



Compass Charter Schools

Meeting of the Compass Board of Directors

Date and Time

Saturday September 30, 2023 at 10:00 AM PDT

Location

This meeting will be in person with at the Carson Doubletree.

This meeting will be held in person at the Carson Doubletree at 2 Civic Plaza Dr., Carson, CA 90745.

Participants are also able to join the meeting from your computer, tablet or smartphone:

Join Zoom Meeting

<https://compasscharters-org.zoom.us/j/85208964098?pwd=ZWEyYUZhVjQyamR1R2NhUXdvUFpDZz09>

Meeting ID: 852 0896 4098

Passcode: 362965

One tap mobile

+16694449171,,85208964098# US

+13462487799,,85208964098# US (Houston)

Meeting ID: 852 0896 4098

Find your local number: <https://compasscharters-org.zoom.us/u/kciDSXull9>

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

Agenda

	Purpose	Presenter	Time
I. Opening Items			10:00 AM
Opening Items			
A. Call the Meeting to Order		Thomas Arnett	1 m
B. Record Attendance and Guests		Miguel Aguilar	1 m
C. Vote to allow remote participation for Dr. Olvera	Vote	Elizabeth Brenner	5 m
<p>AB 2442 allows board members to participate in an in-person meeting remotely if they experience an emergency that prohibits them from attending in person. In order to enact this rule, a quorum must be present in person and the members present must vote to approve the remote participation. Dr. Olvera alerted the Superintendent and the Board president within the timeframe required and his circumstances meet the statute.</p>			
D. Welcoming Inclusion Activity	Discuss	Lainie Rowell	5 m
II. Consent Items			10:12 AM
A. 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> <ul style="list-style-type: none"> • Approval of the September 30, 2023 Annual Meeting Agenda • Approval of the July 7, 2023 Regular Meeting Minutes 			
B. Approval of July 7, 2023 Regular Meeting Minutes	Approve Minutes	Thomas Arnett	1 m
III. Public Comment			10:18 AM
A. Public Comment	FYI	Thomas Arnett	10 m
<p>Addressing the Board – Board meetings are meetings of the Board of Directors and will be held in a civil, orderly and respectful manner. All public comments or questions should be addressed to the Board through the Chair of the Board. To ensure an</p>			

	Purpose	Presenter	Time
<p>orderly meeting and an equal opportunity for each speaker, persons wishing to address the Board must complete a Speaker Request Card (https://forms.gle/jEmpDNMxeZYjrg89) and submit it to Miguel Aguilar. The Speaker Request Card must contain speaker name, contact number or email, and subject matter and submitted to the Executive Assistant to the Superintendent prior to the start of the meeting. Members of the public may address the Board on any matter within the Board’s jurisdiction and have two (2) minutes each to do so. The total time of each subject will be fifteen (15) minutes, unless additional time is requested by a Board Member and approved by the Board.</p>			

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

IV. Communications			10:28 AM
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- | | | | |
|--|---------|-----------------|------|
| <p>A. Board Member Communication</p> <ul style="list-style-type: none"> • Thomas Arnett • Therese Christopher • Samantha Herrod • Dr. Olvera • Lainie Rowell • Dr. William Stinde | Discuss | Thomas Arnett | 10 m |
| <p>B. Parent Advisory Council Update</p> <p>Attachments:</p> <ul style="list-style-type: none"> • Report from the September PAC meeting | Discuss | Samantha Herrod | 10 m |
| <p>C. Scholar Advisory Council Report</p> <p>Scholar Advisory Council Report from the September meeting</p> | Discuss | Taia Saurer | 10 m |

	Purpose	Presenter	Time
V. Superintendent's Report			10:58 AM
A. Superintendent's Report	Discuss	Elizabeth Brenner	20 m
VI. Unfinished Business			
VII. Academic Services			11:18 AM
A. Staff Report on the impact of the WGU program	FYI	Stephanie Lee	15 m
B. Summer School Intervention	FYI	Janae Smith	5 m
<p>Over the summer, Compass provided targeted response to intervention (RTI) for scholars who meet specific indicators, utilizing iXL courseware. Most of the scholars who actively participated showed gains as measured by STAR.</p> <p>Presentation Video Slide Show</p>			
C. Street Data	FYI	Kasey Wingate	5 m
<p>Though a partnership with Parsec Education, Compass took a deep, empathetic dive into our the community of ELL scholars.</p> <p>Presentation Video Slides</p>			
D. Scholar Highlights	FYI	Greg Cohen	15 m
<p>First Day of School Presentation</p>			
VIII. Operations			11:58 AM
A. Operations Update	FYI	Lisa Fishman	5 m
<p>Attachments:</p> <ul style="list-style-type: none"> • Operations Division Board Report 			
B. Review and Approval of the June, July & August 2023 Financial Statements	Vote	Lisa Fishman	5 m
<p>Attachments:</p> <ul style="list-style-type: none"> • FY23 Finance Update • Balance Sheet 			

	Purpose	Presenter	Time
<ul style="list-style-type: none"> • Profit v Loss Statement • Check Register 			
C. Review and Approval of the 22-23 UAR's Attachments: <ul style="list-style-type: none"> • Presentation for Board discussion 	Vote	Lisa Fishman	10 m
IX. FY24 EPA Resolution			12:18 PM
A. CCS FY24 EPA Resolution Review and approve the CCS FY24 EPA Resolution	Vote	Lisa Fishman	5 m
X. 23-24 Title Funding Application Approvals			12:23 PM
A. Title Funding Applications Review and approve the 23-24 applications for title funding	Vote	Lisa Fishman	5 m
XI. People Division			12:28 PM
A. People Division Update Attachments: <ul style="list-style-type: none"> • People Division Update • Additions & Terminations Report 	FYI	Sophie Trivino	5 m
XII. Executive			12:33 PM
A. Policy Approval Scholar Handbook Update Review the proposed updates to the Scholar Handbook and approve.	Vote	Elizabeth Brenner	10 m
B. Committee Overview This year, each committee will provide a report to the Board during a regular meeting. The Options Advisory Committee will be presenting at the December meeting. A document that describes each committee and when they meet is attached for reference.	Discuss	Elizabeth Brenner	10 m

	Purpose	Presenter	Time
XIII. Superintendent Goal Setting			12:53 PM
A. Goal setting discussion Discussion facilitated by Dr. Steven Lowder from McPherson and Jacobson	Discuss	Thomas Arnett	60 m
XIV. Closing Items			1:53 PM
A. Upcoming Meetings Saturday, December 2nd, 2023	FYI	Elizabeth Brenner	5 m
B. Optimistic Closure Activity	Discuss	Lainie Rowell	5 m
C. Adjourn Meeting	FYI	Thomas Arnett	1 m

Coversheet

Parent Advisory Council Update

Section: IV. Communications
Item: B. Parent Advisory Council Update
Purpose: Discuss
Submitted by:
Related Material: Parent Advisory Council - September 15.pdf

Parent Advisory Council - September 15 Summary

[VIEW RECORDING - 42 mins \(No highlights\)](#)

AI Summary

- Samantha, Leah, and Elizabeth discussed various ideas to increase participation in the Parent Advisory Council (PAC). They considered implementing icebreakers, reaching out to parents through the Learning Coach Academy and SLC scholars, utilizing teachers as a communication channel, and revamping the annual planning survey to improve engagement. - [PLAY @0:14](#)
- Elizabeth, Galit, Samantha, and Leah discussed the challenges of achieving a 95% participation rate for state testing and internal assessments in their school. They explored ways to motivate parents and students, such as using incentives, making testing days fun, and emphasizing the importance of school loyalty. - [PLAY @9:30](#)
- Samantha, Teresa, and Elizabeth discussed the negative impact of testing on students with learning differences and the need to inform parents about the consequences of opting out. They also explored strategies to alleviate stress and promote understanding among parents, including creating videos and starting early communication. - [PLAY @18:28](#)
- Samantha, Elizabeth, and Leah discussed various ideas for increasing participation and motivation among scholars and parents, including creating a mini PAC commercial, conducting interviews for the Firebird Report, implementing reward systems for test-taking, and forming a new parent group for Emergent Multilingual Scholars. They also addressed concerns about the clarity of guidelines for educational funds and the management of non-consumable items like books. - [PLAY @26:39](#)
- Samantha, Elizabeth, and Leah discussed the changes in guidelines for purchasing books with educational funds. They were unsure about the specifics and decided to consult an expert to clarify the changes and provide the necessary information to teachers and families. - [PLAY @36:41](#)

Coversheet

Scholar Advisory Council Report

Section: IV. Communications
Item: C. Scholar Advisory Council Report
Purpose: Discuss
Submitted by:
Related Material: SLC Summary - September 12.pdf

Scholar Leadership Council - September 12

[VIEW RECORDING - 26 mins \(No highlights\)](#)

President- Ms. Taia Saurer

BOOKMARK

- Elizabeth discusses upcoming meetings, thanks Taia for promoting the Scholar Leadership Council, and introduces members. - [WATCH \(30 secs\)](#)
- The call discussed the importance of participation and announced an upcoming election. - [WATCH \(30 secs\)](#)

AI Summary

- Elizabeth, Taia, Aurie, and others had a meeting to discuss the start of the new school year and the Scholar Leadership Council. They took attendance, approved meeting minutes, and introduced themselves to new members. - [PLAY @0:13](#)
- - [PLAY @6:52](#)
- **BOOKMARK** - Elizabeth discusses upcoming meetings, thanks Taia for promoting the Scholar Leadership Council, and introduces members. - [WATCH \(30 secs\)](#)
- The members of the SLC introduced themselves, including Taia, Avery, Zahra, Caitlin, Joseph, Aurie, and Chrixt. Miss Brenner, the superintendent and CEO of Compass, discussed the roles and responsibilities of the advisors and emphasized the importance of the council's input in shaping the school. - [PLAY @7:26](#)
- Elizabeth discussed the roles and responsibilities of the scholar leadership council (SLC) positions, including the chair, vice chair, and secretary. She emphasized the importance of active participation and attendance for SLC members, as well as the opportunity to contribute to the school community and gain valuable experience for college applications. - [PLAY @12:58](#)
- Taia mentioned that everyone was given the option to unmute or use the chat during the discussion. Elizabeth then announced that the elections would take place during the next meeting on October 10th. - [PLAY @16:32](#)
- **BOOKMARK** - The call discussed the importance of participation and announced an upcoming election. - [WATCH \(30 secs\)](#)
- Elizabeth discussed the process for campaigning for office in the SLC, including the requirement to complete slides with name and office, presenting reasons for running, and voting. She also mentioned that if someone doesn't get elected for a specific office, they remain a member but may have the opportunity to campaign for a different position if there are vacancies. - [PLAY @17:32](#)
- Elizabeth provided links to various websites and presentations for the meeting. Aurie asked about technical difficulties, and Elizabeth assured her that they would accommodate any issues. Taia thanked everyone for attending and adjourned the meeting. - [PLAY @22:40](#)

Links: September 12, 2023 [Presentation](#), Election Campaign [Presentation](#)

Coversheet

Superintendent's Report

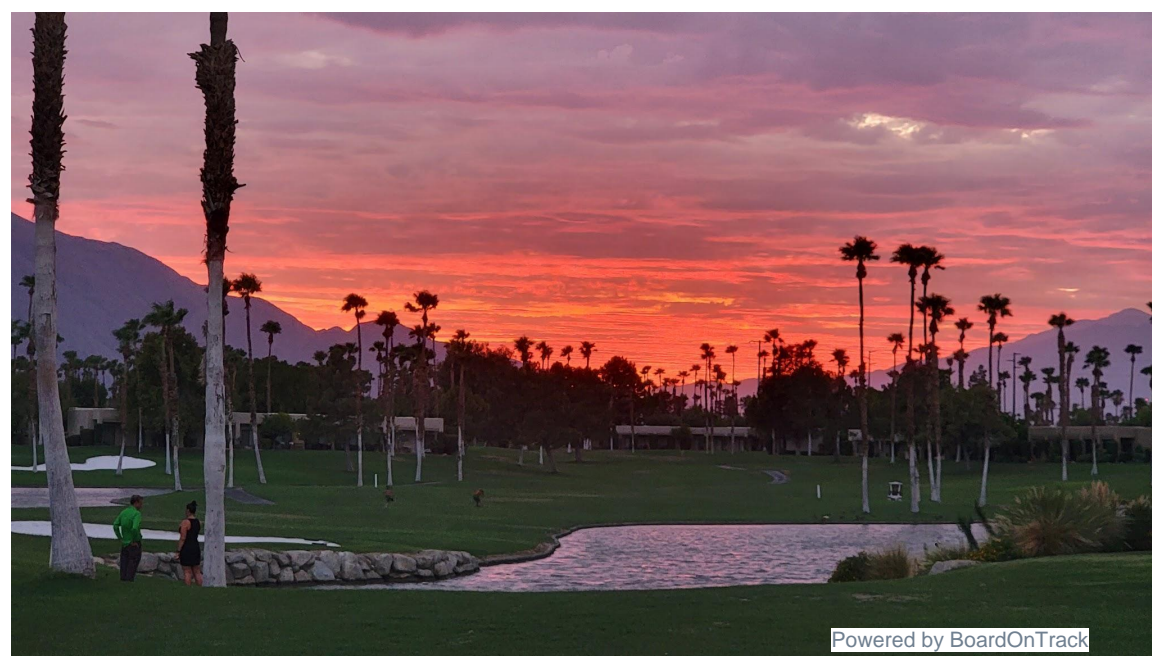
Section: V. Superintendent's Report
Item: A. Superintendent's Report
Purpose: Discuss
Submitted by:
Related Material: Superintendent's Report.pdf



Superintendent's Report

Compass Board of Directors Meeting
September 30, 2023

Compass Retreat August 1st-4th, 2023 *Palm Springs*



Retreat Overview

- Whole group sessions
 - Covey- Trust and Inspire
 - Introduction to the SDI
 - Compass goals and growth plans
 - Restorative Justice
 - Next Steps
- Session descriptions
 - Office hours
 - Vendor room
 - Department time
- Special Events
 - Photographer
 - Photo Contests
 - Welcome Reception
 - Awards Dinner
 - All Staff Dinners
 - Movie Night
 - Paint Night

**Compiled results from the Empathy Interview question,
“Describe a time when you felt trusted at Compass.”**

- 1. Trust in Learning Coaches and Coordinators**
- 2. Freedom and Support**
- 3. Collaboration and Problem-Solving**
- 4. Learning from Mistakes**
- 5. Professional Discretion and Autonomy**
- 6. Trust within Teams and Networks**
- 7. Recognition and Responsibility**
- 8. Open and Supportive Communication**
- 9. Expertise and Collaboration**
- 10. Autonomy in Scheduling and Decision-Making**



Summary

The qualitative data from the trust survey at Compass indicates a **strong sense of trust** among employees in various aspects of their work environment. Employees **value** the trust placed in them by their learning coaches and coordinators, as well as the **freedom** to make independent decisions with **support** from supervisors. **Collaboration** and problem-solving are facilitated through a culture of trust. Trust is built through acknowledging and **learning from mistakes**, and leaders consistently demonstrate trust in their employees' **capabilities**. Professional discretion, autonomy, and supportive networks contribute to a **culture of trust**.



Our Goal

Overall, trust enhances employee satisfaction and engagement, and fosters a positive and supportive work environment at Compass.

Poll Question

How true is this statement for you right now?

1-Not true at all 5-Somewhat True 10-Always True



Our Goal

Poll Results

How true is this statement for you right now?
1-Not true at all 5-Somewhat True 10-Always True

Goal: 100% of staff will select 7 or higher on a 10 point scale.

Percentage of staff who chose 7 or higher

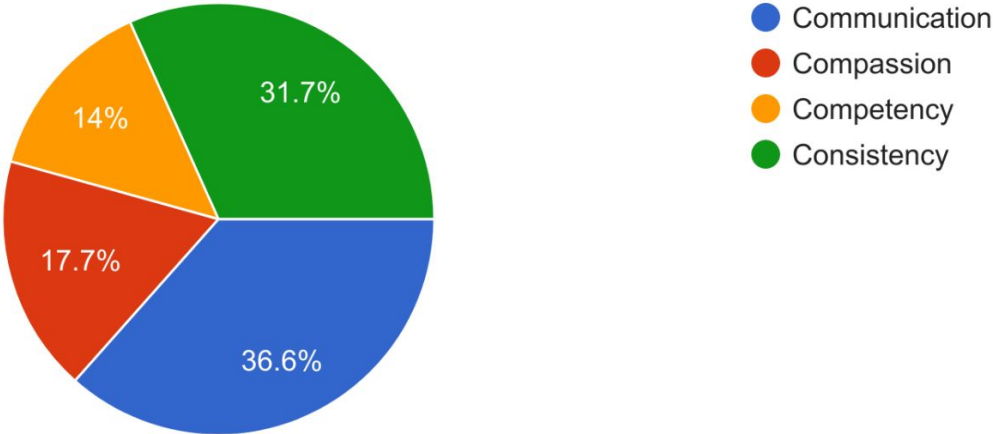
8/01/2023	70%	144 responses
8/04/2023	82%	120 responses
12/15/2023		
5/03/ 2023		



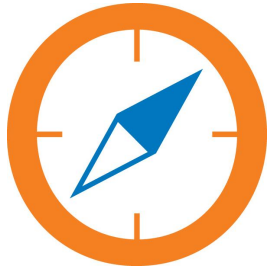
Focus Areas

If we improved one element of trust at Compass, which one would have the most positive impact?

186 responses



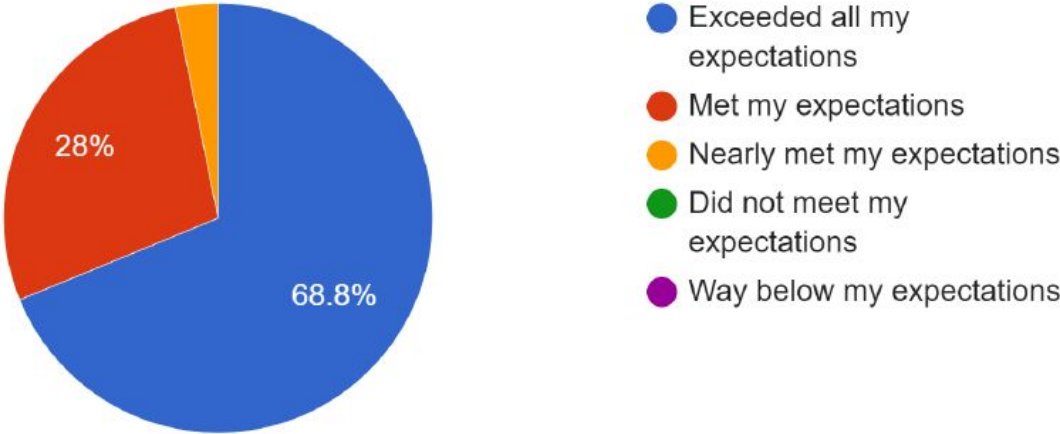
SDI Workshop

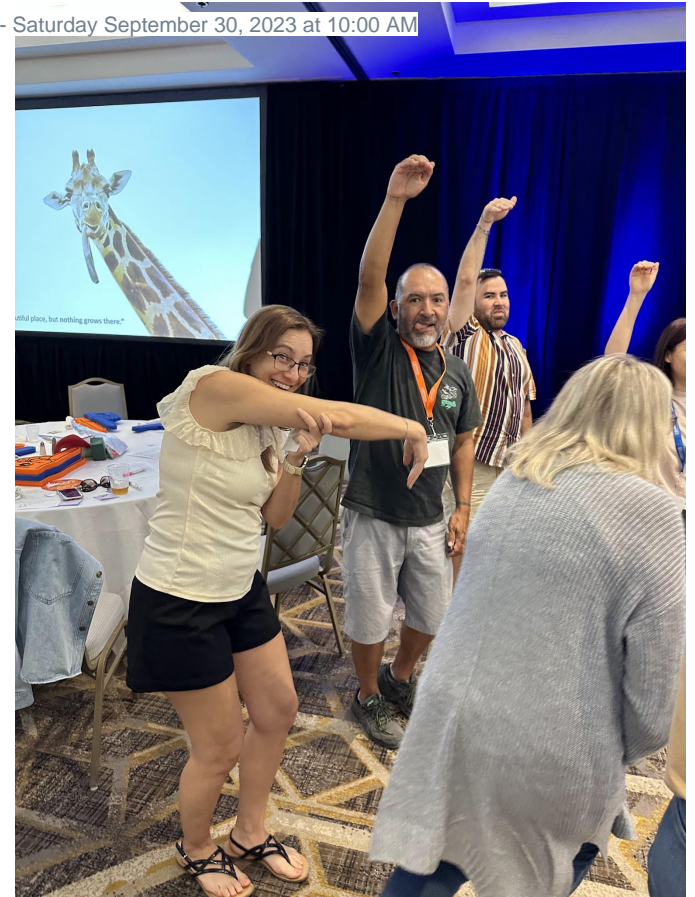


How well did the SDI session meet your expectations?

MULTIPLE CHOICE

157 responses

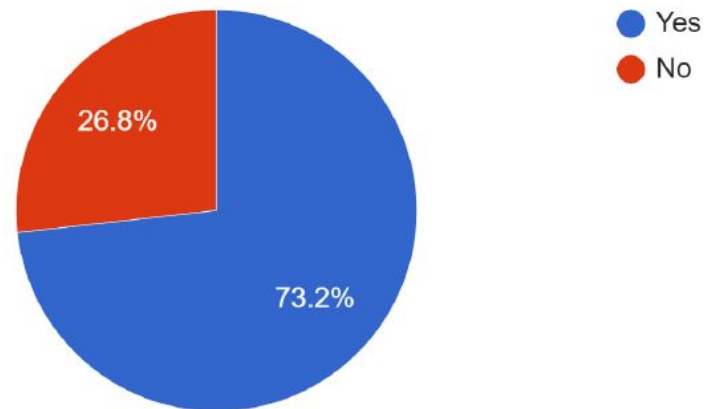




Do you feel that you had enough time to work in your departments?

MULTIPLE CHOICE

157 responses

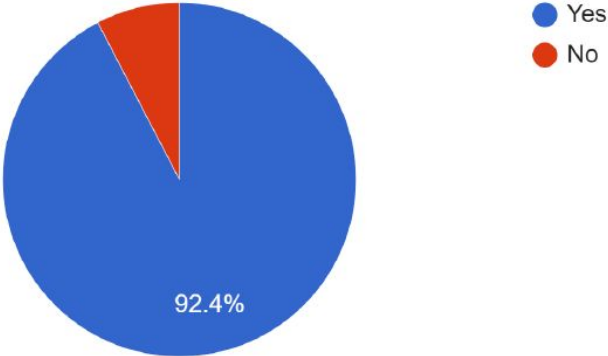




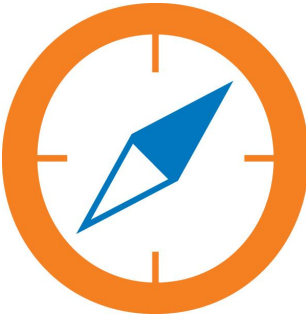
Did the conference structure give ample time to interact with other attendees?

MULTIPLE CHOICE

157 responses



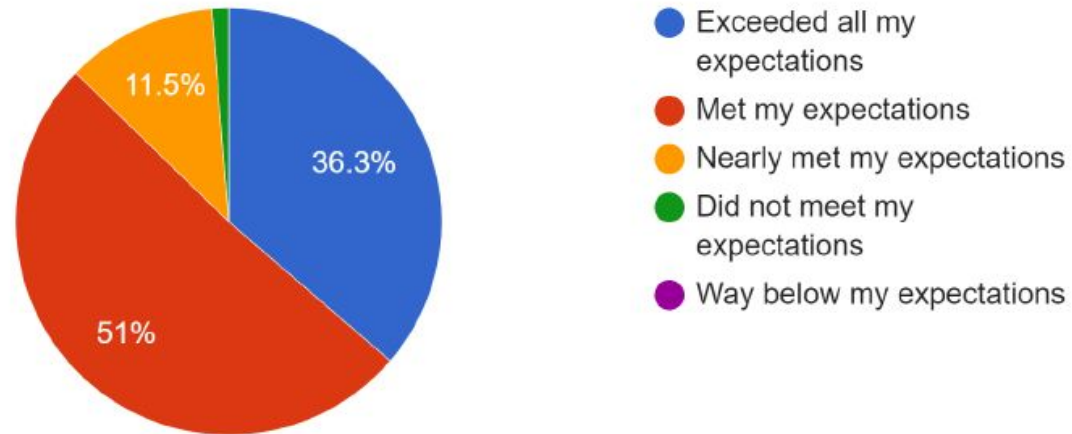
Ready for a Great Year!



To what extent did this conference meet your expectations?

MULTIPLE CHOICE

157 responses



Key Actions

- **Trust and Inspire**
 - Leadership Academy
 - Trust and Inspire PL opportunities at in-service days
 - Trust surveys quarterly
- **Restorative Justice**
 - Staff Trained as trainers
 - Goal to train all staff
 - Implement Restorative Justice practices
- **SDI**
 - Continue learning in department groups
- **Quarterly Data Meetings**
 - Discuss scholar achievement data
 - Measure the impact of interventions



Coversheet

Staff Report on the impact of the WGU program

Section: VII. Academic Services
Item: A. Staff Report on the impact of the WGU program
Purpose: FYI
Submitted by:
Related Material: Stephanie Lee.pdf

Stephanie Lee

Graduate!











Coversheet

Scholar Highlights

Section: VII. Academic Services
Item: D. Scholar Highlights
Purpose: FYI
Submitted by:
Related Material: Back to School 2023.mp4

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](#):

Back to School 2023.mp4

Coversheet

Operations Update

Section: VIII. Operations
Item: A. Operations Update
Purpose: FYI
Submitted by:
Related Material: Operations Division Report September docx final.pdf



Operations Division Report September 30, 2023

This report is meant to highlight several functional areas with updates for the Board of Directors:

The 23 -24 school year is off to an amazing start. We gathered together in August for our annual Retreat and had a fantastic time being together in person, seeing familiar faces and welcoming new staff to the CCS family!

In the upcoming year, the Division is embarking on a dedicated mission to enhance our commitment to our staff, scholars, and families. This renewed focus underscores our belief in the importance of education and the pivotal role each member of our team plays in shaping the future of our scholars.

One of the central elements of our approach is the development and implementation of Growth Plans for every CCS employee. These Growth Plans represent a structured framework for professional development and continuous improvement. They are not just a requirement but a commitment to excellence in our roles. This initiative stems from our recognition that investing in our employees is the key to achieving excellence in education.

Each employee has actively engaged in the process of crafting their unique Growth Plan for the 23-24 school year. This is not a one-size-fits-all approach; rather, it's a personalized journey. Collaborating closely with their Supervisors, employees have had the opportunity to assess their strengths, identify areas for growth, and set goals that align with their individual aspirations and the broader objectives of the School. Additionally, we recognize the immense value of peer collaboration. Employees have been encouraged to connect with their peers, both within and across departments, to foster a culture of shared learning and growth. Through peer collaborations, employees can leverage the diverse expertise and perspectives within our organization, leading to innovative solutions and improved practices.

Each department within the Division is contributing to this in their own way.

Community Providers Department

- The Community Providers team (CP) have been engaged in a collaborative effort with the Amazon Tech Team and our dedicated OPS representatives to implement an innovative solution: cXML accounting. This exciting development is poised to significantly streamline and enhance the efficiency of our financial processes, particularly when it comes to reconciling purchase orders (POs) with Amazon statements. Traditionally, the CP team has had to invest substantial time and effort into manually matching the multitude of purchase orders with the corresponding data in Amazon statements. This manual process, while necessary, could be time-consuming and occasionally prone to human error. Through cXML accounting, the process of matching POs to Amazon statements becomes more automated and precise. This technology not only expedites the reconciliation process but also introduces a critical layer of intelligence. Any unusual or potentially problematic orders are now intelligently flagged by the system, prompting immediate attention from our diligent CP staff. This proactive approach ensures that any discrepancies or discrepancies in funding are promptly identified and addressed. By swiftly pinpointing and resolving these issues, we are safeguarding the financial integrity of our operations and, most importantly, guaranteeing that any discrepancies do not adversely affect our scholars.

- Compass has recently experienced a significant surge in interest from individuals and entities looking to join our esteemed provider list. In fact, we've received a remarkable influx of over 250 new applications, which is not entirely surprising given the growing number of Compass families seeking high-quality services. This surge in applications reflects the trust and recognition that Compass has gained within the community. In response to this increased demand, we have been diligently reviewing and processing these applications. We are delighted to report that we have already approved more than 90 new providers, and our efforts to expand our provider list are ongoing. Every week, we continue to welcome new providers into our network, ensuring that we can meet the diverse needs of our Compass families.

IT Department

- Overall, the IT department's strong start to the school year has set a high standard for the support and reliability we can expect throughout the academic year.. The proactive approach ensured that the essential Master Agreements were prepared and primed, ready to facilitate our educational endeavors seamlessly.

In addition to this, the IT team coordinated the distribution of technology resources to our scholars, adhering to a well-structured timeline. This punctuality not only alleviated any potential disruptions but also underscored the department's commitment to supporting the educational process.

Furthermore, as part of their preparations, the IT department created new scholar accounts promptly. These accounts serve as vital gateways for our scholars to access all of the educational resources and tools required for their learning journey. The swift and efficient creation of these accounts demonstrates the IT department's dedication to ensuring our scholars have the necessary tools at their disposal to succeed academically.

- David Brasch who has served as the IT Director for Compass for the last 8 years resigned his position in September, David will continue to work with CCS as an Independent IT consultant while we search for our new Director of Innovation Technology

Finance Department

- The Finance department at CCS has been diligently concentrating on refining budgeting processes to ensure a higher degree of precision and accuracy. We understand the pivotal role financial management plays in the effective functioning of the school and we are dedicated to elevating our practices.

In line with this commitment, we have embarked on a strategic initiative for the 2023-2024 school year. We are actively engaged in the establishment and implementation of monthly budget meetings. These meetings will serve as a platform to bring together key stakeholders from various departments, fostering enhanced transparency and communication. The objectives of these monthly budget meetings are multi-faceted. Firstly, we aim to provide a structured environment where departments can present and discuss their budgetary needs and plans. This collaborative approach allows for a comprehensive understanding of the financial landscape, promoting informed decision-making. Furthermore, these meetings are designed to encourage open dialogue and idea-sharing, ultimately bolstering collaboration across all departments within the CCS community. By facilitating meaningful discussions, we can identify opportunities for efficiency improvements and align financial objectives with the broader organizational goals.

Operations Department

- The Operations Department had a strong start to the 23-24 school year. Master Agreements were ready to issue immediately upon return from the annual retreat. The forward planning and preparation of the team led to a record number of approved MA's on the first day of school, 2254!
- The staff in the Operations Department have completed the initial stages of their professional growth plans and are heading off into their professional pathways! This year we are excited to see many new options for classified staff. Some examples include Google Certifications, Trust and Inspire work by Steven Covey, offerings from CCSA, offerings from various County Offices of Education, and a few staff members working towards college degrees. We are excited to see how far the Operations staff can go!

Working alongside this exceptional group of talented and committed staff remains an absolute privilege. We eagerly anticipate the opportunity to make our ongoing contributions towards the achievement of success for CCS scholars in the upcoming 2023-2024 school

Respectfully Submitted,



Lisa Fishman

Chief Operations Officer

Coversheet

Review and Approval of the June, July & August 2023 Financial Statements

Section:	VIII. Operations
Item:	B. Review and Approval of the June, July & August 2023 Financial Statements
Purpose:	Vote
Submitted by:	
Related Material:	Compass Charter Schools_FY2024_August.pptx Compass Charter Schools_FY2024_July.pptx Compass Charter Schools_FY2023_June.pptx CCS CR July 2023.xlsx CCS CR August 2023.xlsx CCS PL August 2023.xlsx CCS PL July 2023.xlsx CCS BS August 2023.xlsx CCS BS July 2023.xlsx CCS PL June 2023.xlsx CCS CR June 2023.xlsx CCS BS June 2023.xlsx

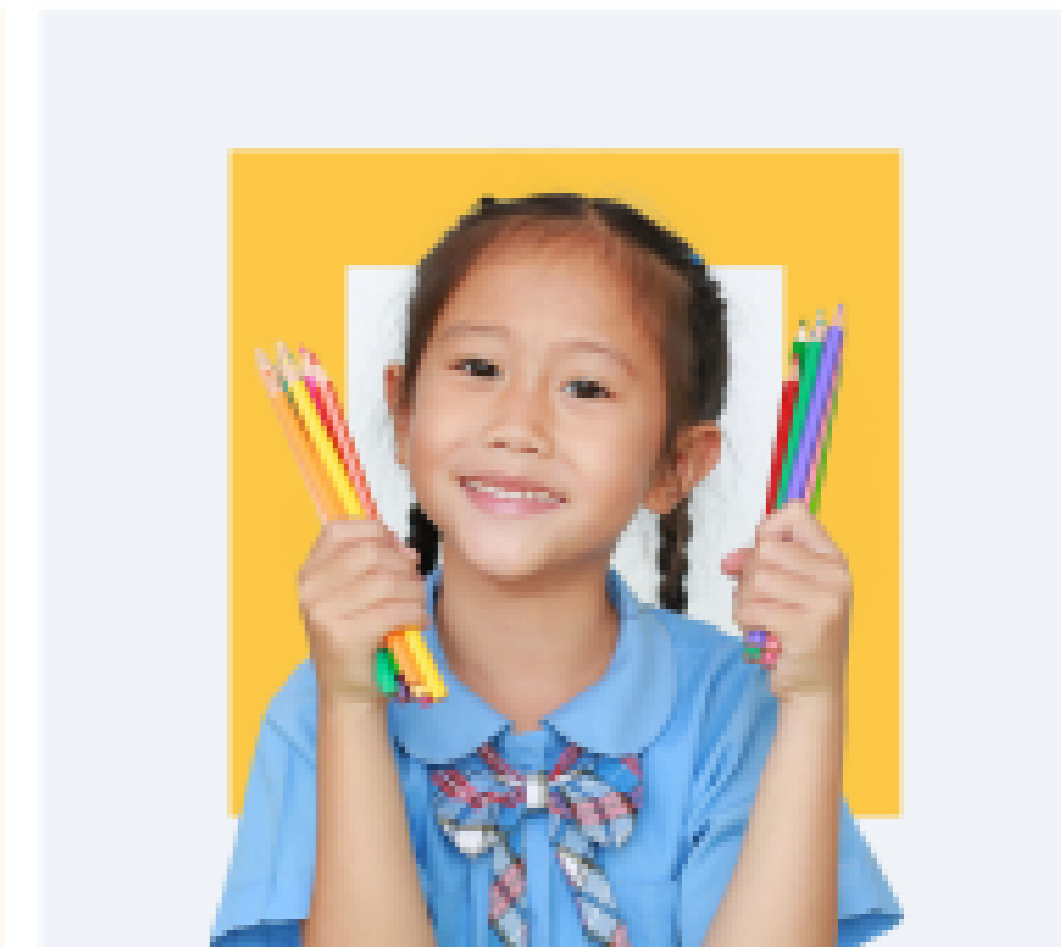


Financials through Aug 31, 2023

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 Aug 31, 2023, compared against our board-approved budget on input date, based on input enrollment count students enrolled and input enrollment ADA ADA.

YTD Revenues Through **Aug 31, 2023**, are **\$1,720,571** or **-33.7% under** our current budget due to receiving less than the budgeted amount for Local Revenue by (\$226K) and the late timing of receiving LCFF revenue (August 2023 payment for SD (\$253K) was received within the month. LCFF revenue for LA (\$486K) and YOLO (300K) was received first week of September)

YTD Expenses Through **Aug 31, 2023**, are **\$4,109,892** or **15.9% under** our current budget due to underspending in Books/Supplies by (\$974K). This was slightly offset by overspending in Personnel Services (\$170K) and Services (\$27K).

Therefore, net income is **(\$2,389,321)** or **4.3% under** our current budget.


Balance Sheet:


As of Aug 31, 2023, we had total cash of \$9,959,138, short-term liabilities of \$5,135,010, and long-term liabilities of \$64,531. The ending fund balance is \$7,234,232.


There was a decrease in cash by (\$550K) and an increase in short-term liabilities (\$651K), being slightly offset by a decrease in long-term liabilities (\$16K).

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:
	193.9 %	> 100.0 %
Formula: (Cash) / (Current Liabilities)		


Defensive Interval		
Months of continued operation without incoming funds		
	Current:	Target:
	4.2	> 3 months
Formula: (Cash + Securities + AR)/(Average Expenses for Past 12 Months)		

Current Ratio (Liquidity)		
Ability to pay short-term obligations		
	Current:	Target:
	2.4	> 1.0
Formula: (Current Assets) / (Current Liabilities)		



Compass Charter Schools Financial Snapshot

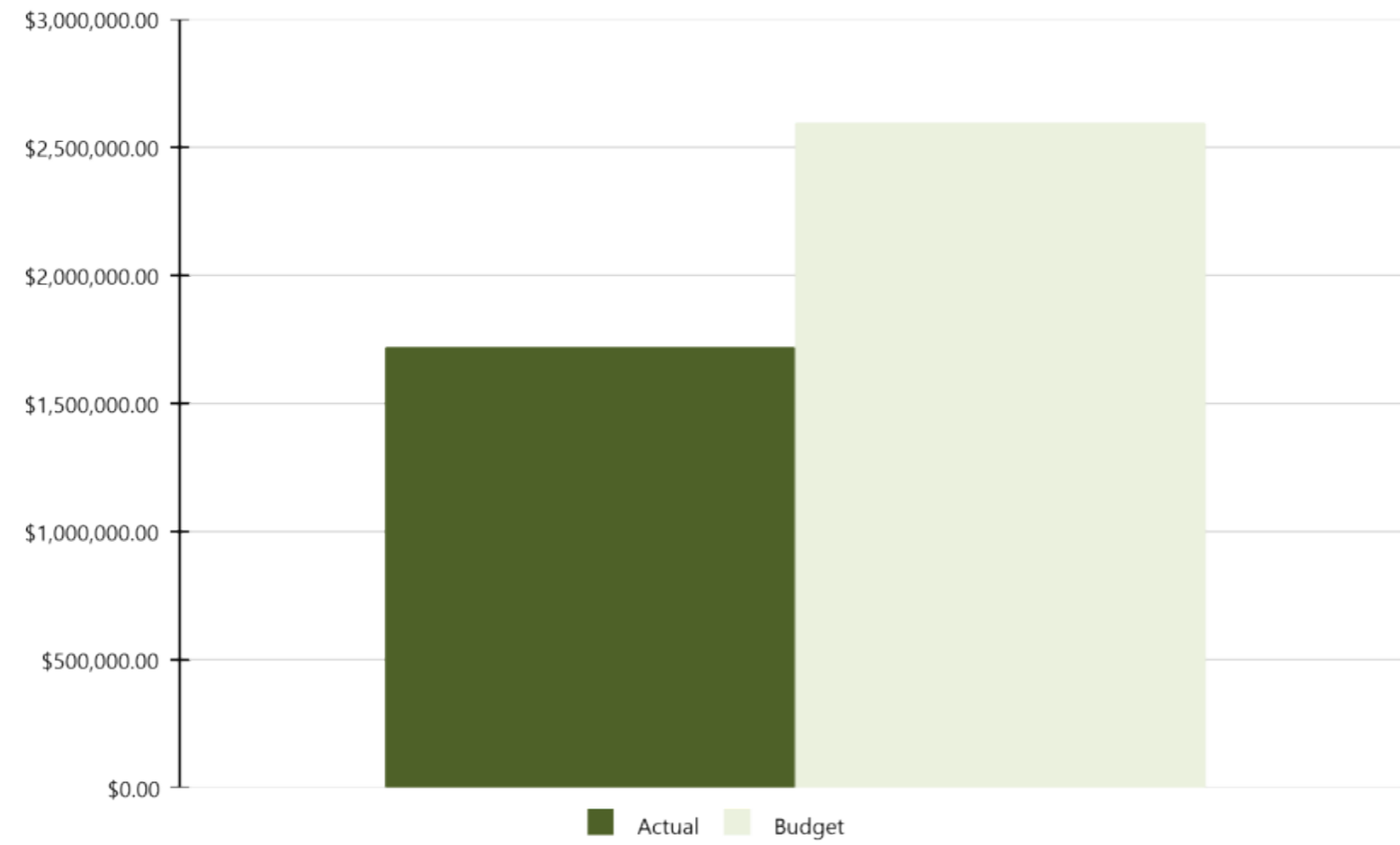
FY 2023-2024, July - August



Cash Balance

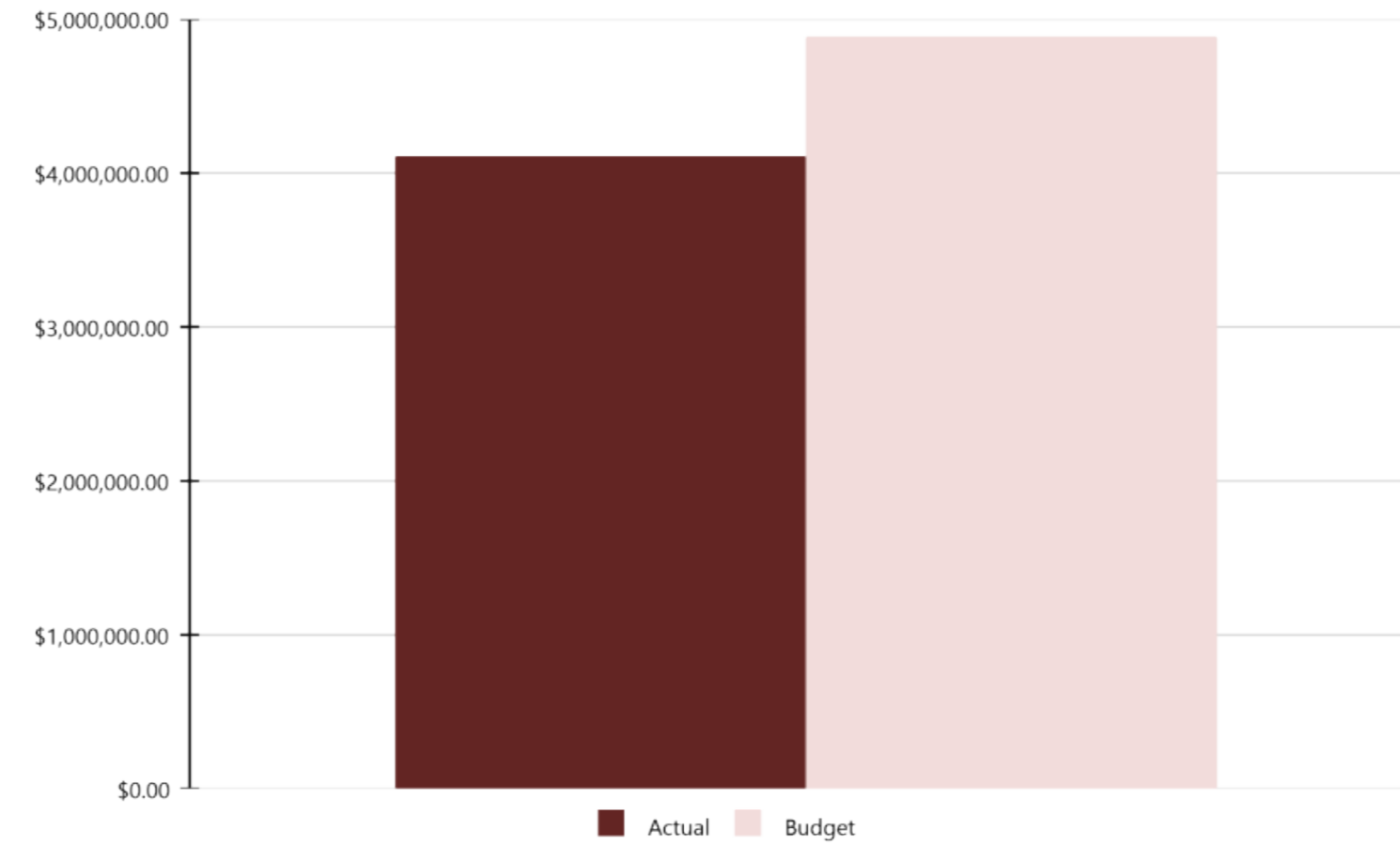
\$9,959,138

Revenue to Date



Revenue Summary	
Actual	\$1,720,571
Budget	\$2,595,909
Actual to Budget	-33.7 %

Expense to Date



Expense Summary	
Actual	\$4,109,892
Budget	\$4,886,096
Actual to Budget	-15.9 %

Actual to Budget Summary

FY 2023-2024, July - August

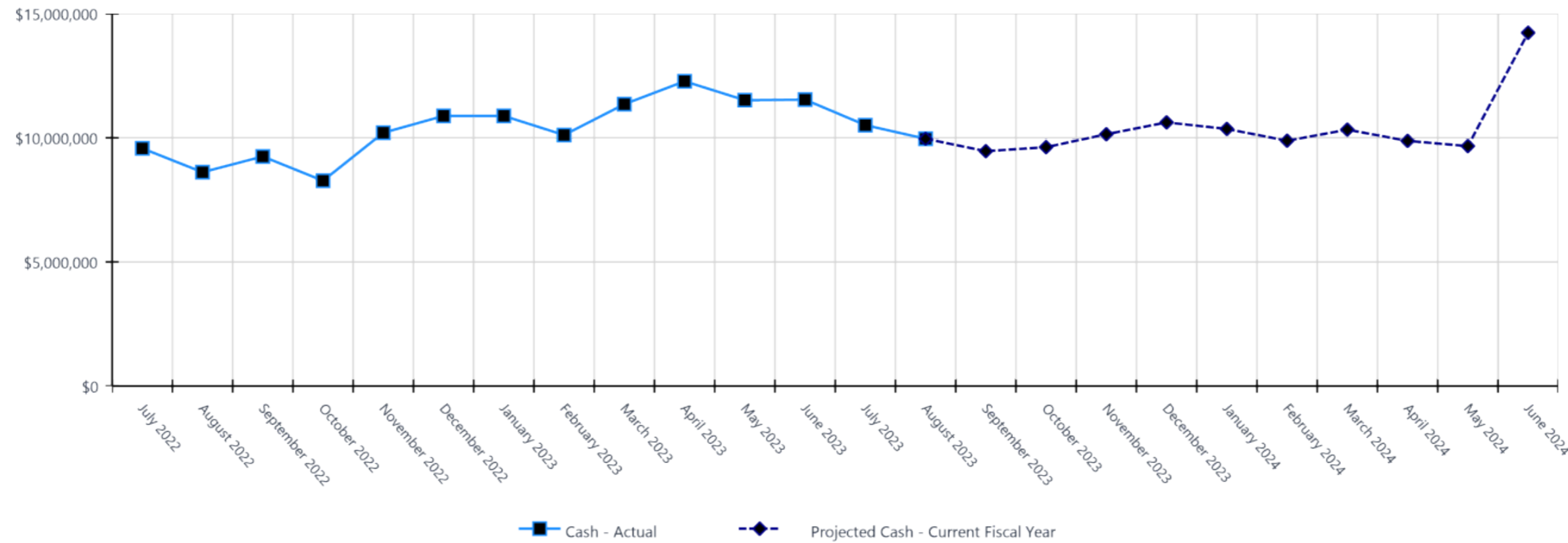
Account Description	July - Last Closed			2023-2024		
	Actual	Budget	Variance \$	Total Budget	Actual to Total Budget %	Remaining Budget
LCFF Revenue	\$1,402,824	\$2,349,147	(\$946,323)	\$27,853,061	5.0 %	\$26,450,237
Federal Revenue	\$57,250	-	\$57,250	\$2,559,176	2.2 %	\$2,501,925
State Revenue	\$246,461	\$6,537	\$239,924	\$2,155,576	11.4 %	\$1,909,115
Local Revenue	\$14,036	\$240,225	(\$226,189)	\$2,447,450	0.6 %	\$2,433,414
Total Revenue	\$1,720,571	\$2,595,909	(\$875,337)	\$35,015,263	4.9 %	\$33,294,692
Certificated Salaries	\$1,425,581	\$1,231,212	(\$194,369)	\$13,558,595	10.5 %	\$12,133,013
Classified Salaries	\$537,960	\$548,622	\$10,662	\$3,304,952	16.3 %	\$2,766,992
Benefits	\$888,190	\$901,598	\$13,408	\$5,431,313	16.4 %	\$4,543,123
Total Personnel Expenses	\$2,851,731	\$2,681,432	(\$170,299)	\$22,294,859	12.8 %	\$19,443,128
Books and Supplies	\$395,920	\$1,370,205	\$974,285	\$5,619,650	7.0 %	\$5,223,730
Services	\$862,241	\$834,458	(\$27,783)	\$5,906,474	14.6 %	\$5,044,232
Total Operational Expenses	\$1,258,161	\$2,204,664	\$946,502	\$11,526,124	10.9 %	\$10,267,963
Total Expenses	\$4,109,892	\$4,886,096	\$776,204	\$33,820,983	12.2 %	\$29,711,091
Net Income	(\$2,389,321)	(\$2,290,187)	(\$99,134)	\$1,194,280	-200.1 %	\$3,583,601

Revenue	\$1,720,571
Expenses	\$4,109,892
Surplus / (Deficit)	(\$2,389,321)

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 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	\$11,352,089.26	Actual
April 2023	\$12,274,544.19	Actual
May 2023	\$11,513,514.86	Actual
June 2023	\$11,535,386.73	Actual

	Cash Amount	Actual or Projected
July 2023	\$10,508,844.93	Actual
August 2023	\$9,959,137.57	Actual
September 2023	\$9,459,701.00	Projected
October 2023	\$9,620,237.00	Projected
November 2023	\$10,141,785.00	Projected
December 2023	\$10,619,537.00	Projected
January 2024	\$10,354,972.00	Projected
February 2024	\$9,880,852.16	Projected
March 2024	\$10,325,710.19	Projected
April 2024	\$9,874,641.55	Projected
May 2024	\$9,664,276.32	Projected
June 2024	\$14,228,228.75	Projected

Balance Sheet Summary FY 2023-2024 - August

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

2.4

Assets	
Current Assets	
Accounts Receivable	\$1,044,255
Cash and Cash Equivalents	\$9,959,138
Employee Advances	\$266
Prepaid Expenses	\$547,844
Short Term Investments	\$797,525
Total Current Assets	\$12,349,028
Fixed Assets	
Fixed Assets	\$79,525
Total Fixed Assets	\$79,525
Other Assets	
Other Assets	\$5,220
Total Other Assets	\$5,220
Total Assets	\$12,433,772

Liabilities and Net Assets	
Current Liabilities	
Accounts Payable	\$209,551
Accrued Liabilities	\$1,081,800
Other Short Term Liability	\$3,843,659
Total Current Liabilities	\$5,135,010
Long Term Liabilities	
Other Liabilities	\$64,531
Total Long Term Liabilities	\$64,531
Total Liabilities	\$5,199,541
Net Increase/(Decrease in Net Assets)	
Net Increase/(Decrease) in Net Assets	(\$2,389,321)
Total Net Increase/(Decrease) in Net Assets	(\$2,389,321)
Ending Net Assets	
Ending Net Assets	\$9,623,553
Total Net Assets	\$9,623,553
Total Liabilities and Net Assets	\$12,433,772

CSMC Charter School Support Team



Executive VP of Client Services
Tom Nichols
tnichols@csmci.com



School Business Manager
Kristin Nowak
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Account Manager
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Associate AM
Kimber Nelson
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Looking Ahead

9/27/2023	Webinar #3
9/29/2023	CTEIG application deadline
9/30/2023	Educator Effectiveness annual expenditure report
	UPK Planning and Implementation report
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10/25/2023	Webinar #4
10/31/2023	If PENSEC filed, 20 Day Attendance Report
	ASES attendance and expenditure reports
	Federal Cash Management Data Collection (CMDC)
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12/5/2023	Workshop Topic: LCAP & Accountability Planning
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Report created on 9/19/2023 9:46:05 AM for Compass Charter Schools



Financials through Jul 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 Jul 31, 2023, compared against our board-approved budget on input date, based on input enrollment count students enrolled and input enrollment ADA ADA.

YTD Revenues Through **Jul 31, 2023**, are **\$444,455** or **-62.6% under** our current budget due receiving less than the budgeted amount for Local Revenue by (\$106K) and the late timing of receiving LCFF revenue (July 2023 payment for SD (\$253K) was received within the month. LCFF revenue for LA (\$486K) and YOLO (300K) was received first week of August)

YTD Expenses Through **Jul 31, 2023**, are **\$1,597,667** or **22.4% under** our current budget due to underspending in Personnel Expenses (\$304K) and Books/Supplies (\$223K). This was slightly offset by overspending in Services (\$66K).


Therefore, net income is **(\$1,153,212)** or **32.6% under** our current budget.


Balance Sheet:


As of Jul 31, 2023, we had total cash of \$10,508,845, short-term liabilities of \$4,483,797, and long-term liabilities of \$80,574. The ending fund balance is \$8,470,341.

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:
	193.9 %	> 100.0 %
Formula: (Cash) / (Current Liabilities)		


Defensive Interval		
Months of continued operation without incoming funds		
	Current:	Target:
	4.2	> 3 months
Formula: (Cash + Securities + AR)/(Average Expenses for Past 12 Months)		

Current Ratio (Liquidity)		
Ability to pay short-term obligations		
	Current:	Target:
	2.4	> 1.0
Formula: (Current Assets) / (Current Liabilities)		

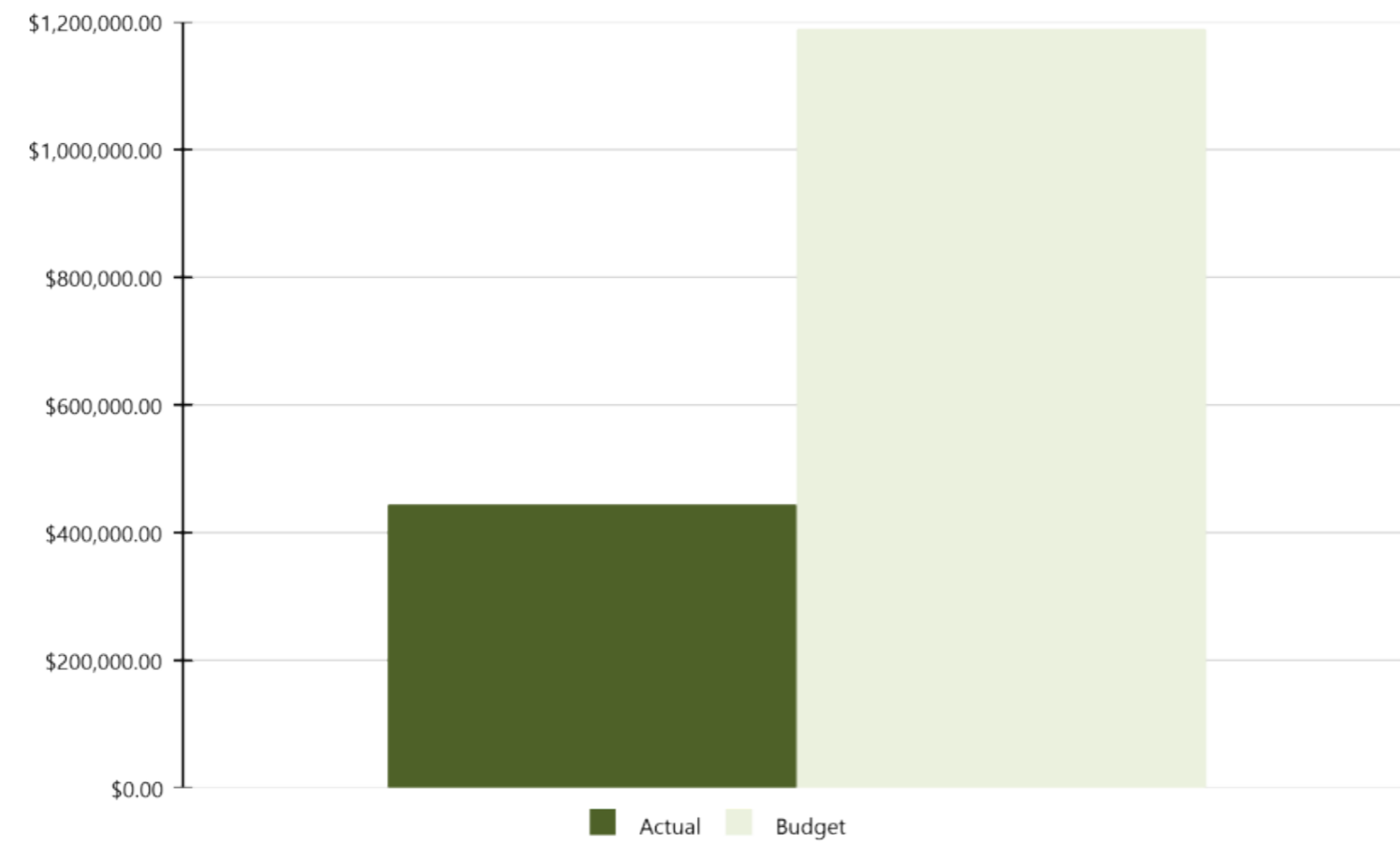


Compass Charter Schools Financial Snapshot

FY 2023-2024, July - July

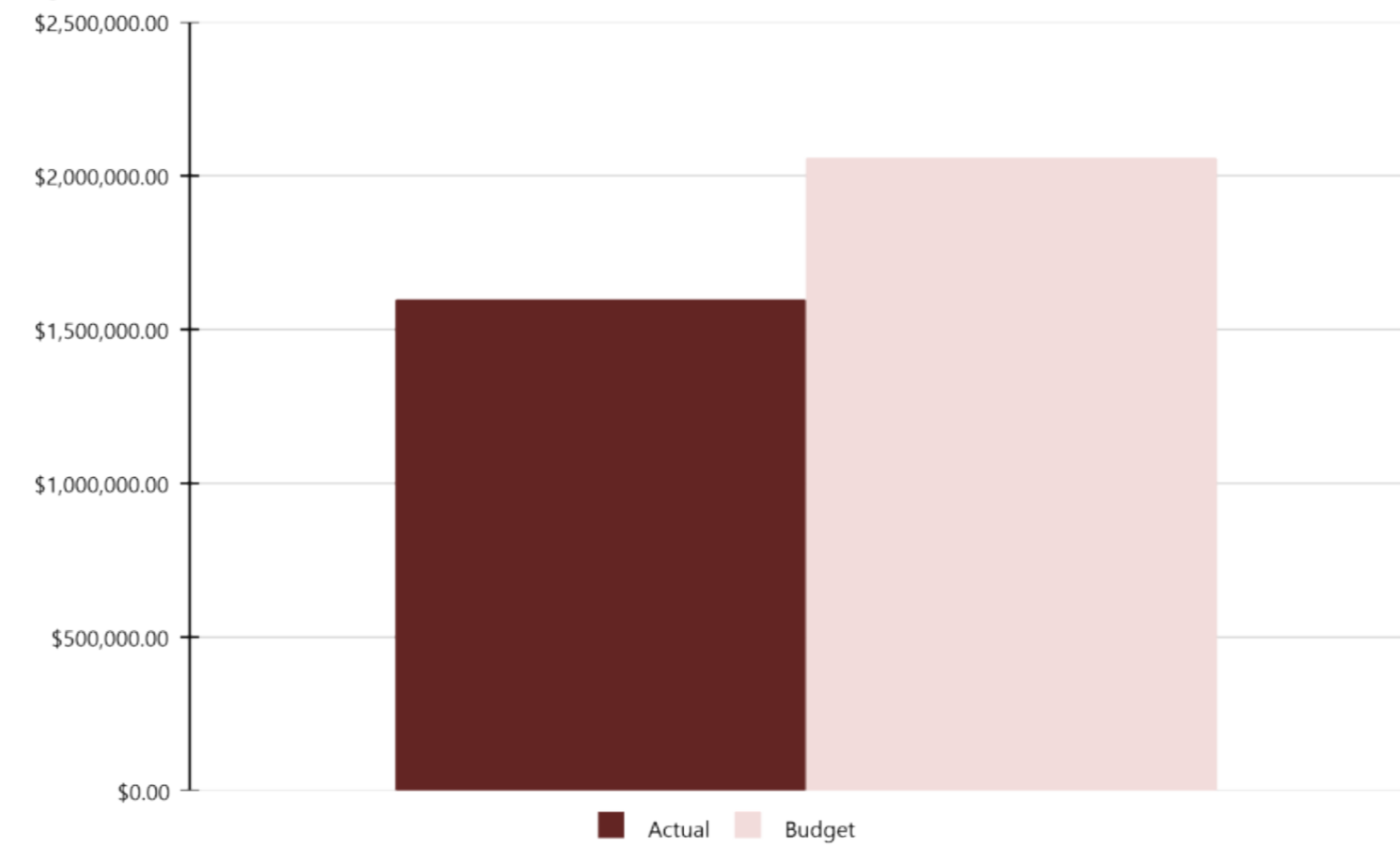
Cash Balance
 **\$10,508,845**

Revenue to Date



Revenue Summary	
Actual	\$444,455
Budget	\$1,188,918
Actual to Budget	-62.6 %

Expense to Date



Expense Summary	
Actual	\$1,597,667
Budget	\$2,058,717
Actual to Budget	-22.4 %

Actual to Budget Summary

FY 2023-2024, July - July

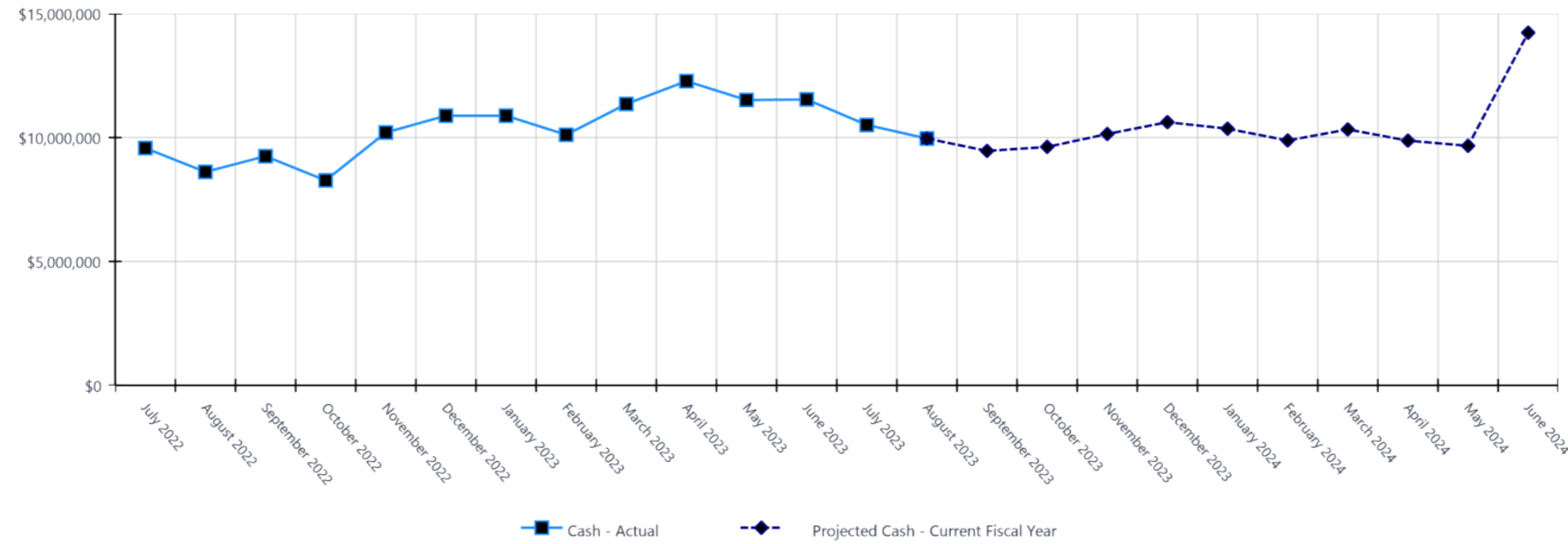
Account Description	July - July			2023-2024		
	Actual	Budget	Variance \$	Total Budget	Actual to Total Budget %	Remaining Budget
LCFF Revenue	\$253,651	\$1,065,537	(\$811,886)	\$27,853,061	0.9 %	\$27,599,410
Federal Revenue	\$57,250	-	\$57,250	\$2,559,176	2.2 %	\$2,501,925
State Revenue	\$120,194	\$3,269	\$116,925	\$2,155,576	5.6 %	\$2,035,382
Local Revenue	\$13,360	\$120,112	(\$106,752)	\$2,447,450	0.5 %	\$2,434,090
Total Revenue	\$444,455	\$1,188,918	(\$744,463)	\$35,015,263	1.3 %	\$34,570,808
Certificated Salaries	\$198,527	\$456,307	\$257,780	\$13,558,595	1.5 %	\$13,360,067
Classified Salaries	\$240,443	\$274,311	\$33,868	\$3,304,952	7.3 %	\$3,064,509
Benefits	\$438,335	\$450,799	\$12,464	\$5,431,313	8.1 %	\$4,992,978
Total Personnel Expenses	\$877,306	\$1,181,417	\$304,111	\$22,294,859	3.9 %	\$21,417,554
Books and Supplies	\$237,942	\$461,120	\$223,179	\$5,619,650	4.2 %	\$5,381,708
Services	\$482,420	\$416,179	(\$66,241)	\$5,906,474	8.2 %	\$5,424,054
Total Operational Expenses	\$720,361	\$877,300	\$156,938	\$11,526,124	6.2 %	\$10,805,762
Total Expenses	\$1,597,667	\$2,058,717	\$461,049	\$33,820,983	4.7 %	\$32,223,316
Net Income	(\$1,153,212)	(\$869,799)	(\$283,413)	\$1,194,280	-96.6 %	\$2,347,492

Revenue
\$444,455
Expenses
\$1,597,667
Surplus / (Deficit)
(\$1,153,212)

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 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	\$11,352,089.26	Actual
April 2023	\$12,274,544.19	Actual
May 2023	\$11,513,514.86	Actual
June 2023	\$11,535,386.73	Actual

	Cash Amount	Actual or Projected
July 2023	\$10,508,844.93	Actual
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February 2024	\$9,880,852.16	Projected
March 2024	\$10,325,710.19	Projected
April 2024	\$9,874,641.55	Projected
May 2024	\$9,664,276.32	Projected
June 2024	\$14,228,228.75	Projected

Balance Sheet Summary FY 2023-2024 - July

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

2.9

Assets	
Current Assets	
Accounts Receivable	\$1,094,619
Cash and Cash Equivalents	\$10,508,845
Prepaid Expenses	\$544,154
Short Term Investments	\$797,525
<i>Total Current Assets</i>	<i>\$12,945,143</i>
Fixed Assets	
Fixed Assets	\$84,350
<i>Total Fixed Assets</i>	<i>\$84,350</i>
Other Assets	
Other Assets	\$5,220
<i>Total Other Assets</i>	<i>\$5,220</i>
Total Assets	\$13,034,712

Liabilities and Net Assets	
Current Liabilities	
Accounts Payable	\$252,533
Accrued Liabilities	\$430,784
Other Short Term Liability	\$3,800,481
<i>Total Current Liabilities</i>	<i>\$4,483,797</i>
Long Term Liabilities	
Other Liabilities	\$80,574
<i>Total Long Term Liabilities</i>	<i>\$80,574</i>
Total Liabilities	\$4,564,372
Net Increase/(Decrease in Net Assets)	
Net Increase/(Decrease) in Net Assets	(\$1,153,212)
<i>Total Net Increase/(Decrease) in Net Assets</i>	<i>(\$1,153,212)</i>
Ending Net Assets	
Ending Net Assets	\$9,623,553
<i>Total Net Assets</i>	<i>\$9,623,553</i>
Total Liabilities and Net Assets	\$13,034,712

CSMC Charter School Support Team



Executive VP of Client Services
Tom Nichols
tnichols@cmci.com



School Business Manager
Kristin Nowak
knowak@cmci.com



Account Manager
Mai Luong
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Associate AM
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Looking Ahead

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9/29/2023	CTEIG application deadline
9/30/2023	Educator Effectiveness annual expenditure report
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10/25/2023	Webinar #4
10/31/2023	If PENSEC filed, 20 Day Attendance Report
	ASES attendance and expenditure reports
	Federal Cash Management Data Collection (CMDC)
11/29/2023	Webinar #5
12/5/2023	Workshop Topic: LCAP & Accountability Planning
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12/13/2023	Winter Office Hours
12/15/2023	Annual Financial Audit Report deadline
	First Interim Financial Report



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43460 Ridge Park Dr., Ste. 100
Temecula, Ca 92590



Financials through Jun 30, 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 Jun 30, 2023, compared against our board-approved budget on input date, based on input enrollment count students enrolled and input enrollment ADA ADA.

YTD Revenues Through **Jun 30, 2023**, are **\$34,120,820** or **7.2% over** our current budget due to a significant increase in State Revenue (Income Accrual for SPED and UPK Grants) and STRS on Behalf Contribution

YTD Expenses Through **Jun 30, 2023**, are **\$34,046,892** or **-7.5% over** our current budget due to overspending in Personnel Expenses (\$1,059,369) and Services (\$383,152), being slightly offset by a decrease in Books and Supplies (\$92,027).

Therefore, net income is **\$73,928** or **-58.6% under** our current budget.


Balance Sheet:


As of Jun 30, 2023, we had total cash of \$11,535,387, short-term liabilities of \$5,828,328, and long-term liabilities of \$85,351. The ending fund balance is \$9,623,553.


NOTE: There is an increase in Due from Grantor Governments (\$2,424,615, Prepaid Expenses (\$155,690), and Accounts Payable (\$145,451), being slightly offset by a decrease in deferred revenue (\$365,668).

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:
	197.9 %	> 100.0 %
Formula: (Cash) / (Current Liabilities)		


Defensive Interval		
Months of continued operation without incoming funds		
	Current:	Target:
	5.2	> 3 months
Formula: (Cash + Securities + AR)/(Average Expenses for Past 12 Months)		

Current Ratio (Liquidity)		
Ability to pay short-term obligations		
	Current:	Target:
	2.6	> 1.0
Formula: (Current Assets) / (Current Liabilities)		



Compass Charter Schools Financial Snapshot

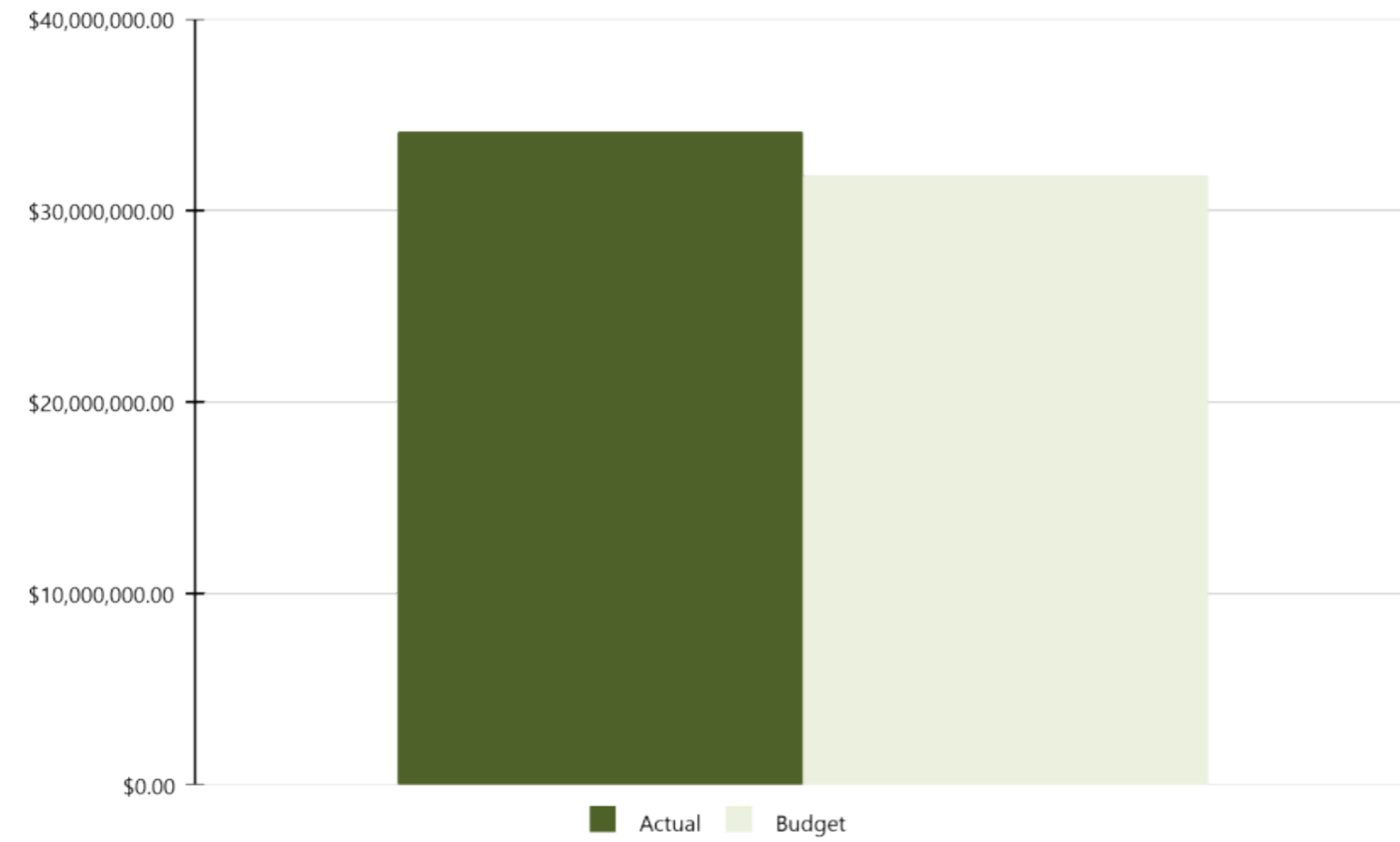
FY 2022-2023, July - June



Cash Balance

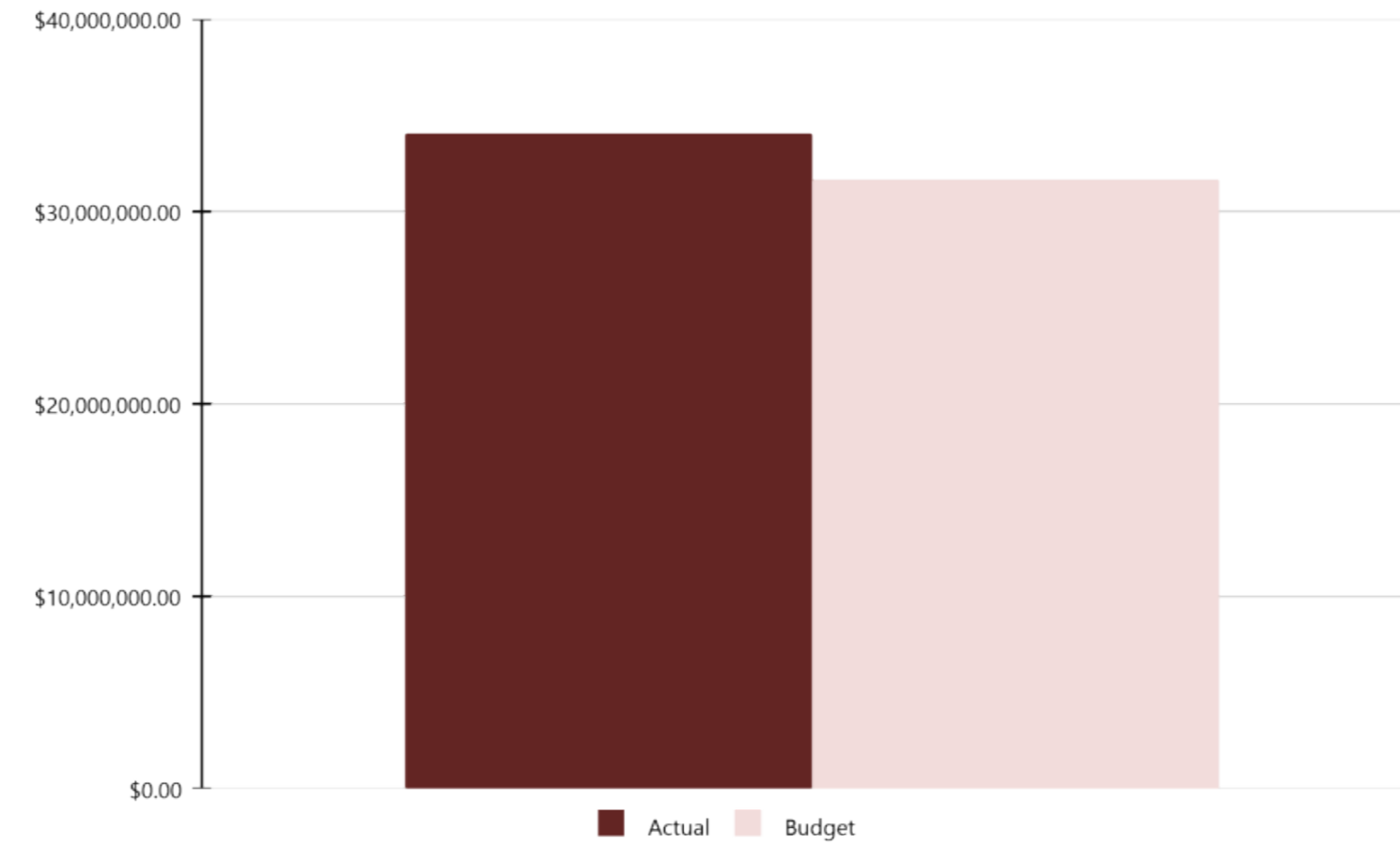
\$11,535,387

Revenue to Date



Revenue Summary	
Actual	\$34,120,820
Budget	\$31,842,005
Actual to Budget	7.2 %

Expense to Date



Expense Summary	
Actual	\$34,046,892
Budget	\$31,663,399
Actual to Budget	7.5 %

Actual to Budget Summary

FY 2022-2023, July - June

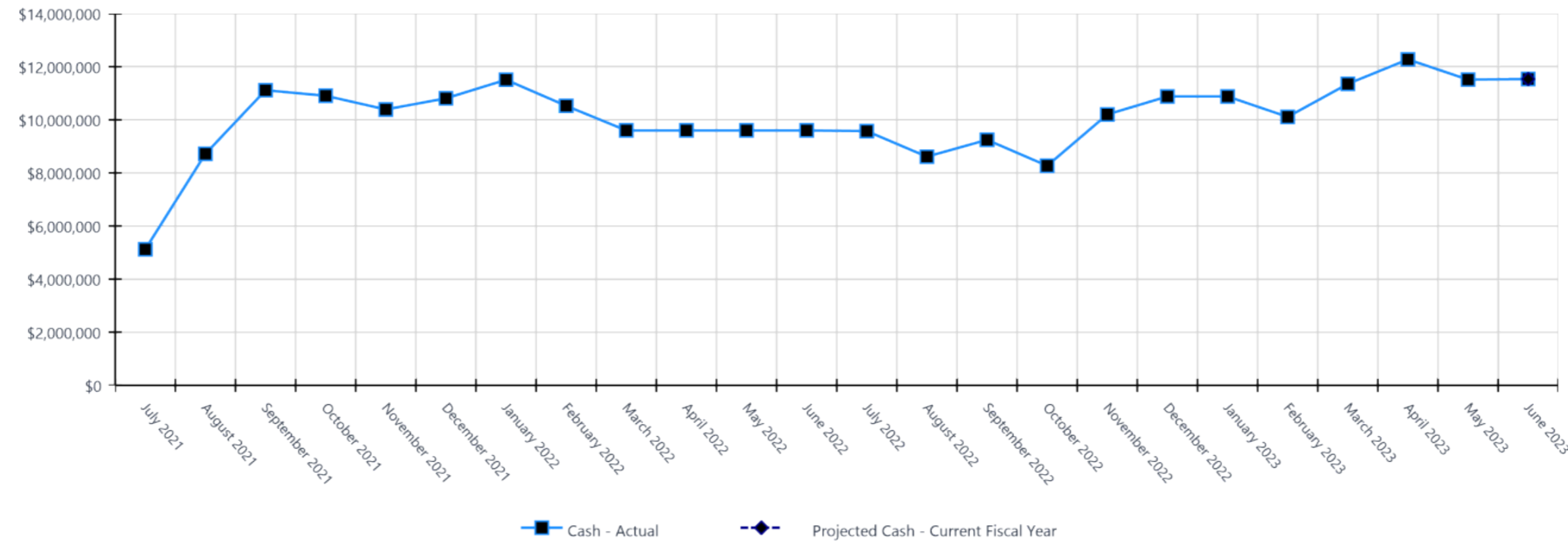
Account Description	July - Last Closed			2022-2023		
	Actual	Budget	Variance \$	Total Budget	Actual to Total Budget %	Remaining Budget
LCFF Revenue	\$25,491,579	\$25,474,652	\$16,927	\$25,474,652	100.1 %	(\$16,927)
Federal Revenue	\$1,917,425	\$1,966,618	(\$49,193)	\$1,966,618	97.5 %	\$49,193
State Revenue	\$5,487,135	\$4,287,664	\$1,199,471	\$4,287,664	128.0 %	(\$1,199,471)
Local Revenue	\$1,224,681	\$113,070	\$1,111,611	\$113,070	1,083.1 %	(\$1,111,611)
Total Revenue	\$34,120,820	\$31,842,005	\$2,278,816	\$31,842,005	107.2 %	(\$2,278,816)
Certificated Salaries	\$12,714,053	\$12,787,392	\$73,339	\$12,787,392	99.4 %	\$73,339
Classified Salaries	\$3,338,922	\$3,303,250	(\$35,672)	\$3,303,250	101.1 %	(\$35,672)
Benefits	\$6,262,959	\$5,165,923	(\$1,097,035)	\$5,165,923	121.2 %	(\$1,097,035)
Total Personnel Expenses	\$22,315,933	\$21,256,565	(\$1,059,369)	\$21,256,565	105.0 %	(\$1,059,369)
Books and Supplies	\$4,408,847	\$4,500,874	\$92,027	\$4,500,874	98.0 %	\$92,027
Services	\$6,289,112	\$5,905,960	(\$383,152)	\$5,905,960	106.5 %	(\$383,152)
Other Outgo	\$1,033,000	-	(\$1,033,000)	-	103,300,000.0 %	(\$1,033,000)
Total Operational Expenses	\$11,730,959	\$10,406,834	(\$1,324,125)	\$10,406,834	112.7 %	(\$1,324,125)
Total Expenses	\$34,046,892	\$31,663,399	(\$2,383,494)	\$31,663,399	107.5 %	(\$2,383,494)
Net Income	\$73,928	\$178,606	(\$104,678)	\$178,606	41.4 %	\$104,678

Revenue	\$34,120,820
Expenses	\$34,046,892
Surplus / (Deficit)	\$73,928

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
March 2022	\$9,600,208.18	Actual
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	\$11,352,089.26	Actual
April 2023	\$12,274,544.19	Actual
May 2023	\$11,513,514.86	Actual
June 2023	\$11,535,386.73	Actual

Balance Sheet Summary FY 2022-2023 - June

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

2.6

Assets	
Current Assets	
Accounts Receivable	\$2,564,017
Cash and Cash Equivalents	\$11,535,387
Employee Advances	\$29
Prepaid Expenses	\$544,154
Short Term Investments	\$794,268
Total Current Assets	\$15,437,854
Fixed Assets	
Fixed Assets	\$89,158
Total Fixed Assets	\$89,158
Other Assets	
Other Assets	\$10,220
Total Other Assets	\$10,220
Total Assets	\$15,537,232

Liabilities and Net Assets	
Current Liabilities	
Accounts Payable	\$542,531
Accrued Liabilities	\$987,482
Other Short Term Liability	\$4,298,315
Total Current Liabilities	\$5,828,328
Long Term Liabilities	
Other Liabilities	\$85,351
Total Long Term Liabilities	\$85,351
Total Liabilities	\$5,913,679
Net Increase/(Decrease in Net Assets)	
Net Increase/(Decrease) in Net Assets	\$73,928
Total Net Increase/(Decrease) in Net Assets	\$73,928
Ending Net Assets	
Ending Net Assets	\$9,549,625
Total Net Assets	\$9,549,625
Total Liabilities and Net Assets	\$15,537,232

CSMC Charter School Support Team



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Associate AM
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Looking Ahead

9/2/2023	Special education final expenditure reports for prior year, reports and timing vary by SELPA
9/13/2023	Fall Office Hours
9/15/2023	Unaudited Actuals Report (state deadline, local deadline often earlier)
	Corrections to Prior Year annual or P-2 attendance data
9/27/2023	Webinar #3
9/30/2023	CTEIG application possible deadline
	Educator Effectiveness annual expenditure report
	UPK Planning and Implementation report
9/30/2023	Board Meeting
10/1/2023	Special education current year Level 3 placement requests; timing varies by SELPA
10/14/2023	CARES, ESSER, ESSER II, ESSER III expenditure report
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Charter Vision

info@csmci.com
Office: 888.994.CSMC
43460 Ridge Park Dr., Ste. 100
Temecula, Ca 92590

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 July 2023.xlsx

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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 August 2023.xlsx

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CCS PL August 2023.xlsx

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CCS PL June 2023.xlsx

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CCS CR June 2023.xlsx

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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 June 2023.xlsx

Coversheet

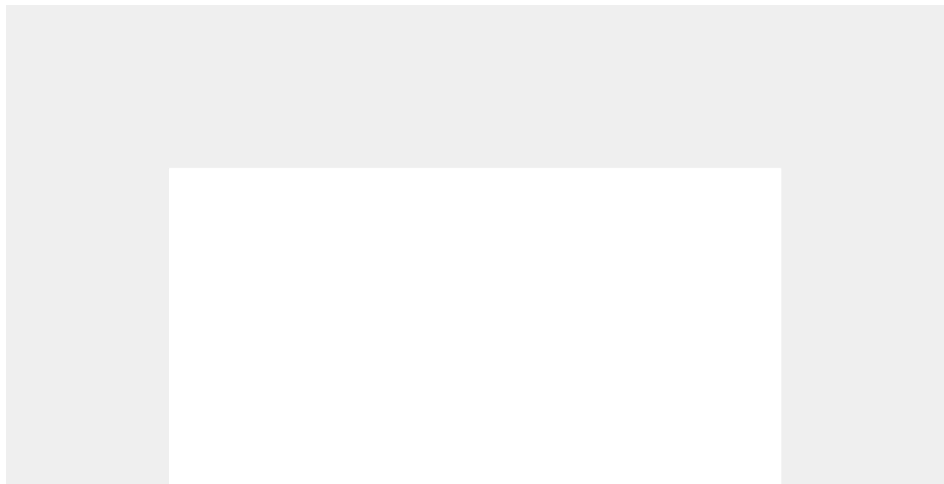
Review and Approval of the 22-23 UAR's

Section: VIII. Operations
Item: C. Review and Approval of the 22-23 UAR's
Purpose: Vote
Submitted by:
Related Material: CCS FY23 UAR PPT (1).pptx



UNAUDITED ACTUALS

Compass Charter Schools



FY23 Unaudited Actuals Summary

FY23

Compass Charter Schools - COM		ACCUAL				
Statement of Activities		06/30/2023				
Reporting Book:		Compass Charter Schools - COM				
As of Date:						
Location:						
	Home Office	Los Angeles	San Diego	Yolo County	Compass Charter	
	Year To Date	Year To Date	Year To Date	Year To Date	Schools - COM (All)	
	06/30/2023	06/30/2023	06/30/2023	06/30/2023	Year To Date	
	Actual	Actual	Actual	Actual	Actual	
Total LCFF Revenue	0.00	9,582,491.00	8,935,760.00	6,973,328.00	25,491,579.00	
Total Federal Revenue	0.00	815,487.92	729,741.30	372,195.53	1,917,424.75	
Total State Revenue	0.00	1,936,458.84	2,115,586.66	1,435,089.94	5,487,135.44	
Total Local Revenue	26,081.25	29,724.25	115,520.91	20,354.76	191,681.17	
Total Revenue	26,081.25	12,364,162.01	11,896,608.87	8,800,968.23	33,087,820.36	
Total Certificated Salaries	0.00	4,755,938.32	4,709,078.84	3,249,037.63	12,714,052.79	
Total Classified Salaries	0.00	1,288,583.71	1,166,988.88	883,349.31	3,338,921.90	
Total Benefits	0.00	2,415,706.42	2,192,543.37	1,654,708.87	6,262,958.66	
Total Salaries and Benefits	0.00	8,460,226.45	8,068,611.09	5,787,095.81	22,315,933.35	
Total Books and Supplies	0.00	1,707,037.73	1,486,377.30	1,215,432.06	4,408,847.09	
Total Services	0.00	2,710,252.68	1,971,975.09	1,606,884.20	6,289,111.97	
Total Capital Outlay	0.00	0.00	0.00	0.00	0.00	
Total Other Outgo	0.00	0.00	0.00	0.00	0.00	
Total Operational Expenses	0.00	4,417,290.41	3,458,352.39	2,822,316.26	10,697,959.06	
Total Expenses	0.00	12,877,516.86	11,526,963.48	8,609,412.07	33,013,892.41	
Total Other Financing Sources/Uses	0.00	0.00	0.00	0.00	0.00	
Total Net Increase/(Decrease) in Net Assets	26,081.25	(513,354.85)	369,645.39	191,556.16	73,927.95	
Beginning Fund balance:	7,224,588	867,093	832,556	625,388	9,549,625	
CMO (Contribution to 010)/Draw down:	(176,000)	604,500	(309,000)	(119,500)		
Ending Fund Balance	7,074,669	958,238	893,201	697,444	9,623,553	
	As a % of LCFF Revenue	10.00%	10.00%	10.00%		
Ending Positions After Transfers		91,145.15	60,645.39	72,056.16	223,846.70	

Fund Balance Transfers

FY23

	<i>Home Office Year To Date 06/30/2023</i>	<i>Los Angeles Year To Date 06/30/2023</i>	<i>San Diego Year To Date 06/30/2023</i>	<i>Yolo County Year To Date 06/30/2023</i>	<i>Compass Charter Schools - COM (All) Year To Date 06/30/2023</i>
	<i>Actual</i>	<i>Actual</i>	<i>Actual</i>	<i>Actual</i>	<i>Actual</i>
Total Net Increase/(Decrease) in Net Assets	26,081.25	(513,354.85)	369,645.39	191,556.16	73,927.95
Beginning Fund balance:	7,224,588	867,093	832,556	625,388	9,549,625
CMO (Contribution to 010)/Draw down:	(176,000)	604,500	(309,000)	(119,500)	
Ending Fund Balance	7,074,669	958,238	893,201	697,444	9,623,553
As a % of LCFF Revenue		10.00%	10.00%	10.00%	
Ending Positions After Transfers		91,145.15	60,645.39	72,056.16	223,846.70

Reserve Designations

FY24


\$ 9,623,553

FY24 Designations

25%	2,405,888	Economic Uncertainty
20%	1,924,711	Future SPED costs
20%	1,924,711	Future LEGAL costs
15%	1,443,533	Future FACILITY costs
20%	1,924,711	Enrollment Uncertainty
100%	9,623,553	Total

Funding Determination %s

FY23

					
Compass Charter Schools		July 2022 - June 2023			
	Home Office	San Diego	Los Angeles	Yolo County	Compass Charter Schools - COM (All)
Calculated Funding Determination Percentage					
		San Diego	Los Angeles	Yolo	TARGET
1. Percent spent on Certificated Employee Salaries & Benefits to Total Public Revenues (5 CCR 11963.3[c][1]) Formula: Certificated S&B costs Line B.1.a(1) / Federal Revenues Lines A.1.a - PCSGP A.1.a(i) + State Revenues A.1.b.		55.63%	54.67%	52.53%	40.00%
2. Percent spent on Instruction & Instruction-Related Services to Total Revenues (5 CCR 11963.3[c][2]) Formula: Instructional & Related Services costs. Line B.1.d. + Allowable Facilities costs 2.f.(iv) / Total Revenues Line A.1.e.		89.38%	94.77%	89.32%	80.00%
		Up for FDF	Up for FDF		

UAR: CCS LA

FY23

Statement of Activities - Actual vs Budget

of spending impacted actual results-
 Overspend in: Payroll approximately \$200k (stipends) 5800 Consulting: \$63k 5805 Legal: \$115k 5810 SPED: \$241k 5815 Advertising: \$14k 5900 Comms \$24k

	07/01/2022 Through 06/30/2023	07/01/2022 Through 06/30/2023	Period Ending 06/30/2023		Year Ending 06/30/2023	Remaining Budget
	Actual	2nd Interim Budget	Actual minus budget	% Variance	2nd Interim Budget	Summary
▼ Net Increase/(Decrease) in Net Assets						
▼ Total Revenue						
▶ LCFF Revenue	9,582,491.00	9,584,706.15	(2,215.15)↓	(0.0) %	9,584,706.15	2,215.15
▶ Federal Revenue	815,487.92	806,100.24	9,387.68↑	1.2 %	806,100.24	(9,387.68)
▶ State Revenue	1,936,458.84	1,417,969.91	518,488.93↑	36.6 %	1,417,969.91	(518,488.93)
▶ Local Revenue	634,224.25	28,019.77	606,204.48↑	2,163.5 %	28,019.77	(606,204.48)
Total Revenue	12,968,662.01	11,836,796.07	1,131,865.94↑	9.6 %	11,836,796.07	(1,131,865.94)
▼ Total Expenses						
▼ Salaries and Benefits						
▶ Certificated Salaries	4,755,936.32	4,634,925.62	(121,010.70)↓	(2.6) %	4,634,925.62	(121,010.70)
▶ Classified Salaries	1,288,583.71	1,233,310.32	(55,273.39)↓	(4.5) %	1,233,310.32	(55,273.39)
▶ Benefits	2,415,706.42	1,872,500.67	(543,205.75)↓	(29.0) %	1,872,500.67	(543,205.75)
Total Salaries and Benefits	8,460,226.45	7,740,736.61	(719,489.84)↓	(9.3) %	7,740,736.61	(719,489.84)
▼ Operational Expenses						
▶ Books and Supplies	1,707,037.73	1,762,898.23	55,860.50↑	3.2 %	1,762,898.23	55,860.50
▶ Services	2,710,252.68	2,331,194.84	(379,057.84)↓	(16.3) %	2,331,194.84	(379,057.84)
Total Operational Expenses	4,417,290.41	4,094,093.07	(323,197.34)↓	(7.9) %	4,094,093.07	(323,197.34)
Total Expenses	12,877,516.86	11,834,829.68	(1,042,687.18)↓	(8.8) %	11,834,829.68	(1,042,687.18)
Total Net Increase/(Decrease) in Net Assets	91,145.15	1,966.39	89,178.76↑	4,535.2 %	1,966.39	(89,178.76)

UAR: CCS SD

FY23

Statement of Activities - Actual vs Budget

	07/01/2022 Through 06/30/2023	07/01/2022 Through 06/30/2023	Period Ending 06/30/2023		Year Ending 06/30/2023	Remaining Budget
	Actual	2nd Interim Budget	Actual minus budget	% Variance	2nd Interim Budget	Summary
▼ Net Increase/(Decrease) in Net Assets						
▼ Total Revenue						
▶ LCFF Revenue	8,935,760.00	8,789,918.93	145,841.07↑	1.7 %	8,789,918.93	(145,841.07)
▶ Federal Revenue	729,741.30	770,611.41	(40,870.11)↓	(5.3) %	770,611.41	40,870.11
▶ State Revenue	2,115,586.66	1,848,444.24	267,142.42↑	14.5 %	1,848,444.24	(267,142.42)
▶ Local Revenue	115,520.91	65,967.37	49,553.54↑	75.1 %	65,967.37	(49,553.54)
Total Revenue	11,896,608.87	11,474,941.95	421,666.92↑	3.7 %	11,474,941.95	(421,666.92)
▼ Total Expenses						
▼ Salaries and Benefits						
▶ Certificated Salaries	4,709,078.84	4,810,639.30	101,560.46↑	2.1 %	4,810,639.30	101,560.46
▶ Classified Salaries	1,166,988.88	1,180,710.73	13,721.85↑	1.2 %	1,180,710.73	13,721.85
▶ Benefits	2,192,543.37	1,943,330.82	(249,212.55)↓	(12.8) %	1,943,330.82	(249,212.55)
Total Salaries and Benefits	8,068,611.09	7,934,680.85	(133,930.24)↓	(1.7) %	7,934,680.85	(133,930.24)
▼ Operational Expenses						
▶ Books and Supplies	1,486,377.30	1,510,322.89	23,945.59↑	1.6 %	1,510,322.89	23,945.59
▶ Services	1,971,975.09	2,064,170.47	92,195.38↑	4.5 %	2,064,170.47	92,195.38
▶ Other Outgo	309,000.00	0.00	(309,000.00)↓	0.0 %	0.00	(309,000.00)
Total Operational Expenses	3,767,352.39	3,574,493.36	(192,859.03)↓	(5.4) %	3,574,493.36	(192,859.03)
Total Expenses	11,835,963.48	11,509,174.21	(326,789.27)↓	(2.8) %	11,509,174.21	(326,789.27)
Total Net Increase/(Decrease) in Net Assets	60,645.39	(34,232.26)	94,877.65↑	(277.2) %	(34,232.26)	(94,877.65)

SD major variances due to higher SPED revenues \$368k

UAR: CCS Yolo

FY23

Statement of Activities - Actual vs Budget

	07/01/2022 Through 06/30/2023	07/01/2022 Through 06/30/2023	Period Ending 06/30/2023		Year Ending 06/30/2023	Remaining Budget
	Actual	2nd Interim Budget	Actual minus budget	% Variance	2nd Interim Budget	Summary
▼ Net Increase/(Decrease) in Net Assets						
▼ Total Revenue						
▶ LCFF Revenue	6,973,328.00	7,100,027.14	(126,699.14)↓	(1.8) %	7,100,027.14	126,699.14
▶ Federal Revenue	372,195.53	389,906.29	(17,710.76)↓	(4.5) %	389,906.29	17,710.76
▶ State Revenue	1,435,089.94	1,021,250.24	413,839.70↑	40.5 %	1,021,250.24	(413,839.70)
▶ Local Revenue	20,354.76	19,083.00	1,271.76↑	6.7 %	19,083.00	(1,271.76)
Total Revenue	8,800,968.23	8,530,266.67	270,701.56↑	3.2 %	8,530,266.67	(270,701.56)
▼ Total Expenses						
▼ Salaries and Benefits						
▶ Certificated Salaries	3,249,037.63	3,341,826.80	92,789.17↑	2.8 %	3,341,826.80	92,789.17
▶ Classified Salaries	883,349.31	889,228.79	5,879.48↑	0.7 %	889,228.79	5,879.48
▶ Benefits	1,654,708.87	1,350,091.71	(304,617.16)↓	(22.6) %	1,350,091.71	(304,617.16)
Total Salaries and Benefits	5,787,095.81	5,581,147.30	(205,948.51)↓	(3.7) %	5,581,147.30	(205,948.51)
▼ Operational Expenses						
▶ Books and Supplies	1,215,432.06	1,227,652.66	12,220.60↑	1.0 %	1,227,652.66	12,220.60
▶ Services	1,606,884.20	1,510,594.68	(96,289.52)↓	(6.4) %	1,510,594.68	(96,289.52)
▶ Other Outgo	119,500.00	0.00	(119,500.00)↓	0.0 %	0.00	(119,500.00)
Total Operational Expenses	2,941,816.26	2,738,247.34	(203,568.92)↓	(7.4) %	2,738,247.34	(203,568.92)
Total Expenses	8,728,912.07	8,319,394.64	(409,517.43)↓	(4.9) %	8,319,394.64	(409,517.43)
Total Net Increase/(Decrease) in Net Assets	72,056.16	210,872.03	(138,815.87)↓	(65.8) %	210,872.03	138,815.87

Results as expected before transfer \$191k vs \$211k



info@csmci.com

888.994.CSMC

43460 Ridge Park Dr., Ste. 100,
Temecula

Coversheet

CCS FY24 EPA Resolution

Section: IX. FY24 EPA Resolution
Item: A. CCS FY24 EPA Resolution
Purpose: Vote
Submitted by:
Related Material: CCS FY24 EPA Resolution & FY23 EPA Results.docx

2023-24 Education Protection Account (EPA)

Compass Charter Schools

RESOLUTION OF THE GOVERNING BOARD OF

Compass Charter Schools

BE IT RESOLVED that the Education Protection Account funds to be received by **Compass Charter Schools** for FY 2023-24 in the amount of approximately **\$2,907,774.08** will be used solely for instructional, non-administrative expenses.

PASSED AND ADOPTED at a meeting of the Board of Directors of **Compass Charter Schools**.

Dated **September 30, 2023**.

Board Chair, **Compass Charter Schools**

BUDGET: Fiscal Year 2023-24 BUDGET (for Board Resolution:

Compass Charter Schools Revenue				
2023-24 Budget- Adopted 5.38% COLA	070	020	040	
	Yolo	San Diego	Los Angeles	Total
LCFF; EPA portion	\$ 135,630.88	\$ 2,594,810.00	\$ 177,333.20	2,907,774.08

REPORT OUT: Fiscal Year 2022-23 ACTUALS (for website posting):

Compass Charter Schools - COM

Statement of Activities

Reporting Book: ACCRUAL
 As of Date: 06/30/2023
 Restriction: 1400-Education Protection Account
 Location: Compass Charter Schools - COM

	Los Angeles	San Diego	Yolo County	Compass Charter Schools - COM (All)
	Year To Date	Year To Date	Year To Date	Year To Date
	06/30/2023	06/30/2023	06/30/2023	06/30/2023
	Actual	Actual	Actual	Actual
LCFF Revenue				
801200 - Education Protection Account Revenue	168,950.00	728,280.00	131,250.00	1,028,480.00
801900 - Prior Year Income/Adjustments	148.00	6,665.00	132.00	6,945.00
Total LCFF Revenue	169,098.00	734,945.00	131,382.00	1,035,425.00
Certificated Salaries				
110000 - Teachers' Salaries	125,799.42	552,013.70	97,397.97	775,211.09
Total Certificated Salaries	125,799.42	552,013.70	97,397.97	775,211.09
Benefits				
310100 - State Teachers' Retirement System, certificated positions	24,027.69	105,434.62	18,603.01	148,065.32
330100 - OASDI/Medicare Certificated, Unrestricted	1,824.09	8,004.20	1,412.27	11,240.56
340100 - Health & Welfare Benefits, Certificated	16,852.69	65,230.80	13,112.11	95,195.60
350100 - State Unemployment Insurance Certificated	518.75	2,007.90	403.61	2,930.26
360100 - Worker Compensation Insurance	75.36	2,253.78	453.03	2,782.17
Total Benefits	43,298.58	182,931.30	33,984.03	260,213.91
Total Expenses	169,098.00	734,945.00	131,382.00	1,035,425.00
Total Net Increase/(Decrease) in Net Assets	0.00	0.00	0.00	0.00

Coversheet

Title Funding Applications

Section: X. 23-24 Title Funding Application Approvals
Item: A. Title Funding Applications
Purpose: Vote
Submitted by:
Related Material: CCS LA ConApp Certified Reports 2023.08.24.pdf
CCS SD ConApp Certified Reports 2023.08.24.pdf
CCS YOLO ConApp Certified Reports 2023.08.24.pdf

2023–24 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca21assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Lisa Fishman
Authorized Representative's Signature	
Authorized Representative's Title	Chief Operations Officer
Authorized Representative's Signature Date	08/24/2023

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2023–24 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Lisa Fishman
Authorized Representative's Title	COO
Authorized Representative's Signature Date	08/09/2023
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

*****Warning*****

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2023–24 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	07/07/2023
Authorized Representative's Full Name	Lisa Fishman
Authorized Representative's Title	COO

*****Warning*****

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2023–24 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
---	-----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

*****Warning*****

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2023–24 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2022–23 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	NO KNOWN DEFICIENCIES

*****Warning*****

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Compass Charter Schools of San Diego (37 68213 0127084)

Status: Certified
 Saved by: Kristin Nowak
 Date: 8/24/2023 6:43 PM

2023–24 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca21assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Lisa Fishman
Authorized Representative's Signature	
Authorized Representative's Title	Chief Operations Officer
Authorized Representative's Signature Date	08/24/2023

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2023–24 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Lisa Fishman
Authorized Representative's Title	COO
Authorized Representative's Signature Date	08/09/2023
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

*****Warning*****

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2023–24 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	07/07/2023
Authorized Representative's Full Name	Lisa Fishman
Authorized Representative's Title	COO

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2023–24 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
---	-----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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2023–24 Title III English Learner Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
 Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated English learner per student allocation	\$125.15
Estimated English learner student count	86
Estimated English learner student program allocation	\$10,763

Note: \$10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than \$10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at <https://www.cde.ca.gov/sp/el/t3/elconsortium.asp>.

Budget

Professional development activities	\$5,763
Program and other authorized activities	\$0
English Proficiency and Academic Achievement	\$0
Parent, family, and community engagement	\$5,000
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total budget	\$10,763

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2023–24 Substitute System for Time Accounting

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CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2022–23 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	No known deficiencies

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Compass Charter School of Yolo (57 72702 0139436)

Status: Certified
 Saved by: Kristin Nowak
 Date: 8/24/2023 6:28 PM

2023–24 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca21assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Lisa Fishman
Authorized Representative's Signature	
Authorized Representative's Title	Chief Operations Officer
Authorized Representative's Signature Date	08/24/2023

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Compass Charter School of Yolo (57 72702 0139436)

Status: Certified
 Saved by: Kristin Nowak
 Date: 8/24/2023 6:29 PM

2023–24 Protected Prayer Certification

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Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

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The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Lisa Fishman
Authorized Representative's Title	COO
Authorized Representative's Signature Date	08/09/2023
Comment	
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Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

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2022–23 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	No known deficiencies

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Coversheet

People Division Update

Section: XI. People Division
Item: A. People Division Update
Purpose: FYI
Submitted by:
Related Material: CCS - Additions and Terms - 09-25-2023.pdf
People Division - September 2023 - Updated.pdf

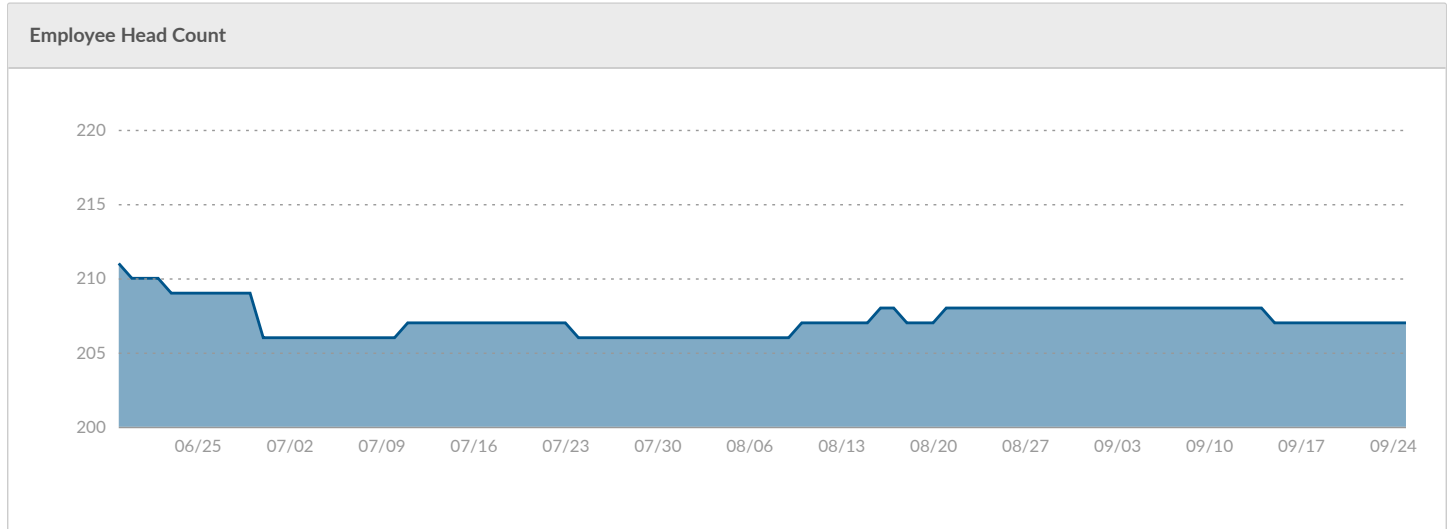
09/25/2023

Additions & Terminations



Dates

2023-06-19 - 2023-09-25



Additions (4)

Name	Employment Status	Department	Division	Location	Job Title	Hire Date ↓
Daizadeh, Roya	Full-Time - Exempt	Special Education	Academic Services	Remote	Special Education Program Specialist	08/21/2023
Gomez, AnaMaria	Full-Time - Exempt	Special Education	Academic Services	Remote	Special Education Technician	08/16/2023
Tonkin, Christina	Full-Time - Exempt	Special Education	Academic Services	Remote	Education Specialist	08/10/2023
Cohen, Gregory	Full-Time - Exempt	Administration	Academic Services	Remote	Chief Academic Officer	07/11/2023

Terminations (8)

Name	Employment Status	Department	Division	Location	Job Title	Hire Date	Termination Date ↓
Hobson, Jennifer	Full-Time Exempt (11 month)	Online Program	Academic Services	Remote	High School Teacher	08/01/2016	09/15/2023

09/25/2023

Additions & Terminations



Name	Employment Status	Department	Division	Location	Job Title	Hire Date	Termination Date ↓
Deker, Priscilla	Full-Time Exempt (11 month)	Options Program	Academic Services	Remote	Supervising Teacher	09/18/2019	08/18/2023
Daugherty, Ashley	On Leave	Engagement	Academic Services	Remote	Orientation Coordinator	07/14/2014	07/24/2023
De Loyer, Oscar	Full-Time - Exempt	Administration	Leadership Team	Remote	Special Assistant to the Superintendent	07/01/2019	06/30/2023
Amari, Elaine	Full-Time - Exempt	Online Program	Academic Services	Remote	Online High School Coordinator	03/04/2019	06/30/2023
Ebner, Aviva	On Leave	Administration	Academic Services	Remote	Assistant Superintendent & Chief Academic Officer	08/01/2019	06/30/2023
Lasley, Brenda	Full-Time Exempt (11 month)	Options Program	Academic Services	Remote	Curriculum Developer	10/21/2019	06/23/2023
Washington, Debra	Part-Time - Non Exempt	Special Education	Academic Services	Remote	Education Specialist	03/07/2023	06/20/2023

Additions & Terminations

bambooHR™



People Division Report
September 30, 2023

This report highlights, for the Board of Directors, areas on which the People Division Team will focus as we start the 2023-24 school year:

- The Human Resources team is still working on the 2023-24 school year staffing needs. We are currently utilizing the Competency-Based Inventory process for open positions and continuing our work to create and update inventory and interview templates for each role. We are currently working on filling the current vacancies:
 - Director of IT
 - High School Supervising Teacher (Online)
 - Options Learning Coordinator
- The Human Resources team is wrapping up the transition from the BambooHR (HRIS) over the summer to our current payroll system, ADP. This transition should be beneficial to staff as it will act as a single point of access for staff.
 - We have successfully transferred current employee documents to the ADP platform and created backups of historical employee documents for HR's internal files.
 - Recruitment and Hiring: there will be some updates to the recruitment and hiring process as it will now be hosted via the ADP platform.
 - Updates for hiring managers will be made available as we progress through the final stages of the transition to the new platform.
- As we ramp up for the current school year, we are continuing our 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 will pair Compass candidates with internal coaches to start in October.
 - We have a total of five (5) candidates that will be enrolling for the 2023-24 school year.
- We are excited to share the continued use of the growth and development plans for the 2023-24 school year. There have been some small adjustments to the following areas in the Growth & Development Plans:
 - Template: Small changes were made to the template(s) as suggested by staff. These include changes to the template form, adding drop-downs, streamlining, and adding due dates for ease of use.
 - Resource: A resource document was created as a quick reference for all users to access.

- Pathway Options: the leadership teams have worked collaboratively with staff to increase the number of pathway options that are available, including custom pathways, program pilots, credential clearing (via RCOE) and continuing education.
- Milestone tracking: We have created a resource for supervisors and staff to track milestones based on our timeline for the 2023-24 school year:
 - September 15, 2023: Self-Assessment and Goal Setting
 - December 15, 2023: Learning Cycle #1
 - April 30, 2024: Learning Cycle #2
 - May 24, 2023: Celebration of Learning
- We are happy to share that we will continue our work and partnership with the Learner-Centered Collaborative (LCC) for the upcoming school year by offering pathways and mentoring to staff in support of their growth and development plans.
 - Authentic Learning Pathway
 - Competency-Based Learning Pathway
 - Inclusive & Equitable Learning Pathway
 - Personalized Learning Pathway
- Our plans for Training and Development for the 2023-24 school year are well underway, starting with the implementation of the SDI Core Strengths, Trust and Inspire, and Restorative Justice Practice and Trauma-Informed Care practices to all staff.
 - **SDI Core Strengths:** SDI Core Strengths assessments have been provided to all Compass staff.
 - So far 185 of 207 staff have taken their assessment, with reminder invitations being sent the week of September 25th.
 - Many report that the principles and language of the SDI are already in use and provide insights into understanding our interactions with one another.
 - SDI Team Building is offered to all departments. At this point, two teams have scheduled time with Debra LaCroix. She encourages other leads to do the same.
 - A recap of the Keynote SDI presentation from the all-staff retreat will be offered to staff at our October in-service day, with a Q&A session to follow.
 - A brief review of the color MVSs will be offered since it has already been almost two months since the Retreat.
 - Also, this will provide an opportunity for those who have still not completed an SDI to gain an understanding of their outcomes.
 - Debra LaCroix, Training & Development Manager has released a series of asynchronous learning sessions to reinforce SDI understanding. These sessions will provide communication suggestions to improve relations and build stronger Relationship Intelligence(RQ). These are short SDI MVS Color descriptions, offering reviews for the activities in the recap In-Service training. These sessions include:
 - Tips for communicating with **Blue**
 - Tips for communicating with **Red**
 - Tips for communicating with **Green**
 - Tips for communicating with **Hub**

- Tips for communicating with Red-Blue
 - Tips for communicating with Red-Green
 - Tips for communicating with Blue-Green
-
- **Trust & Inspire:** Compass leadership (coordinators, managers, directors, and cabinet) will be participating in the Stephen Covey book study on Trust & Inspire leadership as part of the pathway for leadership's learning for the 2023-24 school year. We are hoping to build upon the work we have done with the LCC, SDI Core Strengths, and Restorative Justice.
 - There are plans to cascade a summary of the leadership concepts for Classified Staff in their Pathway, sharing an integrated body of knowledge with all staff.

 - **Restorative Justice Practice and Trauma-Informed Care:** Program introduction came as an initiative from the DEI committee with an in-service day presentation in March 2023. An in-depth presentation took place at the all-staff retreat in August.
 - Restorative justice was selected as an option to continue to meet our wildly important goal (WIG) #2. In a culture that has experienced relationship damage due to toxic situations, building a positive way to rediscover one another has been of paramount importance. This program puts into place a technique to access some of the long-held negative results of the toxic interactions that occurred, opening doors to re-establish communication across the organization.
 - Our Training and development manager started the Restorative Justice certification course in August. Ten (10) staff volunteers will participate in training for restorative circles starting in October and concluding in early December.
 - Our vision is to develop the relationship-building skills necessary to empower our achievement of an improved school culture. The ultimate goal is then to establish restorative justice practices in the discussion of more challenging issues as needed.

 - The first Compass In-Service Day of the 2023-24 school year will occur on Friday, October 20th. Plans are well underway for our semi-annual professional learning day. As indicated above, Debra LaCroix will deliver the Recap of the SDI Keynote, laying a refreshed foundation for staff learning and interaction. This Recap will be primarily activity-based. There will be a Q&A session immediately following.
 - Additional staff contributions include: Lexia CORE 5, Modifications/Accommodations and Modified Curriculum COC Decisions, Marketing, McKinney Vento, STRS Info Session.

 - Organizational changes have transpired since the last meeting. *Please see the enclosed worksheet.*

I appreciate the hard work and collaboration from 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

Coversheet

Policy Approval

Section: XII. Executive
Item: A. Policy Approval
Purpose: Vote

Submitted by:

Related Material:

Scholar Handbook updates.pdf

Options Learning Program Scholar Handbook Draft - 2023-24 School Year.docx.pdf

Online Learning Program Scholar Handbook - 2023-24 School Year.docx.pdf



September 20, 2023

Summary of updates to the Scholar Handbook

- Remove and replace staff who no longer work for Compass.
- Update Superintendent and CEO contact information throughout.
- Adopt minor changes in language to align with state policy changes in ELD services.
- Include changes that were in the board approved IS policy that reflect changes in legislation related to the time and frequency of synchronous and live instruction.
- Updated educational funds amounts
- Added the Firearm Safety Memorandum
- Added the Scholar Technology policy



TK-12 Options Learning Program Scholar Handbook 2023-24

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

850 Hampshire Road, Suite R

Thousand Oaks, CA 91361

855-937-4227 - main

805-590-7077 - fax

www.compasscharters.org

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Letter from the Superintendent & CEO

Dear Scholars and Learning Coaches:

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

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

We have a great leadership team here to partner and support you throughout your time at Compass:

Options Learning Program

Mr. Ke'Len Armstrong, Director

Mr. Jason Bee, Coordinator

Mrs. Heather Hardy, OCLC Co-Coordinator

Ms. Alysia Hurtado, Coordinator

Mrs. Linda Larson, OCLC Co-Coordinator

Mrs. Karle Roberts, Coordinator

Ms. Tara Winberry-Litt, Coordinator

Mrs. Christina Vert, Coordinator

Mrs. Alix Domino, Coordinator

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

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

Kind regards,

Elizabeth Brenner
Superintendent & CEO

CCS Vocabulary

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

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

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

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

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

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

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

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

Materials Community Provider - This is a business that sells books, curriculum, and other educational items.

Online Purchasing System (OPS) - The online accounting-procurement system used by our supervising teachers, Community Providers Department, and Finance Department to facilitate orders and to manage the Educational Support Funds, orders, invoices, purchase orders, and inventory.

Order Request - This request is made by the LC and lists materials or services that they would like to use the Educational Support Funds for. The supervising teacher reviews and approves the list and then places the order into the OPS for the Community Provider Department to order.

Personalized Learning Plan (PLP)- Each scholar will have a plan that details the expectations for the school year and identifies supports that will be provided based on each scholar’s unique learning needs.

Scholar - At Compass, we choose to refer to each student as a scholar. Scholar is defined as a person who is highly educated or has an aptitude for study; a distinguished academic. We refer to students as

scholars because we want to emphasize our commitment to helping every individual be academically successful.

Service Community Provider - This is a business that markets lessons, services, or courses to the scholars at our School.

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

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

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

Mission Statement

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

Vision Statement

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

Core Values

Achievement

Respect

Teamwork

Integrity

Communication

Scholar Profile

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

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

Pledge of Excellence

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

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

“Independent study in the state of California is defined as non-classroom based instruction.

Non-classroom based instruction includes, but is not limited to, independent study, home study, work study, distance, and computer-based education.

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

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

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

Description of Program

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

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

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

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

Enrollment Requirements

General Requirements

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

Immunization Requirements

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

These required immunizations include:

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

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

1. Scholars who show proof of a medical exemption by a physician licensed to practice medicine in California pursuant to Health and Safety Code Section 120370.
 - Commencing January 1, 2021, the California Department of Public Health standardized medical exemption form shall be the only documentation of a medical exemption that the School shall accept.
 - On and after July 1, 2021, the School shall not unconditionally admit or readmit, or

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

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

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

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

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

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

Oral Health Exam Requirements

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

for enrollment. If you are unable to get a dental check-up for your scholar, a waiver is available upon request.

Residency Requirements

- In accordance with Education Code Section 51747.3, a scholar must reside within the county in which the specific CCS school of anticipated enrollment is authorized, or a contiguous county to the county in which the specific CCS school of anticipated enrollment is authorized.
- In accordance with local board policy number 22, parents must provide (2) current proof of residency documents before the scholar is unconditionally enrolled.
- Any change of address information must be updated with the Records Department within five (5) business days. The learning coach must complete the Change of Contact Information Form, which is located on CCS' website.
- A scholar on an extended vacation lasting up to four months (cumulatively or consecutively) in one school year, will not be deemed to have lost California residency. Parents, guardians, or adult foster care caregivers must submit an extended vacation form which is located on the CCS' website. This form must be submitted prior to the absence. This policy covers extended travel, including vacations, participation in competitions, or activities relating to the scholar's obligations outside of school.

Diabetes

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

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

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

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

- A description of type 2 diabetes.
- A description of the risk factors and warning signs associated with type 2

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

A copy of the information sheet regarding type 2 diabetes is available at:

<https://www.cde.ca.gov/ls/he/hn/type2diabetes.asp>.

Physical Examinations and Right to Refuse

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

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

Mental Health Services

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

Available through CCS:

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

Available in the Community:

- [Community resources](#) are listed on the school website under Counseling Services.

Available Nationally:

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

Human Trafficking Prevention

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

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

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

Tobacco-Free Schools

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

In the best interest of scholars, employees, and the general public, the Board therefore prohibits the use of tobacco products at all times on Charter School property and in Charter School vehicles. This prohibition applies to all employees, scholars, visitors, and other persons at school or at a

school-sponsored activity or athletic event. It applies to any meeting on any property owned, leased, or rented by or from CCS.

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

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

Surveys About Personal Beliefs

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

Free and Reduced-Price Meals

Pursuant to California Law, CCS shall provide two (2) nutritionally adequate meals to each scholar who requests a meal without consideration of the scholar's eligibility for federally funded free or reduced-price meals with a maximum of one (1) free meal per meal service (breakfast and lunch) each school day on which the scholar is scheduled for two (2) or more hours of educational activities at a school site, resource center, meeting space or other satellite facility operated by CCS. Applications for federal meal reimbursement are included during the enrollment and re-enrollment process through the application of an income and household size survey. All families are encouraged to complete the application form in order to include as many eligible scholars as possible. Completed application forms can be returned to the Central Office.

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

Income and Household Size Survey

Public schools may qualify for several federal and state grants based on annual population demographics. By completing this survey during the enrollment and re-enrollment process families can help the Charter School obtain additional resources necessary to serve all scholars. Generally, schools with families that have eligible incomes based on the free and reduced lunch qualifiers may support these additional grants. Please note, funding determinations are based upon the total number of scholars that qualify. The information submitted in this survey is a confidential educational record and therefore protected by all relevant federal and state privacy laws that pertain to educational records including, without limitation, the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended

(20 U.S.C. A§ 1232g; 34 CFR Part 99); Title 2, Division 4, Part 27, Chapter 6.5 of the California Education Code, beginning at Section 49060 et seq.; the California Information Practices Act (California Civil Code Section 1798 et seq.) and Article 1, Section 1 of the California Constitution

School Safety Plan

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

Pregnant and Parenting Scholars

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

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

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

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

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

Master Agreement

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

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

Teacher Qualification Information

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

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

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

Internet Service

Participation in CCS requires an Internet connection. The nature of the CCS program’s communication methods requires that scholars and learning coaches have Internet access to access resources, as well as to log attendance and submit assignments. Basic Internet service is available free of charge for all enrolled scholars who wish to utilize it. Learning coaches who wish to request Internet service reimbursement will need to fill out the appropriate forms and email them to our IT Department. Alternatively, a learning coach may opt to independently purchase an Internet connection.

Internet Safety Policy

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

Incoming Scholar Grade Level Placement Policy

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

TK - 8th Grade

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

Middle School (6th-8th Grade)

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

High School (9th-12th Grade)

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

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

Policy on Promotion and Retention

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

If a parent/guardian is initiating a request for a retention consultation, or a promotion to “skip” a grade level, such a request must be made in writing to the scholar’s supervising teacher and program Director. This request may result in a Scholar Study Team meeting to review this request and implement a plan to determine viable next steps for a decision to be made regarding the request for promotion or retention. Compass Charter Schools is not obligated to accept a request for retention or promotion and holds the right to make the best decision based on evidence and data captured through this process.

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

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

Benchmark Testing

All scholars will be required to take a benchmark assessment in math and reading in order to determine a baseline of proficiency levels at the beginning of the school year. They will be assessed again in December, prior to winter break, and at the end of the school year. Pursuant to CCS’s Independent Study Board Policy, scholars are required to participate in benchmark assessments, as detailed in the Master Agreement, in order to determine satisfactory educational progress. If a scholar fails to or declines to participate in benchmark assessments, this will trigger CCS to conduct an evaluation to determine whether it is in the best interests of the scholar to remain in independent study. If the scholar has not attended school for an entire academic year or more, appropriate placement will be reviewed by the Director of Counseling Services, Options Coordinator, and Director of Options Learning. Scholars may be required to take additional assessments to determine appropriate placement.

Scholar Expectations

- Attend live, monthly Connections Meetings with your ST.
- Attend live, real-time virtual classroom synchronous sessions as required.
- Attend all applicable support sessions (e.g. designated English Language Development tutoring for English learners, MTSS intervention tutoring, or counseling sessions) as requested by CCS staff.
- Scholars taking high school courses that qualify for “A-G” requirements will engage in at least one hour per week per high school subject of interactive instruction and/or academic tutoring/advising.
- Upload a body of work, assignments, and other educational experiences to the digital portfolio application.
- At a minimum, work approximately one (1) hour per subject or up to six (6) hours per day. The amount of time a scholar spends per subject will vary based on individual scholar strengths.
- Complete the assignments according to the curriculum pacing guidelines and/or personalized learning plan and reach out to your ST with questions to ensure success.
- Do your own work. Do not plagiarize. All scholars are required to follow and be aware of the Academic Dishonesty Plagiarism Policy.
- Be an active and engaged learner. Create a daily schedule to ensure all assigned work is

completed. Complete work every school day and adhere to the attendance policy.

- Proactively communicate with teachers, counselors, and administration as needed. Respond to all communication within 24 hours.
- If technical difficulties arise with CCS-issued computers, contact the IT Department immediately to resolve the issue.
- If a scholar participates in extracurricular activities, the scholar is expected to maintain coursework and submit a body of work, based on assignments, on time.
- Notify the Records Department within five (5) business days if there is a change of address, phone or email.
- Be respectful and follow the CCS ARTIC values in interactions with fellow scholars, learning coaches, faculty, and staff.
- Participate in the required internal benchmark assessments, and all state testing, e.g. CAASPP, and the Physical Fitness Test (PFT), if applicable.
- California Education Code (CEC) § 51225.7 requires each 12th grade scholar's completion and submission of a FAFSA or CADAA unless the scholar is determined to be exempt or an opt-out form is completed by a legally emancipated scholar, a scholar who is 18 years or older, a legal guardian, or parent, or a local educational agency on a scholar's behalf.

Learning Coach Responsibilities

- Attend monthly ST Connection Meetings along with your scholar(s).
- Communicate regularly with all school staff, including your scholar's supervising teacher.
- Be respectful and follow the CCS ARTIC values in interactions with other learning coaches, CCS staff, and our providers; ensure your scholar is respectful and follows CCS ARTIC values in interactions with other scholars, CCS staff, and providers
- Complete and sign Activity Logs daily, and upload by the deadline each learning period.
- Check email and phone messages daily (including any automated messages about scholar attendance and/or progress) for all CCS communication, including Monday Morning Updates, Parent Square messages, and the quarterly newsletters; respond promptly if a response is required.
- Maintain reliable contact information on record at the school. Inform the Records Department within five (5) business days of any changes to contact information, including phone, email, or address.
- Monitor scholar progress and initiate conversations about progress before there is an issue.
- Keep informed of news and information about school through communication from staff and newsletters.
- Submit a body of work prior to each learning period deadline. Ensure that all work has been corrected or evaluated with rough drafts and evidence of learning included as needed.
- Notify your ST of any extended family travel, except during normal school vacations and holidays, at least two (2) weeks prior to leaving.
- Alert administration if you do not hear back from your ST within 48 hours during the school week.
- Create a home environment that is conducive to learning. This includes a regular schedule, eliminating distractions, and being a guiding presence in your scholar's daily school life by preparing for learning. Encourage and help the scholar to be actively involved in the learning process.
- Ensure the scholar works daily, Monday through Friday, for sufficient time to ensure success (4-6 hours daily).

- Maintain high expectations for the scholar and monitor their progress on a daily and weekly basis and initiate conversations about progress before there is an issue. Be a positive role model for the scholar. Establish daily and weekly goals by creating a consistent schedule. Setting, reaching, and then celebrating those goals can motivate scholars toward success.
- Ensure that your high school scholar attends Learning Labs, all support sessions, and open office hours when taking online and A-G courses.
- Support your scholar to attend synchronous learning sessions, all support sessions, and open office hours as requested by CCS staff. Become familiar with the CCS grading system and grade level standards expectations, making sure to provide a sufficient body of work to the ST to determine progress and final grades.
- Work in partnership with the ST and counselor to support the scholar.
- Ensure school property is treated with respect and used for appropriate educational purposes.
- Support the scholar's participation in benchmark assessments and state testing.
- Establish "rewards" and "consequences" for meeting or not meeting expectations; setting and reaching goals and then celebrating those goals can motivate scholars toward success.

Virtual Classroom and Session Expectations

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

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

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

Attendance

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

Independent Study attendance credit is based upon the scholar's daily engagement in instructional activities required by the school (assignments) on days that school is in session (Monday through Friday, non-holidays) and further determined based upon the time value of the scholar's body of work, judged at the discretion of the supervising credentialed teacher. A copy of the Charter School's full Independent Study Policy is available on the School website within the CCS Board Policy Manual or at the Central Office.

Activity Logs

The learning coach and scholar must ensure that activity logs are accurate, marking activity each day in the relevant subject areas. Activities may include virtual courses, outside courses, courses at learning centers, lessons at home, field trips, etc. This log is a mandatory requirement and must be updated daily and signed by the Learning Coach or authorized contact each Learning Period. Connection meetings also validate activity logs. Blanks on the activity log from lack of educational activity for the day or from lack of connections with the ST are considered absences. All absences are unexcused.

Body of Work Requirements

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

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

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

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

Connection Meetings

Learning coaches and scholars will attend scheduled connection meetings each month with the ST. During connection meetings, the personalized learning plan (PLP) will be completed and reviewed. Scholars will showcase their learning during the connection meeting through presenting a body of work that highlights academic progress. Goals that ensure scholar success will also be created and reviewed during connection meetings.

Teachers are available to meet with learning coaches and scholars in addition to these formal connection meetings by request.

Homeroom Instruction

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

Missed Assignments/Truancy

As per the independent study policy, after five [5] missed assignments, in five [5] school days, the scholar will be considered truant and an evaluation will be conducted by CCS to determine whether it is in the best interest of the pupil to remain in independent study.

Similarly, if the ST determines that satisfactory educational progress is not being made, the ST shall notify the scholar and learning coach and conduct an evaluation pursuant to the Independent Study Policy to determine whether it is in the best interest of the scholar to remain in the program.

In order for attendance credit to be given, a representative body of work must be uploaded to the digital portfolio application or shared with the ST in another agreed upon manner in accordance with the frequency, time, and manner specified in the Independent Study Board Policy and the applicable provisions of the Master Agreement. Although connections can certainly be made more often and by other means as needed, scholars and learning coaches (parents) must connect with the ST by a live video connection (e.g. Zoom) no less than once (1) per every twenty (20) school days. The learning coach (parent(s)), scholar, and ST should decide on and set the connection meeting dates for the year and keep that schedule.

The following are key components of learning period connections and constitute “assignments”:

- Live communication/required meetings
- Body of work scholar showcase
- Daily Activity Logs completed and signed at the end of each learning period

State Standardized Testing

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

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

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

95% on any state testing. If a school has less than 95% of its scholars participate in any assessment, the school receives a serious penalty by the state of California or federal government. The state of California has changed how it calculates the academic indicator for schools on the California Dashboard. California is now required to apply a penalty to the calculation of the Academic Indicator for any school that does not reach that 95% requirement. The state will assign the Lowest Obtainable Scale Score (LOSS) to each scholar needed to bring the participation rate of the school, district, and/or student group to 95%. This is akin to assigning a score of zero to each scholar who doesn't take the CAASPP. Please note, though, that scholars who did not test will NOT receive a LOSS on their individual California Assessment of Student Performance and Progress (CAASPP) student score reports - this impacts the school as a whole, not the individual scholar or the CAASPP Student Score Data File. Our state test scores are shared with our authorizing school districts that, under recent legislation, have the ability to deny the renewal of a charter school without further intervention. If a charter school's state test participation rate is low, the authorizer may be more likely to decline charter renewal.

CCS administers all state standardized tests at sites geographically placed among our scholar locations or remotely, California Department of Education (CDE) permitting. A testing schedule will be provided to our learning coaches. Individual scholar performance results on statewide assessments will be distributed to both learning coaches and STs and on the California Department of Education's ("CDE") web page at <http://www.cde.ca.gov/ta/>. Notwithstanding any other provision of law, a learning coach's written request to CCS officials to excuse their scholar from any or all parts of the CAASPP assessments, including CAST, shall be granted.

Tests Proctored by Agencies Other Than CCS

Advanced Placement (AP)

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

Preliminary Scholastic Aptitude Test (PSAT/NMSQT)

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

Scholastic Aptitude Test (SAT)

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

online at www.collegeboard.com. For questions on SAT testing, registration, fee waivers and locations, please contact the College & Career Readiness Counselor.

American College Test (ACT)

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

California High School Proficiency Examination (CHSPE)

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

College Level Examination Program (CLEP)

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

General Educational Development Test (GED)

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

High School Equivalency Test (HiSET)

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

Contact Information & Communication Procedures

Methods of Communication

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

Email Expectations

- For the protection and safety of our staff and scholars, all scholars must use their school-issued CCS scholar email for all communication, access to live sessions via Zoom, CCS online platforms,

such as Google Classroom, virtual workshops, engagement events, and more.

- The CCS issued email address is to be the primary email for all scholar communications (including 6-12). Learning coaches will need to use their own email addresses for email communication and cannot use the scholar's email address to communicate.
- All scholars are expected to communicate respectfully with school staff and peers through all methods of communication by using appropriate language. Failure to do so may result in disciplinary action.
- Scholars are expected to reply to communication from school personnel within 24 hours.
- All scholars should include their name and grade when they are emailing school staff.

Unable to Contact

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

Notification Regarding Change of Contact Information

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

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

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

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

Proof of Residency

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

Academic Program

AVID

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

The AVID curriculum, based on rigorous standards, is driven by the Writing, Inquiry, Collaboration, Organization and Reading ("WICOR") method. AVID curriculum is used in AVID elective courses and in content-area courses (English language arts, math, science, and social studies) in AVID schools. Our teachers use AVID strategies in all of their instructional practices and encourage learning coaches to put these strategies into practice at home. High school scholars can enroll in the AVID elective courses with use of educational support funds.

Digital Portfolio

Scholars must regularly share their educational experiences in their digital portfolios or directly to their ST. This portfolio should be a collection of experiences and work that is a source of pride for the scholar. This collection of the body of work for the school year is a portfolio of the breadth and depth of the scholar's learning. This body of work should be at the scholar's grade level and be a representation of the scholar's true level of learning. This will help guide the learning coach, scholar, and ST discussions on the scholar's progress and will help the ST determine final grades, as well as indicate if there is a need for additional support. It also provides insight regarding a scholar's interest or passion so that the ST can provide additional resources or support in those areas, if applicable.

Work to include in the body of work suggestions:

- Written assignment
- PowerPoint presentation
- Written work, essay, or test
- Completed project with a brief summary of learning
- Video* of lessons or activities that demonstrate learning
- Summary of educational field trip or excursion
- Photo and explanation of a science experiment
- Video* or audio of the scholar reading aloud or to a sibling or parent
- Video* of a scholar giving a speech
- Video* or audio of the scholar explaining a recently learned concept

*For video or audio submissions, please include a brief description of the topic covered and the activity.

Body of Work Guidelines

All grades: Scholars must turn in a minimum of one assignment per subject area, unless requested by the ST to submit additional assignments, in which case more may be required. Work for the body of work should:

- Be from curriculum at the scholar's grade level/Master Agreement courses
- Be representative of the scholar's own work and abilities
- Be neat and legible
- Include the scholar's name on the page
- Not contain any religious teaching or references
- (For Math) Show problems worked out or explained in detail by the scholar
- NOT be multiple choice worksheets
- Be scored and/or have written evaluative comments by the learning coach (parent)
- For photos or Videos:
 - a. Be clear with sufficient light
 - b. Include the scholar with the project or work
 - c. Demonstrate the learning
 - d. Have a clearly written summary of the learning. (Use several photos if needed.)

Scholar Recognition

- Core Values (ARTIC) Awards are designed to celebrate scholars who exemplify CCS' ARTIC Values. These are awarded by teacher recommendation two times per year, once in the first semester and once in the second semester.
- Firebird of the Year is awarded by teacher recommendation based on demonstration of CCS' ARTIC values and being a scholar of the month recipient.
- Golden State Seal Merit Diploma (12th) - The Golden State Seal Merit Diploma is an award given to recognize public school graduates who have demonstrated their mastery of the high school curriculum in at least six (6) subject matter areas, four (4) of which are English language arts, mathematics, science, and U.S History, with the remaining two (2) subject matter areas selected by the scholar. The Golden State Seal Merit Diploma insignia is affixed to the diploma and transcript of each qualifying scholar. Seal should continue to be awarded to qualifying scholars per California Education Code Section 51454.
- Honor Roll recognition is awarded each semester to scholars who have earned a minimum 3.5 rubric average (TK-5) or a minimum 3.5 GPA (6-12).
- NHS Lifetime members must be inducted into CCS NHS Chapter and stay compliant with service hours as well as meeting attendance for 3+ Semesters
- Perfect Attendance award is given to scholars who attend 100% of the days during the award period.
- Presidential Award for Educational Achievement (Silver Seal) (8th, 12th) recognizes scholars who show outstanding education growth, improvement, commitment or intellectual development in their academic subject, but who do not meet the criteria for the President's Award for Educational Excellence. Teacher and Coordinator recommendation required.
- Presidential Award for Educational Excellence (Gold Seal) (8th, 12th) recognizes academic success by either grade point average of 90 on 100 scale, A- on letter scale, or 3.5 on a 4.0 scale, PLUS high achievement on state or nationally normed reading or mathematics examinations (or recommendations of a teacher plus one other staff member).

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

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

Educational Support Funds

Each scholar is allocated Educational Support Funds for materials, and/or services. Educational Support Funds are to be used for the scholar's educational needs and shall be aligned with standards appropriate for their grade level. Learning coaches, STs, and scholars work together to make purchasing decisions based on academic goals, learning styles, grade-level standards, and academic progress. Families can choose from a wide range of school-approved providers offering educational products and services.

Scholars have access to \$2,400 for TK, \$3,000 (K-8 grades) or \$3,300 (high school) in educational support funds to support the purchase of educational materials and services needed to help the scholar achieve their Personalized Learning Plan (PLP). Allocated funds depreciate for scholars who do not start on the first day of school. Use of funds is spread through the year. The first half is available at the beginning of the first semester; the second half is made available just before the second semester begins. A freeze is typically placed on all orders during holiday breaks. Learning coaches also need to watch for ordering deadlines.

Before an LC is able to place their first order, they must have a signed Master Agreement and a signed Family Order Agreement (FOA) on file. Order requests will be denied without both. Also, orders will not

be placed for scholars who are in violation of the Master Agreement (missing required or requested items from the body of works, missing logs, and/or unable to contact).

The FOA addresses responsibility when placing order requests as stated below.

For service providers learning coach are responsible for:

- Paying any provider fees NOT pre-approved by CCS on the purchase order
- Paying any provider fees that exceed amounts on purchase orders
- Reading and following the [Educational Support Funds Guidelines](#)
- Paying any fees after scholar withdraws from the Charter School
- Confirming provider's prices & payment schedule on emails and on purchase orders

For material providers, learning coaches are responsible for:

- Receiving ' orders that arrive checking materials that arrive by initialing it on the packing list
- Comparing the shipment contents with the materials ordered, and noting missing items on the packing slip
- Signing and dating the packing slip, then scanning/photographing that slip and sending it to your ST within two (2) days of receiving the order
- Returning (or paying for) any items the ST considers to be non-consumable upon withdrawal from Compass

Contact your ST immediately if you are unable to do this for any reason (e.g. no packing slip included).

If a family fails to correctly check off and scan a copy of signed packing slips to the ST, the privilege of having materials sent directly to the scholar's home will be revoked. The family will then have to make arrangements to pick up future ordered materials from the closest ST.

Requesting Services and Materials

Order requests may only be made for products and services from approved providers, and a signed FOA must be on file in order for material orders to be placed. Furthermore, there are guidelines to determine what materials and services are approved from these approved providers. CCS expects learning coaches to use Educational Support Funds in a reasonable manner. The learning coach submits an order request to the ST who reviews it and, if approved, submits it to the Community Providers Department for processing. When the appropriateness of requested materials or services is in doubt, the ST and their Supervisor will evaluate using their best professional judgment. A decision made at this level is final.

Material order totals must include approximately 20-25% to cover any shipping, taxes, and/or handling fees required by the provider. Once invoices are reconciled, any overages will return to the balance allocated for the scholar. In March/April, the allotment of funds will need to be finalized, as orders will close then.

Learning coaches should instruct their scholars on how to care for and respect any materials purchased by the Charter School for scholar use. They will be expected to monitor their scholar's use of the loaned materials, including computers, to ensure appropriate use for educational purposes. (Please be advised that the computer remains school property, and there is no reasonable expectation of privacy.)

The materials purchased with state Educational Support Funds are the property of Compass Charter Schools. The materials are loaned to the scholar while they are enrolled in the Charter School and are for their use for educational purposes. Once the scholar withdraws, the non-consumable materials must be

paid for or returned within one (1) week; otherwise, the family will be billed for the cost of the materials. If any item purchased by the Charter School for instructional use is lost or broken by a scholar, the scholar must pay to replace the item.

Guidelines for Using Educational Support Funds

Approved providers list: Orders may only be placed with providers on our list of approved providers, available on our website. Additional limitations may apply for some providers. Ask your ST for details.

Our payment: Compass Charter Schools only pays for services when an approved purchase order (PO) has been generated and only for the dollar amount stated on the purchase order. (For example, if a scholar has taken classes in September and October, but the purchase order only states October, then the school will NOT be responsible for paying for those September activities.)

Core curriculum: Verify with your ST that you have your core curriculum (ELA, math, science, social studies, or any other course being taken for A-G credit) in place. Orders for extracurricular activities and materials will not be placed if core curriculum is not sufficient for the scholar's needs.

Registration of outside courses: Contact the service provider directly to discuss the fees and their registration process. You must register your scholar(s) for the courses and sort out the details, including dates and prices, directly with the provider. As part of that discussion with the provider, you must determine if the provider wants to be paid monthly (recommended) or in a lump sum at the end of the semester/session. Discuss the fees with them so it is very clear how much they will charge your scholar(s) for courses. Make sure they agree to the prices on any cost breakdown. This part is very important. Again, we **STRONGLY** recommend you get all information on fees in writing for your records.

First day of outside courses: If you plan to use allocated funds to pay for courses, be sure your scholar does not attend the course or lesson unless you have received an approved PO from your ST. We do not reimburse for materials or services ordered on your own without a PO. You are responsible for any payments before a PO is finalized, so please plan ahead.

Reimbursement: A learning coach (parent) cannot be reimbursed using state dollars for any out-of-pocket expenses that have already been paid at any time for any reason.

Quality materials: Materials ordered must be scholar-grade quality, which is the quality public schools are required to order.

Faith-based: No religious services or materials of any type are allowed: books, CD/DVDs, videos, posters, curriculum, etc. Compass Charter Schools' assessment on whether services or materials fall under this category is final.

Overspending: Families are not allowed to spend over the amount allotted for their scholar(s). Learning coaches should be in communication with their ST about the amount of funds remaining and must not submit order requests for services or materials that will put them over the remaining amount. If order requests are submitted that do not meet this requirement, it is at the ST's discretion to reject or modify the order as deemed appropriate. The Community Providers Department determines final approval of all orders and reserves the right to cancel any issued services in order to keep a family within their budget.

The list below is not an all-inclusive list, but rather is provided to give some guidelines to help with your orders. More details are provided in the Educational Support Funds Guidelines that are shared with each

family. The ST, Community Providers Department, and/or Administration may deny an item not listed here if they feel it puts the school's compliance into question with the state or authorizing district.

Acceptable:

- Appropriate, non-sectarian educational curriculum appropriate to the scholar's course of study and grade level
- Courses/materials for core courses must be in place before enrichment can be ordered. (Core includes math, language arts, science, social studies.) The ST may need to see these core materials or services.
- Music and art lessons.
- PE classes offered through an insured instructor.
- Academic tutoring and small group instruction.
- Using only 25% of funds toward core subjects is allowed only when the ST has verified that the family has the scholar's core curriculum already on hand.

Not Acceptable:

- Using over 75% of funds toward a non-core service or product
- Sectarian (faith-based) materials
- Materials not educational in nature or to be used for something not related to the scholar's course of study
- Non-scholar-grade-level materials
- Quantities that are not within reason, as determined by the ST and/or Community Providers Department (for example, more than one computer for a scholar)

As a reminder, more specific information on the appropriate use of funds is provided in the Educational Support Funds Guidelines which are provided to each family and available upon request from your ST.

Requesting New Providers

If there is a service or materials provider that you would like added to our Approved Providers List, we will do our best to accommodate. Please ask the potential provider to complete the Pre-Application for Interested Businesses form: <https://goo.gl/ebnsRc>. This link can also be found on our website. We recommend that families send the link directly to their provider of choice via email. Please double check that the potential provider is not already an approved provider.

When you request that a business offering a high risk activity become an approved provider, do know the process will be longer than usual because of additional insurance requirements. In addition, the following are banned services/activities thus CCS will not approve any orders for: 5-day a week multi-subject all-inclusive programs, kickboxing, outdoor rock climbing, boxing, aerial sports, tightrope walking, welding, and/or any similar high-risk activities.

Progress Monitoring

"Snapshots" of scholar progress can be viewed in the digital portfolio. Once assigned, a grade shall be final unless it comes to light that the scholar engaged in fraud or cheating, or if a mistake was made by the teacher assigning the grade. If the scholar or learning coach wants to challenge a grade, they may follow the process outlined within the School's Educational Records and Scholar Information Policy which is located within the CCS Board Policy Manual.

Multi-Tiered System of Support

A Multi-Tiered System of Supports (“MTSS”), including Response to Intervention (“RTI”) and Positive Behavioral Intervention and Support (“PBIS”), is a systematic multi-tiered model which targets behavioral, social, emotional, and academic support for scholars. MTSS establishes a process for providing increasing levels of instructional time and intensity whereby the needs of all learners are identified, and supported early and effectively.

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

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

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

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

High-Quality, Evidence-Based Instruction

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

Data-Based Decision Making

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

Scholar Study Team Meetings (SST)

A SST Meeting is a group comprised of educators and specialists brought together to consider the general education interventions and supports that would best benefit the needs of the scholar. Scholars who are continually not making progress with their Tier 1 and Tier 2 interventions in place should be referred to an SST. The data from the previously used interventions, current academic progress, scholar history, and test scores (State and Benchmarks) will be used to develop an action plan to support the scholar. Data monitoring will be completed weekly to determine the success of the action plan and then reviewed by the team at the follow up meeting . Prior to a referral for assessment, to determine if a scholar has special needs, general education interventions will be provided under our MTSS framework. All scholars suspected of having a disability and needing a possible referral for special education or 504, should be referred to the SST team to develop interventions prior to a referral for special education or 504 assessment.

Grades

The grade, in any given course, represents the degree to which the scholar has met the standards and achieved the goals of the course. Grades reflect the quality of the scholar’s work and the scholar’s

degree of mastery of academic standards. The semester grade reflects the cumulative achievement for the entire semester. Attendance and participation are contributing factors in meeting the standards and earning a grade.

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

TK-5 Grading Policy

TK-5th grade scholars’ final semester grades will be reported according to the following scale:

- Level 4 = Exemplary - Scholar consistently demonstrates an in-depth understanding of the grade-level standards, concepts, and skills taught during this reporting period.
- Level 3 = Proficient/Met - Scholar consistently demonstrates an understanding of the grade-level standards, concepts, and skills taught during this reporting period.
- Level 2 = Approaching Proficiency - Scholar is approaching an understanding of the standards, concepts, and skills taught during this reporting period.
- Level 1 = Non-Proficient/Below - Scholar does not yet demonstrate an understanding of the standards, concepts, and skills taught during this reporting period.

6-8 Grading Policy

Middle School Course Placement

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

Middle School Course Scheduling

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

Middle School Grading Scale

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

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

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

Middle School Subject Requirements

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

9-12 Grading Policy

High School Graduation Requirements

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

Electives	55
Total	220

High School Course Scheduling

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

High school scholars are eligible to enroll in up to three (3) Accelerate Education Online course(s) as well as the AVID elective with the use of educational support funds.

High School Grading Scale

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

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

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

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

Final Exam Policy

All scholars in grades 6-12 are required to take semester final examinations or complete a culminating/final project in all courses, as appropriate. The learning coach is encouraged to meet with the ST to ensure that the exam/project assigned on the PLP has been approved and assigned by the Supervising Teacher. Scholars may not “test out” of courses by only taking a final examination.

Repeat Policy

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

High School Course Placement Guidelines

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

Course Placement

TK- 5th grade scholars are required to enroll in four (4) academic courses (language arts, mathematics, science, social science), and one (1) physical education course each semester of the academic school year.

Middle school scholars (6-8) are required to enroll in four (4) academic courses (language arts, mathematics, science, social science), one (1) physical education, and one (1) elective course each semester of the academic school year. In cases where enrollment occurs late in a semester and the scholar has not been working on an elective at his/her previous school, the ST and counselor may deem it necessary to leave the elective course off the scholar’s schedule for that semester. Our academic program utilizes semester scheduling for all tracks. No extensions are provided and all end dates are final.

High school (9-12) course placement is based upon review of scholar’s assessments, transcripts, and ST recommendations. All scholars must meet specific course prerequisites for all subject areas. High school scholars will be placed into courses according to the credits the scholar has earned at his/her previous school(s) and takes into account the courses needed in order to meet graduation requirements. When selecting courses each year, remember that course selection is a team process that involves the scholar, learning coach, and counselor to ensure proper placement. Our academic program utilizes semester scheduling for all tracks. End dates are final. No extensions are provided and all end dates are final.

9th Grade Mathematics Placement Policy

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

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

- Statewide mathematics assessments, including interim and summative assessments through the California Assessment of Student Performance and Progress (“CAASPP”)

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

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

Course Schedule Changes

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

Acceptable reasons for course schedule changes:

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

ACOP – Accelerated Course Options Learning Program

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

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

Counselor approval is required to participate in the program.

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

Community College Courses

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

A-G Requirements

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

California College Admission Information

University of California and California State University “A-G” Admission Requirements

U.S. History/Social Science 1 Year of World History 1 Year of U.S. History OR 1 Semester of U.S. History & 1 Semester of Civics or 1 Semester of American Government	2 Years
English	4 Years
Math Algebra I, Geometry, Algebra II, etc.	3 Years (4 Years Recommended)
*Laboratory Science (1 year of life science, 1 year of physical science) Biology, Chemistry, Physics	2 Years (3 Years Recommended)
*Visual and Performing Arts	1 Year
Foreign Language	2 years in the same language (3 years recommended)
College Preparatory Electives (Yearlong Course)	1 Year

Visual and Performing Arts, History, English, Social Science, Advanced Math, Lab Science, Languages other than English	
Courses are found on the UCOP website https://hs-articulation.ucop.edu/agcourselist	
All courses must be on the College Preparatory, Honors, or AP level with a grade of “C” or better. http://www.universityofcalifornia.edu/ www.calstate.edu/apply Honors-level courses are specialized, advanced courses designed for 10th-, 11th- or 12th-graders only who have already completed foundation work in the subject area. High school courses offered at the grade 9 level that schools might locally designate as “honors” are not eligible for the UC honors designation.	

Cal Grant Program for College

A Cal Grant is money for college that does not have to be paid back. To qualify, a scholar must meet the eligibility and financial requirements as well as any minimum grade point average (“GPA”) requirements. Cal Grants can be used at any University of California, California State University, or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants.

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

Information Regarding Financial Aid

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

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

Each 12th grade scholar is required to complete and submit a FAFSA or CADAA application per ed code, enacted in 2021, unless the scholar is determined to be exempt or an opt-out form is completed by a legally emancipated scholar, a scholar who is 18 years or older, a legal guardian, or parent, or a local educational agency on a scholar’s behalf.

CCS CEEB Codes

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

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

NCAA – The National Collegiate Athletic Association

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

Additional Information about the Academic Program

TK-12 Concurrent Enrollment

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

Transfer Credits

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

Homeschool Credit Transfer

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

International Records

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

Transcripts/Records

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

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

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

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

Work Permits

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

English Language Development ("ELD")

Compass is committed to the success of its English Learners (ELs). Support will be offered via integrated and designated English Language Development (ELD). Integrated ELD will be supported within the academic instruction provided by the Content/Supervising Teachers. Designated ELD is provided via the Lexia ELD course and live instruction by EL tutors for English language acquisition and development to support the ELPAC. EL scholars are expected to make progress in Lexia and attend all live sessions with their EL tutor.

Compass will meet all applicable legal requirements for ELs as they pertain to annual notification to parents, scholar identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Compass will implement policies to

assure proper placement, evaluation, and communication regarding ELs and the rights of scholars and parents.

Adult Scholars (18 Years of Age and Older)

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

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

California Healthy Youth Act

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

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

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
 - a. The date of the instruction
 - b. The name of the organization or affiliation of each guest speaker
 - c. Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure scholars’ health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the scholar’s attitudes concerning or practices relating to sex) may be administered to scholars in grades 7-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent (“opt-out”) process. Parents or guardians shall be notified in writing

that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

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

For our CCS scholars in the Options Learning Program, the CHYA content is provided for integration into the science course for 7th graders and the Health course for 9th graders.

Scholars with Special Needs

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

Compass operates in accordance with CA Education code 51745 (c) which states "An individual with exceptional needs, as defined in Section 56026, may participate in independent study, if the pupil's individualized education program developed pursuant to Article 3 (commencing with Section 56340) of Chapter 4 of Part 30 specifically provides for that participation. If a parent or guardian of an individual with exceptional needs requests independent study pursuant to paragraph (5) of subdivision (a), the pupil's individualized education program team shall make an individualized determination as to whether the pupil can receive a free appropriate public education in an independent study placement. A pupil's inability to work independently, the pupil's need for adult support, or the pupil's need for special education or related services shall not preclude the individualized education program team from determining that the pupil can receive a free appropriate education in an independent study placement.

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

Pursuant to the IDEA and relevant state law, CCS is responsible for identifying, locating, and evaluating children enrolled at CCS with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any scholar from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact the Director of Special Education at 855-937-4227.

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

Education of Homeless Scholars

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

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

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

School Liaison

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

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

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

- Homeless scholars are identified by school personnel and through coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School.
- Homeless scholars enroll in and have a full and equal opportunity to succeed at CCS.
- Homeless scholars and families receive educational services for which they are eligible including services through Head Start programs (including Early Head Start programs) under the Head

Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by CCS, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.

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

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

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

High School Graduation Requirements: Homeless scholars who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School

makes a finding that the scholar is reasonably able to complete the Charter School's graduation requirements by the end of the scholar's fourth year of high school.

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

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

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

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

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

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

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

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

Community Colleges.

- Permit the scholar to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the scholar, if the scholar is 18 years of age or older, or, if the scholar is under 18 years of age, upon agreement with the educational rights holder for the scholar.

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

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

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

Education of Foster and Mobile Youth

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

1. "Foster youth" refers to any of the following:
 - a. A child who is the subject of a petition filed has been removed from their home pursuant Welfare and Institutions Code ("WIC") section 309 (whether or not the child has been removed from the child's home by juvenile.
 - b. A child who is the subject of a petition filed pursuant to WIC section 602, has been removed from the child's home by the juvenile court, and/or is in foster care.
 - c. A nonminor the subject of a petition filed under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
 - i. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
 - ii. The nonminor is in foster care under the placement Welfare and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, Institutions Code section 300 or tribal organization.
 - iii. The nonminor is participating in a transitional independent living case plan.
 - d. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization 602. This includes children who are the subject of a petition filed in the

tribal cases in dependency court and juvenile justice court.[1]

- e. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Charter School shall notify scholars who are exempted from the Charter School's additional graduation requirements and the scholar's parent/guardian how any of the requirements that are

waived will affect the pupil's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

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

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

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

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

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

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

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the scholar did not complete the entire course, the Charter School shall not require the scholar to retake the portion of the course the scholar

completed unless the Charter School, in consultation with the holder of educational rights for the scholar, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the scholar may continue and complete the entire course. These scholars shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

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

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

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

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

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

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

Availability of Complete Policy: For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School’s complete Education for Foster Youth Policy shall be provided at the time of

enrollment. A copy of the complete Policy is available upon request at the Central Office and on the school website within the CCS Board Policy Manual.

Academic Integrity and Plagiarism

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

Some examples include:

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

What is Plagiarism?

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

To plagiarize means:

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

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

How to Avoid Plagiarism

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

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

Prevention of Plagiarism

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

Consequences for Academic Dishonesty

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

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

1st Offense - Warning

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

2nd Offense

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

3rd Offense

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

4th Offense

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

Academic Probation

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

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

Field Trips

Participation

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

Permission Slips

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

Supervision

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

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

Transferring Tickets

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

Role of Volunteer Learning Coaches on Field Trips

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

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

Scholar Organizations and Clubs

Scholar Leadership Council

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

Scholar Clubs

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

Approval

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

Fundraising

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

Revocation of Privileges

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

Nondiscrimination Statement

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

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

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

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

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

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

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

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

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

Scholar Grievances

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

General Complaint Policy

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

Uniform Complaint Procedure (Annual Notice)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Title IX, Harassment, Intimidation, Discrimination & Bullying Policy

Board Policy #:37

Adopted/Ratified: October 3, 2019

Revision Date: N/A

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

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

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

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

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

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

Definitions

Prohibited Unlawful Harassment

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

Prohibited Unlawful Harassment under Title IX

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

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

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

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

Sexual harassment may include, but is not limited to:

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

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

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

Prohibited Bullying

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

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

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

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies

using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

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

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

Grievance Procedures

1. Reporting

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

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

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

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

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

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

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

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

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

2. Investigation

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

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

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

3. Consequences

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

4. Uniform Complaint Procedures

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

5. Right of Appeal

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

If you do not want CCS to disclose directory information from your scholar's education records without your prior written consent, you must notify the School in writing at the time of enrollment or

re-enrollment. Please notify the Superintendent & CEO at ebrenner@compasscharters.org. A copy of the complete Policy is available upon request at the Central Office and on the School's website within the CCS Board Policy Manual.

Withdrawal from CCS

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

Involuntary Removal Process

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

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

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

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

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

Parent and Family Engagement Policy

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

Employee Interactions with Scholars

CCS recognizes its responsibility to make and enforce all rules and regulations governing scholar and employee behavior to bring about the safest and most learning conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any scholar. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a scholar.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, scholars, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

1. Examples of PERMITTED actions (NOT corporal punishment)
 - a. Stopping a scholar from fighting with another scholar;
 - b. Preventing a scholar from committing an act of vandalism;
 - c. Defending yourself from physical injury or assault by a scholar;
 - d. Forcing a scholar to give up a weapon or dangerous object;
 - e. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
 - f. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.
2. Examples of PROHIBITED actions (corporal punishment)
 - a. Hitting, shoving, pushing, or physically restraining a scholar as a means of control;
 - b. Making unruly scholars do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
 - c. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Scholar Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between scholars and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, scholars, colleagues, or administrators. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a scholar. Trespassing the boundaries of a scholar/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a scholar or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and scholars, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with scholars certainly fosters learning, scholar/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the Administrator to investigate and thoroughly report the situation. Employees must also report to the Administration any awareness or concern of scholar behavior that crosses boundaries or where a scholar appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Scholar Behaviors (Violations of this Policy)

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

Unacceptable Staff/Scholar Behaviors without Parent and Supervisor Permission

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

- Giving scholars a ride to/from school or school activities.
- Being alone in a room with a scholar at school with the door closed.
- Allowing scholars in your home.

Cautionary Staff/Scholar Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence.)

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

Acceptable and Recommended Staff/Scholar Behaviors

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

Suicide Prevention Policy

Board Policy #: 23

Adopted/Ratified: October 3, 2019

Revision Date: August 11, 2021

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

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

Prevention and Instruction

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

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

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

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

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide.
2. Identify alternatives to suicide and develop coping, self-esteem, and resiliency skills.
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent.
4. Identify trusted adults, CCS resources, and/or community crisis intervention resources where youth, including those at high risk, such as youth bereaved by suicide; youth with disabilities, mental illness, or substance use disorders; youth experiencing homelessness or in out-of-home settings such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth can get help, and recognize that there is no stigma associated with seeking mental health, substance abuse, gender identity, or other support services.

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

Staff Development

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

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

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
2. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
3. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
 - a. Suicide risk factors, warning signs, and protective factors.
 - b. How to talk with a scholar about thoughts of suicide.
 - c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any scholar judged to be at risk for suicide and an immediate referral for a suicide risk assessment.
 - d. Emphasis on immediately referring (same day) any scholar who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member.
 - e. Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide.
 - f. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
 - g. Information regarding groups of scholars judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - i. Youth affected by suicide.

- ii. Youth with a history of suicide ideation or attempts.
 - iii. Youth with disabilities, mental illness, or substance abuse disorders.
 - iv. Lesbian, gay, bisexual, transgender, or questioning youth.
 - v. Youth experiencing homelessness or in out-of-home settings, such as foster care.
 - vi. Youth who have suffered traumatic experiences.
4. In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
- a. The impact of traumatic stress on emotional and mental health.
 - b. Common misconceptions about suicide.
 - c. Charter School and community suicide prevention resources.
 - d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines).
 - e. The factors associated with suicide (risk factors, warning signs, protective factors).
 - f. How to identify youth who may be at risk of suicide.
 - g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a scholar about their thoughts of suicide and (based on CCS guidelines) how to respond to such thinking; how to talk with a scholar about thoughts of suicide and appropriately respond and provide support based on CCS guidelines.
 - h. Charter School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal scholar should be constantly supervised until a suicide risk assessment is completed.
 - i. Charter School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention).
 - j. Responding after a suicide occurs (suicide postvention).
 - k. Resources regarding youth suicide prevention.
 - l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide.
 - m. Emphasis that any scholar who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

Employee Qualifications and Scope of Services

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

Intervention and Emergency Procedures

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

- 1. Director of Counseling Services
- 2. School counselor

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

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

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

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

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

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

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

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

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

1. Ensure the scholar's physical safety by one or more of the following, as appropriate:
 - a. Securing immediate medical treatment if a suicide attempt has occurred.
 - b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened.

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

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

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

1. Contact the parent/guardian and offer support to the family.

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

Supporting Scholars during or after a Mental Health Crisis

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

Responding After a Suicide Death (Postvention)

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

The suicide prevention liaison shall:

Coordinate with the Superintendent & CEO to:

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

Coordinate an all-staff meeting, to include:

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

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

1. Review of protocols for referring scholars for support/assessment;
2. Talking points for staff to notify scholars; and

3. Resources available to scholars (on and off campus).

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

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

Communicate with the larger school community about the suicide death.

Consider funeral arrangements for the family and school community.

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

Identify media spokesperson if needed.

Include long-term suicide postvention responses:

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

Scholar Identification Cards

CCS does not currently issue scholar identification cards. However, if CCS does so at a future date, such cards will include the three (3) digit dialing code for the National Suicide Prevention Lifeline 988 and the National Domestic Violence Hotline (1-800-799-7233) on all scholar identification cards. CCS will also include the number for the Crisis Text Line which can be accessed by texting HOME to 741741 and a local suicide prevention hotline on all scholar identification cards. Please ensure that your scholar has these emergency support numbers printed and available in a prominent and easily found location.

Suspension and Expulsion Policy (Full Board Policy)

Board Policy #: 25

Adopted/Ratified: October 3, 2019

Revision Date: N/A

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

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

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

Discipline includes but is not limited to advising and counseling scholars. Corporal punishment shall not be used as a disciplinary measure against any scholar. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a scholar. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, scholars, staff or other persons or to prevent damage to school property.

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

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

A scholar identified as an individual with disabilities or for whom CCS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who qualifies under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education scholars except when federal and state law requires additional or different procedures. CCS will follow all applicable federal and state laws, including, but not limited to,

the IDEA, Section 504, the applicable provisions of the Education Code, and their implementing regulations, when imposing any form of discipline on a scholar identified as an individual with disabilities, for whom CCS has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such scholars.

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

Procedures

A. Grounds for Suspension and Expulsion of Scholars

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

B. Enumerated Offenses

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

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

property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

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

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

2. Non-Discretionary Suspension Offenses: Scholars must be suspended and recommended for expulsion when it is determined the scholar:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the scholar had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.
 - b) Brandished a knife at another person
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Scholars may be recommended for expulsion when it is determined the scholar:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of the scholar's own prescription products by a scholar.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
 - l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - m) Harassed, threatened, or intimidated a scholar who is a complaining witness or

witness in a school disciplinary proceeding for the purpose of preventing that scholar from being a witness and/or retaliating against that scholar for being a witness.

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

including communications made in writing or by means of an electronic act, and including one or more acts committed by a scholar or group of scholars which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more scholars that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable scholar (defined as a scholar, including, but is not limited to, a scholar with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or scholars in fear of harm to that scholar's or those scholars' person or property.
 - ii. Causing a reasonable scholar to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable scholar to experience substantial interference with their academic performance.
 - iv. Causing a reasonable scholar to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual scholar for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a scholar for the purpose of bullying the scholar and such that another scholar would reasonably believe, or has reasonably believed, that the scholar was or is the scholar who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious scholar or a profile using the likeness or attributes of an actual scholar other than the scholar who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a

scholar to another scholar or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - u) A scholar who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a scholar who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to provisions(a)-(b), above.
 - v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the scholar unless, in the case of possession of any object of this type, the scholar had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee’s concurrence.
- 4) Non-Discretionary Expellable Offenses: Scholars must be recommended for expulsion when it is determined that the scholar:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the scholar had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee’s concurrence.
 - b) Brandished a knife at another person[LAC1] .
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a scholar has brought a

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

The following terms shall have the following definitions:

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

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

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

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

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Placement/Expulsion

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

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

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

4. Homework Assignments During Suspension

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

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

D. Authority to Expel

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

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

E. Expulsion Procedures

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

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

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

1. The date and place of the expulsion hearing
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based
3. A copy of CCS' disciplinary rules which relate to the alleged violation
4. Notification of the scholar's and/or parent/guardian's obligation to provide information about the scholar's status at the school to any other school district or school to which the scholar seeks enrollment
5. The opportunity for the scholar and/or the scholar's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor
6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the scholar's behalf including witnesses

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. CCS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, CCS must present evidence that the witness' presence is both desired by the witness and will be helpful to CCS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the scholar being expelled, the complaining

witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the scholar committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately

decides not to expel the scholar shall immediately be returned to their previous educational program.

J. Written Notice to Expel

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

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

K. Disciplinary Records

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

L. No Right to Appeal

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

M. Expelled scholars/Alternative Education

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

N. Rehabilitation Plans

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

O. Readmission or Admission of a Previously Expelled Scholar

The decision to readmit a scholar after the end of the scholar's expulsion term or to admit a

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

P. Notice to Teachers

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

Q. Involuntary Removal for Truancy

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

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

1. Procedural Safeguards/Manifestation Determination

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

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.
- c. If the IEP/504 Team determines that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability,

the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and CCS agree to a change of placement as part of the modification of the behavioral intervention plan.

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

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

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

2. Interim Alternative Placement

Any Scholar with special needs who is removed from their educational placement for more than 10 days consecutive (suspensions) or demonstrates a pattern of removals that equals more than 10 days in or a school year shall continue to receive services so as to enable the scholar to continue to participate in the general education curriculum and progress toward their goals and objective in an interim alternative setting.

3. Due Process Appeals

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

unless the parent/guardian and CCS agree otherwise.

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

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

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

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

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

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

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

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

Firearm Safety Memorandum

To: Parents and Guardians of Scholars in the Compass Charter Schools

From: Elizabeth Brenner

Subject: California Law Regarding Safe Storage of Firearms

Compass Charter Schools holds the safety of its scholars as its primary priority and responsibility. The purpose of this memorandum is to inform and to remind parents and legal guardians of all scholars in Compass Charter Schools of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

To help everyone understand their legal responsibilities, this memorandum spells out California law regarding the storage of firearms. Please take some time to review this memorandum and evaluate your own personal practices to assure that you and your family are in compliance with California law.

California makes a person criminally liable for keeping a loaded firearm, under their custody and control, where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian and the child obtains access to the firearm and thereby: (1) causes death or great bodily injury to the child or any other person; (2) carries the firearm to a public place, including to any preschool or school grades kindergarten through twelfth grade, including to any school-sponsored event, activity, or performance; or (3) brandishes a firearm to others. The criminal penalty may be greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.

As of 2014, California makes a person criminally liable if they negligently store or leave any loaded firearm on their premises where a child is likely to gain access to it—regardless of whether or not the child brings the gun to a public place.

A parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward. These damages may be up to \$30,000 per victim.

Note: Gun owners may avoid criminal liability under California Penal Code Section 25100 by keeping their firearm in a locked container or secured with a locking device that renders the firearm inoperable. 3

Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

Sincerely,

Elizabeth Brenner

Technology Acceptable Use Policy

Board Policy #: 37 SECTION 37 – SCHOLAR POLICY –SCHOLAR USE OF TECHNOLOGY POLICY

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 a 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).

Signature Page

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

Sign this page and return it to CCS.

Learning Coach Name: _____ Date: _____

Learning Coach Signature: _____

Scholar Name: _____ Date: _____

Scholar Signature: _____



K-12 Online Learning Program

Scholar Handbook

2023-24

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

850 Hampshire Road, Suite R

Thousand Oaks, CA 91361

855-937-4227 - main

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Letter from the Superintendent & CEO

Dear Scholars and Learning Coaches:

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

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

We have a great leadership team here to partner and support you throughout your time at Compass:

Online Learning Program

Mrs. Janae Smith, Director

Mrs. Jennifer Tatum, Online K-8 Coordinator

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

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

Kind regards,

Elizabeth Brenner
Superintendent & CEO

CCS Vocabulary

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

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

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

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

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

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

Personalized Learning Plan (PLP)- Each scholar will have a plan that details the expectations for the school year and identifies supports that will be provided based on each scholar’s unique learning needs.

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

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

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

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

Mission Statement

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

Vision Statement

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

Core Values

Achievement

Respect

Teamwork

Integrity

Communication

Scholar Profile

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

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

Pledge of Excellence

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

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

“Independent study in the state of California is defined as non-classroom based instruction.

Non-classroom based instruction includes, but is not limited to, independent study, home study, work study, distance, and computer-based education.

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

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

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

Description of Program

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

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

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

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

Enrollment Requirements

General Requirements

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

Immunization Requirements

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

These required immunizations include:

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

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

1. Scholars who show proof of a medical exemption by a physician licensed to practice medicine in California pursuant to Health and Safety Code Section 120370.
 - o Commencing January 1, 2021, the California Department of Public Health standardized medical exemption form shall be the only documentation of a medical exemption that the School shall accept.
 - o On and after July 1, 2021, the School shall not unconditionally admit or readmit, or

- admit or advance any scholar to 7th grade, unless the scholar has been fully immunized or files a California Department of Public Health standardized medical exemption form as required by law.
- o 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.
 - o A scholar who has not received all of the required immunizations will not be eligible to attend classes at a Charter School resource center unless the scholar is otherwise exempt under #1 or #3.
 3. Scholars who, prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school in California stating beliefs opposed to immunization, and who provides said letter or affidavit to the CCS, shall be allowed to enroll at CCS without being fully immunized until the scholar enrolls in the next grade span pursuant to Health and Safety Code Section 120335(g);
 - o “Grade span” means each of the following:
 - Birth to Preschool.
 - Kindergarten and grades 1 to 6, inclusive, including transitional kindergarten.
 - Grades 7 to 12, inclusive.

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

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

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

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

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

Oral Health Exam Requirements

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

for enrollment. If you are unable to get a dental check-up for your scholar, a waiver is available upon request.

Residency Requirements

- In accordance with Education Code Section 51747.3, a scholar must reside within the county in which the specific CCS school of anticipated enrollment is authorized, or a contiguous county to the county in which the specific CCS school of anticipated enrollment is authorized.
- In accordance with local board policy number 22, parents must provide (2) current proof of residency documents before the scholar is unconditionally enrolled.
- Any change of address information must be updated with the Records Department within five (5) business days. The learning coach must complete the Change of Contact Information Form, which is located on CCS' website.
- A scholar on an extended vacation lasting up to four months (cumulatively or consecutively) in one school year, will not be deemed to have lost California residency. Parents, guardians, or adult foster care caregivers must submit an extended vacation form which is located on the CCS' website. This form must be submitted prior to the absence. This policy covers extended travel, including vacations, participation in competitions, or activities relating to the scholar's obligations outside of school.

Diabetes

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

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

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

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

- A description of type 2 diabetes.
- A description of the risk factors and warning signs associated with type 2

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

A copy of the information sheet regarding type 2 diabetes is available at:

<https://www.cde.ca.gov/ls/he/hn/type2diabetes.asp>.

Physical Examinations and Right to Refuse

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

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

Mental Health Services

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

Available through CCS:

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

Available in the Community:

- [Community resources](#) are listed on the school website under Counseling Services.

Available Nationally:

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

Human Trafficking Prevention

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

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

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

Tobacco-Free Schools

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

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

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

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

Surveys About Personal Beliefs

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

Free and Reduced-Price Meals

Pursuant to California Law, CCS shall provide two (2) nutritionally adequate meals to each scholar who requests a meal without consideration of the scholar's eligibility for federally funded free or reduced-price meals with a maximum of one (1) free meal per meal service (breakfast and lunch) each school day on which the scholar is scheduled for two (2) or more hours of educational activities at a school site, resource center, meeting space or other satellite facility operated by CCS. Applications for federal meal reimbursement are included during the enrollment and re-enrollment process through the application of an income and household size survey. All families are encouraged to complete the application form in order to include as many eligible scholars as possible. Completed application forms can be returned to the Central Office.

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

Income and Household Size Survey

Public schools may qualify for several federal and state grants based on annual population demographics. By completing this survey during the enrollment and re-enrollment process families can help the Charter School obtain additional resources necessary to serve all scholars. Generally, schools with families that have eligible incomes based on the free and reduced lunch qualifiers may support these additional grants. Please note, funding determinations are based upon the total number of scholars that qualify. The information submitted in this survey is a confidential educational record and therefore protected by all relevant federal and state privacy laws that pertain to educational records including, without limitation, the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended (20 U.S.C. A§ 1232g; 34 CFR Part 99); Title 2, Division 4, Part 27, Chapter 6.5 of the California Education Code, beginning at Section 49060 et seq.; the California Information Practices Act (California Civil Code Section 1798 et seq.) and Article 1, Section 1 of the California Constitution

School Safety Plan

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

Pregnant and Parenting Scholars

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

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

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

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

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

Master Agreement

To attend CCS, each scholar, learning coach (parent/legal guardian), special education case manager (if applicable), and supervising teacher shall sign a Master Agreement ("MA") prior to the first day of courses each school year. This is a legal document and must be signed, dated, and returned to CCS. No scholar or learning coach will have access to the curriculum until the MA is signed and returned. Failure

to sign and return an MA within the first three (3) days of the scholar start date will result in a mandatory meeting with the Superintendent & CEO or designee. The signed MA is the agreement that the scholar and learning coach sign to demonstrate their intention to continue enrollment in CCS. All scholars enrolled in CCS must sign a new Master Agreement each school year.

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

Teacher Qualification Information

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

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

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

Internet Service

Participation in CCS requires an Internet connection. The nature of the CCS program's communication methods requires that scholars and learning coaches have Internet access to access resources, as well as to log attendance and submit assignments. Basic Internet service is available free of charge for all enrolled scholars who wish to utilize it. Learning coaches who wish to request Internet service reimbursement will need to fill out the appropriate forms and email them to our IT Department. Alternatively, a learning coach may opt to independently purchase an Internet connection.

Internet Safety Policy

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

Incoming Scholar Grade Level Placement Policy

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

K - 8th Grade

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

Middle School (6th-8th Grade)

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

High School (9th-12th Grade)

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

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

Policy on Promotion and Retention

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

If a parent/guardian is initiating a request for a retention consultation, or a promotion to "skip" a grade level, such a request must be made in writing to the scholar's supervising teacher and program Director. This request may result in a Scholar Study Team meeting to review this request and implement a plan to determine viable next steps for a decision to be made regarding the request for promotion or retention.

Compass Charter Schools is not obligated to accept a request for retention or promotion and holds the right to make the best decision based on evidence and data captured through this process.

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

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

Benchmark Testing

All scholars will be required to take a benchmark assessment in math and reading in order to determine a baseline of proficiency levels at the beginning of the school year. They will be assessed again in December, prior to winter break, and at the end of the school year. Pursuant to CCS’s Independent Study Board Policy, scholars are required to participate in benchmark assessments, as detailed in the Master Agreement, in order to determine satisfactory educational progress. If a scholar fails to or declines to participate in benchmark assessments, this will trigger CCS to conduct an evaluation to determine whether it is in the best interests of the scholar to remain in independent study. If the scholar has not attended school for an entire academic year or more, appropriate placement will be reviewed by the Director of Counseling Services, Online Coordinator, and Director of Online Learning. Scholars may be required to take additional assessments to determine appropriate placement.

Scholar Expectations

- Attend live, monthly Connections Meetings with your ST.
- Attend live, real-time virtual classroom synchronous sessions as required.
- Attend all applicable support sessions (e.g. designated English Language Development tutoring for English learners, MTSS intervention tutoring, or counseling sessions) as requested by CCS staff.
- Scholars taking high school courses that qualify for “A-G” requirements will engage in at least one hour per week per high school subject of interactive instruction and/or academic tutoring/advising.
- At a minimum, work approximately one (1) hour per subject or up to six (6) hours per day. The amount of time a scholar spends per subject will vary based on individual scholar strengths.
- Complete the assignments according to the curriculum pacing guidelines and/or personalized learning plan and reach out to your ST with questions to ensure success.
- Do your own work. Do not plagiarize. All scholars are required to follow and be aware of the Academic Dishonesty Plagiarism Policy.
- Be an active and engaged learner. Create a daily schedule to ensure all assigned work is completed. Complete work every school day and adhere to the attendance policy.
- Proactively communicate with teachers, counselors, and administration as needed. Respond to all communication within 24 hours.
- If technical difficulties arise with CCS-issued computers, contact the IT Department immediately to resolve the issue.
- If a scholar participates in extracurricular activities, the scholar is expected to maintain coursework and submit a body of work, based on assignments, on time.
- Notify the Records Department within five (5) business days if there is a change of address,

phone or email.

- Be respectful and follow the CCS ARTIC values in interactions with fellow scholars, learning coaches, faculty, and staff.
- Participate in the required internal benchmark assessments, and all state testing, e.g. CAASPP, and the Physical Fitness Test (PFT), if applicable.
- California Education Code (CEC) § 51225.7 requires each 12th grade scholar's completion and submission of a FAFSA or CADAA unless the scholar is determined to be exempt or an opt-out form is completed by a legally emancipated scholar, a scholar who is 18 years or older, a legal guardian, or parent, or a local educational agency on a scholar's behalf.

Learning Coach Responsibilities

- Attend monthly ST Connection Meetings along with your scholar(s).
- Communicate regularly with all school staff, including your scholar's supervising teacher.
- Be respectful and follow the CCS ARTIC values in interactions with other learning coaches, CCS staff, and our providers; ensure your scholar is respectful and follows CCS ARTIC values in interactions with other scholars, CCS staff, and providers
- Complete and sign Activity Logs daily, and upload by the deadline each learning period.
- Check email and phone messages daily (including any automated messages about scholar attendance and/or progress) for all CCS communication, including Monday Morning Updates, Parent Square messages, and the quarterly newsletters; respond promptly if a response is required.
- Maintain reliable contact information on record at the school. Inform the Records Department within five (5) business days of any changes to contact information, including phone, email, or address.
- Monitor scholar progress and initiate conversations about progress before there is an issue.
- Keep informed of news and information about school through communication from staff and newsletters.
- Notify your ST of any extended family travel, except during normal school vacations and holidays, at least two (2) weeks prior to leaving.
- Alert administration if you do not hear back from your ST within 48 hours during the school week.
- Create a home environment that is conducive to learning. This includes a regular schedule, eliminating distractions, and being a guiding presence in your scholar's daily school life by preparing for learning. Encourage and help the scholar to be actively involved in the learning process.
- Ensure the scholar works daily, Monday through Friday, for sufficient time to ensure success (4-6 hours daily).
- Maintain high expectations for the scholar and monitor their progress on a daily and weekly basis and initiate conversations about progress before there is an issue. Be a positive role model for the scholar. Establish daily and weekly goals by creating a consistent schedule. Setting, reaching, and then celebrating those goals can motivate scholars toward success.
- Ensure that your high school scholar attends Learning Labs, all support sessions, and open office hours when taking online and A-G courses.
- Support your scholar to attend synchronous learning sessions, all support sessions, and open office hours as requested by CCS staff. Become familiar with the CCS grading system and grade level standards expectations, making sure to provide a sufficient body of work to the ST to determine progress and final grades.

- Work in partnership with the ST and counselor to support the scholar.
- Ensure school property is treated with respect and used for appropriate educational purposes.
- Support the scholar's participation in benchmark assessments and state testing.
- Establish "rewards" and "consequences" for meeting or not meeting expectations; setting and reaching goals and then celebrating those goals can motivate scholars toward success.

Virtual Classroom and Session Expectations

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

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

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

Attendance

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

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

Activity Logs

The learning coach and scholar must ensure that activity logs are accurate, marking activity each day in

the relevant subject areas. Activities may include virtual course sessions, outside course sessions, lessons at home, field trips, etc. This log is a mandatory requirement and must be updated daily and signed by the learning coach or authorized contact each Learning Period. Blanks on the activity log from lack of educational activity for the day or from lack of connections with the ST are considered absences. All absences are unexcused.

Body of Work Requirements

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

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

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

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

Virtual Classroom Attendance “Learning Labs”

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

Q&A Sessions/Office Hours

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

Connection Meetings

Learning coaches and scholars will attend scheduled connection meetings each month with the ST. During connection meetings, the personalized learning plan (PLP) will be completed and reviewed. Scholars will showcase their learning during the connection meeting through presenting a body of work that highlights academic progress. Goals that ensure scholar success will also be created and reviewed during connection meetings.

Teachers are available to meet with learning coaches and scholars in addition to these formal connection meetings by request.

Homeroom Instruction

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

Missed Assignments/Truancy

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

The learning coach is expected to check the Learning Management System (“LMS”) account daily to ensure the scholar is logging in daily and progressing through courses at an appropriate pace.

Additionally, the learning coach must ensure their scholar is submitting work, as specified on the pacing guide. Work should be turned in consistently throughout the program or the scholar may get too far behind and not be able to pass their course.

State Standardized Testing

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

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

These examinations provide CCS with information for evaluation and future planning. These exams also indicate CCS’ effectiveness in carrying out its educational mission. Participation rates are critical to the success of our school. According to recent changes promulgated by the Every Student Succeeds Act (“ESSA”), signed into law in December 2015, a public school is required to achieve a participation rate of 95% on any state testing. If a school has less than 95% of its scholars participate in any assessment, the school receives a serious penalty by the state of California or federal government. The state of California has changed how it calculates the academic indicator for schools on the California Dashboard. California is now required to apply a penalty to the calculation of the Academic Indicator for any school that does not reach that 95% requirement. The state will assign the Lowest Obtainable Scale Score (LOSS) to each scholar needed to bring the participation rate of the school, district, and/or student group to 95%. This is akin to assigning a score of zero to each scholar who doesn't take the CAASPP. Please note, though, that scholars who did not test will NOT receive a LOSS on their individual California Assessment of Student Performance and Progress (CAASPP) student score reports - this impacts the school as a whole, not the individual scholar or the CAASPP Student Score Data File. Our state test scores are shared with

our authorizing school districts that, under recent legislation, have the ability to deny the renewal of a charter school without further intervention. If a charter school's state test participation rate is low, the authorizer may be more likely to decline charter renewal.

CCS administers all state standardized tests at sites geographically placed among our scholar locations or remotely, California Department of Education (CDE) permitting. A testing schedule will be provided to our learning coaches. Individual scholar performance results on statewide assessments will be distributed to both learning coaches and STs and on the California Department of Education's ("CDE") web page at <http://www.cde.ca.gov/ta/>. Notwithstanding any other provision of law, a learning coach's written request to CCS officials to excuse their scholar from any or all parts of the CAASPP assessments, including CAST, shall be granted.

Tests Proctored by Agencies Other Than CCS

Advanced Placement (AP)

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

Preliminary Scholastic Aptitude Test (PSAT/NMSQT)

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

Scholastic Aptitude Test (SAT)

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

American College Test (ACT)

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

on ACT testing, registration, fee waivers and locations, please contact the College Career Readiness Counselor.

California High School Proficiency Examination (CHSPE)

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

College Level Examination Program (CLEP)

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

General Educational Development Test (GED)

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

High School Equivalency Test (HiSET)

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

Contact Information & Communication Procedures

Methods of Communication

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

Email Expectations

- For the protection and safety of our staff and scholars, all scholars must use their school-issued CCS scholar email for all communication, access to live sessions via Zoom, CCS online platforms, such as Google Classroom, virtual workshops, engagement events, and more.
- The CCS issued email address is to be the primary email for all scholar communications (including 6-12). Learning coaches will need to use their own email addresses for email communication and cannot use the scholar's email address to communicate.
- All scholars are expected to communicate respectfully with school staff and peers through all methods of communication by using appropriate language. Failure to do so may result in disciplinary action.
- Scholars are expected to reply to communication from school personnel within 24 hours.
- All scholars should include their name and grade when they are emailing school staff.

Unable to Contact

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

Notification Regarding Change of Contact Information

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

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

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

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

Proof of Residency

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

Academic Program

AVID

Advancement Via Individual Determination ("AVID"), is a college readiness system for elementary-aged scholars through higher education that is designed to increase school-wide learning and performance. The AVID College Readiness System ("ACRS") accelerates scholar learning, uses research-based methods

of effective instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change. While typically found in brick-and-mortar schools, Compass is proud to be one of a select few who are offering this program online.

The AVID curriculum, based on rigorous standards, is driven by the Writing, Inquiry, Collaboration, Organization and Reading (“WICOR”) method. AVID curriculum is used in AVID elective courses and in content-area courses (English language arts, math, science, and social studies) in AVID schools. Our teachers use AVID strategies in all of their instructional practices and encourage learning coaches to put these strategies into practice at home.

Scholar Recognition

- Core Values (ARTIC) Awards are designed to celebrate scholars who exemplify CCS’ ARTIC Values. These are awarded by teacher recommendation two times per year, once in the first semester and once in the second semester.
- Firebird of the Year is awarded by teacher recommendation based on demonstration of CCS’ ARTIC values and being a scholar of the month recipient.
- Golden State Seal Merit Diploma (12th) - The Golden State Seal Merit Diploma is an award given to recognize public school graduates who have demonstrated their mastery of the high school curriculum in at least six (6) subject matter areas, four (4) of which are English language arts, mathematics, science, and U.S History, with the remaining two (2) subject matter areas selected by the scholar. The Golden State Seal Merit Diploma insignia is affixed to the diploma and transcript of each qualifying scholar. Seal should continue to be awarded to qualifying scholars per California Education Code Section 51454.
- Honor Roll recognition is awarded each semester to scholars who have earned a minimum 3.5 rubric average (TK-5) or a minimum 3.5 GPA (6-12).
- NHS Lifetime members must be inducted into CCS NHS Chapter and stay compliant with service hours as well as meeting attendance for 3+ Semesters
- Perfect Attendance award is given to scholars who attend 100% of the days during the award period.
- Presidential Award for Educational Achievement (Silver Seal) (8th, 12th) recognizes scholars who show outstanding education growth, improvement, commitment or intellectual development in their academic subject, but who do not meet the criteria for the President’s Award for Educational Excellence. Teacher and Coordinator recommendation required.
- Presidential Award for Educational Excellence (Gold Seal) (8th, 12th) recognizes academic success by either grade point average of 90 on 100 scale, A- on letter scale, or 3.5 on a 4.0 scale, PLUS high achievement on state or nationally normed reading or mathematics examinations (or recommendations of a teacher plus one other staff member).
- Samaritan Award recipients must complete 50 hours of community service and apply for the award in order to be considered for this achievement.
- Scholar of the Month is awarded by teacher recommendation based on demonstration of CCS’ ARTIC values.
- State Seal of Biliteracy (12th) - The State Seal of Biliteracy is an award given in recognition of scholars who have attained a high level of proficiency in two (2) or more languages. The State Seal of Biliteracy takes the form of a gold seal that appears on the transcript or diploma of the graduating senior, and is a statement of accomplishment for college admissions and future employers. Seal will be awarded to qualifying scholars per California Education Code sections 51460–51464.
- State Seal of Civic Engagement (11-12th) - The State Seal of Civic Engagement is an award given

in recognition of scholars who demonstrate excellence in civics education and participation, and an understanding of the United States Constitution, the California Constitution, and the democratic system of government. The State Seal of Civic Engagement takes the form of a seal that appears on either the scholar's transcript or diploma and is a statement of accomplishment for college admissions and future employers. The State Seal of Civic Engagement will be awarded to qualifying scholars per Education Code sections 51470–51474

- Teacher (ST) recognition awards will be determined based on recommendations and will highlight additional scholar success.
- Finding Your Compass, A Counseling Award - This recognition will be awarded to scholars that have consistently committed to their personal growth, academic development, school community, and college-career readiness through their participation in a minimum of 10 direct counseling services during the school year; such as learning labs and small group sessions. This will be awarded at the end of the school year.

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

Progress Monitoring

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

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

Multi-Tiered System of Support

A Multi-Tiered System of Supports (“MTSS”), including Response to Intervention (“RTI”) and Positive Behavioral Intervention and Support (“PBIS”), is a systematic multi-tiered model which targets behavioral, social, emotional, and academic support for scholars. MTSS establishes a process for providing increasing levels of instructional time and intensity whereby the needs of all learners are identified, and supported early and effectively.

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

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

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

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

High-Quality, Evidence-Based Instruction

- Tier 1 - Core Instruction (80%--universal interventions)

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

Data-Based Decision Making

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

Scholar Study Team Meetings (SST)

A SST Meeting is a group comprised of educators and specialists brought together to consider the general education interventions and supports that would best benefit the needs of the scholar. Scholars who are continually not making progress with their Tier 1 and Tier 2 interventions in place should be referred to an SST. The data from the previously used interventions, current academic progress, scholar history, and test scores (State and Benchmarks) will be used to develop an action plan to support the scholar. Data monitoring will be completed weekly to determine the success of the action plan and then reviewed by the team at the follow up meeting . Prior to a referral for assessment, to determine if a scholar has special needs, general education interventions will be provided under our MTSS framework. All scholars suspected of having a disability and needing a possible referral for special education or 504, should be referred to the SST team to develop interventions prior to a referral for special education or 504 assessment.

Grades

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

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

TK-5 Grading Policy

TK-5th grade scholars' final semester grades will be reported according to the following scale:

- Level 4 = Exemplary - Scholar consistently demonstrates an in-depth understanding of the grade-level standards, concepts, and skills taught during this reporting period.
- Level 3 = Proficient/Met - Scholar consistently demonstrates an understanding of the grade-level standards, concepts, and skills taught during this reporting period.
- Level 2 = Approaching Proficiency - Scholar is approaching an understanding of the standards, concepts, and skills taught during this reporting period.
- Level 1 = Non-Proficient/Below - Scholar does not yet demonstrate an understanding of the

standards, concepts, and skills taught during this reporting period.

6-8 Grading Policy

Middle School Course Placement

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

Middle School Course Scheduling

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

Middle School Grading Scale

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

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

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

Middle School Subject Requirements

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

9-12 Grading Policy

High School Graduation Requirements

Subject Requirements	Total Credits
English (4 Years Required)	40
Science (2 Years Required: Life & Physical Science)	20

Mathematics (3 Years Required; minimum Geometry)	30
History/Social Science (3 Years Required)	30
Foreign Language (1 Year Required)	10
Visual and Performing Arts (1 Year Required)	10
Physical Education (2 Years Required)	20
Health (1 Semester Required)	5
Electives	55
Total	220

High School Course Scheduling

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

High School Grading Scale

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

LETTER GRADE PERCENTAGE COLLEGE PREP HONORS/AP

		Unweighted GPA	Weighted GPA
A	90-100	4	5
B	80-89	3	4
C	70-79	2	3
D	60-69	1	1
F	BELOW 60	0	0

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

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

Final Exam Policy

All scholars in grades 6-12 are required to take semester final examinations or complete a culminating/final project in all courses, as appropriate. The learning coach is encouraged to meet with the ST to ensure that the exam/project assigned on the PLP has been approved and assigned by the Supervising Teacher. Scholars may not “test out” of courses by only taking a final examination.

Repeat Policy

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

High School Course Placement Guidelines

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

Course Placement

TK- 5th grade scholars are required to enroll in four (4) academic courses (language arts, mathematics, science, social science), and one (1) physical education course each semester of the academic school year.

Middle school scholars (6-8) are required to enroll in four (4) academic courses (language arts, mathematics, science, social science), one (1) physical education, and one (1) elective course each semester of the academic school year. In cases where enrollment occurs late in a semester and the scholar has not been working on an elective at his/her previous school, the ST and counselor may deem it necessary to leave the elective course off the scholar’s schedule for that semester. Our academic

program utilizes semester scheduling for all tracks. No extensions are provided and all end dates are final.

High school (9-12) course placement is based upon review of scholar's assessments, transcripts, and ST recommendations. All scholars must meet specific course prerequisites for all subject areas. High school scholars will be placed into courses according to the credits the scholar has earned at his/her previous school(s) and takes into account the courses needed in order to meet graduation requirements. When selecting courses each year, remember that course selection is a team process that involves the scholar, learning coach, and counselor to ensure proper placement. Our academic program utilizes semester scheduling for all tracks. End dates are final. No extensions are provided and all end dates are final.

9th Grade Mathematics Placement Policy

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

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

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

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

Course Schedule Changes

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

Acceptable reasons for course schedule changes:

- Improper course placement
- Credit previously earned for the course

- Course prerequisites not met

ACOP – Accelerated Course Options Learning Program

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

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

Counselor approval is required to participate in the program.

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

Community College Courses

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

A-G Requirements

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

California College Admission Information

University of California and California State University “A-G” Admission Requirements

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

Math Algebra I, Geometry, Algebra II, etc.	3 Years (4 Years Recommended)
*Laboratory Science (1 year of life science, 1 year of physical science) Biology, Chemistry, Physics	2 Years (3 Years Recommended)
*Visual and Performing Arts	1 Year
Foreign Language	2 years in the same language (3 years recommended)
College Preparatory Electives (Yearlong Course) Visual and Performing Arts, History, English, Social Science, Advanced Math, Lab Science, Languages other than English	1 Year
Courses are found on the UCOP website https://hs-articulation.ucop.edu/agcourselist	
<p>All courses must be on the College Preparatory, Honors, or AP level with a grade of “C” or better. http://www.universityofcalifornia.edu/ www.calstate.edu/apply</p> <p>Honors-level courses are specialized, advanced courses designed for 10th-, 11th- or 12th-graders only who have already completed foundation work in the subject area. High school courses offered at the grade 9 level that schools might locally designate as “honors” are not eligible for the UC honors designation.</p>	

Cal Grant Program for College

A Cal Grant is money for college that does not have to be paid back. To qualify, a scholar must meet the eligibility and financial requirements as well as any minimum grade point average (“GPA”) requirements. Cal Grants can be used at any University of California, California State University, or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants.

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

Information Regarding Financial Aid

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

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

Each 12th grade scholar is required to complete and submit a FAFSA or CADAA application per ed code, enacted in 2021, unless the scholar is determined to be exempt or an opt-out form is completed by a legally emancipated scholar, a scholar who is 18 years or older, a legal guardian, or parent, or a local educational agency on a scholar’s behalf.

CCS CEEB Codes

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

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

NCAA – The National Collegiate Athletic Association

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

Additional Information about the Academic Program

TK-12 Concurrent Enrollment

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

Transfer Credits

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

Homeschool Credit Transfer

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

International Records

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

Transcripts/Records

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

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

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

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

Work Permits

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

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

English Language Development (“ELD”)

Compass is committed to the success of its English Learners (ELs). Support will be offered via integrated and designated English Language Development (ELD). Integrated ELD will be supported within the academic instruction provided by the Content/Supervising Teachers. Designated ELD is provided via the Lexia ELD course and live instruction by EL tutors for English language acquisition and development to support the ELPAC. EL scholars are expected to make progress in Lexia and attend all live sessions with their EL tutor.

Compass will meet all applicable legal requirements for ELs as they pertain to annual notification to parents, scholar identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Compass will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of scholars and parents.

Adult Scholars (18 Years of Age and Older)

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

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

California Healthy Youth Act

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

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

- Inspect written and audiovisual educational materials used in comprehensive sexual health

education and HIV prevention education.

- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
 - a. The date of the instruction
 - b. The name of the organization or affiliation of each guest speaker
 - c. Request a copy of Education Code sections 51930 through 51939.

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

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

For our CCS scholars in the Online Learning Program, the CHYA content is provided for integration into the science course for 7th graders and the Health course for 9th graders.

Scholars with Special Needs

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

Compass operates in accordance with CA Education code 51745 (c) which states "An individual with exceptional needs, as defined in Section 56026, may participate in independent study, if the pupil's individualized education program developed pursuant to Article 3 (commencing with Section 56340) of Chapter 4 of Part 30 specifically provides for that participation. If a parent or guardian of an individual

with exceptional needs requests independent study pursuant to paragraph (5) of subdivision (a), the pupil's individualized education program team shall make an individualized determination as to whether the pupil can receive a free appropriate public education in an independent study placement. A pupil's inability to work independently, the pupil's need for adult support, or the pupil's need for special education or related services shall not preclude the individualized education program team from determining that the pupil can receive a free appropriate education in an independent study placement.

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

Pursuant to the IDEA and relevant state law, CCS is responsible for identifying, locating, and evaluating children enrolled at CCS with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any scholar from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact the Director of Special Education at 855-937-4227.

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

Education of Homeless Scholars

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

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

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

School Liaison

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

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

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

- Homeless scholars are identified by school personnel and through coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School.
- Homeless scholars enroll in and have a full and equal opportunity to succeed at CCS.
- Homeless scholars and families receive educational services for which they are eligible including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by CCS, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
- Learning coaches are informed of the educational and related opportunities available to their scholars and are provided with meaningful opportunities to participate in the education of their scholars.
- Public notice of the educational rights of homeless children is disseminated at places where children receive services, such as schools, shelters, and soup kitchens and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
- Enrollment/admissions disputes are mediated in accordance with law, the CCS charter, and Board policy.
- Learning coaches and any unaccompanied youth are fully informed of all transportation services, as applicable.
- School personnel providing services receive professional development and other support.
- The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
- Unaccompanied youth are enrolled in school, have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, and are informed of their status as independent scholars under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Education of Foster and Mobile Youth

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

1. "Foster youth" refers to any of the following:
 - a. A child who is the subject of a petition filed has been removed from their home pursuant Welfare and Institutions Code ("WIC") section 309 (whether or not the child has been removed from the child's home by juvenile.
 - b. A child who is the subject of a petition filed pursuant to WIC section 602, has been removed from the child's home by the juvenile court, and/or is in foster care.
 - c. A nonminor the subject of a petition filed under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
 - i. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
 - ii. The nonminor is in foster care under the placement Welfare and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, Institutions Code section 300 or tribal organization.
 - iii. The nonminor is participating in a transitional independent living case plan.
 - d. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization 602. This includes children who are the subject of a petition filed in the tribal cases in dependency court and juvenile justice court.[1]
 - e. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.

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

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

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

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

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

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

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

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

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

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

Graduation Requirements: Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and pupils participating in a newcomer program who

are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the scholar is reasonably able to complete the Charter School's graduation requirements by the end of the scholar's fourth year of high school.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Academic Integrity and Plagiarism

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

Some examples include:

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

What is Plagiarism?

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

To plagiarize means:

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

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

How to Avoid Plagiarism

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

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

Prevention of Plagiarism

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

Consequences for Academic Dishonesty

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

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

1st Offense - Warning

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

2nd Offense

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

3rd Offense

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

- A meeting will be held with the Director of Online Learning, Coordinator, teacher, Learning Coach and scholar.

4th Offense

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

Academic Probation

Any scholar failing to meet minimum academic standards in his/her courses, or participating in academic dishonesty, as determined by the Director of Online Learning, may be placed on academic probation. Scholars on academic probation will be expected to participate in academic interventions as determined by their teacher or director. Scholars on academic probation may not be permitted to attend field trips or participate in scholar clubs until off academic probation.

Field Trips

Participation

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

Permission Slips

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

Supervision

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

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

Transferring Tickets

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

Role of Volunteer Learning Coaches on Field Trips

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

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

Scholar Organizations and Clubs

Scholar Leadership Council

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

Scholar Clubs

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

Approval

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

Fundraising

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

Revocation of Privileges

A scholar organization may have its privilege to meet on school property or at a school sponsored event revoked if they engage in conduct which is in violation of this policy, disruptive to the educational process, damages school property or is in violation of any law. Scholar organizations or their members

shall not engage in any activity which coerces, pressures, embarrasses or unduly influences other scholars to participate in any meeting.

Nondiscrimination Statement

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

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

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

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

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

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

Elizabeth Brenner | Superintendent & CEO
850 Hampshire Road, Suite R
Thousand Oaks, California 91361
(818) 824-6233

ebrenner@compasscharters.org

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

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

Scholar Grievances

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

General Complaint Policy

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

Uniform Complaint Procedure (Annual Notice)

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

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

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any CCS program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
 - a. Accommodations for Pregnant, Parenting, or Lactating Scholars;
 - b. Adult Education;
 - c. Career Technical and Technical Education;

- d. Career Technical and Technical Training;
 - e. Child Care and Development Programs;
 - f. Consolidated Categorical Aid;
 - g. Education of Scholars in Foster Care, Scholars who are Homeless, former Juvenile Court Scholars now enrolled in a public school;
 - h. Every Student Succeeds Act;
 - i. Migrant Education Programs;
 - j. Regional Occupational Centers and Programs;
 - k. School Safety Plans; and/or
 - l. State Preschool Programs.
3. Complaints alleging noncompliance with laws relating to pupil fees. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:
- a. A fee charged to a pupil as a condition for registering for school or courses, or as a condition for participation in a course or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
 - b. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, course apparatus, musical instrument, clothes, or other materials or equipment.
 - c. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

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

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

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

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

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

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which Charter School's Board of Directors approved the LCAP or the annual update was adopted by Charter School.

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

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

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

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

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

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant

within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

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

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the Complainant's right to file a complaint in accordance with 5 CCR 4622.

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

Title IX, Harassment, Intimidation, Discrimination & Bullying Policy

Board Policy #:37

Adopted/Ratified: October 3, 2019

Revision Date: N/A

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

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

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

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

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

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

Definitions

Prohibited Unlawful Harassment

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

Prohibited Unlawful Harassment under Title IX

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

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

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

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

Sexual harassment may include, but is not limited to:

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

- o 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.
 - o 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:
 - o 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.
 - o Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - o Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms).

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

Prohibited Bullying

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

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

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

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies

using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

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

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

Grievance Procedures

1. Reporting

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

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

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

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

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

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

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

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

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

2. Investigation

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

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

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

3. Consequences

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

4. Uniform Complaint Procedures

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

5. Right of Appeal

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

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

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

1. The right to inspect and review the scholar's education records within five (5) business days after the day CCS receives a request for access. Learning Coaches or eligible scholars should submit to the CCS Superintendent & CEO or designee a written request that identifies the records they

wish to inspect. The CCS official will make arrangements for access and notify the Learning Coach or eligible scholar of the time and place where the records may be inspected.

2. The right to request an amendment of the scholar's education records that the Learning Coach or eligible scholar believes are inaccurate, misleading, or otherwise in violation of the scholar's privacy rights under FERPA.

Learning Coaches or eligible scholars who wish to ask CCS to amend a record should write to the CCS Superintendent & CEO or designee, clearly identify the part of the record they want changed, and specify why it should be changed. If CCS decides not to amend the record as requested by the Learning Coach or eligible scholar, CCS will notify the Learning Coach or eligible scholar of the decision and of their right to a hearing regarding the request for amendment.

Additional information regarding the hearing procedures will be provided to the Learning Coach or eligible scholar when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible scholar, the Superintendent & CEO must order the correction or the removal and destruction of the information and inform the parent or eligible scholar of the amendment in writing.

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

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

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

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

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

Student Privacy Policy Office
U.S. Department of Education

400 Maryland Avenue, SW Washington, DC 20202

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

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

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a scholar seeks or intends to enroll so long as the disclosure is for purposes related to the scholar's enrollment or transfer. When a scholar transfers schools, the Charter School will mail the original or a copy of a scholar's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the scholar intends to enroll. The Charter School will make a reasonable attempt to notify the parent or eligible scholar of the request for records at the parent's or eligible scholar's last known address, unless the disclosure is initiated by the parent or eligible scholar. Additionally, Charter School will give the parent or eligible scholar, upon request, a copy of the record that was disclosed and give the parent or eligible scholar, upon request, an opportunity for hearing;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a scholar's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent scholar as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible scholar of the order or subpoena in advance of compliance, so that the parent or eligible scholar may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former scholar, a short-term residential treatment program staff responsible for the education or case management of a scholar, and a caregiver (regardless of whether the caregiver has been appointed as the scholar's educational rights holder) who has direct responsibility for the care of the scholar, including a

certified or licensed foster parent, an approved relative or unrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Charter School for scholar and parents, and any individualized education program (“IEP”) or Section 504 plan that may have been developed or maintained by Charter School; and/or

12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School disclose the final results of the disciplinary proceeding, regardless of whether Charter School concluded a violation was committed.

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

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

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

Withdrawal from CCS

1. If a scholar decides to withdraw, the scholar's learning coach communicates the decision through their ST and/or counselor.
2. The teacher notifies the Registrar who sends the learning coach an email and form to confirm the withdrawal.
3. For scholars in grades 9-12, the counselor will hold a voluntary exit conference with the learning coach to ensure the scholar receives the appropriate academic consultation.
4. Once the withdrawal is completed the Attendance Coordinator will email the Learning Coach a

letter showing the scholar has been withdrawn that can be given to the scholar's new school.

5. If a scholar willfully damages CCS' property or the personal property of a CCS employee, or fails to return a textbook, library book, computer/tablet or other CCS property that has been loaned to the scholar, the scholar's parents/guardians are liable for all damages caused by the scholar's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the scholar's parent or guardian in writing of the scholar's alleged misconduct and affording the scholar due process, CCS may withhold the scholar's grades, transcripts, and diploma until the damages have been paid. If the scholar and the scholar's parent/guardian are unable to pay for the damages or to return the property, CCS will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the scholar's grades and diploma will be released.
6. If a scholar and/or a learning coach makes the decision to withdraw from CCS prior to the end of the semester, they are automatically forfeiting their right to a letter grade for any courses still in progress, and will receive a withdrawn (W) on their transcript. Any coursework completed for courses still in progress during a withdrawal will be lost, and cannot be transferred to a new academic institution. If the course has been 100% completed and letter grade provided by the instructor, the scholar will be awarded the credits earned. Please contact your counselor before you choose to withdraw from CCS.

Involuntary Removal Process

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

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

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

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

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

Parent and Family Engagement Policy

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

Employee Interactions with Scholars

CCS recognizes its responsibility to make and enforce all rules and regulations governing scholar and employee behavior to bring about the safest and most learning conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any scholar. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a scholar.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, scholars, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

1. Examples of PERMITTED actions (NOT corporal punishment)
 - a. Stopping a scholar from fighting with another scholar;
 - b. Preventing a scholar from committing an act of vandalism;
 - c. Defending yourself from physical injury or assault by a scholar;
 - d. Forcing a scholar to give up a weapon or dangerous object;
 - e. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
 - f. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.
2. Examples of PROHIBITED actions (corporal punishment)
 - a. Hitting, shoving, pushing, or physically restraining a scholar as a means of control;
 - b. Making unruly scholars do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
 - c. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical

pain.

Acceptable and Unacceptable Staff/Scholar Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between scholars and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, scholars, colleagues, or administrators. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a scholar. Trespassing the boundaries of a scholar/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a scholar or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and scholars, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with scholars certainly fosters learning, scholar/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the Administrator to investigate and thoroughly report the situation. Employees must also report to the Administration any awareness or concern of scholar behavior that crosses boundaries or where a scholar appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Scholar Behaviors (Violations of this Policy)

- Giving gifts to an individual scholar that are of a personal and intimate nature
- Kissing of any kind
- Any type of unnecessary physical contact with a scholar in a private situation
- Intentionally being alone with a scholar away from the school
- Making or participating in sexually inappropriate comments
- Sexual jokes
- Seeking emotional involvement with a scholar for your benefit
- Listening to or telling stories that are sexually oriented

- Discussing inappropriate personal troubles or intimate issues with a scholar in an attempt to gain their support and understanding
- Becoming involved with a scholar so that a reasonable person may suspect inappropriate behavior
- Driving scholars (see policy herein)
- Discussing personal, religious, and/or political beliefs with scholars

Unacceptable Staff/Scholar Behaviors without Parent and Supervisor Permission

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

- Giving scholars a ride to/from school or school activities.
- Being alone in a room with a scholar at school with the door closed.
- Allowing scholars in your home.

Cautionary Staff/Scholar Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence.)

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

Acceptable and Recommended Staff/Scholar Behaviors

- Getting parents' written consent for any after-school activity.
- Obtaining formal approval to take scholars off school property for activities such as field trips or competitions.
- E-mails, text, phone and instant messages to scholars must be very professional and pertaining to school activities or courses (Communication should be limited to school technology.)
- Keeping the door open when alone with a scholar.
- Keeping reasonable space between you and your scholars.
- Stopping and correcting scholars if they cross your own personal boundaries.
- Keeping parents informed when a significant issue develops about a scholar.
- Keeping after-course discussions with a scholar professional and brief.
- Asking for advice from fellow staff or Administrators if you find yourself in a difficult situation related to boundaries.
- Involving your supervisor if conflict arises with the scholar.
- Informing your supervisor or the Superintendent & CEO about situations that have the potential to become more severe.
- Making detailed notes about an incident that could evolve into a more serious situation later.
- Recognizing the responsibility to stop unacceptable behavior of scholars or coworkers.
- Asking another staff member to be present if you will be alone with any type of special needs scholar.
- Asking another staff member to be present when you must be alone with a scholar after regular

school hours.

- Giving scholars praise and recognition without touching them.
- Pats on the back, high fives and handshakes are acceptable.
- Keeping your professional conduct a high priority.
- Asking yourself if your actions are worth your job and career.

Suicide Prevention Policy

Board Policy #: 23

Adopted/Ratified: October 3, 2019

Revision Date: August 11, 2021

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

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

Prevention and Instruction

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

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

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

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

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide.
2. Identify alternatives to suicide and develop coping, self-esteem, and resiliency skills.
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent.

4. Identify trusted adults, CCS resources, and/or community crisis intervention resources where youth, including those at high risk, such as youth bereaved by suicide; youth with disabilities, mental illness, or substance use disorders; youth experiencing homelessness or in out-of-home settings such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth can get help, and recognize that there is no stigma associated with seeking mental health, substance abuse, gender identity, or other support services.

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

Staff Development

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

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

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

school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.

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

Employee Qualifications and Scope of Services

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

Intervention and Emergency Procedures

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

1. Director of Counseling Services
2. School counselor

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

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

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

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

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

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

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

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

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

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

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

other mental health professionals in determining how best to discuss the suicide or attempted suicide with scholars.

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

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

Supporting Scholars during or after a Mental Health Crisis

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

Responding After a Suicide Death (Postvention)

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

The suicide prevention liaison shall:

Coordinate with the Superintendent & CEO to:

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

Coordinate an all-staff meeting, to include:

1. Notification (if not already conducted) to staff about suicide death;
2. Emotional support and resources available to staff;

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

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

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

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

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

Communicate with the larger school community about the suicide death.

Consider funeral arrangements for the family and school community.

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

Identify media spokesperson if needed.

Include long-term suicide postvention responses:

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

Scholar Identification Cards

CCS does not currently issue scholar identification cards. However, if CCS does so at a future date, such cards will include the three (3) digit dialing code for the National Suicide Prevention Lifeline 988 and the National Domestic Violence Hotline (1-800-799-7233) on all scholar identification cards. CCS will also include the number for the Crisis Text Line which can be accessed by texting HOME to 741741 and a local suicide prevention hotline on all scholar identification cards. Please ensure that your scholar has these emergency support numbers printed and available in a prominent and easily found location.

Suspension and Expulsion Policy (Full Board Policy)

Board Policy #: 25

Adopted/Ratified: October 3, 2019

Revision Date: N/A

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

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

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

Discipline includes but is not limited to advising and counseling scholars. Corporal punishment shall not be used as a disciplinary measure against any scholar. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a scholar. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, scholars, staff or other persons or to prevent damage to school property.

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

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

A scholar identified as an individual with disabilities or for whom CCS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who qualifies under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education scholars except when federal and state law requires additional or different procedures. CCS will follow all applicable federal and state laws, including, but not limited to,

the IDEA, Section 504, the applicable provisions of the Education Code, and their implementing regulations, when imposing any form of discipline on a scholar identified as an individual with disabilities, for whom CCS has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such scholars.

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

Procedures

A. Grounds for Suspension and Expulsion of Scholars

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

B. Enumerated Offenses

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

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

property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

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

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

2. Non-Discretionary Suspension Offenses: Scholars must be suspended and recommended for expulsion when it is determined the scholar:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the scholar had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.
 - b) Brandished a knife at another person
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Scholars may be recommended for expulsion when it is determined the scholar:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of the scholar's own prescription products by a scholar.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
 - l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - m) Harassed, threatened, or intimidated a scholar who is a complaining witness or

witness in a school disciplinary proceeding for the purpose of preventing that scholar from being a witness and/or retaliating against that scholar for being a witness.

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

including communications made in writing or by means of an electronic act, and including one or more acts committed by a scholar or group of scholars which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more scholars that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable scholar (defined as a scholar, including, but is not limited to, a scholar with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or scholars in fear of harm to that scholar's or those scholars' person or property.
 - ii. Causing a reasonable scholar to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable scholar to experience substantial interference with their academic performance.
 - iv. Causing a reasonable scholar to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual scholar for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a scholar for the purpose of bullying the scholar and such that another scholar would reasonably believe, or has reasonably believed, that the scholar was or is the scholar who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious scholar or a profile using the likeness or attributes of an actual scholar other than the scholar who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a

scholar to another scholar or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - u) A scholar who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a scholar who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to provisions(a)-(b), above.
 - v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the scholar unless, in the case of possession of any object of this type, the scholar had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee’s concurrence.
- 4) Non-Discretionary Expellable Offenses: Scholars must be recommended for expulsion when it is determined that the scholar:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the scholar had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee’s concurrence.
 - b) Brandished a knife at another person[LAC1] .
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a scholar has brought a

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

The following terms shall have the following definitions:

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

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

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

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

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Placement/Expulsion

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

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

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

4. Homework Assignments During Suspension

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

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the scholar either upon the scholar's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the scholar's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), scholars recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the scholar should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A scholar may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the scholar nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any scholar found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Scholars recommended for expulsion are entitled to a hearing to determine whether the scholar should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent or designee determines that the scholar has committed an expellable offense and recommends the scholar for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Governing Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all scholar confidentiality rules under FERPA) unless the scholar makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the scholar and the scholar's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the scholar. The notice shall include:

1. The date and place of the expulsion hearing
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based
3. A copy of CCS' disciplinary rules which relate to the alleged violation
4. Notification of the scholar's and/or parent/guardian's obligation to provide information about the scholar's status at the school to any other school district or school to which the scholar seeks enrollment
5. The opportunity for the scholar and/or the scholar's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor
6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the scholar's behalf including witnesses

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

CCS may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the scholar.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. CCS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, CCS must present evidence that the witness' presence is both desired by the witness and will be helpful to CCS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the scholar being expelled, the complaining

witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the scholar committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused scholar, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

- I. The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately

decides not to expel the scholar shall immediately be returned to their previous educational program.

J. Written Notice to Expel

The Superintendent or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the scholar or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the scholar; and (b) Notice of the scholar's or parent/guardian's obligation to inform any new district in which the scholar seeks to enroll of the scholar's status with the Charter School.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) The scholar's name; and (b) The specific expellable offense committed by the scholar.

K. Disciplinary Records

CCS shall maintain records of all scholar suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The scholar shall have no right of appeal from expulsion from CCS as the CCS Board of Directors' decision to expel shall be final.

M. Expelled scholars/Alternative Education

Parents/guardians of scholars who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. CCS shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Scholars who are expelled from CCS shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the scholar may reapply to CCS for admission.

O. Readmission or Admission of a Previously Expelled Scholar

The decision to readmit a scholar after the end of the scholar's expulsion term or to admit a

previously expelled scholar from another school district or charter school who has not been readmitted/admitted to another school or school district at the end of the scholar's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Superintendent or designee and the scholar and parent/guardian or representative to determine whether the scholar has successfully completed the rehabilitation plan and to determine whether the scholar poses a threat to others or will be disruptive to the school environment. The Superintendent or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The scholar's readmission is also contingent upon the CCS' capacity at the time the scholar seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each scholar who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Involuntary Removal for Truancy

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after five (5) missed assignments, an evaluation is held to determine whether it is in the best interest of the scholar to remain in independent study. If it is determined that it is not in the scholar's best interest to remain in independent study, the Charter School may involuntarily remove the scholar after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. scholars who are involuntarily removed for truancy shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion of Scholars with Disabilities

1. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of scholar conduct, CCS, the parent/guardian, and relevant members of the IEP/504 Team shall hold a manifestation determination for the purpose of reviewing all relevant information in the scholar's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the IEP/504 Team determines that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability,

the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and CCS agree to a change of placement as part of the modification of the behavioral intervention plan.

The Superintendent or designee may remove a scholar to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the scholar's disability in cases where a scholar:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

If the IEP/504 Team determine that the behavior was not a manifestation of the scholar's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then CCS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to scholars without disabilities.

Interim Alternative Placement

Any Scholar with special needs who is removed from their educational placement for more than 10 days consecutive (suspensions) or demonstrates a pattern of removals that equals more than 10 days in or a school year shall continue to receive services so as to enable the scholar to continue to participate in the general education curriculum and progress toward their goals and objective in an interim alternative setting.

4. Due Process Appeals

When an appeal relating to the placement of the scholar or the manifestation determination

has been requested by either the parent/guardian or CCS, the scholar shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and CCS agree otherwise.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

7. Procedures for Scholars Not Yet Eligible for Special Education Services

A scholar who has not been identified as an individual with disabilities pursuant to IDEA and who has violated CCS' disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if CCS had knowledge that the scholar was disabled before the behavior occurred.

CCS shall be deemed to have knowledge that the scholar had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to CCS supervisory or administrative personnel, or to one of the child's teachers, that the scholar is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other CCS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other CCS supervisory personnel.

If CCS knew or should have known the scholar had a disability under any of the three (3) circumstances described above, the scholar may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If CCS had no basis for knowledge of the scholar's disability, it shall proceed with the proposed discipline. CCS shall conduct an expedited evaluation if requested by the parent/guardian; however, the scholar shall remain in the education placement determined by CCS pending the results of the evaluation.

CCS shall not be deemed to have knowledge that the scholar had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the scholar has been evaluated and determined to not be eligible.

Firearm Safety Memorandum

To: Parents and Guardians of Scholars in the Compass Charter Schools

From: Elizabeth Brenner

Subject: California Law Regarding Safe Storage of Firearms

Compass Charter Schools holds the safety of its scholars as its primary priority and responsibility. The purpose of this memorandum is to inform and to remind parents and legal guardians of all scholars in Compass Charter Schools of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

To help everyone understand their legal responsibilities, this memorandum spells out California law regarding the storage of firearms. Please take some time to review this memorandum and evaluate your own personal practices to assure that you and your family are in compliance with California law.

California makes a person criminally liable for keeping a loaded firearm, under their custody and control, where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian and the child obtains access to the firearm and thereby: (1) causes death or great bodily injury to the child or any other person; (2) carries the firearm to a public place, including to any preschool or school grades kindergarten through twelfth grade, including to any school-sponsored event, activity, or performance; or (3) brandishes a firearm to others. The criminal penalty may be greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.

As of 2014, California makes a person criminally liable if they negligently store or leave any loaded firearm on their premises where a child is likely to gain access to it—regardless of whether or not the child brings the gun to a public place.

A parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward. These damages may be up to \$30,000 per victim.

Note: Gun owners may avoid criminal liability under California Penal Code Section 25100 by keeping their firearm in a locked container or secured with a locking device that renders the firearm inoperable. 3

Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

Sincerely,

Elizabeth Brenner

Technology Acceptable Use Policy

Board Policy #: 37 SECTION 37 – SCHOLAR POLICY –SCHOLAR USE OF TECHNOLOGY POLICY

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 a 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).

Signature Page

Please sign and date below to indicate that you have read the K-12 Online Learning Program Scholar Handbook, which includes the annual notices, and are aware of the school expectations for learning coaches and scholars.

Sign this page and return it to CCS.

Learning Coach Name: _____ Date: _____

Learning Coach Signature: _____

Scholar Name: _____ Date: _____

Scholar Signature: _____

Coversheet

Committee Overview

Section: XII. Executive
Item: B. Committee Overview
Purpose: Discuss
Submitted by:
Related Material: Compass Committees 2023-2024.pdf



Compass Committees 2023-2024

Year Round Committees (Main)

These committees meet throughout the year and will each have the opportunity to report to the Board of Directors during a public meeting. Committees must have specific goals that support our WIGS and the general improvement of Compass as an organization. Staff who are members of a committee are expected to attend all meetings and must communicate with the chair if they cannot attend a meeting.

Committee chairs are responsible for creating meeting agendas, preparing reports to the Compass Board of Directors, taking attendance, and working with the designated liaison to ensure that there is adequate support for the committee to reach its goals.

Committee Name	Meeting dates and time	Description
AVID	3rd Monday of the Month 11:00-12:00 pm	The purpose of the AVID Site Team is to collaborate, reflect, and evaluate ways to continue growing our College and Career Readiness at Compass. Together, we create Tier 1 WICOR resources for schoolwide implementation, as well create school wide goals to monitor and evaluate throughout the year, as we create supports and engage scholars, staff, and learning coaches.
Diversity, Equity, and Inclusion	2nd Tuesday of the month 1:00-2:00 pm	The DEI committee will engage in projects that promote Diversity, Equity, and Inclusion at Compass. They will use data gathered from a variety of tools to drive their work and seek areas of improvement. For the 2023-2024 school year, this committee will support the schoolwide Restorative Justice training. Staff who are participating in the RJ trainer certification this year are encouraged to serve on this committee.
Online Learning Advisory	3rd Thursday of the month 10am-10:50a,	The purpose of this committee is to participate in solution-minded collaboration and provide insight and solutions to the director of Online Learning and school leadership to continuously improve the Online Learning program, as well as support the development of proper and consistent implementation of program procedures, aligned with our LCAP goals.



		<p>Team members can expect to follow up with action items and steps after each meeting, provide teacher representation for leadership in decision making processes, and propose solutions for gaps in processes and initiatives.</p>
Options Learning Advisory	1st Monday 12:30-1:30	<p>The Options Learning Department Operations Committee comprises members who review systems, strategize education, and advise the director, ensuring effective program operations and enhancing scholar learning experiences.</p>
Staff Advisory	2nd Wednesday 3:00-4:00	<p>This an opportunity for staff to bring concerns to the Superintendent that may not be raised elsewhere, and for the superintendent to share out what is going on “big scale” and listen to feedback.</p> <p>It provides a space to bring cross departmental challenges and solutions that we could not solve in other ways.</p> <p>It is a way to maintain staff culture and keep us connected by promoting understanding among departments.</p>
Special Events and Awards	1st Tuesday of the month 2:00 - 3:00 PM	<p>This committee is responsible for connecting staff in fun ways through monthly activities that result in prizes. They promote a positive school culture by encouraging staff to spotlight employees who exemplify our ARTIC values.</p> <p>This year, they will also select a classified and certificated employee of the month and will conduct the annual employee of the year nomination process.</p>
EL/DELAC	3rd Tuesday of the month 10:00 -11:00 AM	<p>This committee will meet monthly and will serve as the DELAC three times per year. DELAC meetings will include parents and must make up over 50% of the committee. The DELAC will elect one member to represent parents at one Board of Directors meeting. Projects will include how to improve services for ELL families and will look at demographic and scholar achievement data to inform their decision making. The Committee's role is to advise the school on</p>



		programs and services for English Learner students.
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We also have two committees that only meet twice a year. These are on the Experience menu as sides.

Committee Name	Meeting dates and time	Description
Safety	TBD	The purpose of this committee is to review and revise the School Site Safety plan annually by March 1st.
Counseling Advisory	Meeting #1 - December 14th: 12:00pm-1:00pm Meeting #2 - June 6th: 12:00pm-1:00pm	The purpose of the counseling advisory is to provide feedback on program goals, review program results, make recommendations, and advocate for the school counseling program.