checkbox"/> OperIncome
<b>Prgm</b> School Fiscal Services Division	<input type="checkbox"/> Ref to Rev	<input type="checkbox"/> RevInterest	
<b>Requestor</b> Julie Klein Briggs	<input checked="" type="checkbox"/> Abatement	<input type="checkbox"/> Reimburse	

C- 069371

# California Department of Education

# Invoice

Accounting Office  
 P.O. Box 515006  
 Sacramento, CA 95851-5006

No.: C- 069370

Date: 3/27/2023

**PAYMENT DUE WITHIN  
 30 DAYS OF INVOICE DATE**

**REMIT PAYMENT WITH  
 COPY OF INVOICE TO  
 ADDRESS ABOVE**

Vendor No: RECS45400      00      Type: C

COMPASS CHARTER SCHOOLS OF  
 YOLO  
 850 HAMPSIRE RD STE R  
 THOUSAND OAKS, CA 91361

ATTENTION: Lisa Fishman

CDS 57-72702-0139436, Charter #2059

California Department of Education (CDE), School Fiscal Services Division is billing to recover FY 2020-21 Expanded Learning Opportunities Grant funds from Compass Charter School of Yolo. A nonclassroom-based charter school had limited use of funds.

EXPND LEARN OP COVID-19 AB 86 FUND GF LA

2020 01		\$194,725.64
---------	--	--------------

EXPANDED LEARNING OPP GRNT AB167-43521A1

2020 03	000724 20	\$1,389.10
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EXPANDED LEARNING OPP GRNT AB167-43521A1

2020 05	000723 20	\$6,798.95
---------	-----------	------------

**Amount Due to California Department of Education:**

**\$202,913.69**

CDE ACCOUNTANT: Original Expenditure Year of 2020

Account code: 5432000

Voucher ID: PCA 25562 00237982 | PCA 15619 0000309543 | PCA 15621 00308711

**For Internal Use:**

**Prgm** School Fiscal Services Division

**Requestor** Julie Klein Briggs

- |   |                                      |                                     |
|---|--------------------------------------|-------------------------------------|
| <input type="checkbox"/> A/R Other            | <input type="checkbox"/> Revenue     | <input type="checkbox"/> OperIncome |
| <input type="checkbox"/> Ref to Rev           | <input type="checkbox"/> RevInterest |                                     |
| <input checked="" type="checkbox"/> Abatement | <input type="checkbox"/> Reimburse   |                                     |

C- 069370

# California Department of Education

# Invoice

Accounting Office  
 P.O. Box 515006  
 Sacramento, CA 95851-5006

No.: C- 069369  
 Date: 3/27/2023

**PAYMENT DUE WITHIN  
 30 DAYS OF INVOICE DATE**

**REMIT PAYMENT WITH  
 COPY OF INVOICE TO  
 ADDRESS ABOVE**

Vendor No: RECS45400      00      Type: C

COMPASS CHARTER SCHOOLS OF  
 LOS ANGELES  
 850 HAMPSIRE RD STE R  
 THOUSAND OAKS, CA 91361

ATTENTION: Lisa Fishman

CDS 19-75309-0135145, Charter #1651

California Department of Education (CDE), School Fiscal Services Division is billing to recover FY 2020-21 Expanded Learning Opportunities Grant funds from Compass Charter School of Los Angeles. A nonclassroom-based charter school had limited use of funds.

EXPND LEARN OP COVID-19 AB 86 FUND GF LA

2020 01		\$303,759.00
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EXPANDED LEARNING OPP GRNT AB167-43521A1

2020 02	000722 20	\$9,438.15
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EXPANDED LEARNING OPP GRNT AB167-43521A1

2020 03	000724 20	\$2,165.85
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EXPANDED LEARNING OPP GRNT AB167-43521A1

2020 04	000723 20	\$6,152.40
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EXPANDED LEARNING OPP GRNT AB167-43521A1

2020 05	000723 20	\$10,605.45
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**Amount Due to California Department of Education:**

**\$332,120.85**

CDE ACCOUNTANT: Original Expenditure Year of 2020

Account code: 5432000

Voucher ID: PCA 25562 00237933 | PCA 15618 00345384 | PCA 15619 00309505 |

PCA 15620 00308597 | PCA 15621 00308673

<b>For Internal Use:</b>	<input type="checkbox"/> A/R Other	<input type="checkbox"/> Revenue	<input type="checkbox"/> OperIncome
<b>Prgm</b> School Fiscal Services Division	<input type="checkbox"/> Ref to Rev	<input type="checkbox"/> RevInterest	
<b>Requestor</b> Julie Klein Briggs	<input checked="" type="checkbox"/> Abatement	<input type="checkbox"/> Reimburse	

C- 069369

# Coversheet

## People Division Update

**Section:** IX. People Division  
**Item:** A. People Division Update  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** BOD Report - People Division - March 2023.pdf  
BOD - Additions & Terms - 03-21-23.pdf



People Division Report  
March 21, 2023

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 that concluded on November 30, 2022 (open to all JPA members).
    - This year Compass staff have access to the program which will run through November 30, 2023, participants who meet the goals, which are tracked through the JPA's wellness website will have the opportunity to win prizes.
  - The next regular full board meeting will be held on April 27, 2023.
  - Discussion for renewal rates (2024) are expected to take place at the July board meeting.
- 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 completion by or before May 1, 2023.
- 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 first cycle for staff growth and development plans concluded on January 31, 2023.
  - The second cycle will conclude on April 30, 2023.
- March In-Service day professional learning took place on Friday, March 10, 2023. Programming was created by Kasey Wingate, Director of Staff Support in collaboration with Debra LaCroix, Training & Development Manager.





### People Division Report

March 21, 2023

- Our Training & Development Manager delivered the keynote presentation on Finding Our Personal Power: Creating a Positive Path which focused on the principles of the happiness advantage and how implementing small, positive changes can alter a person's outlook.
  - Staff were provided multiple training options available via synchronous sessions throughout the day.
  - Overall feedback from staff have rated the program at 4.3 out of 5.
- 
- Notice of Reasonable Assurance letters will be shared with applicable staff on Friday, March 31, 2023.
  
  - Organizational changes have transpired since the last meeting. *Please see enclosed worksheet.*

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

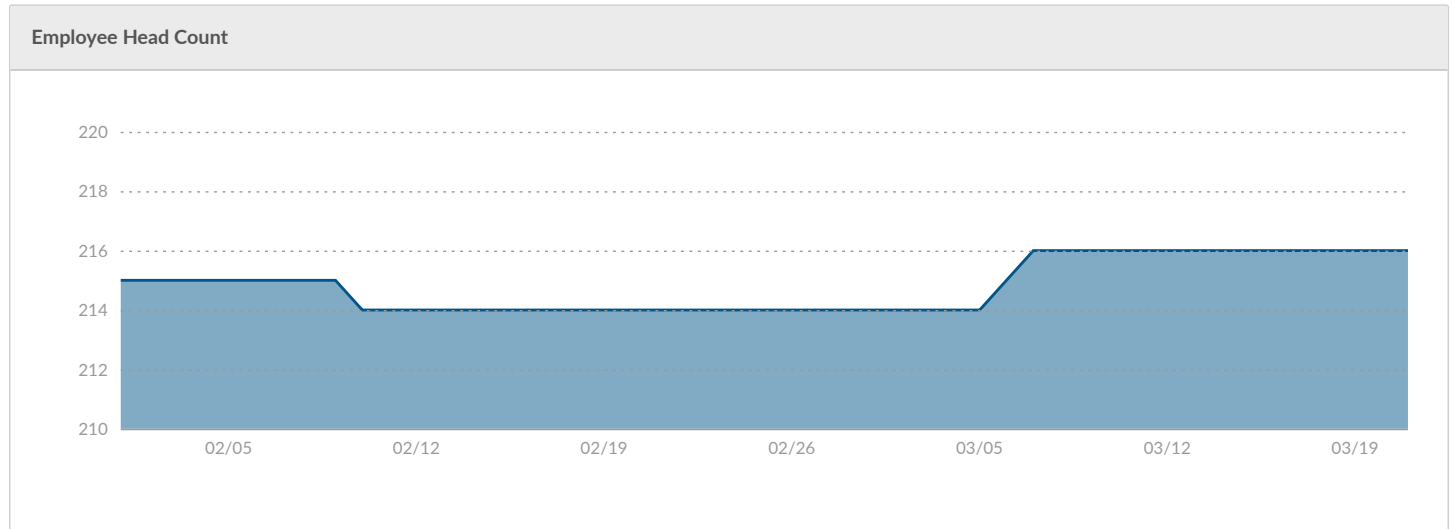
03/21/2023

# Additions & Terminations



Dates

2023-02-01 - 2023-03-21



## Additions (2)

Name	Employment Status	Department	Division	Location	Job Title	Hire Date ↓
Washington, Debra	Part-Time - Non Exempt	Special Education	Academic Services	Remote	Education Specialist	03/07/2023
Maldonado, Haley	Full-Time Non-Exempt (11 month)	Special Education	Academic Services	Remote	Special Education Instructional Aide	03/06/2023

## Terminations (1)

Name	Employment Status	Department	Division	Location	Job Title	Hire Date	Termination Date ↓
Zaloom, Reilly	Full-Time Exempt (11 month)	Special Education	Academic Services	Remote	Education Specialist	01/24/2022	02/10/2023

# Coversheet

## Review and Adoption of Board Resolution 2023-01

**Section:** X. Executive  
**Item:** A. Review and Adoption of Board Resolution 2023-01  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Draft 2023-24-Enrollment-Capacity-Resolution.pdf  
2022-23-Enrollment-Capacity-Resolution-2022-03.pdf



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

Board Resolution 2022-03

Enrollment Capacity and Procedures for the 2023-24 School Year

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

WHEREAS, Compass Charter Schools operates Compass Charter Schools of Los Angeles, Compass Charter Schools of San Diego, and Compass Charter Schools of Yolo (collectively, the “Charter Schools”); and

WHEREAS, the Charter Schools comply with all applicable legal requirements pertaining to the admission and enrollment of scholars;

WHEREAS, consistent with Education Code 47605(e)(2), the Charter Schools admit all scholars who wish to attend, subject only to capacity; and

WHEREAS, upon consideration of the number of supervising teachers interested in and eligible for hire in the 2023-24 school year and the Charter Schools’ ability to maintain an average daily attendance (“ADA”) to full time equivalent (“FTE”) teacher ratio of 25:1 as required by Education Code Section 51745.6(d), the Board herein establishes an enrollment capacity for each of the Charter School's programs for the 2023-24 school year.

NOW, THEREFORE, BE IT RESOLVED, that the enrollment capacity for the 2023-24 school year for the Charter Schools shall be as follows:

	Compass Charter Schools Options Program	Compass Charter Schools Online Program	Compass Charter Schools OCLC
Capacity	2140	784	144

BE IT FURTHER RESOLVED, that the open enrollment period for the 2023-24 school year shall began on March 1, 2023 and ended on September 20, 2023, with a lottery(ies) to be held monthly beginning in October, if enrollment falls below capacity.

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

\* \* \*

IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution at a regular Board meeting this 25<sup>th</sup> day of March, 2023.

By: \_\_\_\_\_

Elizabeth Brenner, Superintendent & CEO



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

Board Resolution 2023-01

Enrollment Capacity and Procedures for the 2022-23 School Year

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

WHEREAS, Compass Charter Schools operates Compass Charter Schools of Los Angeles, Compass Charter Schools of San Diego, and Compass Charter Schools of Yolo (collectively, the “Charter Schools”); and

WHEREAS, the Charter Schools comply with all applicable legal requirements pertaining to the admission and enrollment of scholars;

WHEREAS, consistent with Education Code 47605(e)(2), the Charter Schools admit all scholars who wish to attend, subject only to capacity; and

WHEREAS, upon consideration of the number of supervising teachers interested in and eligible for hire in the 2022-23 school year and the Charter Schools’ ability to maintain an average daily attendance (“ADA”) to full time equivalent (“FTE”) teacher ratio of 25:1 as required by Education Code Section 51745.6(d), the Board herein establishes an enrollment capacity for each of the Charter Schools for the 2022-23 school year.

NOW, THEREFORE, BE IT RESOLVED, that the enrollment capacity for the 2022-23 school year for the Charter Schools shall be as follows:

	Compass Charter Schools of Los Angeles		Compass Charter Schools of San Diego		Compass Charter Schools of Yolo	
	Online Program	Options Program	Online Program	Options Program	Online Program	Options Program
Capacity	307	595	220	606	86	586

BE IT FURTHER RESOLVED, that the open enrollment period for the 2022-23 school year shall began on March 1, 2022 and ended on September 20, 2022, with a lottery(ies) to be held monthly beginning in October, if enrollment falls below capacity.

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

\* \* \*

IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution at a regular Board meeting this 24<sup>th</sup> day of September, 2022.

By:  \_\_\_\_\_  
J.J. Lewis, Superintendent & CEO

# Coversheet

## Review and Adoption of Board Resolution 2023-02

**Section:** X. Executive  
**Item:** B. Review and Adoption of Board Resolution 2023-02  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** CCS 2023 Draft Board Resolution RESERVE DESIGNATION.docx.pdf



Compass Charter School

Resolution 2023-02

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. Economic Uncertainty
2. Future Special Education costs
3. Future Facilities costs
4. Future Legal Costs
5. Enrollment Uncertainty

-Management recommendations for reserve designations for each school shall be reported to the Board, annually, at CCS's September Board meeting.

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

## Workshop on the 2022-23 LCAPs

**Section:** XI. Board Workshop  
**Item:** A. Workshop on the 2022-23 LCAPs  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** All Compass Annual LCAP Update 2023.pdf



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Compass Charter Schools

# **Local Control Accountability Plan (LCAP) Update**

March 14, 2023

# Our Mission and Vision

## **MISSION STATEMENT**

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

## **VISION STATEMENT**

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

# Our Values

## COMPASS CHARTERS

-  **A**chievement: Engage in and take charge of your learning.
-  **R**espect: Be respectful in all interactions with fellow scholars, learning coaches, faculty, and staff.
-  **T**eamwork: Work cooperatively with all persons involved in your education. \*Teamwork makes the Dreamwork\*
-  **I**ntegrity: Behave following strong ethical principles, values and academic honesty.
-  **C**ommunication: Frequently and proactively communicate with all persons involved in your education

# What is the LCAP?

The Local Control Accountability Plan (LCAP) is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for Local Education Agencies (LEAs) (county office of education [COE], school districts and charter schools) to share their stories of how, what, and why programs and services are selected to meet their local needs.

# The State Priorities

**Priority 1: Basic**

**Priority 2: Implementation of State Standards**

**Priority 3: Parental Involvement and Family Engagement**

**Priority 4: Student Achievement**

**Priority 5: Student Engagement**

**Priority 6: School Climate**

**Priority 7: Course Access**

**Priority 8: Pupil Outcomes**

# Compass Goals

Goal #	Goal Description	State Priority
1	Increase scholar academic achievement in core academic subjects.	4, 7
2	Increase scholar and parent engagement/involvement.	3,5
3	Increase college and career readiness for scholars.	4,8
4	Ensure that at-promise scholars are making progress toward earning a high school diploma.	4,5



# Goal 1 Metrics

## Increase scholar academic achievement in core academic subjects

### Metrics

#### State

SBAC ELA

SBAC Math

CA Science Test (CAST)

Dropout Rate

Chronic Absenteeism

#### Local

Internal Star ELA Assessment

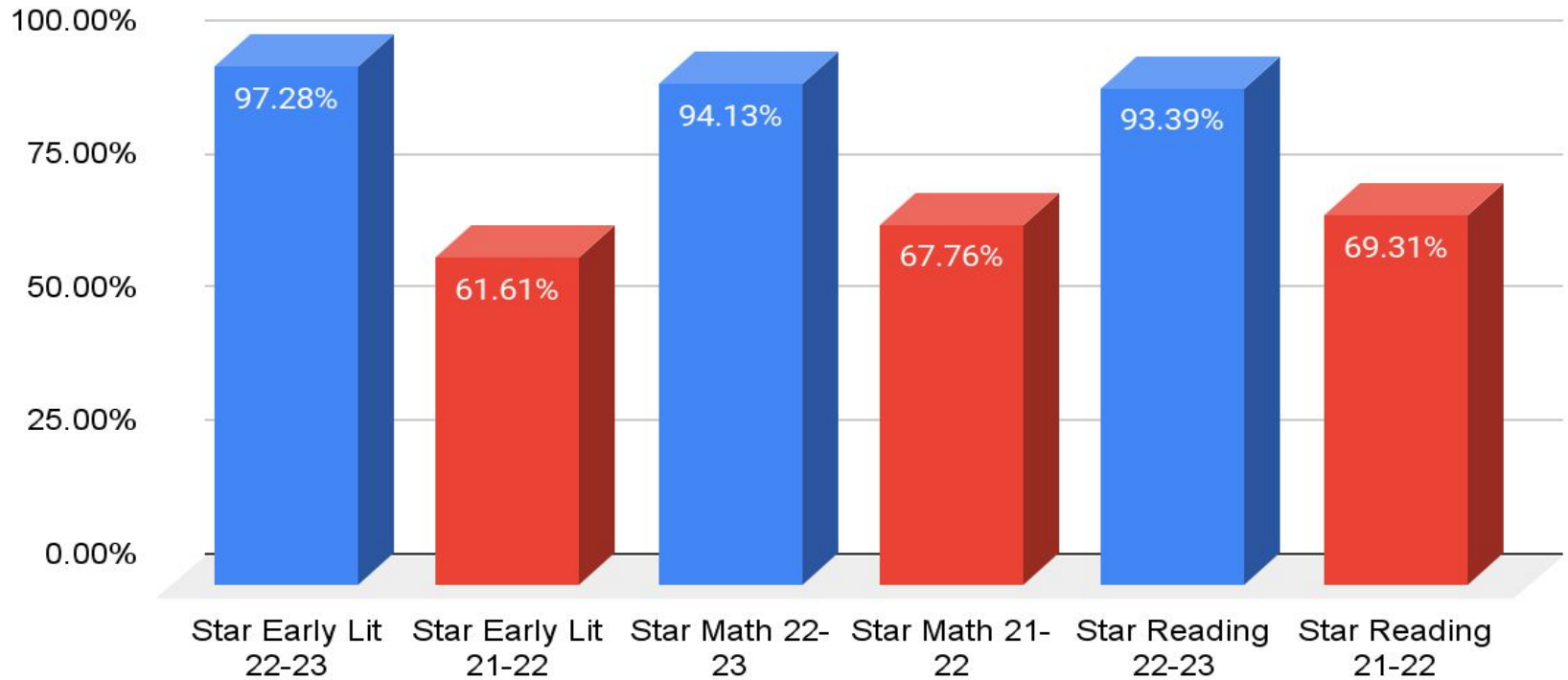
Internal Star Math Assessment



# Los Angeles STAR Data

## STAR MOY Participation

Compass Charter Schools of Los Angeles



# Goal 1 Metrics

CCS of Los Angeles CAASPP Results  
% of Scholars who Met or Exceeded Requirements

	2019	2022	2023-2024 Goal	Status
SBAC ELA (3-8)	39%	39.6%	50%	Growth Towards Goal
SBAC ELA (11)	53%	52.5%	60%	Decline
SBAC Math (3-8)	18%	23.74%	30%	Growth Towards Goal
SBAC Math (11)	6%	18.42%	30%	Growth Towards Goal
CAST	18%	26.6%	25%	Goal exceeded

# Goal 1 Metrics

CCS of Los Angeles CAASPP Results  
% of Socio-economically Disadvantaged Scholars who  
Met or Exceeded Requirements

	2019	2022	2023-2024 Goal	Status
SBAC ELA (3-8)	33%	35.85%	<b>45%</b>	Progress Towards Goal
SBAC ELA (11)	42%	42.85%	<b>50%</b>	Progress Towards Goal
SBAC Math (3-8)	12%	18.01%	<b>25%</b>	Progress Towards Goal
SBAC Math (11)	0	21.43%	<b>15%</b>	Goal Exceeded
CAST	8%	25%	<b>20%</b>	Goal Exceeded

# Goal 1 Metrics

CCS of Los Angeles STAR Results

% of Scholars who Met or Exceeded Grade Level

Goals will be established for this metric when the spring data is available.

	2021-2022 EOY	2022-23 BOY	2023-2024 Goal	Status
STAR ELA (3-8)	48.3%	52.8%	<b>TBD</b>	N/A
STAR ELA (11)	50%	52.9%	<b>TBD</b>	N/A
STAR Math (3-8)	30.1%	51%	<b>TBD</b>	N/A
STAR Math (11)	25.7%	60%	<b>TBD</b>	N/A

# Goal 1 Metrics

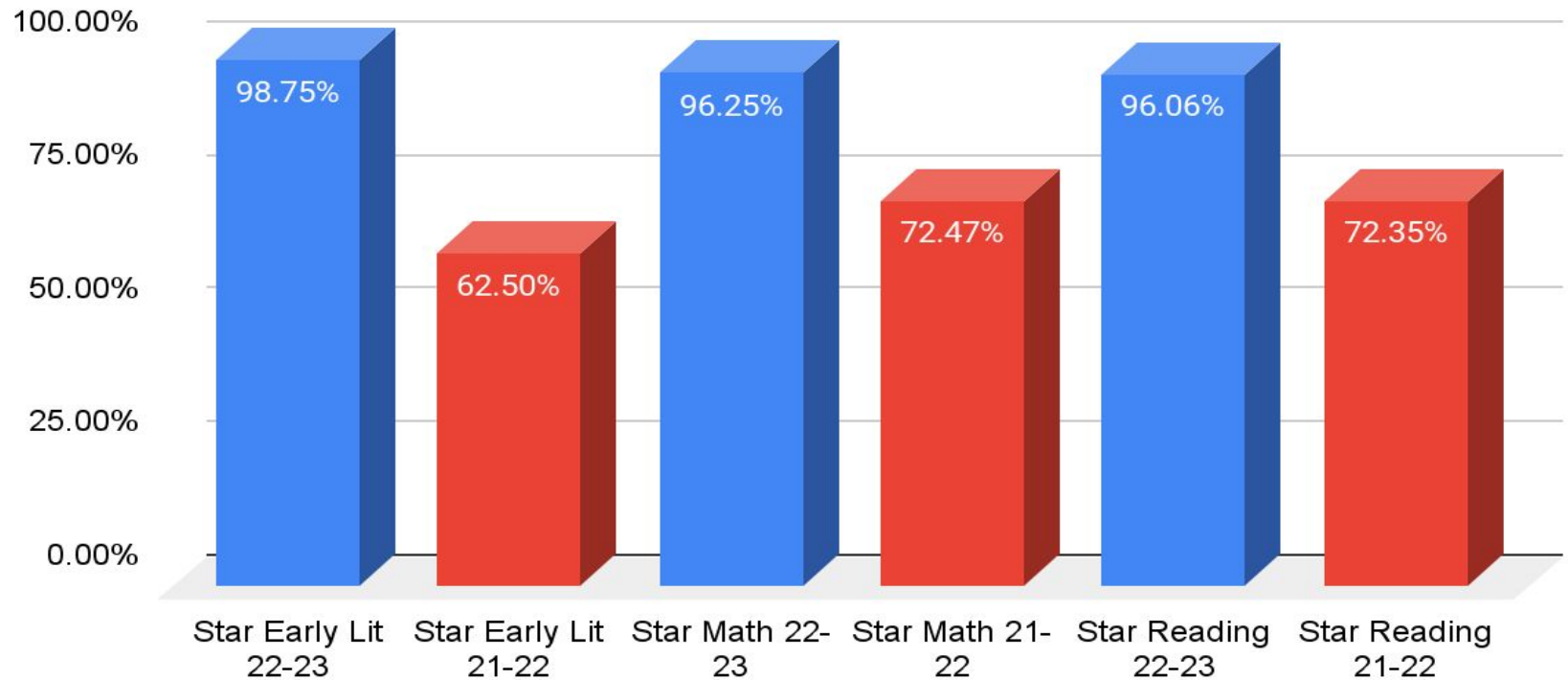
## CCS of Los Angeles Scholar Engagement

	2019	2022	<b>2023-2024 Goal</b>	Status
Chronic Absenteeism	5.2%	6.7%	<b>&lt;4%</b>	Decline
Cohort Dropout Rate	52.5%	35.5%	<b>15%</b>	Progress Towards Goal

# San Diego STAR Data

## STAR MOY Participation

Compass Charter Schools of San Diego



# Goal 1 Metrics

CCS of San Diego CAASPP Results  
% of Scholars who Met or Exceeded Requirements

	2019	2022	2023-2024 Goal	Status
SBAC ELA (3-8)	39%	44.77%	50%	Growth Towards Goal
SBAC ELA (11)	53%	43.24%	60%	Declined
SBAC Math (3-8)	18%	30.95%	30%	Goal exceeded
SBAC Math (11)	6%	22.22%	30%	Growth Towards Goal
CAST	18%	32.33%	25%	Goal exceeded



# Goal 1 Metrics

CCS of San Diego CAASPP Results  
% of Socio-economically Disadvantaged Scholars who  
Met or Exceeded Requirements

	2019	2022	2023-2024 Goal	Status
SBAC ELA (3-8)	33%	30.86%	<b>45%</b>	Progress Towards Goal
SBAC ELA (11)	42%	38.46%	<b>50%</b>	Progress Towards Goal
SBAC Math (3-8)	12%	18.86%	<b>25%</b>	Progress Towards Goal
SBAC Math (11)	0	23.08%	<b>15%</b>	Goal Exceeded
CAST	8%	27.03%	<b>20%</b>	Goal Exceeded

# Goal 1 Metrics

CCS of San Diego STAR Results

% of Scholars who Met or Exceeded Grade Level

Goals will be established for this metric when the spring data is available.

	2021-2022 EOY	2022-23 BOY	2023-2024 Goal	Status
STAR ELA (3-8)	54.9%	53.1%	<b>TBD</b>	N/A
STAR ELA (11)	55.2%	42.6%	<b>TBD</b>	N/A
STAR Math (3-8)	32.3%	52.2%	<b>TBD</b>	N/A
STAR Math (11)	33.1%	40.8%	<b>TBD</b>	N/A

# Goal 1 Metrics

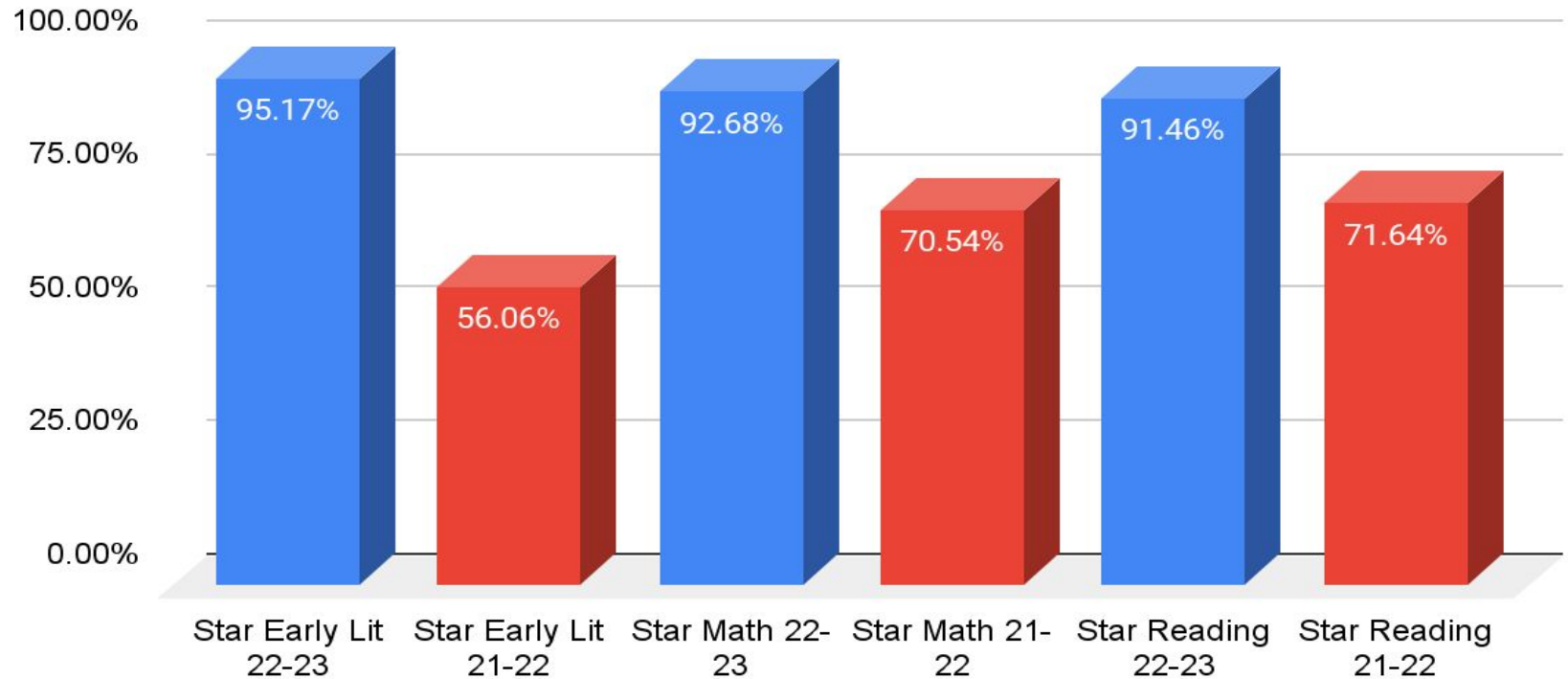
## CCS of San Diego Scholar Engagement

	2019	2022	<b>2023-2024 Goal</b>	Status
Chronic Absenteeism	6.02%	3.1%	<b>&lt;4%</b>	Goal Met
Cohort Dropout Rate	42.7%	36.2%%	<b>&lt;15%</b>	Progress Towards Goal

# CCS of Yolo STAR Data

## STAR MOY Participation

Compass Charter Schools of Yolo



# Goal 1 Metrics

CCS of Yolo CAASPP Results  
% of Scholars who Met or Exceeded Requirements

	2019	2022	2023-2024 Goal	Status
SBAC ELA (3-8)	39%	47.65%	<b>50%</b>	Growth Towards Goal
SBAC ELA (11)	53%	61.54%	<b>60%</b>	Goal exceeded
SBAC Math (3-8)	18%	34.25%	<b>30%</b>	Goal exceeded
SBAC Math (11)	6%	46.15%	<b>30%</b>	Goal exceeded
CAST	18%	45.19%	<b>25%</b>	Goal exceeded

# Goal 1 Metrics

CCS of Yolo CAASPP Results  
 % of Socio-economically Disadvantaged Scholars who  
 Met or Exceeded Requirements

	2019	2022	2023-2024 Goal	Status
SBAC ELA (3-8)	33%	34.74%	<b>45%</b>	Progress Towards Goal
SBAC ELA (11)	42%	66.67%	<b>50%</b>	Goal Exceeded
SBAC Math (3-8)	12%	26.80%	<b>25%</b>	Goal Exceeded
SBAC Math (11)	0	44.4%	<b>15%</b>	Goal Exceeded
CAST	8%	29.17%	<b>20%</b>	Goal Exceeded

# Goal 1 Metrics

## CCS of Yolo STAR Results

% of Scholars who Met or Exceeded Grade Level

Goals will be established for this metric when the spring data is available.

	2021-2022 EOY	2022-23 BOY	2023-2024 Goal	Status
STAR ELA (3-8)	65.5%%	61.8%	<b>TBD</b>	N/A
STAR ELA (11)	86.6%	54.6%	<b>TBD</b>	N/A
STAR Math (3-8)	38.3%	62.8%	<b>TBD</b>	N/A
STAR Math (11)	50%	66.7%	<b>TBD</b>	N/A

# Goal 1 Metrics

## CCS of Yolo Scholar Engagement

	2019	2022	<b>2023-2024 Goal</b>	Status
Chronic Absenteeism	6.02%	2.7%	<b>&lt;4%</b>	Goal Met
Cohort Dropout Rate	42.7%	26.3%	<b>&lt;15%</b>	Progress Towards Goal



# Goal 1 Summary of Actions

Credentialed teachers for all scholars

Multi-tiered System of Support Interventions  
(tutoring, additional supports)

Access to core curriculum that meets state  
standards

Onboarding for new staff

AVID Program

Professional Learning for staff

Orientation for scholars and leadership coaches

Professional Learning for leaders

Supports for youth in the foster care system and  
those experiencing homelessness.

Supports for scholars who are of low  
socioeconomic status

Targeted interventions for English Learners

Targeted interventions for Students with  
Disabilities

# Goal 2 Metrics

## Increase scholar and parent engagement/Involvement.

### Metrics

#### State

Attendance Rates

Suspension Rate

#### Local

Engagement Offering Satisfaction

Parent Advisory Council

Parent Participation in Academic Learning Activities

Participation in Annual Satisfaction/LCAP Survey

Scholar Participation in Academic Learning Activities

Scholar Leadership Council

# Goal 2 Metrics

## CCS of Los Angeles Attendance and Suspension Rates

	2019- 2020	2021-2022	2022-2023 YTD	<b>2023-2024 Goal</b>	Status
Attendance Rates	95.24%	97.04%	97.52%	<b>95%</b>	Goal Exceeded
Suspension rate	0	0	0	<b>0</b>	Goal Met

# Goal 2 Metrics

## CCS of Los Angeles Parent and Scholar Engagement

	2019- 2020	2021-2022	2022-2023 YTD	<b>2023-2024 Goal</b>	Status
Parent Advisory Meetings	4	5	4	<b>4</b>	Goal Met
Scholar Leadership Council Meetings	7	10	7	<b>7</b>	Goal Met
Parent Participation in academic monitoring	69%	87%	94%	<b>&gt;90%</b>	Goal Exceeded
Scholar Participation in Academic Learning Activities	N/A	50% participation in >30% synch	TBD	<b>&gt;90%</b>	
Participation in LCAP Survey		32% Scholars 40% Parents 38% Staff	TBD	<b>TBD</b>	

# Goal 2 Metrics

## CCS of San Diego Attendance and Suspension Rates

	2019- 2020	2021-2022	2022-2023 YTD	<b>2023-2024 Goal</b>	Status
Attendance Rates	95.24%	97.04%	98.53%	<b>95%</b>	Goal Exceeded
Suspension rate	0	0	0	<b>0</b>	Goal Met

# Goal 2 Metrics

## CCS of San Diego Parent and Scholar Engagement

	2019- 2020	2021-2022	2022-2023 YTD	<b>2023-2024 Goal</b>	Status
Parent Advisory Meetings	4	5	4	<b>4</b>	Goal Met
Scholar Leadership Council Meetings	7	10	7	<b>7</b>	Goal Met
Parent Participation in academic monitoring	69%	87%	95%	<b>&gt;90%</b>	Goal Exceeded
Scholar Participation in Academic Learning Activities	N/A	50% participation in >30% synch	TBD	<b>&gt;90%</b>	
Participation in LCAP Survey		32% Scholars 40% Parents 38% Staff	TBD	<b>TBD</b>	

# Goal 2 Metrics

## CCS of Yolo Attendance and Suspension Rates

	2019- 2020	2021-2022	2022-2023 YTD	<b>2023-2024 Goal</b>	Status
Attendance Rates	95.24%	97.04%	98.86%	<b>95%</b>	Goal Exceeded
Suspension rate	0	0	0	<b>0</b>	Goal Met

# Goal 2 Metrics

## CCS of Yolo Parent and Scholar Engagement

	2019- 2020	2021-2022	2022-2023 YTD	<b>2023-2024 Goal</b>	Status
Parent Advisory Meetings	4	5	4	<b>4</b>	Goal Met
Scholar Leadership Council Meetings	7	10	7	<b>7</b>	Goal Met
Parent Participation in academic monitoring	69%	87%	95%	<b>&gt;90%</b>	Goal Exceeded
Scholar Participation in Academic Learning Activities	N/A	50% participation in >30% synch	TBD	<b>&gt;90%</b>	
Participation in LCAP Survey		32% Scholars 40% Parents 38% Staff	TBD	<b>TBD</b>	



# Goal 2 Summary of Actions

Learning Coach Academy

Summer Sessions

Synchronous Live Sessions

Social Emotional Learning Groups

Scholar Celebrations

Scholar Recognition

Staff Development - Professional Learning

Parent Recognition

Scholar Extra-Curricular Activities

Community Service Opportunities

Scholar Enrichment

Parent Enrichment

School Communication

Technology Access

Military-Connected Support

# Goal 3 Metrics

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

## **State Metrics**

Graduation Rate

Graduates A-G Course Completion

Concurrent Enrollment

Scholars "Prepared" for College/Career

# Goal 3 Metrics

## Compass Los Angeles Graduation Rate

	2019- 2020	2021-2022	<b>2023-2024 Goal</b>	Status
Graduation Rate	52.5%	64.5%	<b>65%</b>	Progress Towards Goal
Graduates A-G Course Completion	10%	17%	<b>30%</b>	Progress Towards Goal
Concurrent Enrollment	7.8%	29%	<b>20%</b>	Goal Exceeded
Scholars Prepared for College and Career	15.7%	Not reported	<b>25%</b>	N/A

# Goal 3 Metrics

## CCS of San Diego Graduation Rate

	2019- 2020	2021-2022	<b>2023-2024 Goal</b>	Status
Graduation Rate	52.5%	63.8%	<b>65%</b>	Progress Towards Goal
Graduates A-G Course Completion	10%	17%	<b>30%</b>	Progress Towards Goal
Concurrent Enrollment	7.8%	29%	<b>20%</b>	Goal Exceeded
Scholars Prepared for College and Career	15.7%	Not reported	<b>25%</b>	N/A

# Goal 3 Metrics

## CCS of Yolo Graduation Rate

	2019- 2020	2021-2022	<b>2023-2024 Goal</b>	Status
Graduation Rate	52.5%	64.5%	<b>65%</b>	Progress Towards Goal
Graduates A-G Course Completion	10%	17%	<b>30%</b>	Progress Towards Goal
Concurrent Enrollment	7.8%	29%	<b>20%</b>	Goal Exceeded
Scholars Prepared for College and Career	15.7%	Not reported	<b>25%</b>	N/A

# Goal 3 Summary of Actions

Summer Accelerated Courses

Access to A-G approved courses

Summer Tutoring

Dual Enrollment Opportunities

AVID Elective Course

Adopt the American School Counselor Association model

Family College Awareness/Preparation

Partnerships with organizations for financial aid, college tours, etc.

Staff Development - Professional Learning

# Goal 4 Metrics

**Increase college and career readiness for scholars in high school as evidenced by state and local indicators**

## Metrics

### Local

Accelerated Course Options Program (ACOP)

### State

Extended Graduation (5+ years to earn diploma)

# Goal 4 Metrics

CCS of Los Angeles

	2019- 2020	2021-2022	<b>2023-2024 Goal</b>	Status
Accelerated Course Options Program (ACOP)	12.4%	25%	60%	Progress towards goal
Extended Graduation	3%	13%	0	Decline



# Goal 4 Metrics

## CCS of San Diego

	2019- 2020	2021-2022	<b>2023-2024 Goal</b>	Status
Accelerated Course Options Program (ACOP)	12.4%	25%	60%	Progress towards goal
Extended Graduation	3%	4.3%	0	Decline

# Goal 4 Metrics

CCS of Yolo

	2019- 2020	2021-2022	<b>2023-2024 Goal</b>	Status
Accelerated Course Options Program (ACOP)	12.4%	25%	60%	Progress towards goal
Extended Graduation	3%	11.3%	0	Decline

# Goal 4 Summary of Actions

Multi-tiered support interventions

Extended graduation plan

Summer session for identified scholars

Staff Professional Learning

Access to the Accelerated Course Options Program

# Annual Planning Survey

Please take a few minutes to answer our [Annual Planning Survey](#).

This is your opportunity to provide feedback on how well Compass is doing, and how we may improve. The survey also includes questions that are specific to the LCAP plan.

# Questions?



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