



## Compass Charter Schools

### Meeting of the Compass Board of Directors

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#### Date and Time

Saturday January 27, 2024 at 10:00 AM PST

#### Location

The Carson Doubletree  
2 Civic Plaza Dr.  
Carson, CA 90745

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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=ZWEyYUZhVjQyYamR1R2NhUXdvUFpDZz09>

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/kciDSXulI9>

For questions or requests regarding accessibility, please call Tami Wrigley at (805) 405-5898.

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## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>10:00 AM</b>
Opening Items			
<b>A.</b>	Call the Meeting to Order	Thomas Arnett	1 m
<b>B.</b>	Record Attendance	Tami Wrigley	1 m
<b>C.</b>	Welcoming Inclusion Activity	Discuss Elizabeth Brenner	5 m
<b>II. Consent Items</b>			<b>10:07 AM</b>
<b>A.</b>	Consent Items	Vote Thomas Arnett	5 m
<p>Consent Items – Items under Consent Items will be voted on in one motion unless a member of the Board requests that an item be removed and voted on separately, in which case, the Board Chair will determine when it will be called and considered for action. Due to the set-up of BoardOnTrack, approval of any meeting minutes will be done through consent, unless removed and voted on separately as noted above, using the same vote count.</p> <ul style="list-style-type: none"> <li>• Approval of the January 27, 2024 Annual Meeting Agenda</li> <li>• Approval of the December 2, 2023 Regular Meeting Minutes</li> <li>• Approval of the 2024-2025 Scholar Academic Calendar</li> </ul>			
<b>B.</b>	Approval of December 2, 2023 Regular Meeting Minutes	Approve Minutes Thomas Arnett	1 m
<b>III. Public Comment</b>			<b>10:13 AM</b>
<b>A.</b>	Public Comment	FYI Thomas Arnett	10 m
<p>Addressing the Board – Board meetings are meetings of the Board of Directors and will be held in a civil, orderly and respectful manner. All public comments or questions should be addressed to the Board through the Chair of the Board. To ensure an orderly meeting and an equal opportunity for each speaker, persons wishing to address the Board must complete a Speaker Request Card</p>			

	Purpose	Presenter	Time
<p>(<a href="https://forms.gle/jEmpDNMxeZYjrg89">https://forms.gle/jEmpDNMxeZYjrg89</a>) and submit it to Tami Wrigley. 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 <b>two (2) minutes each</b> 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.

<b>IV. Communications</b>			<b>10:23 AM</b>
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- |           |  |         |                 |      |
|-----------|--|---------|-----------------|------|
| <b>A.</b> | Board Member Communication   | Discuss | Thomas Arnett   | 10 m |
|           | <ul style="list-style-type: none"> <li>• Thomas Arnett</li> <li>• Therese Christopher</li> <li>• Samantha Herrod</li> <li>• Lainie Rowell</li> <li>• Dr. William Stinde</li> </ul> |         |                 |      |
| <b>B.</b> | Parent Advisory Council Update   | Discuss | Samantha Herrod | 10 m |
| <b>C.</b> | Scholar Leadership Council Report  | Discuss | Taia Saurer     | 10 m |

<b>V. Committee Reports</b>			<b>10:53 AM</b>
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- |           |                                   |     |                   |      |
|-----------|-----------------------------------|-----|-------------------|------|
| <b>A.</b> | Staff Advisory Committee Overview | FYI | Elizabeth Brenner | 10 m |
|-----------|-----------------------------------|-----|-------------------|------|

<b>VI. Scholar Spotlight</b>			<b>11:03 AM</b>
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- |           |                      |         |                   |      |
|-----------|----------------------|---------|-------------------|------|
| <b>A.</b> | Scholar Testimonials | Discuss | Elizabeth Brenner | 10 m |
|-----------|----------------------|---------|-------------------|------|

	Purpose	Presenter	Time
<a href="#">Scholar Testimonials Presentation</a>			
<b>VII. Superintendent's Report</b>			<b>11:13 AM</b>
A. Superintendent's Report	Discuss	Elizabeth Brenner	20 m
<b>VIII. Mid Year LCAP Report</b>			<b>11:33 AM</b>
A. Mid year LCAP Presentation and Documents	Discuss	Elizabeth Brenner	15 m
<b>IX. Organization of the Board of Directors</b>			<b>11:48 AM</b>
A. Board Composition Discussion	Discuss	Thomas Arnett	30 m
Review bylaws and discuss open board member seat.			
<b>X. Unfinished Business</b>			
<b>XI. Academic Services</b>			<b>12:18 PM</b>
A. Special Education Contracts Update	Vote	Amy Foody	10 m
Vote to approve a \$250,000 increase to the Partners in Special Education Nonpublic Agency service contract.			
B. Academic Division Update	FYI	Greg Cohen	5 m
<a href="#">Academic Division Report Presentation</a>			
<b>XII. Operations</b>			<b>12:33 PM</b>
A. Operations Update	FYI	Lisa Fishman	5 m
Attachments:			
<ul style="list-style-type: none"> <li>• <a href="#">Operations Division Board Report January 2024</a></li> </ul>			
B. Review and Approval of the November and December 2023 Financial Statements	Vote	Lisa Fishman	5 m
Attachments:			
<ul style="list-style-type: none"> <li>• <a href="#">Monthly Financial Board Report - November</a></li> </ul>			

	Purpose	Presenter	Time
<ul style="list-style-type: none"> <li>• <a href="#">Monthly Financial Board Report - December</a></li> <li>• <a href="#">CCS PL November 2023</a></li> <li>• <a href="#">CCS PL December 2023</a></li> <li>• <a href="#">CCS CR November 2023</a></li> <li>• <a href="#">CCS CR December 2023</a></li> <li>• <a href="#">CCS BS November 2023</a></li> <li>• <a href="#">CCS BS December 2023</a></li> </ul>			
<b>C.</b> SARC Approval	Vote	Danielle Gamez	15 m
<b>XIII. People Division</b>			<b>12:58 PM</b>
<b>A.</b> People Division Update	FYI	Sophie Trivino	5 m
Attachments:			
<ul style="list-style-type: none"> <li>• People Division Update</li> <li>• Additions &amp; Terminations Report</li> </ul>			
<b>XIV. Board Strategic Planning</b>			<b>1:03 PM</b>
<b>A.</b> Identify target areas to increase enrollment based on need.	Discuss	Elizabeth Brenner	30 m
<a href="#">Guiding Questions</a>			
<b>XV. Closing Items</b>			<b>1:33 PM</b>
<b>A.</b> Upcoming Meetings	FYI	Elizabeth Brenner	5 m
Saturday, March 9, 2024			
Saturday, May 18, 2024			
Saturday, June 22, 2024			
<b>B.</b> Optimistic Closure Activity	Discuss	Elizabeth Brenner	5 m
<b>C.</b> Adjourn Meeting	FYI	Thomas Arnett	1 m

# Coversheet

## Consent Items

**Section:** II. Consent Items  
**Item:** A. Consent Items  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2024-25 Academic Calendar \_ DRAFT - 2024-25 - Scholars.pdf



# 2024-25 Academic Calendar

Key			
	First/Last Day of School		Holiday - No School
	Mid-Winter Break		In-service Day - No School
	Start of Semester 2 (Spring)		
	Graduation Week		

August '24							3
S	M	T	W	T	F	S	
				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	28 First Day of School
							22

September '24							20
S	M	T	W	T	F	S	
1	2	3	4	5	6	7	2 Labor Day
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30						
							20

OCTOBER '24							21
S	M	T	W	T	F	S	
		1	2	3	4	5	
6	7	8	9	10	11	12	11 In-Service Day
13	14	15	16	17	18	19	14 Indigenous Peoples' Day
20	21	22	23	24	25	26	
27	28	29	30	31			
							21

NOVEMBER '24							15
S	M	T	W	T	F	S	
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	11 Veterans Day
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	25-29 Fall Break
							15

DECEMBER '24							15
S	M	T	W	T	F	S	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	23-31 Winter Break
29	30	31					
							15

JANUARY '25							17
S	M	T	W	T	F	S	
			1	2	3	4	1-3 Winter Break
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	20 MLK Day
26	27	28	29	30	31		30-31 Mid-Winter Break
							17

FEBRUARY '25							19
S	M	T	W	T	F	S	
						1	
2	3	4	5	6	7	8	3 Start of Semester 2 (Spring)
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	17 Presidents' Day
23	24	25	26	27	28		
							19

MARCH '25							20
S	M	T	W	T	F	S	
						1	
2	3	4	5	6	7	8	7 In-Service Day
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						
							19

APRIL '25							17
S	M	T	W	T	F	S	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	21-25 Spring Break
27	28	29	30				
							17

MAY '25							21
S	M	T	W	T	F	S	
				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	26 Memorial Day
							21

JUNE '25							7
S	M	T	W	T	F	S	
1	2	3	4	5	6	7	10 Last Day of School
8	9	10	11	12	13	14	11-13 Graduation Week
15	16	17	18	19	20	21	19 Juneteenth
22	23	24	25	26	27	28	
29	30						
							175

JULY '25							
S	M	T	W	T	F	S	
		1	2	3	4	5	4 Independence Day
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30	31			

# Coversheet

## Approval of December 2, 2023 Regular Meeting Minutes

**Section:** II. Consent Items  
**Item:** B. Approval of December 2, 2023 Regular Meeting Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:**  
Minutes for Meeting of the Compass Board of Directors on December 2, 2023



APPROVED



## Compass Charter Schools

### Minutes

#### Meeting of the Compass Board of Directors

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**Date and Time**

Saturday December 2, 2023 at 10:00 AM

**Location**

The Carson Doubletree  
2 Civic Plaza Dr.  
Carson, CA 90745

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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/kciDSXu1l9>

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

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### **Directors Present**

L. Rowell, S. Herrod, T. Arnett, T. Christopher

### **Directors Absent**

I. Olvera, W. Stinde

### **Ex Officio Members Present**

E. Brenner, T. Wrigley

### **Non Voting Members Present**

E. Brenner, T. Wrigley

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## **I. Opening Items**

### **A. Call the Meeting to Order**

T. Arnett called a meeting of the board of directors of Compass Charter Schools to order on Saturday Dec 2, 2023 at 10:09 AM.

### **B. Record Attendance**

### **C. Welcoming Inclusion Activity**

L. Rowell led the Board of Directors and attendees in a welcoming activity.

## **II. Consent Items**

### **A. Consent Items**

L. Rowell made a motion to Approve Consent Items.

S. Herrod seconded the motion.

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

### **B. Approval of September 30, 2023 Regular Meeting Minutes**

L. Rowell made a motion to approve Meeting of the Compass Board of Directors on 09-30-23.

S. Herrod seconded the motion.

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

## **III. Organization of the Board of Directors**

### **A.**

### **Confirmation of Scholar Representative**

T. Arnett made a motion to Approve the Confirmation of Scholar Representative.

T. Christopher seconded the motion.

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

### **IV. Public Comment**

#### **A. Public Comment**

No public comments.

### **V. Communications**

#### **A. Board Member Communication**

T. Arnett and E. Brenner talked about their visit to the Rock, Tree, Sky Learning Community Center and how centers like it could provide support to scholars.

T. Arnett announced that I. Olvera will be resigning from the Board. The next Agenda will need to include a discussion on recruiting additional Board Members.

#### **B. Parent Advisory Council Update**

S. Herrod shared the November Parent Advisory Council Meeting.

#### **C. Scholar Leadership Council Report**

E. Brenner shared the October Scholar Leadership Council Meeting.

### **VI. Committee Report**

#### **A. Committee Overview**

K. McCaulley presented information about the Options Advisory Committee.

### **VII. Superintendent's Report**

#### **A. Superintendent's Report**

E. Brenner presented the Superintendent's report which included information on scholar growth, grade level proficiency comparisons, and ongoing efforts to improve workplace culture.

### **VIII. Unfinished Business**

#### **A. Discuss Unfinished Business**

There was no unfinished Business to discuss

## IX. Academic Services

### A. Special Education Contracts Update

A. Foody spoke about the growth in the number of Special Education scholars and the increase in students requiring additional services.

### B. ELAC Committee Update

There were no questions regarding the ELAC Committee Update.

## X. Operations

### A. Operations Update

L. Fishman announced the hire of Krisha Moeller, the new IT Director.

E. Brenner announced that Danille Gamez was chosen to participate in the CBO Mentor Program.

### B. Review and Approval of the September and October 2023 Financial Statements

S. Herrod made a motion to approve the September and October 2023 Financial Statements.

L. Rowell seconded the motion.

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

### C. Review and Approval of the FY 23-24 1st Interim Reports

K. Nowak presented the FY 23-24 1st Interim Reports.

L. Rowell made a motion to Approve the FY 23-24 1st Interim Reports.

S. Herrod seconded the motion.

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

### D. Annual Audit Report

V. Pineda presented the Audit Report provided by Christy White & Associates.

L. Rowell made a motion to approve the Annual Audit Report.

S. Herrod seconded the motion.

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

## XI. People Division

### A. People Division Update

S. Trivino provided an update on the People Division and the Additions & Terminations Report.

### B.

## **Recess**

T. Arnett suggested the Board take a recess at 11:40 a.m. All present agreed.  
The Board reconvened from their recess at 11:53 a.m.

## **XII. Board Strategic Planning**

### **A. Review of Annual Survey Questions**

E. Brenner spoke briefly about the importance of creating Annual Survey questions that would best provide CCS with the information it would like to capture from parents and scholars.

Discussion continued among Board Members regarding choosing questions, information collection goals, timing, and the need for a survey that is easy for scholars to take.

## **XIII. Closed Session**

### **A. CONFERENCE WITH LEGAL COUNSEL--ANTICIPATED LITIGATION**

Significant exposure to litigation pursuant to Paragraph (2) or (3) of subdivision (d) of Section 54956.9: (One case)

The Board moved into a Closed Session at 12:30 p.m.

## **XIV. Reconvene from Closed Session**

### **A. Closed Session Report**

The Board reconvened from Closed Session at 12:54 with nothing to report.

## **XV. Closing Items**

### **A. Upcoming Meetings**

The next meeting is Saturday January 27, at 10:00 a.m.

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

L. Rowell led the group in an Optimistic Closure Activity.

### **C. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 1:00 PM.

Respectfully Submitted,  
T. Wrigley

# Coversheet

## Parent Advisory Council Update

**Section:** IV. Communications  
**Item:** B. Parent Advisory Council Update  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Parent Advisory Council Report - January Meeting.pdf



## Parent Advisory Council Meeting - January 19, 2024

### Recording and AI Summary

[VIEW RECORDING - 55 mins](#)

AI Summary:

- Kimberly Aguilar presented testimonials from students and parents speaking about their positive experiences with Compass Charter Schools. She expressed a goal of obtaining more testimonials. Members discussed incentivizing participation in creating additional videos or other projects serving this purpose. [@ 0:00](#)
- Elizabeth Brenner reviewed the 2023-2024 School Safety Plan. [@8:18](#)
- Elizabeth Brenner shared information on the LCAP and the process that goes into creating it. She discussed local assessment growth and state test results, finding strengths in growth but needs in testing participation. Council members discussed addressing participation through communication, incentives, and addressing access issues. [@10:26](#)
- Elizabeth Brenner analyzed state test participation penalties impacting scores and discussed setting revised, ambitious participation and achievement goals to improve ratings. Meeting attendees expressed ideas for making students more comfortable with testing, and provided location suggestions to increase northern California participation for scholars experiencing technical issues at home. [@23:02](#)
- Brenner proposed refocusing the engagement goal to increase parent advisory council membership and attendance. Members discussed improving communication of the council's purpose and offering flexible meeting times and locations to boost involvement. [@37:30](#)



# Coversheet

## Scholar Leadership Council Report

**Section:** IV. Communications  
**Item:** C. Scholar Leadership Council Report  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:**  
Scholar Leadership Council Report - November and December meetings.pdf



## Scholar Leadership Council Report to the Board of Directors on January 27, 2024

Summary and video for the November 14, 2023 SLC Meeting:

[VIEW RECORDING - 56 mins \(No highlights\)](#)

### AI Summary

- Tami, Elizabeth, Taia, and Zahra discussed various topics during the meeting, including the approval of the agenda and minutes, welcoming a new member, and the suggestion of using Discord for study sessions. They also mentioned the need for adult supervision to ensure the safety of the online platform. [@0:01](#)
- Taia, Elizabeth, and Zahra discussed various topics including the possibility of creating groups in Parent Square, conducting a survey to gather feedback, and organizing a private and public broadcast for the school. They also mentioned the idea of inviting Zahra's mom and someone from the IT department to speak about cyber security awareness. [@10:48](#)
- Elizabeth discussed the need for an effective survey to gather feedback from scholars, parents, and staff. They emphasized the importance of clear and concise questions, limited length, and a combination of closed-ended and open-ended questions to obtain meaningful responses for school improvement. [@15:47](#)
- Elizabeth, Taia, Zahra, and others discussed the process of creating survey questions, emphasizing the importance of clarity and avoiding double-barreled questions. They also decided to review and make changes to existing survey questions, allowing everyone to provide feedback and suggestions for improvement. [@21:05](#)

Summary and video for the December 12, 2023 SLC Meeting:

[VIEW RECORDING - 31 mins \(No Highlights\)](#)

### AI Summary

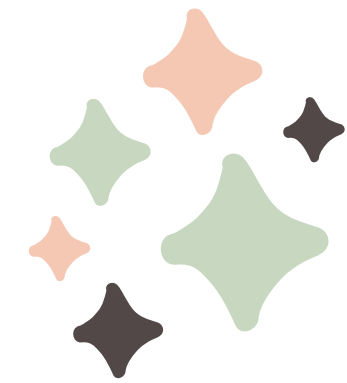
- Members proposed new questions about scholars' goals and support from teachers. They emphasized questions' importance in understanding scholar experiences and guiding Compass's improvement efforts. [@ 0:23](#)

- Wording was debated to include all scholars, with suggestions to clarify for younger levels. Formatting options were raised to balance comprehensiveness with not overwhelming respondents. [@1:00](#)
- Priorities for the survey were outlined. Participation goals were set higher to inform strategic planning. Members practiced the survey and agreed to provide feedback on its design and experience. [@ 2:35](#)
- A communication channel was set up for future agenda items. Presenting options like ParentSquare and improving scholar connections were discussed. The productive meeting concluded with holiday well-wishes. [@ 28:23](#)

# Coversheet

## Staff Advisory Committee Overview

**Section:** V. Committee Reports  
**Item:** A. Staff Advisory Committee Overview  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Staff Advisory Committee Presentation.pdf



# Staff Advisory

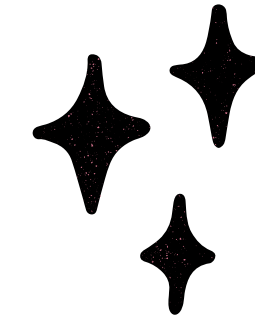


COMMITTEE

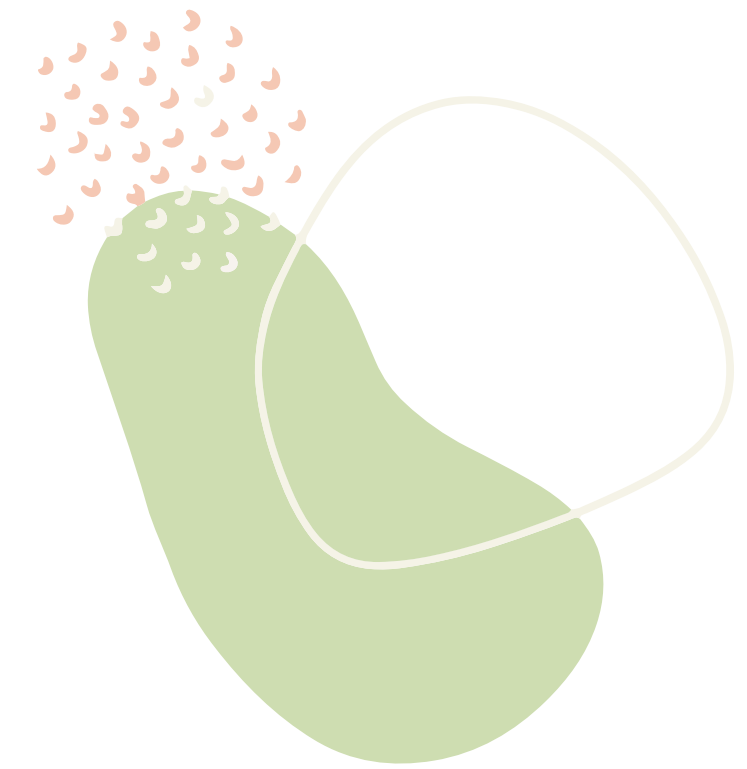


# Our Purpose

To create 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.



# Our Goals

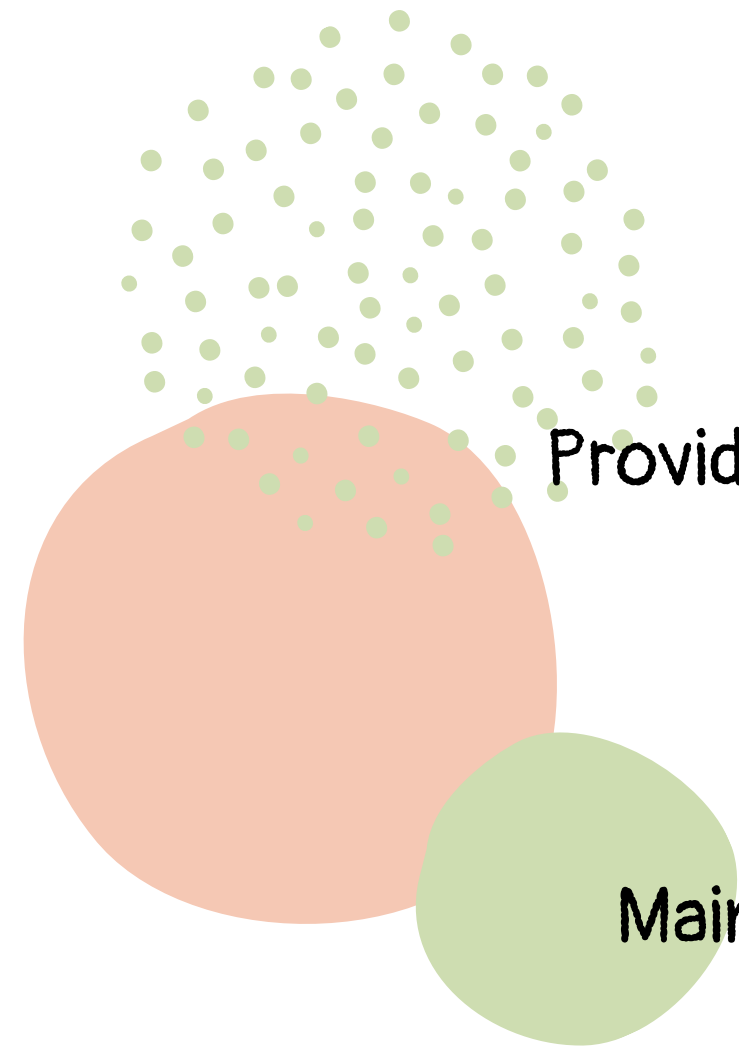


## WIG #1

Provide a space to bring cross departmental challenges and solutions that we could not solve in other ways.

## WIG #2

Maintain staff culture and stay connected by promoting understanding among departments.



# OUR COMMITTEE

Facilitator: Elizabeth Brenner

Participant

Expertise

Dawn Lothringer: Academic Support  
 Mandi Schwartzberg: Counseling Services  
 Christina Vert: Engagement  
 Brooklynn Coney: Finance  
 Miguel Aguilar: Information Technology  
 Katie Hooper: Online Teacher, Elementary  
 Erica Angelo: Online Teacher, Middle  
 Lynn Woodley: Online Teacher, High  
 Taylor Castillo: Operations

Participant

Expertise

Shalimar Slobojan: OCLC Coordinator  
 Kristy Smith: Options, Supervising Teacher  
 Trisha Theobald: Options, Supervising Teacher  
 Carrie Badescu: Staff Support  
 Kim Miles: Education Specialist  
 Donnell Tyler: Community Providers  
 Jesse Zamora: Human Resources  
 Lindsey Chalco-Paz: Options, Supervising Teacher  
 Erin Thomson: Options, Supervising Teacher



# The method

## 01 Identify

Staff members have the opportunity to define challenges and concerns within the organization.

## 02 Discuss

Participants bring their unique departmental perspectives to the table to solve challenges, while also learning more about issues affecting other departments.

## 03 Connect

The Superintendent can communicate “big picture” data, seeking feedback and ideas from the Committee.

## 04 Collaborate

Solutions are prepared with steps that resolve issues while prioritizing scholar needs.

## 05 Share

Resolutions are communicated to staff and other stakeholders.



# Any questions?

Elizabeth Brenner

Committee Facilitator

[ebrenner@compasscharters.org](mailto:ebrenner@compasscharters.org)



# Coversheet

## Superintendent's Report

**Section:** VII. Superintendent's Report  
**Item:** A. Superintendent's Report  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Superintendent's Report January 2024.pdf

# *Superintendent's Report To the Board of Directors*

*January 27, 2024*

# *Wildly Important Goals- WIGs*

## *WIG 1*

100% of staff will  
report improved school  
culture

## *WIG 2*

100% of eligible  
scholars will  
graduate

## **WIGs**

100% of staff will report improved school culture

100% of eligible scholars will graduate.

## **LCAP**

Increase scholar academic achievement in core academic subjects.

Increase scholar and parent engagement and involvement.

Increase college and career readiness for scholars.

Ensure that at-promise scholars are making progress toward earning a high school diploma.

## **WASC**

Improve the 4 year graduation cohort in each school to meet or exceed state averages.

Increase participation in state testing to 95% and maintain 95% participation rates in local measures.

Increase college and career readiness for scholars by expanding the AVID program

Create and implement a comprehensive data plan that is accessible by 100% of Compass staff and families.

# *Superintendent's Goal*

100% of staff will select 7 or higher on a scale of 1-10 that this statement is true for them:

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

This goal supports WIG #1: 100% of staff will report increased coherence, improved culture and greater connectedness by the end of the 2023-2024 school year.

It also supports the Strategic Plan goals to: Build trusting relationships and a culture of collaboration, innovation, and ongoing learning.

# Superintendent's Goal

## Tasks

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- Facilitate the all management Trust and Inspire PL. 📅 Feb 12, 2024
- Facilitate the all management Trust and Inspire PL. 📅 Apr 08, 2024 EB E. Brenner
- Measure progress of goal utilizing 10 point scale. Present data at the May 18 meeting. 📅 Apr 26, 2024 EB E. Brenner
- Facilitate the all management Trust and Inspire PL. 📅 May 13, 2024 EB E. Brenner
- Measure progress of goal utilizing 10 point scale. 📅 Dec 13, 2024 EB E. Brenner

Add a Task

- Facilitate the all management Trust and Inspire PL. 📅 Dec 11, 2023 EB E. Brenner
- Facilitate the all management Trust & Inspire PL. 📅 Oct 16, 2023 EB E. Brenner
- Implement Trust & Inspire all management PL. Ensure that all managers and leaders have copies of the Trust and Inspire book. Facilitate six sessions throughout the year that include training from Covey and Compass applications. 📅 Sep 11, 2023 EB E. Brenner
- Kick off the year long Trust & Inspire initiative at the all-staff retreat. Implement the measurement tool to track progress. 📅 Aug 04, 2023 EB E. Brenner



# ***Charter Renewal- MEUSD***

We will resume the charter renewal process for the San Diego charter.

Our goal will be to submit the charter for renewal in August.

We are currently deciding which agency we work with will best support our efforts.

# *Enrollment Increase in Yolo*

Winters Joint Unified School District, our authorizer in Yolo, has requested that we increase the enrollment of scholars who meet the unduplicated criteria from 40% to 60%.

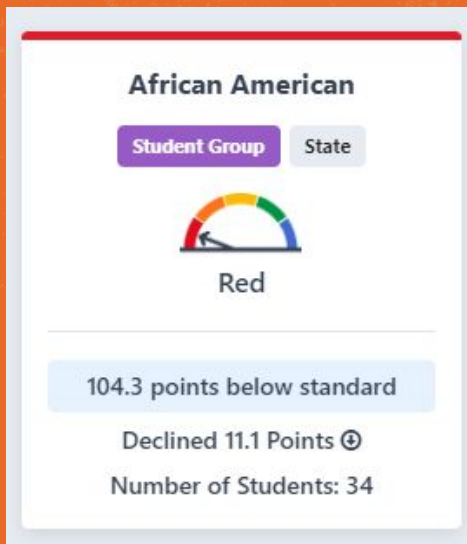
Our marketing coordinator is currently working with the Enrollment Professor to target this population in counties where we do not have many scholars enrolled.

We are focusing efforts on our online program because we have lower case loads in that program right now.

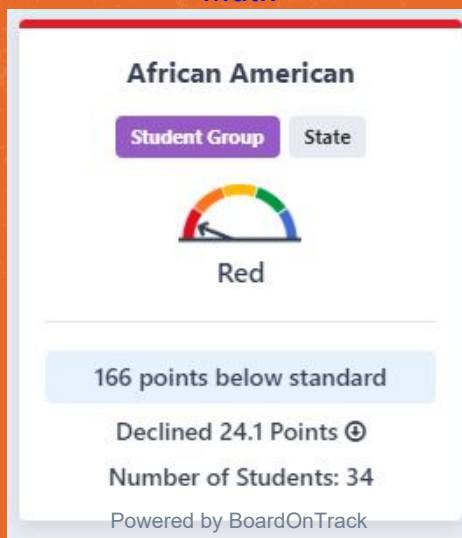
# Differentiated Assistance in LA

Compass has been identified as needing differentiated assistance for the Los Angeles charter based on the test scores and chronic absenteeism of our African American scholars.

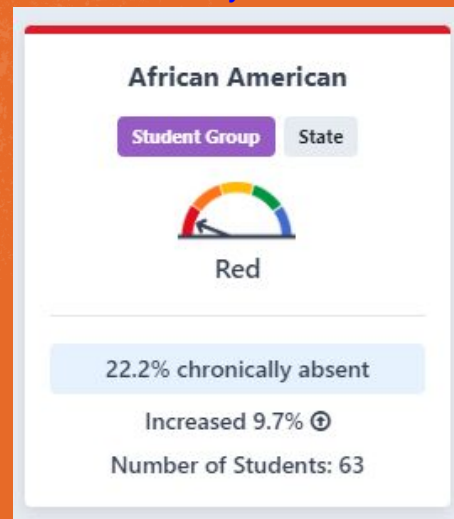
## ELA



## Math



## Chronically Absent



# *Next Steps*



LCAP annual report- March 9, 2024

# Coversheet

## Mid year LCAP Presentation and Documents

**Section:** VIII. Mid Year LCAP Report  
**Item:** A. Mid year LCAP Presentation and Documents  
**Purpose:** Discuss  
**Submitted by:** Elizabeth Brenner

**Related Material:**

Mid year Board LCAP Update January 2024 (1).pdf  
2024\_LCAP\_Mid-Year\_Monitoring\_Report\_Compass\_Charter\_Schools\_Yolo.pdf  
2024\_LCAP\_Mid-Year\_Monitoring\_Report\_for\_Compass\_Charter\_Schools\_San\_Diego.pdf  
2024\_LCAP\_Mid-Year\_Monitoring\_Report\_for\_Compass\_Charter\_Schools\_Los\_Angeles.pdf

**BACKGROUND:**

This year, the CDE has implemented a new requirement that all schools present a mid-year LCAP review at a public board meeting. The attached documents include a presentation highlighting the updated metrics and comprehensive reports for each charter that include all updated metrics and expenditures to date.



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Compass Charter Schools

# **Local Control Accountability Plan (LCAP) Mid-year Update**

January 27, 2024



# Our Mission and Vision

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

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





# OUR ARTIC VALUES



## Achievement

Engage in and take charge of your learning.



## Respect

Be respectful in all interactions with fellow scholars, learning coaches, faculty, and staff.



## Teamwork

Work cooperatively with all persons involved in your education. "Teamwork makes the Dream work."



## Integrity

Behave following strong ethical principles, values, and academic honesty.



## Communication

Frequently and proactively communicate with all persons involved in your education.





# What is the LCAP?

The Local Control Accountability Plan (LCAP) is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for Local Education Agencies (LEAs) (county office of education [COE], school districts and charter schools) to share their stories of how, what, and why programs and services are selected to meet their local needs.



# The State Priorities

**Priority 1: Basic**

**Priority 2: Implementation of State Standards**

**Priority 3: Parental Involvement and Family Engagement**

**Priority 4: Student Achievement**

**Priority 5: Student Engagement**

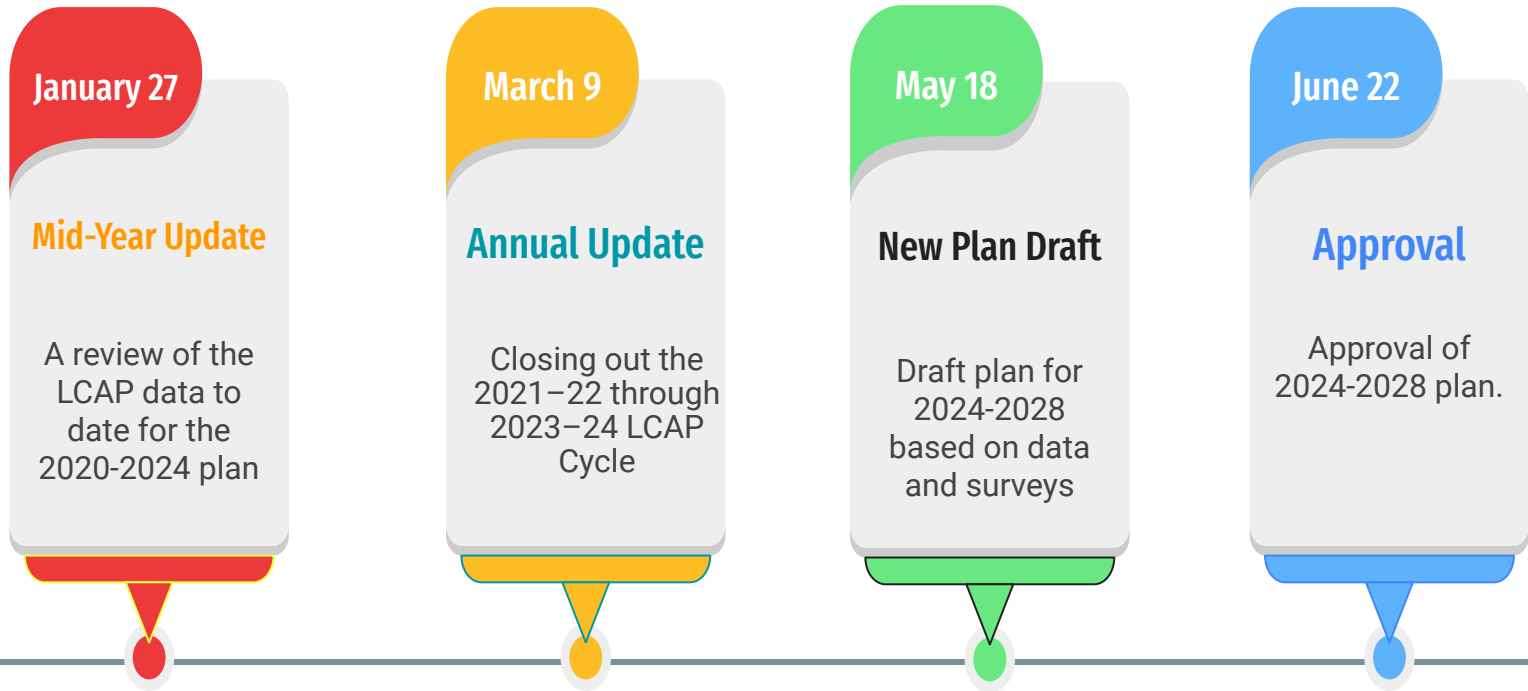
**Priority 6: School Climate**

**Priority 7: Course Access**

**Priority 8: Pupil Outcomes**



# Compass Board of Directors LCAP Timeline



# Compass Goals

Goal #	Goal Description	State Priority
1	Increase scholar academic achievement in core academic subjects.	4, 7
2	Increase scholar and parent engagement/involvement.	3,5
3	Increase college and career readiness for scholars.	4,8
4	Ensure that at-promise scholars are making progress toward earning a high school diploma.	4,5

# Goal 1 Metrics

## Increase scholar academic achievement in core academic subjects

### Metrics

#### State

SBAC ELA

SBAC Math

CA Science Test (CAST)

Dropout Rate

Chronic Absenteeism

#### Local

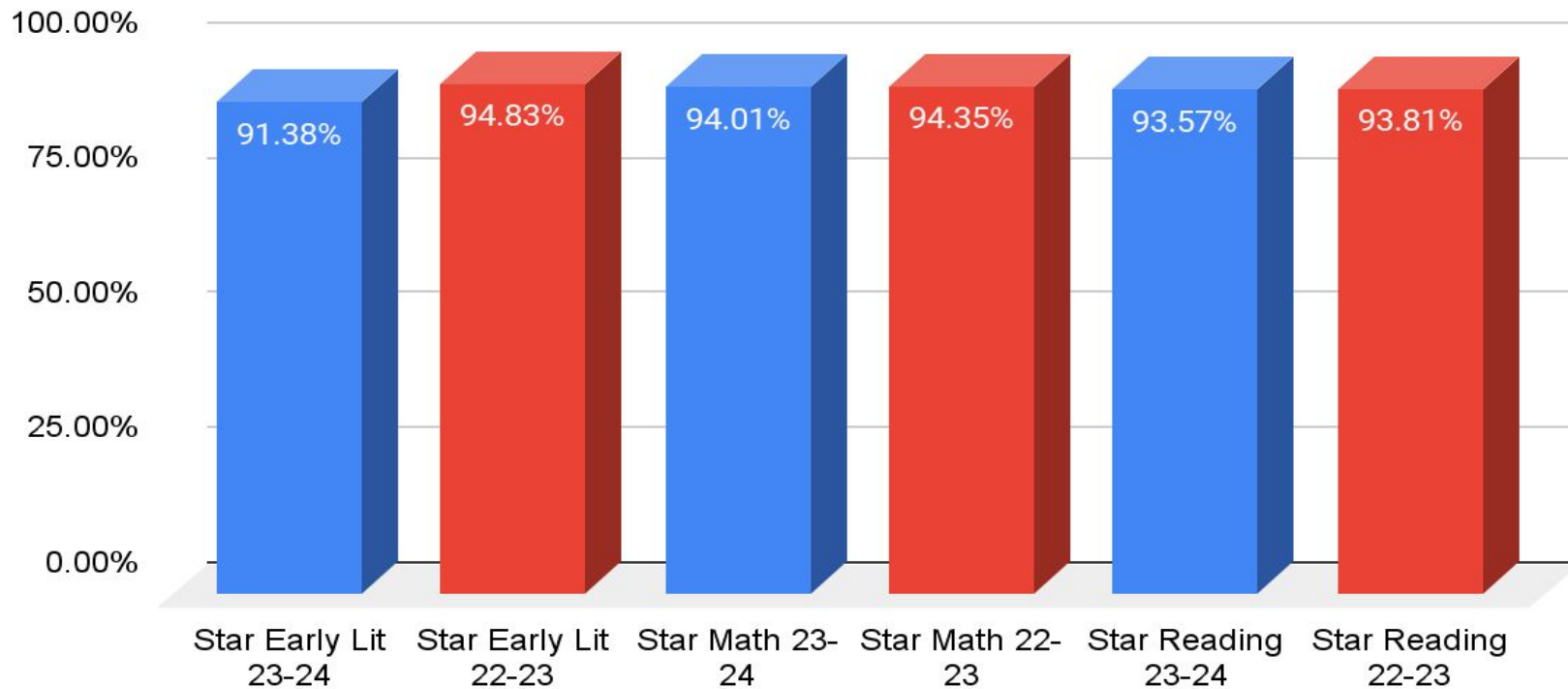
Internal Star ELA Assessment

Internal Star Math Assessment

# Los Angeles STAR Data

## STAR BOY Participation

Compass Charter Schools of Los Angeles



# Goal 1 Metrics- LA

CCS of **Los Angeles** CAASPP Results  
 % of Scholars who Met or Exceeded Requirements  
 Participation rate= 84%

	2019	2022	2023	2023-2024 Goal	Status
SBAC ELA (3-8)	39%	40%	38%	50%	Not Met
SBAC ELA (11)	53%	52%	63%	60%	Met
SBAC Math (3-8)	18%	24%	28%	30%	Not Met
SBAC Math (11)	6%	18%	28%	30%	Not Met
CAST	18%	27%	32%	25%	Met



# Goal 1 Metrics- LA

CCS of **Los Angeles** CAASPP Results  
 % of Socio-economically Disadvantaged Scholars who  
 Met or Exceeded Requirements

	2019	2022	2023	2023-2024 Goal	Status
SBAC ELA (3-8)	33%	36%	33%	45%	Not Met
SBAC ELA (11)	42%	43%	58%	50%	Met
SBAC Math (3-8)	12%	18%	21%	25%	Not Met
SBAC Math (11)	0	21%	25%	15%	Met
CAST	8%	25%	21%	20%	Met





# Goal 1 Metrics- LA

CCS of **Los Angeles** STAR Results  
 % of Scholars who Met or Exceeded Grade Level Growth (SGP)

	2022 EOY	2023 EOY	2023-2024 Goal	Status
STAR ELA (3-8)	60%	63%	<b>TBD</b>	N/A
STAR ELA (11)	49%	75%	<b>TBD</b>	N/A
STAR Math (3-8)	57%	62%	<b>TBD</b>	N/A
STAR Math (11)	57%	79%	<b>TBD</b>	N/A



# Goal 1 Metrics- LA

## CCS of Los Angeles Scholar Engagement

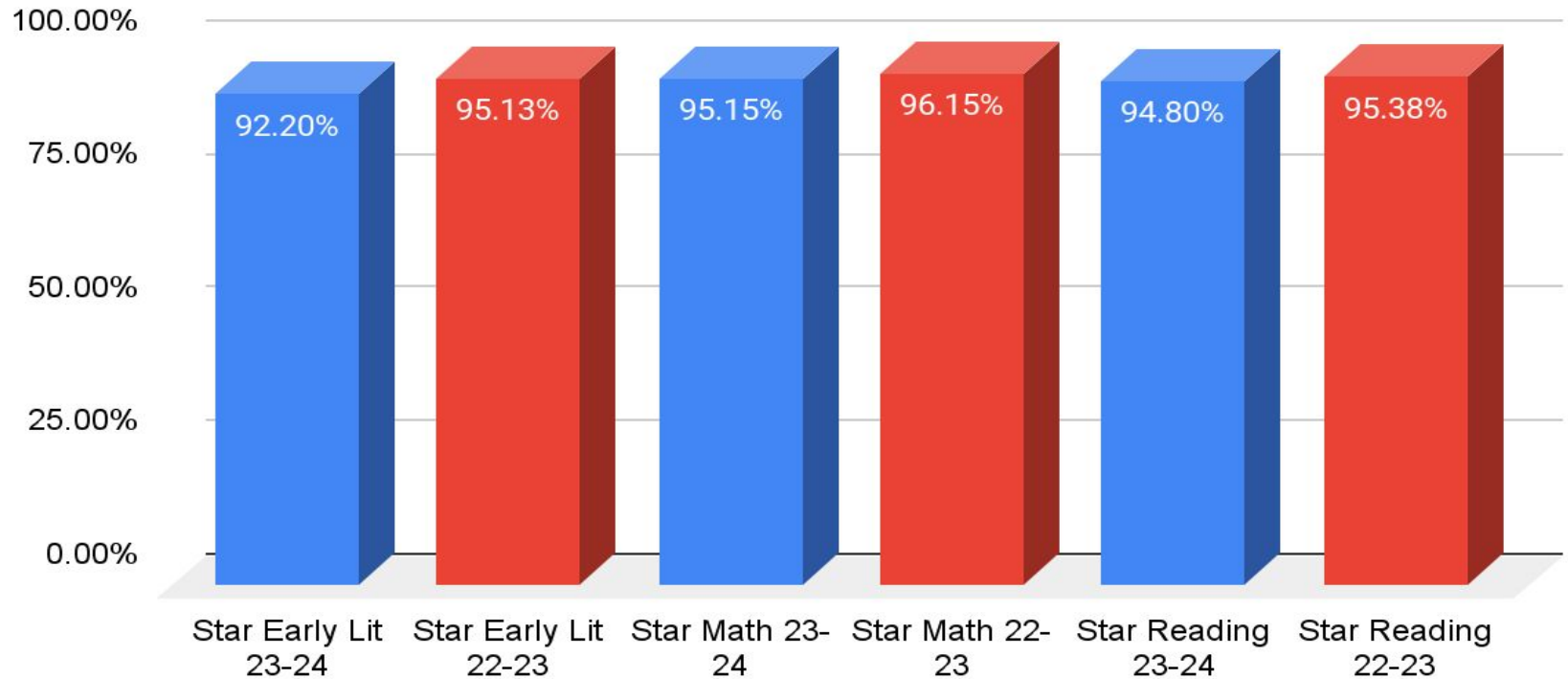
	2019	2022	2023	<b>2023-2024 Goal</b>	Status
Chronic Absenteeism	5%	7%	6%	<b>&lt;4%</b>	Not Met
Cohort Dropout Rate	53%	36%	16%	<b>&lt;15%</b>	Noth Met



# San Diego STAR Data

## STAR BOY Participation

Compass Charter Schools of San Diego



# Goal 1 Metrics-SD

CCS of **San Diego** CAASPP Results  
 % of Scholars who Met or Exceeded Requirements  
 Participation rate= 89%

	2019	2022	2023	2023-2024 Goal	Status
SBAC ELA (3-8)	39%	45%	48%	50%	Not Met
SBAC ELA (11)	53%	43%	53%	60%	Not Met
SBAC Math (3-8)	18%	31%	27%	30%	Not Met
SBAC Math (11)	6%	22%	13%	30%	Not Met
CAST	18%	32%	31%	25%	Met



# Goal 1 Metrics-SD

CCS of **San Diego** CAASPP Results  
 % of Socio-economically Disadvantaged Scholars who  
 Met or Exceeded Requirements

	2019	2022	2023	2023-2024 Goal	Status
SBAC ELA (3-8)	33%	31%	36%	<b>45%</b>	Not Met
SBAC ELA (11)	42%	38%	57%	<b>50%</b>	Met
SBAC Math (3-8)	12%	19%	17%	<b>25%</b>	Not Met
SBAC Math (11)	0	23%	17%	<b>15%</b>	Met
CAST	8%	27%	21%	<b>20%</b>	Met



# Goal 1 Metrics- SD

English Learner Progress Indicator (ELPI)

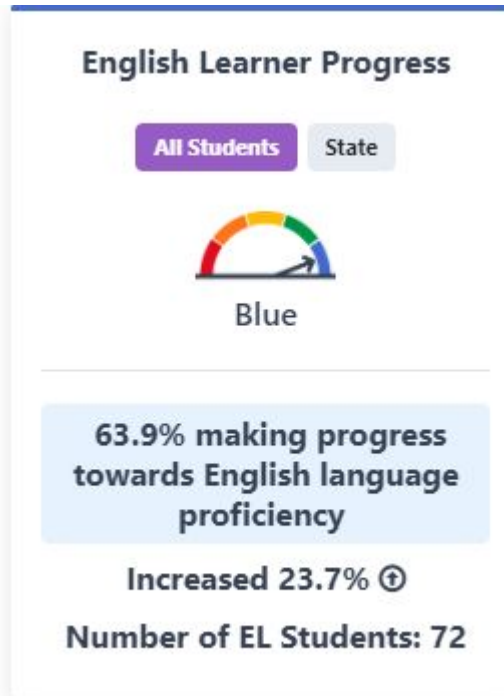
% of EL scholars making progress towards English Language Proficiency

	2019	2022	2023	2023-2024 Goal	Status
ELPI %	33%	43%	64%	<b>45-54%</b>	Met
Status Level	Low	Low	High	<b>Medium</b>	Met



# Goal 1 Metrics- SD

English Learner Progress Indicator (ELPI)  
% of EL scholars making progress towards English Language Proficiency



# Goal 1 Metrics- SD

CCS of **San Diego** STAR Results  
 % of Scholars who Met or Exceeded Grade Level Growth

	2022 EOY	2023 EOY	2023-2024 Goal	Status
STAR ELA (3-8)	62.3%	65%	<b>TBD</b>	N/A
STAR ELA (11)	52.2%	61%	<b>TBD</b>	N/A
STAR Math (3-8)	58.6%	62%	<b>TBD</b>	N/A
STAR Math (11)	56.5%	54%	<b>TBD</b>	N/A





# Goal 1 Metrics-SD

## CCS of **San Diego** Scholar Engagement

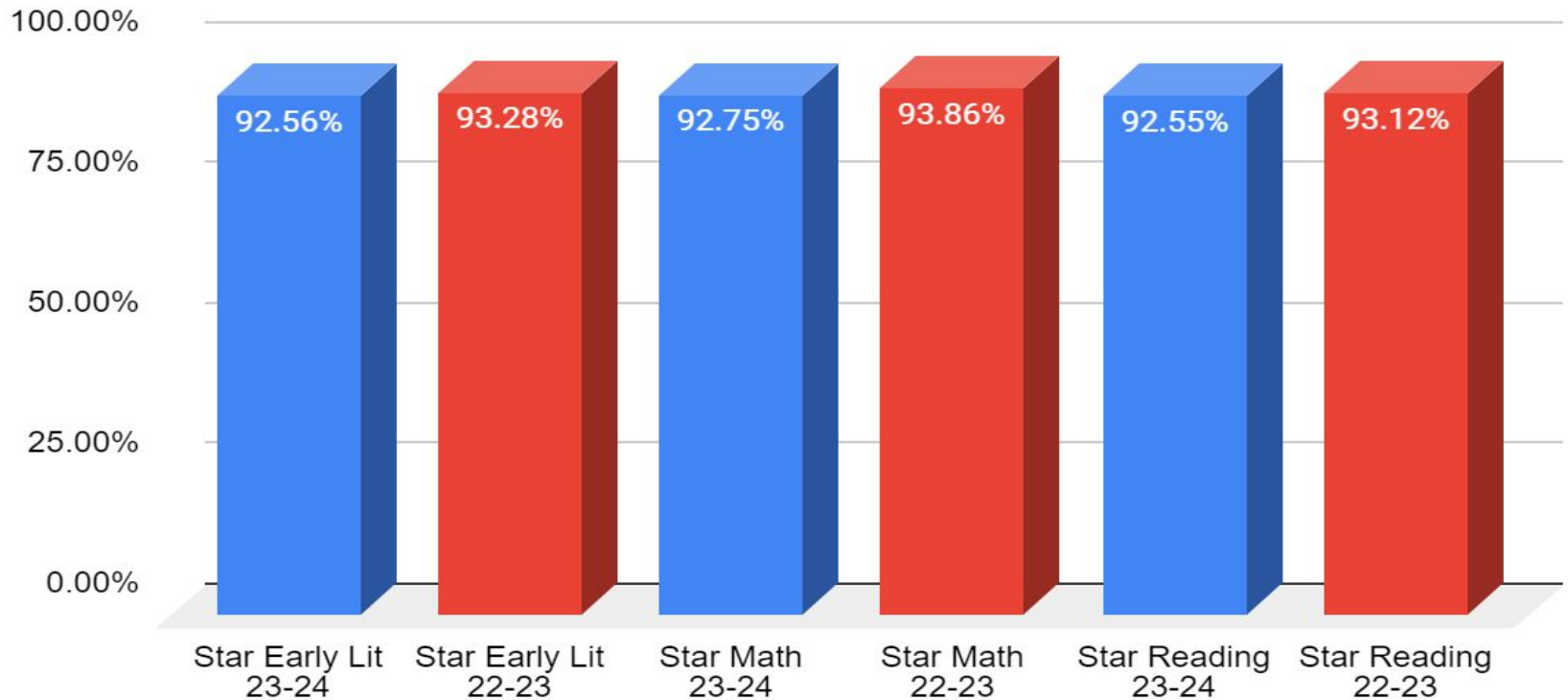
	2019	2022	2023	<b>2023-2024 Goal</b>	Status
Chronic Absenteeism	6%	3%	3%	<b>&lt;4%</b>	Met
Cohort Dropout Rate	43%	36%	23%	<b>&lt;15%</b>	Not Met



# Yolo STAR Data

## STAR BOY Participation

Compass Charter Schools of Yolo



# Goal 1 Metrics-Yolo

CCS of **Yolo** CAASPP Results  
 % of Scholars who Met or Exceeded Requirements  
 Participation Rate=77%

	2019	2022	2023	2023-2024 Goal	Status
SBAC ELA (3-8)	39%	48%	52%	<b>50%</b>	Met
SBAC ELA (11)	53%	62%	48%	<b>60%</b>	Not Met
SBAC Math (3-8)	18%	34%	34%	<b>30%</b>	Met
SBAC Math (11)	6%	46%	32%	<b>30%</b>	Met
CAST	18%	45%	38%	<b>25%</b>	Met



# Goal 1 Metrics-Yolo

CCS of **Yolo** CAASPP Results  
 % of Socio-economically Disadvantaged Scholars who  
 Met or Exceeded Requirements

	2019	2022	2023	2023-2024 Goal	Status
SBAC ELA (3-8)	33%	35%	34%	<b>45%</b>	Not Met
SBAC ELA (11)	42%	67%	30%	<b>50%</b>	Not Met
SBAC Math (3-8)	12%	27%	18%	<b>25%</b>	Not Met
SBAC Math (11)	0	44%	11%	<b>15%</b>	Not Met
CAST	8%	29%	21%	<b>20%</b>	Met



# Goal 1 Metrics-Yolo

## CCS of Yolo STAR Results

% of Scholars who Met or Exceeded Grade Level Growth

	2022 EOY	2023 EOY	2023-2024 Goal	Status
STAR ELA (3-8)	71%	63%	<b>TBD</b>	N/A
STAR ELA (11)	60%	75%	<b>TBD</b>	N/A
STAR Math (3-8)	63%	61%	<b>TBD</b>	N/A
STAR Math (11)	53%	54%	<b>TBD</b>	N/A



# Goal 1 Metrics-Yolo

## CCS of Yolo Scholar Engagement

	2019	2022	2023	<b>2023-2024 Goal</b>	Status
Chronic Absenteeism	6%	3%	2%	<b>&lt;4%</b>	Goal Met
Cohort Dropout Rate	43%	26%	11%	<b>&lt;15%</b>	Goal Met



# Goal 1 Summary of Actions

## Status= Fully Implemented

Credentialed teachers for all scholars	Multi-tiered System of Support Interventions (tutoring, additional supports)
Access to core curriculum that meets state standards	Onboarding for new staff
AVID Program	Professional Learning for staff
Orientation for scholars and leadership coaches	Professional Learning for leaders
Supports for youth in the foster care system and those experiencing homelessness.	Supports for scholars who are of low socioeconomic status
Targeted interventions for English Learners	Targeted interventions for Students with Disabilities



# Goal 2 Metrics

**Increase scholar and parent engagement/Involvement.**

**Metrics**

**State**

**Local**

Attendance Rates

Engagement Offering Satisfaction

Suspension Rate

Parent Advisory Council

Parent Participation in Academic Learning Activities

Participation in Annual Satisfaction/LCAP Survey

Scholar Participation in Academic Learning Activities

Scholar Leadership Council



# Goal 2 Metrics- LA

## CCS of Los Angeles Attendance and Suspension Rates

	2019- 2020	2021-2022	2022-2023	<b>2023-2024 Goal</b>	Status
Attendance Rates	95%	97%	98%	<b>95%</b>	Met
Suspension rate	0	0	0	<b>0</b>	Met



# Goal 2 Metrics- LA

## CCS of Los Angeles Parent and Scholar Engagement

	2019-2020	2021-2022	2022-2023	2023-2024 Goal	Status
Parent Advisory Meetings	4	5	6	4	Met
Scholar Leadership Council Meetings	7	10	9	7	Met
Parent Participation in academic monitoring	69%	87%	94%	>90%	Met
Scholar Participation in Academic Learning Activities	N/A	50% participation in >30% synch	47% participation in >30% synch	>90%	Not Met
Participation in LCAP Survey		32% Scholars 40% Parents 38% Staff	30% Scholars 33% Parents 37% Staff	TBD	Not Determined



# Goal 2 Metrics- SD

## CCS of San Diego Attendance and Suspension Rates

	2019- 2020	2021-2022	2022-2023	<b>2023-2024 Goal</b>	Status
Attendance Rates	95%	97%	99%	<b>95%</b>	Goal Met
Suspension rate	0	0	0	<b>0</b>	Goal Met



# Goal 2 Metrics- SD

## CCS of San Diego Parent and Scholar Engagement

	2019-2020	2021-2022	2022-2023	2023-2024 Goal	Status
Parent Advisory Meetings	4	5	6	4	Met
Scholar Leadership Council Meetings	7	10	9	7	Met
Parent Participation in academic monitoring	69%	87%	95%	>90%	Met
Scholar Participation in Academic Learning Activities	N/A	50% participation in >30% synch	47% participation in >30% synch	>90%	Not Met
Participation in LCAP Survey		32% Scholars 40% Parents 38% Staff	30% Scholars 33% Parents 37% Staff	TBD	Not Determined



# Goal 2 Metrics- Yolo

## CCS of Yolo Attendance and Suspension Rates

	2019- 2020	2021-2022	2022-2023	<b>2023-2024 Goal</b>	Status
Attendance Rates	95%	97%	99%	<b>95%</b>	Goal Exceeded
Suspension rate	0	0	0	<b>0</b>	Goal Met



# Goal 2 Metrics- Yolo

## CCS of Yolo Parent and Scholar Engagement

	2020	2022	2023	2023-2024 Goal	Status
Parent Advisory Meetings	4	5	6	4	Met
Scholar Leadership Council Meetings	7	10	9	7	Met
Parent Participation in academic monitoring	69%	87%	95%	>90%	Met
Scholar Participation in Academic Learning Activities	N/A	50% participation in >30% synch	47% participation in >30% synch	>90%	Not Met
Participation in LCAP Survey		32% Scholars 40% Parents 38% Staff	30% Scholars 33% Parents 37% Staff	TBD	Not Determined



# Goal 2 Summary of Actions

## Status= Fully Implemented

Learning Coach Academy

Parent Recognition

Summer Sessions

Scholar Extra-Curricular Activities

Synchronous Live Sessions

Community Service Opportunities

Social Emotional Learning Groups

Scholar Enrichment

Scholar Celebrations

Parent Enrichment

Scholar Recognition

School Communication

Staff Development - Professional Learning

Technology Access

Military-Connected Support

# Goal 3 Metrics

**Increase scholar academic achievement as measured by state and local indicators**

## **State Metrics**

Graduation Rate

Graduates A-G Course Completion

Concurrent Enrollment

Scholars “Prepared” for College/Career



# Goal 3 Metrics- LA

## Compass Los Angeles Graduation Rate

	2019	2022	2023	2023-2024 Goal	Status
Graduation Rate	53%	65%	62%	65%	Not Met
Graduates A-G Course Completion	10%	17%	28%	30%	Not Met
Concurrent Enrollment	8%	29%	20%	20%	Met
Scholars Prepared for College and Career	16%	Not reported	23%	25%	Not Met



# Goal 3 Metrics-SD

## CCS of **San Diego** Graduation Rate

	2020	2022	2023	<b>2023-2024 Goal</b>	Status
Graduation Rate	52.5%	63.8%	61%	<b>65%</b>	Not Met
Graduates A-G Course Completion	10%	17%	14%	<b>30%</b>	Not Met
Concurrent Enrollment	7.8%	29%	15%	<b>20%</b>	Not Met
Scholars Prepared for College and Career	15.7%	Not reported	25%	<b>25%</b>	Met



# Goal 3 Metrics- Yolo

## CCS of Yolo Graduation Rate

	2020	2022	2023	2023-2024 Goal	Status
Graduation Rate	53%	65%	86%*	<b>65%</b>	Met
Graduates A-G Course Completion	10%	17%	6%	<b>30%</b>	Not Met
Concurrent Enrollment	8%	29%	27%	<b>20%</b>	Met
Scholars Prepared for College and Career	16%	Not reported	37%*	<b>25%</b>	Met

\*No performance color was given on the dashboard because there were fewer than 30 scholars included.



# Goal 3 Summary of Actions

## Status= Fully Implemented

Summer Accelerated Courses	Access to A-G approved courses
Summer Tutoring	Dual Enrollment Opportunities
AVID Elective Course	Staff Development - Professional Learning
Family College Awareness/Preparation	Partnerships with organizations for financial aid, college tours, etc.

## Status= Partially Implemented

Adopt the American School Counselor Association model



# Goal 4 Metrics

**Increase college and career readiness for scholars in high school as evidenced by state and local indicators**

## **Metrics**

### **Local**

Accelerated Course Options Program  
(ACOP)

### **State**

Extended Graduation (5+ years to earn  
diploma)

# Goal 4 Metrics- LA

## CCS of Los Angeles

	2020	2022	2023	2023-2024 Goal	Status
Accelerated Course Options Program (ACOP)	12%	25%	26%	60%	Not Met
Extended Graduation	3%	13%	13%	0	Not Met



# Goal 4 Metrics- SD

## CCS of San Diego

	2020	2022	2023	2023-2024 Goal	Status
Accelerated Course Options Program (ACOP)	17%	28%	29%	60%	Not Met
Extended Graduation	7%	7%	4%	0	Not Met



# Goal 4 Metrics- Yolo

## CCS of Yolo

	2020	2022	2023	2023-2024 Goal	Status
Accelerated Course Options Program (ACOP)	29%	28%	22%	60%	Not Met
Extended Graduation	6%	11%	13%	0	Not Met





# Goal 4 Summary of Actions

## Status= Fully Implemented

Multi-tiered support interventions

Extended graduation plan

Summer session for identified scholars

Staff Professional Learning

Access to the Accelerated Course Options Program

# Mid-year Budget Overview

The Mid-Year LCAP reports include detailed information about year-to-date expenditures for each action item. Upon review of the mid-year numbers, we found that we are on track to meet our projected expenditures for our goals.

The leadership team is reviewing any expenditures that have not yet been allocated and identifying areas where expenditures have exceeded the projected amount.

Any changes to these amounts will be reflected in the Annual LCAP report.

# Questions?



Contact:

Elizabeth Brenner | Superintendent & CEO

(805) 358-4761

[ebrenner@compasscharters.org](mailto:ebrenner@compasscharters.org)



# Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Winters Joint Unified School District	Elizabeth Brenner Superintendent, CEO	ebrenner@compasscharters.org (805)358-4761

## Goal 1

Goal Description
<b>Increase scholar academic achievement in core academic subjects.</b>

## Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Maintain ample Standards-aligned curricula and resources	Standards-aligned:5 of 5 subjects	Standards-aligned:5 of 5 subjects	Standards-aligned:5 of 5 subjects	Standards-aligned:5 of 5 subjects	Standards-aligned: 5 of 5 subjects
State-mandated Assessments (School-wide, SED) <ul style="list-style-type: none"> <li>• SBAC ELA - Grades 3-8, 11 (Meet/Exceed)</li> <li>• SBAC Math - Grades 3-8, 11 (Meet/Exceed)</li> <li>• CAST-</li> </ul>	2021-22 Will be the first year of State mandated SBAC assessment to establish school wide baseline  Compass Grades 3-8, 11 Scholars (2019) Schoolwide	2021-22  Compass Grades 3-8, 11 Scholars (2019) Schoolwide <ul style="list-style-type: none"> <li>• SBAC ELA (3-8): 47.65%</li> <li>• SBAC ELA (11): 61.54%</li> </ul>	TBD	2022-23  Compass Grades 3-8, 11 Scholars  Schoolwide <ul style="list-style-type: none"> <li>• SBAC ELA (3-8): 52%</li> <li>• SBAC ELA (11): 48%</li> </ul>	SBAC Grades 3-8, 11 Scholars Schoolwide <ul style="list-style-type: none"> <li>• SBAC ELA (3-8) 11% over established baseline from 2021</li> <li>• SBAC ELA (11) 7% over</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
(Meet/Exceed)	<ul style="list-style-type: none"> <li>• SBAC ELA (3-8): 47.65%</li> <li>• SBAC ELA (11): 61.54%</li> <li>• SBAC Math (3-8): 34.74</li> <li>• SBAC Math (11) : 46.105%</li> <li>• CAST: 45.19%</li> </ul> <p>SED</p> <ul style="list-style-type: none"> <li>• SBAC ELA (3-8): 34.74%</li> <li>• SBAC ELA (11): 66.67%</li> <li>• SBAC Math (3-8): 26.8%</li> <li>• SBAC Math (11) : 44.4%</li> <li>• CAST : 29.17%</li> </ul>	<ul style="list-style-type: none"> <li>• SBAC Math (3-8): 34.74</li> <li>• SBAC Math (11) : 46.105%</li> <li>• CAST: 45.19%</li> </ul> <p>SED</p> <ul style="list-style-type: none"> <li>• SBAC ELA (3-8): 34.74%</li> <li>• SBAC ELA (11): 66.67%</li> <li>• SBAC Math (3-8): 26.8%</li> <li>• SBAC Math (11) : 44.4%</li> <li>• CAST : 29.17%</li> </ul>		<ul style="list-style-type: none"> <li>• SBAC Math (3-8): 34%</li> <li>• SBAC Math (11) : 32%</li> <li>• CAST: 38%</li> </ul> <p>SED</p> <ul style="list-style-type: none"> <li>• SBAC ELA (3-8): 34%</li> <li>• SBAC ELA (11): 30%</li> <li>• SBAC Math (3-8): 18%</li> <li>• SBAC Math (11) : 11%</li> <li>• CAST : 21%</li> </ul>	<p>established baseline from 2021</p> <ul style="list-style-type: none"> <li>• SBAC Math (3-8)</li> </ul> <p>12% over established baseline from 2021</p> <ul style="list-style-type: none"> <li>• SBAC Math (11) 6% over established baseline from 2021</li> <li>• CAST - 7% over established baseline from 2021</li> </ul> <p>SED</p> <ul style="list-style-type: none"> <li>• SBAC ELA (3-8) 12% over established baseline from 2021</li> <li>• SBAC ELA (11) 8% over established baseline from 2021</li> <li>• SBAC Math (3-8) 13% over established baseline from 2021</li> <li>• SBAC Math (11) -15% over established baseline from 2021</li> <li>• CAST - 12% over established baseline from 2021</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Percent of scholars at/ above grade level and demonstrating growth on Spring Internal ELA assessments Grades 3-8 Grade 11	Spring 2022 Internal ELA Assessment Grades 3-8 <ul style="list-style-type: none"> <li>70.70% "At/Above Grade-level"</li> <li>70.3% Demonstrated growth</li> </ul> Grade 11 <ul style="list-style-type: none"> <li>60% "At/Above Grade-level"</li> <li>85.7% Demonstrated growth</li> </ul>	Spring 2022 Internal ELA Assessment Grades 3-8 <ul style="list-style-type: none"> <li>70.70% "At/Above Grade-level"</li> <li>70.3% Demonstrated growth</li> </ul> Grade 11 <ul style="list-style-type: none"> <li>60% "At/Above Grade-level"</li> <li>85.7% Demonstrated growth</li> </ul>	Winter 2023 Internal ELA Assessment Grades 3-8 <ul style="list-style-type: none"> <li>72.4% "At/Above Grade-level"</li> <li>70.1% Demonstrated growth</li> </ul> Grade 11 <ul style="list-style-type: none"> <li>70.6% "At/Above Grade-level"</li> <li>83.3% Demonstrated growth</li> </ul>	Spring 2023 Internal ELA Assessment Grades 3-8 <ul style="list-style-type: none"> <li>61% "At/Above Grade-level"</li> <li>63% Demonstrated growth</li> </ul> Grade 11 <ul style="list-style-type: none"> <li>68% "At/Above Grade-level"</li> <li>75% Demonstrated growth</li> </ul>	Spring Internal ELA Assessment Grades 3-8 <ul style="list-style-type: none"> <li>75% "At/Above Grade-level"</li> <li>75% Demonstrated growth</li> </ul> Grade 11 <ul style="list-style-type: none"> <li>65% "At/Above Grade-level"</li> <li>85% Demonstrated growth</li> </ul>
Percent of scholars at/ above grade level and demonstrating growth on Spring Internal Math assessments Grades 3-8 Grade 11	Spring 2022 Internal Math Assessment Grades 3-8 <ul style="list-style-type: none"> <li>56.8% "At/Above Grade-level"</li> <li>59.1% Demonstrated growth</li> </ul> Grade 11 <ul style="list-style-type: none"> <li>57.1% "At/Above Grade-level"</li> <li>58.6% Demonstrated growth</li> </ul>	Spring 2022 Internal Math Assessment Grades 3-8 <ul style="list-style-type: none"> <li>56.8% "At/Above Grade-level"</li> <li>59.1% Demonstrated growth</li> </ul> Grade 11 <ul style="list-style-type: none"> <li>57.1% "At/Above Grade-level"</li> <li>58.6% Demonstrated growth</li> </ul>	Winter 2023 Internal Math Assessment Grades 3-8 <ul style="list-style-type: none"> <li>68.2% "At/Above Grade-level"</li> <li>67.5% Demonstrated growth</li> </ul> Grade 11 <ul style="list-style-type: none"> <li>72.2% "At/Above Grade-level"</li> <li>63.2% Demonstrated growth</li> </ul>	Spring 2023 Internal Math Assessment Grades 3-8 <ul style="list-style-type: none"> <li>37% "At/Above Grade-level"</li> <li>61% Demonstrated growth</li> </ul> Grade 11 <ul style="list-style-type: none"> <li>32% "At/Above Grade-level"</li> <li>54% Demonstrated growth</li> </ul>	Spring Internal Math Assessment Grades 3-8 <ul style="list-style-type: none"> <li>75% "At/Above Grade-level"</li> <li>75% Demonstrated growth</li> </ul> Grade 11 <ul style="list-style-type: none"> <li>65% "At/Above Grade-level"</li> <li>65% Demonstrated growth</li> </ul>
Chronic Absenteeism	Chronic Absenteeism (2019 CA Dashboard) 6.02%	Chronic Absenteeism (2022 CA Dashboard) - 2.7%	As of May 2023 6.65%	2%	Chronic Absenteeism (CA Dashboard) <4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Decrease the Cohort Dropout Rate	Cohort Dropout Rate 42.7%	2022 Dashboard 26.3%	As of May 2023 15%	11%	Cohort Dropout Rate 15%
EL Reclassification Rate	EL Reclassification Rate (2019) • 11%	2022 66.67%	As of May 2023 50%	100%	EL Reclassification Rate >25%
ELPI Status Level	No performance level	No performance level	TBD	No performance level	ELs demonstrating progress as measured by ELPI "Medium" 45 to 54%
CAASPP Participation Rate	2022 ELA- 74% Math 75%	2022 ELA- 74% Math 75%	May 2023 ELA- 70% Math 68%	2023 Dashboard ELA- 77% Math-77%	>95% Participation Rate

**Actions & Measuring and Reporting Results**

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<b>1.1a Basic Services - Teachers</b> All scholars will have all access to supervising teachers who are appropriately credentialed, properly assigned to courses, and maintain the required 25:1 ADA to FTE ratio. (Funding Sources: LCFF)	Yes	Fully Implemented	All have all access to supervising teachers who are appropriately credentialed, properly assigned to courses, and maintain the required 25:1 ADA to FTE ratio.	All teachers are appropriately credentialed. The current ADA to FTE ratio is 23:1.	\$1029304.00	\$1275220.17
1.2	<b>1.1b Basic Services - Common Core Curriculum</b> All scholars will have access to core curriculum which is Common Core-aligned. (Funding Sources: LCFF)	No	Fully Implemented	All scholars have access to core curriculum which is Common Core-aligned.**	Curriculum lists Supply Orders	\$42085.00	\$147250.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.3	<p><b>1.1c Basic Services - Advancement Via Individual Determination (AVID)</b> All teachers will utilize AVID instructional strategies in their live synchronous sessions, as well as asynchronous sessions. (Funding Sources: LCFF)</p>	Yes	Fully Implemented	All teachers utilize AVID instructional strategies in their live synchronous sessions, as well as asynchronous sessions.	AVID PL in August AVID Coordinator	\$4000	\$1466
1.4	<p><b>1.2a Multi-Tiered System of Supports (MTSS) and Positive Behavior Interventions &amp; Supports (PBIS)</b> All scholars will be supported through the Multi-Tiered System of Supports (MTSS) framework, with a focus on Positive Behavioral Interventions and Supports (PBIS). (Funding Sources: LCFF, Title I)</p>	Yes	Fully Implemented	All scholars are supported through the Multi-Tiered System of Supports (MTSS) framework, with a focus on Positive Behavioral Interventions and Supports (PBIS).	BrainPop Starfall Learning Stepware SeeSaw	\$4,476.00	\$4333.47
1.5	<p><b>1.2b Multi-Tiered System of Supports (MTSS) and Response to Intervention (Rtl)</b> All scholars will be supported through the Multi-Tiered System of Supports (MTSS) framework, with a focus on Response to Intervention (Rtl). Scholars who are identified as needing Tier 2 and Tier 3 levels of</p>	Yes	Fully Implemented	Scholars who are identified as needing Tier 2 and Tier 3 levels of support have access to tutoring services. **	Tutor schedules and attendance	\$50,982.00	\$68087.01



Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	support will have access to tutoring services. (Funding Sources: LCFF, ELO, ESSER III)						
1.6	<b>1.2c Multi-Tiered System of Supports (MTSS) and Social Emotional Learning (SEL) and Well-Being</b> All scholars will be supported through the Multi-Tiered System of Supports (MTSS) framework, with a focus on Social Emotional Learning (SEL) and well-being.	No	Fully Implemented	Social Emotional Learning (SEL) and well-being workshops	Counseling workshop schedule	\$0.00	\$268.02
1.7	<b>1.3a Staff Development Onboarding</b> All new staff will participate in a 90-day onboarding program facilitated by the Human Resources Department. (Funding Sources: LCFF)	No	Fully Implemented	All new staff have participated in the 90 day program	New staff training schedule.	\$38580.00	\$0
1.8	<b>1.3b Staff Development - Professional Learning</b> All staff will have access to professional learning through conferences, internal professional learning sessions, and workshops. (Funding Sources: LCFF, Title II)	No	Fully Implemented	Staff PL	Core Strengths Western Governors	\$81480.00	\$33595.30

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.9	<b>1.3c Staff Development - Leadership Development</b> All staff in a leadership pipeline will be supported with a leadership development program. (Funding Sources: LCFF,)	No	Fully Implemented	Leadership Development Monthly PL	Covey Trust and Inspire program Leadership Coaching	\$49140.00	\$32736.9
1.10	<b>1.4a Orientation - Scholar and Learning Coach</b> All scholars and learning coaches will be offered an orientation, which will include strategies to be successful in our program as well as resources to support their educational journey. (Funding Sources: LCFF)	No		All scholars and learning coaches are offered an orientation	Orientation schedule	\$23254.00	\$1066.33
1.11	<b>1.5a Supports for Unduplicated Scholars - Learning Coach</b> The Operations Department, through its McKinney-Vento Liaison, will make resources and programs available to scholars and their families experiencing homelessness and/or in foster care. (Funding Sources: Title I)	Yes	Fully Implemented	The school employs a McKinney-Vento Liaison	Staff Schedule Resource lists for families	\$18,190.00	\$7964.05

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.12	<b>1.5b Supports for Unduplicated Scholars - Free and Reduced</b> The Operations Department will deploy its team to create and/or identify resources and programs for scholars identified as socially-economically disadvantaged.	Yes	Fully Implemented	The Operations Department has created and/or identified resources and programs for scholars identified as socially-economically disadvantaged.	Staff schedule resource lists	\$0.00	\$41491.15
1.13	<b>1.6a Targeted Intervention English Learners</b> The English Language Learning Department will make supplemental resources and programs available to scholars to target increased English language acquisition/proficiency and academic achievement. (Funding Sources: Title I)	Yes	Fully Implemented	The EL department employs a coordinator and tutors. Scholars use Lexia for language acquisition.	Staff Schedules Tutoring Schedules Lexia Usage	\$4240.00	\$22057.11
1.14	<b>1.6b Targeted Intervention - Students with Disabilities</b> The Special Education Department will make supplemental resources and programs accessible to scholars to target increased achievement in both English/Language Arts and mathematics. (Funding Sources: LCFF)	No	Fully Implemented	Special Education Department has made supplemental resources and programs accessible to scholars to target increased achievement in both English/Language Arts and mathematics.	Read Naturally Ascend Education MaxScholar	\$0	\$4383.66

## Goal 2

### Goal Description

Increase scholar and parent engagement/involvement.

### Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Attendance Rates (P2 Reporting)	Attendance Rates (P2 Reporting) <ul style="list-style-type: none"> <li>Track A - 98.11%</li> <li>Track S - 72.02%</li> </ul>	- 98.56%	P1-98.86%	2023 P2 99%	Attendance Rates (P2 Reporting) 95%
Suspension Rate	Suspension Rate 0%	- 0%	0	0%	Suspension Rate 0%
Engagement Offering Satisfaction	Satisfaction of Engagement Offerings	- 97.5%	As of March 2023 96%	96%	Satisfaction of Engagement Offerings Rate 85%
Parent Advisory Council Meetings	Parent Advisory Council Meetings: 4 per year	- 5 meetings	5 meetings	6	Parent Advisory Council Meetings: 4 per year
Scholar Leadership Council Meetings	Scholar Leadership Council Meetings: 7 per year	- 10 meetings	- 10 meetings	9	Scholar Leadership Council Meetings: 7 per year
Parent Participation in Academic Monitoring Activities (i.e. Parent-Teacher Conferences, Connection meetings, etc.)	Percentage of Parents participating in academic monitoring activities: 70%	- 88%	95%	95%	Percentage of Parents participating in academic monitoring activities: Between 90 - 100%
Scholar Participation in Academic Learning Activities (i.e. Learning Labs, Demonstration of Learning, etc.)	Participation of Scholars participating in academic learning activities	<ul style="list-style-type: none"> <li>51% participation in 30% or more synchronous instruction and live interaction</li> </ul>	<ul style="list-style-type: none"> <li>47% participation in 30% or more synchronous instruction and live interaction</li> </ul>	- 47% participation in 30% or more synchronous instruction and live interaction	Participation of Scholars participating in academic learning activities: Between 90 - 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Participation in Annual Satisfaction/LCAP Survey <ul style="list-style-type: none"> <li>Scholars</li> <li>Parents</li> <li>Staff</li> </ul>	Participation in Annual Satisfaction/LCAP Survey <ul style="list-style-type: none"> <li>Scholars</li> <li>Parents</li> <li>Staff</li> </ul>	<ul style="list-style-type: none"> <li>Scholars 17%</li> <li>Parents 34%</li> <li>Staff 38%</li> </ul>	<ul style="list-style-type: none"> <li>Scholars 30%</li> <li>Parents 33%</li> <li>Staff 37%</li> </ul>	<ul style="list-style-type: none"> <li>Scholars 30%</li> <li>Parents 33%</li> <li>Staff 37%</li> </ul>	Participation in Annual Satisfaction/LCAP Survey <ul style="list-style-type: none"> <li>Scholars</li> <li>Parents</li> <li>Staff</li> </ul>

**Actions & Measuring and Reporting Results**

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<b>2.1a Learning Coach Academy</b> Compass will offer a Learning Coach Academy program that covers support topics of interest for learning coaches. (Funding Sources: LCFF)	No	Fully Implemented	Learning Coach Academies Occur Monthly		\$0.00	\$0
2.2	<b>2.1b Summer Session</b> Compass will offer a Summer Session that utilizes online courses and/or academic subscriptions to increase K-8 scholar engagement. (Funding Sources: ESSER III)	No	Fully Implemented	Summer session was offered in 2023		\$18482.00	\$35685.59
2.3	<b>2.1c Scholar Attendance</b> All teachers will offer engaging live synchronous sessions, as well as asynchronous sessions. (Funding Sources: LCFF)	No	Fully Implemented	Synchronous and asynchronous learning sessions were conducted by all teachers.		\$5570.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.4	<b>2.1d Scholar Attendance Counseling</b> Compass will provide live Social Emotional Learning groups led by counselors to promote academic and enrichment engagement by addressing the social-emotional needs of scholars. Funding Sources: LCFF)	No	Fully Implemented	Compass provided live Social Emotional Learning groups led by counselors to promote academic and enrichment engagement by addressing the social-emotional needs of scholars.		\$246400.00	\$0
2.5	<b>2.2a Scholar Celebrations</b> Compass will provide end-of-year celebrations. (Funding Sources: LCFF)	No	Fully Implemented	Graduation, promotion and end-of-year celebrations were held online and in-person in 2023.		\$8000.00	\$29664.63
2.6	<b>2.2b Scholar Recognition</b> Compass will provide scholar recognition opportunities throughout the school year.	No	Fully Implemented	Compass recognizes Scholars of the Month.		\$0.00	\$758.16
2.7	<b>2.2c Parent Recognition</b> Compass will provide parent recognition opportunities throughout the school year.	No	Fully Implemented	Learning Coaches of the year were celebrated in 2023.		\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.8	<b>2.3a Scholar Extracurricular Activities</b> Compass will provide a variety of extracurricular activities, such as field trips, virtual scholar workshops, and scholar-led clubs. (Funding Sources: LCFF)	No	Fully Implemented	The Engagement department provided a variety of extracurricular activities, such as field trips, virtual scholar workshops, and scholar-led clubs.		33135.00	\$9022.35
2.9	<b>2.3b Community Service</b> Compass will provide a variety of community service opportunities to emboldened our scholars to be community leaders and for all staff to give back to our communities.	No	Fully Implemented	Compass provided a variety of community service opportunities to emboldened our scholars to be community leaders and for all staff to give back to our communities.		\$0.00	\$0
2.10	<b>2.3c Scholar Enrichment</b>	No	Fully Implemented	Compass provided a variety of enrichment activities to encourage scholars to collaborate, learn, and further develop their educational experience.		0	\$0
2.11	<b>2.3d Parent Enrichment</b> Compass will provide a variety of enrichment activities for parents to encourage parents to collaborate, learn, and further support their scholars educational experience.	No	Fully Implemented	Compass provided a variety of enrichment activities for parents to encourage parents to collaborate, learn, and further support their scholars educational experience.		\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.12	<b>2.4a School Communication</b> Compass will provide tools to support one and two way communications with its educational partners.	No	Fully Implemented	Compass provided tools to support one and two way communications with its educational partners.	ParentSquare WorkPlace Monday Morning Update All Staff Update	\$0.00	\$653.09
2.13	<b>2.4b Technology Access</b> Compass will provide technology access to scholars who are unable to access required educational offerings.. (Funding Sources: Title IV)	Yes	Fully Implemented	Compass provided technology access to scholars who are unable to access required educational offerings.		\$0	\$975.35
2.14	<b>2.5 Staff Development - Professional Learning</b> All staff will have access to professional learning through conferences, internal professional learning sessions, and workshops. Funds allocated in 1.3b	No	Fully Implemented	All staff have access to professional learning through conferences, internal professional learning sessions, and workshops.	Restorative Justice Annual Retreat Trust and Inspire Professional Learning Days	\$0.00	\$0
2.15	<b>2.6 Military Connected Support</b> Our dedicated Scholar Community Advocate will make resources and programs available to military families and scholars. These services will include transition support, enrollment, deployment support, and referrals to military community partners.	No	Fully Implemented	Our dedicated Scholar Community Advocate makes resources and programs available to military families and scholars.	These services include transition support, enrollment, deployment support, and referrals to military	\$0.00	\$0



Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					community partners.		

### Goal 3

#### Goal Description

Increase college and career readiness for scholars.

### Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Graduation Rate (CA Dashboard)	73.7%	73.7%	Projected: 75%	2023 Dashboard 86%	Graduation Rate (CA Dashboard): 75%
Graduates A-G Course Completion(UC/CSU eligibility)	2019-2020 13.3%	- 13%	6%	6%	30% A-G Course Completion
Concurrent Enrollment	2019-2020 Concurrent Enrollment 4.3%	- 42%	27%	27%	20% of scholars will have enrolled into at least one concurrent course
Scholars "Prepared" for College/Career (CA Dashboard)	(2018-19 Dashboard) 7% Prepared	- 31%	Projected 41%	25%	15% College Career Indicator "Prepared"

### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<b>3.1a Summer Session</b> Compass will offer a Summer Session for high school scholars wishing to earn extra credits in online classrooms.	No	Fully Implemented	Compass offered a Summer Session for high school scholars wishing to earn extra credits in online classrooms.		\$27160.00	\$1261.52

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	(Funding Sources: LCFF, ESSER III)						
3.2	<b>3.1b Summer Tutoring</b> Compass will offer access to a tutoring platform to support scholars with successful completion of Summer Session courses that lead to A-G course preparation or completion. (Funding Sources: A-G Completion Improvement Grant)	No	Fully Implemented	Compass offered access to a tutoring platform to support scholars	Paper	\$0	\$0
3.3	<b>3.2a A-G Coursework</b> Compass will ensure all scholars have access to A-G approved courses, either through a preferred curriculum provider or through internally developed courses. (Funding Sources: LCFF, A-G Completion Improvement Grant)	No	Fully Implemented	Compass ensures that all scholars have access to A-G approved courses,	AcceleratEd Curriculum	\$0	\$29026.26
3.4	<b>3.2b Dual Enrollment</b> Compass will partner with community colleges and Universities to incorporate dual enrollment in the 4-year plan for all high school scholars. (Funding Sources: LCFF)	No	Fully Implemented	Compass partners with community colleges and Universities to incorporate dual enrollment in the 4-year plan for all high school scholars.		\$0.00	\$62652.48

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.5	<b>3.2c AVID Elective</b> Compass will provide AVID courses to middle and high school scholars and provide the opportunity for them to earn the AVID Elective Digital Badge after completing the courses. (Funding Sources: LCFF)	No	Fully Implemented	Compass provides AVID courses to middle and high school scholars.	AVID TOSA	\$2,716.00	\$0
3.6	<b>3.3 Recognized ASCA Model Program (RAMP)</b> Compass will implement the ASCA model program and apply to become a RAMP School in the 2022-23 school year. (Funding Sources: LCFF, Educator Effectiveness Grant)	No	Partially Implemented	Compass is implementing the ASCA model program and will apply to become a RAMP School in the 2023-24 school year.	RAMP Process	\$0.00	\$0
3.7	<b>3.4a Family College Awareness/Preparation</b> Compass will provide scholar and parent training and resources on A-G requirements, going to college, completing a college and career application, completing a FAFSA, applying for scholarships, and general college entrance exam information. Encourage all Seniors to apply to a college, university,	No	Fully Implemented	Compass provides scholar and parent training and resources on College awareness and preparation.		\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	career-based training institution, or military.						
3.8	<b>3.4b Partnerships with organizations for financial aid, college tours, etc.</b> Compass will partner with various providers to expand college readiness opportunities.	No	Fully Implemented	Compass partners with various providers to expand college readiness opportunities.		\$0.00	\$0
3.9	<b>3.5 Staff Development - Professional Learning</b> All staff will have access to professional learning through conferences, internal professional learning sessions, and workshops. Funds allocated in 1.3b	No	Fully Implemented	All staff have access to professional learning through conferences, internal professional learning sessions, and workshops.	Conference attendance and reports	\$0.00	\$0

## Goal 4

### Goal Description

Ensure that at-promise scholars are making progress toward earning a high school diploma.

## Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Accelerated Course Options Program (ACOP)	2019-2020	- 28%	TBD	22%	60% participation in ACOP for at-promise scholars

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	40% of participation in ACOP for at-promise scholars				
Extended Graduation (5+ years to earn diploma)	2019-2020 5th Year Cohort 5.6%	11.3%	TBD	13%	0% 5th Year Cohort

**Actions & Measuring and Reporting Results**

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<b>4.1 At- Promise Interventions/Supports</b> Compass will use data from our benchmark assessments to identify potentially at-promise scholars and implement our MTSS tiered intervention framework to ensure they are supported.	No	Fully Implemented	Compass uses data from our benchmark assessments to identify potentially at-promise scholars and implement our MTSS tiered intervention framework to ensure they are supported.		\$0.00	\$9560.78
4.2	<b>4.2 Summer Session</b> Compass will offer Summer Session for at-promise scholars who are deficient in credits for graduating within their cohort and for scholars who are at-promise for entering high school with a skill gap. Funds allocated in 3.1	No	Fully Implemented	Compass offered Summer Sessions for at-promise scholars who are deficient in credits		\$0.00	\$32161.97
4.3	<b>4.3 Extended Graduation Plan</b> Compass will develop an extended graduation plan and program to	No	Fully Implemented	Compass has developed an extended graduation plan and program to		\$0.00	\$1140.92

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	ensure at-promise scholars have a realistic pathway and expectations for earning a high school diploma.			ensure at-promise scholars have a realistic pathway and expectations for earning a high school diploma.			
4.4	<b>4.4 Social-Emotional/Well Being</b> All staff will have access to professional learning through conferences, internal professional learning sessions, and workshops. Funds allocated in 1.3b	No	Fully Implemented	All staff have access to professional learning through conferences, internal professional learning sessions, and workshops.	Reaching At-Promise Students Association conference	\$0.00	\$159.11
4.5	<b>4.5 Staff Development - Professional Learning</b>	No				\$0.00	\$0

## Goal 5

Goal Description

### Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

# Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mountain Empire Unified School District	Elizabeth Brenner Superintendent & CEO	ebrenner@compasscharters.org (805)358-4761

## Goal 1

Goal Description
<b>Increase scholar academic achievement in core academic subjects.</b>

## Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Maintain ample Standards-aligned curricula and resources	Standards-aligned: 5 of 5 subjects	Standards-aligned: 5 of 5 subjects	Standards-aligned: 5 of 5 subjects	Standards-aligned: 5 of 5 subjects	Standards-aligned: 5 of 5 subjects
State-mandated Assessments (School-wide, SED, EL, Latino) <ul style="list-style-type: none"> <li>• SBAC ELA - Grades 3-8, 11 (Meet/Exceed)</li> <li>• SBAC Math - Grades 3-8, 11 (Meet/Exceed)</li> </ul>	Compass Grades 3-8, 11 Scholars (2019) Schoolwide <ul style="list-style-type: none"> <li>• SBAC ELA (3-8) 28%</li> <li>• SBAC ELA (11) 42%</li> <li>• SBAC Math (3-8) 11%</li> </ul>	Compass Grades 3-8, 11 Scholars (2022) Schoolwide <ul style="list-style-type: none"> <li>• SBAC ELA (3-8) 44.7%</li> <li>• SBAC ELA (11) 43.24%</li> <li>• SBAC Math (3-8) 31%</li> </ul>	Compass Grades 3-8, 11 Scholars (2023) Schoolwide <ul style="list-style-type: none"> <li>• SBAC ELA (3-8) 48%</li> <li>• SBAC ELA (11) 53%</li> <li>• SBAC Math (3-8) 27%</li> </ul>	Compass Grades 3-8, 11 Scholars (2023) Schoolwide <ul style="list-style-type: none"> <li>• SBAC ELA (3-8) 48%</li> <li>• SBAC ELA (11) 53%</li> <li>• SBAC Math (3-8) 27%</li> </ul>	SBAC Grades 3-8, 11 Scholars Schoolwide <ul style="list-style-type: none"> <li>• SBAC ELA (3-8) 39%</li> <li>• SBAC ELA (11) 49%</li> <li>• SBAC Math (3-8) 27%</li> </ul>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
<ul style="list-style-type: none"> <li>• CAST- (Meet/Exceed)</li> </ul>	<ul style="list-style-type: none"> <li>• SBAC Math (11) 15%</li> <li>• CAST 30%</li> </ul> <p>SED</p> <ul style="list-style-type: none"> <li>• SBAC ELA (3-8) 25%</li> <li>• SBAC ELA (11) 42%</li> <li>• SBAC Math (3-8) 9%</li> <li>• SBAC Math (11) 0%</li> <li>• CAST 15%</li> </ul> <p>EL</p> <ul style="list-style-type: none"> <li>• SBAC ELA 6%</li> <li>• SBAC Math 3%</li> <li>• CAST 3%</li> </ul> <p>Latino</p> <ul style="list-style-type: none"> <li>• SBAC ELA (3-8) 28%</li> <li>• SBAC ELA (11) 23%</li> <li>• SBAC Math (3-8) 9%</li> <li>• SBAC Math (11) 7%</li> <li>• CAST 18%</li> </ul>	<ul style="list-style-type: none"> <li>• SBAC Math (11) 22%</li> <li>• CAST 32%</li> </ul> <p>SED</p> <ul style="list-style-type: none"> <li>• SBAC ELA (3-8) 31%</li> <li>• SBAC ELA (11) 38%</li> <li>• SBAC Math (3-8) 31%</li> <li>• SBAC Math (11) 22%</li> <li>• CAST 27%</li> </ul> <p>EL</p> <ul style="list-style-type: none"> <li>• SBAC ELA - 13%</li> <li>• SBAC Math - 8%</li> <li>• CAST 0%</li> </ul> <p>Latino</p> <ul style="list-style-type: none"> <li>• SBAC ELA (3-8) 31%</li> <li>• SBAC ELA (11) 42%</li> <li>• SBAC Math (3-8) 19%</li> <li>• SBAC Math (11) 32%</li> <li>• CAST 21%</li> </ul>	<ul style="list-style-type: none"> <li>• SBAC Math (11) 13%</li> <li>• CAST 31%</li> </ul> <p>SED</p> <ul style="list-style-type: none"> <li>• SBAC ELA (3-8) 36%</li> <li>• SBAC ELA (11) 57%</li> <li>• SBAC Math (3-8) 17%</li> <li>• SBAC Math (11) 19%</li> <li>• CAST 21%</li> </ul> <p>EL</p> <ul style="list-style-type: none"> <li>• SBAC ELA - 9%</li> <li>• SBAC Math - 5%</li> <li>• CAST 0%</li> </ul> <p>Latino</p> <ul style="list-style-type: none"> <li>• SBAC ELA (3-8) 34%</li> <li>• SBAC ELA (11) 50%</li> <li>• SBAC Math (3-8) 17%</li> <li>• SBAC Math (11) 12%</li> <li>• CAST 19%</li> </ul>	<ul style="list-style-type: none"> <li>• SBAC Math (11) 13%</li> <li>• CAST 31%</li> </ul> <p>SED</p> <ul style="list-style-type: none"> <li>• SBAC ELA (3-8) 36%</li> <li>• SBAC ELA (11) 57%</li> <li>• SBAC Math (3-8) 17%</li> <li>• SBAC Math (11) 19%</li> <li>• CAST 21%</li> </ul> <p>EL</p> <ul style="list-style-type: none"> <li>• SBAC ELA - 9%</li> <li>• SBAC Math - 5%</li> <li>• CAST 0%</li> </ul> <p>Latino</p> <ul style="list-style-type: none"> <li>• SBAC ELA (3-8) 34%</li> <li>• SBAC ELA (11) 50%</li> <li>• SBAC Math (3-8) 17%</li> <li>• SBAC Math (11) 12%</li> <li>• CAST 19%</li> </ul>	<ul style="list-style-type: none"> <li>• SBAC Math (11) 21%</li> <li>• CAST 37%</li> </ul> <p>SED</p> <ul style="list-style-type: none"> <li>• SBAC ELA (3-8) 37%</li> <li>• SBAC ELA (11) 50%</li> <li>• SBAC Math (3-8) 22%</li> <li>• SBAC Math (11) 12%</li> <li>• CAST 27%</li> </ul> <p>EL</p> <ul style="list-style-type: none"> <li>• SBAC ELA (3-8) 18%</li> <li>• SBAC ELA (11) 18%</li> <li>• SBAC Math (3-8) 11%</li> <li>• SBAC Math (11) 11%</li> <li>• CAST 18%</li> </ul> <p>Latino</p> <ul style="list-style-type: none"> <li>• SBAC ELA (3-8) 40%</li> <li>• SBAC ELA (11) 41%</li> <li>• SBAC Math (3-8) 22%</li> <li>• SBAC Math (11) 22%</li> <li>• CAST 30%</li> </ul>
<p>Percent of scholars at/ above grade level and demonstrating growth on Spring Internal ELA assessments Grades 3-8 Grade 11</p>	<p>Spring Internal ELA Assessment 2021-2022 SY Grades 3-8</p> <ul style="list-style-type: none"> <li>• 62% At/Above Grade-level</li> </ul>	<p>Spring Internal ELA Assessment 2021-2022 SY Grades 3-8</p> <ul style="list-style-type: none"> <li>• 62% At/Above Grade-level</li> </ul>	<p>Winter Internal ELA Assessment 2022-2023 SY Grades 3-8</p> <ul style="list-style-type: none"> <li>• 62.3% At/Above Grade-level</li> </ul>	<p>Spring Internal ELA Assessment 2022-2023 SY Grades 3-8</p> <ul style="list-style-type: none"> <li>• 58% At/Above Grade-level</li> </ul>	<p>Spring Internal ELA Assessment Grades 3-8</p> <ul style="list-style-type: none"> <li>• 70% At/Above Grade-level</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<ul style="list-style-type: none"> <li>63% Demonstrated growth</li> </ul> <p>Grade 11</p> <ul style="list-style-type: none"> <li>52% At/Above Grade-level"</li> <li>82% Demonstrated growth</li> </ul>	<ul style="list-style-type: none"> <li>63% Demonstrated growth over previous year</li> </ul> <p>Grade 11</p> <ul style="list-style-type: none"> <li>52% At/Above Grade-level"</li> <li>82% Demonstrated growth over previous year</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrated growth TBD</li> </ul> <p>Grade 11</p> <ul style="list-style-type: none"> <li>52.2% At/Above Grade-level"</li> <li>% Demonstrated growth TBD</li> </ul>	<ul style="list-style-type: none"> <li>65% Demonstrated growth</li> </ul> <p>Grade 11</p> <ul style="list-style-type: none"> <li>56% At/Above Grade-level"</li> <li>61% Demonstrated growth</li> </ul>	<ul style="list-style-type: none"> <li>70% Demonstrated growth over previous year-</li> </ul> <p>Grade 11</p> <ul style="list-style-type: none"> <li>60% At/Above Grade-level</li> <li>80% Demonstrated growth over previous year-</li> </ul>
Percent of scholars at/above grade level and demonstrating growth on Spring Internal Math assessments Grades 3-8 Grade 11	<p>Spring Internal Math Assessment 2021-2022 SY Grades 3-8</p> <ul style="list-style-type: none"> <li>59% At/Above Grade-level</li> <li>57% Demonstrated growth</li> </ul> <p>Grade 11</p> <ul style="list-style-type: none"> <li>48% At/Above Grade-level</li> <li>59% Demonstrated growth</li> </ul>	<p>Spring Internal Math Assessment 2021-2022 SY Grades 3-8</p> <ul style="list-style-type: none"> <li>59% At/Above Grade-level</li> <li>57% Demonstrated growth</li> </ul> <p>Grade 11</p> <ul style="list-style-type: none"> <li>48% At/Above Grade-level</li> <li>59% Demonstrated growth</li> </ul>	<p>Winter Internal Math Assessment 2021-2022 SY Grades 3-8</p> <ul style="list-style-type: none"> <li>58.6% At/Above Grade-level</li> <li>% Demonstrated growth TBD</li> </ul> <p>Grade 11</p> <ul style="list-style-type: none"> <li>56.5% At/Above Grade-level</li> <li>% Demonstrated growth TBD</li> </ul>	<p>Spring Internal Math Assessment 2022-2023 SY Grades 3-8</p> <ul style="list-style-type: none"> <li>34% At/Above Grade-level</li> <li>62% Demonstrated growth</li> </ul> <p>Grade 11</p> <ul style="list-style-type: none"> <li>12% At/Above Grade-level</li> <li>54% Demonstrated growth</li> </ul>	<p>Spring Internal Math Assessment Grades 3-8</p> <ul style="list-style-type: none"> <li>70% At/Above Grade-level</li> <li>70% Demonstrated growth over previous year</li> </ul> <p>Grade 11</p> <ul style="list-style-type: none"> <li>60% At/Above Grade-level"-</li> <li>70% Demonstrated growth over previous year-</li> </ul>
Chronic Absenteeism	2019 CA Dashboard 6.02%	2022 Dashboard 3.1%	As of 5/12/23 5.41%	2023 Dashboard 3%	Chronic Absenteeism (CA Dashboard) <4%
Decrease the Cohort Dropout Rate	2019 CA Dashboard 42.7%	2022 Dashboard 34.70%	As of 5/12/23 31%	2023 Dashboard 23%	Cohort Dropout Rate 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
EL Reclassification Rate	EL Reclassification Rate (2019) <ul style="list-style-type: none"> <li>33%</li> </ul>	EL Reclassification Rate (2022) <ul style="list-style-type: none"> <li>12.59%</li> </ul>	EL Reclassification Rate (2022) <ul style="list-style-type: none"> <li>12.63%</li> </ul>	EL Reclassification Rate (2023) <ul style="list-style-type: none"> <li>14%</li> </ul>	EL Reclassification Rate >25%
ELPI Status Level	ELPI Status Level <ul style="list-style-type: none"> <li>"Low" 33.3%</li> </ul>	ELPI Status Level <ul style="list-style-type: none"> <li>Low 43.2%</li> </ul>	TBD	ELPI Status Level <ul style="list-style-type: none"> <li>High 64%</li> </ul>	ELs demonstrating progress as measured by ELPI "Medium" 45 to 54%
CAASPP Participation Rates		ELA- 86% Math- 86%	TBD	ELA- 89% Math- 89%	95% Participation rate for all assessments

**Actions & Measuring and Reporting Results**

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<b>1.1a Basic Services - Teachers</b> All scholars will have all access to supervising teachers who are appropriately credentialed, properly assigned to courses, and maintain the required 25:1 ADA to FTE ratio. (Funding Sources: LCFF)	Yes	Fully Implemented	All have all access to supervising teachers who are appropriately credentialed, properly assigned to courses, and maintain the required 25:1 ADA to FTE ratio.	All teachers are appropriately credentialed. The current ADA to FTE ratio is 23:1.	\$1864759.00	\$1772175.11
1.2	<b>1.1b Basic Services - Common Core Curriculum</b> All scholars will have access to core curriculum which is Common Core-aligned. (Funding Sources: LCFF)	No	Fully Implemented	All scholars have access to core curriculum which is Common Core-aligned.	Curriculum lists Supply Orders	\$68,896.00	\$178476.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.3	<b>1.1c Basic Services - Advancement Via Individual Determination (AVID)</b> All teachers will utilize AVID instructional strategies in their live synchronous sessions, as well as asynchronous sessions. (Funding Sources: LCFF)	Yes	Fully Implemented	All teachers utilize AVID instructional strategies in their live synchronous sessions, as well as asynchronous sessions.	AVID PL in August AVID Coordinator	\$4,000.00	\$1757.99
1.4	<b>1.2a Multi-Tiered System of Supports (MTSS) and Positive Behavior Interventions &amp; Supports (PBIS)</b> All scholars will be supported through the Multi-Tiered System of Supports (MTSS) framework, with a focus on Positive Behavioral Interventions and Supports (PBIS). (Funding Sources: LCFF)	Yes	Fully Implemented	All scholars are supported through the Multi-Tiered System of Supports (MTSS) framework, with a focus on Positive Behavioral Interventions and Supports (PBIS).	BrainPop Starfall Learning Stepware SeeSaw	\$7,491.00	\$5244.43
1.5	<b>1.2b Multi-Tiered System of Supports (MTSS) and Response to Intervention (Rtl)</b> All scholars will be supported through the Multi-Tiered System of Supports (MTSS) framework, with a focus on Response to Intervention (Rtl). Scholars who are identified as needing Tier 2 and Tier 3 levels of support will have access to tutoring services. (Funding Sources: LCFF, ELO, ESSER III)	No	Fully Implemented	Scholars who are identified as needing Tier 2 and Tier 3 levels of support have access to tutoring services.	Tutor schedules and attendance	\$64,754.00	\$81596.91

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.6	<p><b>1.2c Multi-Tiered System of Supports (MTSS) and Social Emotional Learning (SEL) and Well-Being</b>                      All scholars will be supported through the Multi-Tiered System of Supports (MTSS) framework, with a focus on Social Emotional Learning (SEL) and well-being.</p>	No	Fully Implemented	All scholars are supported through the Multi-Tiered System of Supports (MTSS) framework, with a focus on Social Emotional Learning (SEL) and well-being.	Counseling workshop schedule	\$0.00	\$324.36
1.7	<p><b>1.3a Staff Development Onboarding</b>                      All new staff will participate in a 90-day onboarding program facilitated by the Human Resources Department.                      (Funding Sources: LCFF)</p>	No	Fully Implemented	All new staff have participated in the 90 day program	New staff training schedule.	\$50,015.00	\$25000.0
1.8	<p><b>1.3b Staff Development - Professional Learning</b>                      All staff will have access to professional learning through conferences, internal professional learning sessions, and workshops.                      (Funding Sources: CSI)</p>	No	Fully Implemented	All staff have access to professional learning through conferences, internal professional learning sessions, and workshops.	Core Strengths Western Governors	\$105630.00	\$40657.53

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.9	<b>1.3c Staff Development - Leadership Development</b> All staff in a leadership pipeline will be supported with a leadership development program. (Funding Sources: Educator Effectiveness Grant, Title II)	No	Fully Implemented	All staff in a leadership pipeline are supported with a leadership development program.	Covey Trust and Inspire program Leadership Coaching	\$63700.00	\$39251.11
1.10	<b>1.4a Orientation - Scholar and Learning Coach</b> All scholars and learning coaches will be offered an orientation, which will include strategies to be successful in our program as well as resources to support their educational journey. (Funding Sources: LCFF)	No	Fully Implemented	All scholars and learning coaches are offered an orientation	Orientation schedule	\$32205.00	\$1066.33
1.11	<b>1.5a Supports for Unduplicated Scholars - Learning Coach</b> The Operations Department, through its McKinney-Vento Liaison, will make resources and programs available to scholars and their families experiencing homelessness and/or in foster care. (Funding Sources: Title I)	Yes	Fully Implemented	The McKinney-Vento Liaison, makes resources and programs available to scholars and their families experiencing homelessness and/or in foster care.	Staff Schedule Resource lists for families	\$24014.00	\$9515.03

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.12	<p><b>1.5b Supports for Unduplicated Scholars - Progress Monitoring and Program Improvement</b> The Operations Department will deploy its team to create and/or identify resources and programs for scholars identified as socially-economically disadvantaged.</p>	Yes	Fully Implemented	The Operations Department has created and/or identified resources and programs for scholars identified as socially-economically disadvantaged.	Staff schedule resource lists	0	\$49778.58
1.13	<p><b>1.6a Targeted Intervention English Learners</b> The English Language Learning Department will make supplemental resources and programs available to scholars to target increased English language acquisition/proficiency and academic achievement. (Funding Sources: Title I)</p>	Yes	Fully Implemented	The EL department employs a coordinator and tutors. Scholars use Lexia for language acquisition.	Staff Schedules Tutoring Schedules Lexia Usage	\$66055.00	\$26524.42
1.14	<p><b>1.6b Targeted Intervention - Students with Disabilities</b> The Special Education Department will make supplemental resources and programs accessible to scholars to target increased achievement in both English/Language Arts and mathematics. (Funding Sources: LCFF)</p>	No	Fully Implemented	Special Education Department has made supplemental resources and programs accessible to scholars to target increased achievement in both English/Language Arts and mathematics.	Read Naturally Ascend Education MaxScholar	\$5870.00	\$4383.66

## Goal 2

<b>Goal Description</b>
<b>Increase scholar and parent engagement/involvement.</b>

### Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Attendance Rates (P2 Reporting)	Attendance Rates (P2 Reporting) <ul style="list-style-type: none"> <li>Track A - 95.43%</li> <li>Track S - 88.68%</li> </ul>	- 97.04%	As of May 2023 94.59%	2023 P2 Reporting 99%	Attendance Rates (P2 Reporting) 95%
Suspension Rate	Suspension Rate 0%	- 0%	0%	0	Suspension Rate 0%
Engagement Offering Satisfaction	97.5%	97.5%	As of March 2023 96%	96%	Satisfaction of Engagement Offerings Rate 85%
Parent Advisory Council Meetings	Parent Advisory Council Meetings: 4 per year	- 5 meetings	5	6	Parent Advisory Council Meetings: 4 per year
Scholar Leadership Council Meetings	Scholar Leadership Council Meetings: 7 per year	- 10 meetings	10	9	Scholar Leadership Council Meetings: 7 per year
Parent Participation in Academic Monitoring Activities (i.e. Parent-Teacher Conferences, Connection meetings, etc.)	Percentage of Parents participating in academic monitoring activities: 69%	- 87%	98%	95%	Percentage of Parents participating in academic monitoring activities: Between 90 - 100%
Scholar Participation in Academic Learning Activities (i.e. Learning Labs, Demonstration of	<ul style="list-style-type: none"> <li>50% participation in 30% or more synchronous instruction and live</li> </ul>	<ul style="list-style-type: none"> <li>50% participation in 30% or more synchronous instruction and live</li> </ul>	<ul style="list-style-type: none"> <li>47% participation in 30% or more synchronous instruction and live</li> </ul>	<ul style="list-style-type: none"> <li>47% participation in 30% or more synchronous instruction and live</li> </ul>	Participation of Scholars participating in academic learning activities: Between 90 - 100%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Learning, etc.)	interaction	interaction	interaction	interaction	
Participation in Annual Satisfaction/LCAP Survey <ul style="list-style-type: none"> <li>Scholars</li> <li>Parents</li> <li>Staff</li> </ul>	Participation in Annual Satisfaction/LCAP Survey <ul style="list-style-type: none"> <li>Scholars</li> <li>Parents</li> <li>Staff</li> </ul>	<ul style="list-style-type: none"> <li>Scholars 32%</li> <li>Parents 40%</li> <li>Staff 38%</li> </ul>	<ul style="list-style-type: none"> <li>Scholars 30%</li> <li>Parents 33%</li> <li>Staff 37%</li> </ul>	<ul style="list-style-type: none"> <li>Scholars 30%</li> <li>Parents 33%</li> <li>Staff 37%</li> </ul>	Participation in Annual Satisfaction/LCAP Survey <ul style="list-style-type: none"> <li>Scholars</li> <li>Parents</li> <li>Staff</li> </ul>
- Chronic Absenteeism	<ul style="list-style-type: none"> <li>Chronic Absenteeism (2019 CA Dashboard) 4.64%</li> </ul>	2022 CA Dashboard 3.1%	May 2023 5.41%	3%	- Chronic Absenteeism (CA Dashboard) <4%

**Actions & Measuring and Reporting Results**

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<b>2.1a Learning Coach Academy</b> Compass will offer a Learning Coach Academy program that covers support topics of interest for learning coaches.	No	Fully Implemented	Learning Coach Academies Occur Monthly		0	\$0
2.2	<b>2.1b Summer Session</b> Compass will offer a Summer Session that utilizes online courses and/or academic subscriptions to increase K-8 scholar engagement. (Funding Sources: ESSER III)	No	Fully Implemented	Summer session was offered in 2023		\$35210.00	\$42873.83

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.3	<b>2.1c Scholar Attendance</b> All teachers will offer engaging live synchronous sessions, as well as asynchronous sessions. (Funding Sources: LCFF)	No	Fully Implemented	Synchronous and asynchronous learning sessions were conducted by all teachers.		\$7,220.00	\$0
2.4	<b>2.1d Scholar Attendance Counseling</b> Compass will provide live Social Emotional Learning groups led by counselors to promote academic and enrichment engagement by addressing the social-emotional needs of scholars. Funding Sources: LCFF)	No	Fully Implemented	Compass provided live Social Emotional Learning groups led by counselors to promote academic and enrichment engagement by addressing the social-emotional needs of scholars.		\$25800.00	\$0
2.5	<b>2.2a Scholar Celebrations</b> Compass will provide end-of-year celebrations. (Funding Sources: LCFF)	No	Fully Implemented	Graduation, promotion and end-of-year celebrations were held online and in-person in 2023.		\$10,395.00	\$35596.48
2.6	<b>2.2b Scholar Recognition</b> Compass will provide scholar recognition opportunities throughout the school year.	No	Fully Implemented	Compass recognizes Scholars of the Month.		0	\$917.54

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.7	<b>2.2c Parent Recognition</b> Compass will provide parent recognition opportunities throughout the school year.	No	Fully Implemented	Learning Coaches of the year were celebrated in 2023.		0	\$0
2.8	<b>2.3a Scholar Extracurricular Activities</b> Compass will provide a variety of extracurricular activities, such as field trips, virtual scholar workshops, and scholar-led clubs. (Funding Sources: LCFF)	No	Fully Implemented	The Engagement department provided a variety of extracurricular activities, such as field trips, virtual scholar workshops, and scholar-led clubs.		\$43,312.00	\$10919.00
2.9	<b>2.3b Community Service</b> Compass will provide a variety of community service opportunities to emboldened our scholars to be community leaders and for all staff to give back to our communities.	No	Fully Implemented	Compass provided a variety of community service opportunities to emboldened our scholars to be community leaders and for all staff to give back to our communities.		0	\$0
2.10	<b>2.3c Scholar Enrichment</b> Compass will provide a variety of enrichment activities to encourage scholars to collaborate, learn, and further develop their educational experience. Funds allocated in 2.3a	No	Fully Implemented	Compass provided a variety of enrichment activities to encourage scholars to collaborate, learn, and further develop their educational experience.		0	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.11	<b>2.3d Parent Enrichment</b> Compass will provide a variety of enrichment activities for parents to encourage parents to collaborate, learn, and further support their scholars educational experience.	No	Fully Implemented	Compass provided a variety of enrichment activities for parents to encourage parents to collaborate, learn, and further support their scholars educational experience.		0	\$0
2.12	<b>2.4a School Communication</b> Compass will provide tools to support one and two way communications with its educational partners.	No	Fully Implemented	Compass provided tools to support one and two way communications with its educational partners.	ParentSquare WorkPlace Monday Morning Update All Staff Update	\$0.00	\$790.37
2.13	<b>2.4b Technology Access</b> Compass will provide technology access to scholars who are unable to access required educational offerings.. (Funding Sources: Title IV)	Yes	Fully Implemented	Compass provided technology access to scholars who are unable to access required educational offerings.		\$10,000.00	\$1180.39
2.14	<b>2.5 Staff Development - Professional Learning</b> All staff will have access to professional learning through conferences, internal professional learning sessions, and workshops. Funds allocated in 1.3b	No	Fully Implemented	All staff have access to professional learning through conferences, internal professional learning sessions, and workshops.	Restorative Justice Annual Retreat Trust and Inspire Professional Learning Days	0	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.15	<b>2.6 Military Connected Support</b> Our dedicated Scholar Community Advocate will make resources and programs available to military families and scholars. These services will include transition support, enrollment, deployment support, and referrals to military community partners.	No	Fully Implemented	Our dedicated Scholar Community Advocate makes resources and programs available to military families and scholars.	These services include transition support, enrollment, deployment support, and referrals to military community partners.	0	\$0

### Goal 3

#### Goal Description

Increase college and career readiness for scholars.

### Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Graduation Rate (CA Dashboard)	Graduation Rate (2019 CA Dashboard): 46.7%	2022 Dashboard 63.8%	Projected 69%	2023 Dashboard 61%	Graduation Rate (CA Dashboard): 65%
Graduates A-G Course Completion(UC/CSU eligibility)	2019-2020 13.3%	17%	14%	12%	30% A-G Course Completion
Concurrent Enrollment	2019-2020 Concurrent Enrollment 4.3%	29%	15%	15%	20% of scholars will have enrolled into at least one concurrent course
Scholars "Prepared" for College/Career (CA Dashboard)	(2018-19 Dashboard) 7% Prepared	16%	Projected 15%	25%	15% College Career Indicator "Prepared"

**Actions & Measuring and Reporting Results**

<b>Goal # Action #</b>	<b>Action Title and Description</b>	<b>Contributing</b>	<b>Implementation Level</b>	<b>Mid-year Outcome Data</b>	<b>Other Data/Evidence (qualitative, quantitative, artifacts)</b>	<b>Total Funds Budgeted</b>	<b>Mid-Year Expenditures</b>
<b>3.1</b>	<b>3.1a Summer Session</b> Compass will offer a Summer Session for high school scholars wishing to earn extra credits in online classrooms. (Funding Sources: LCFF, ESSER III)	No	Fully Implemented	Compass offered a Summer Session for high school scholars wishing to earn extra credits in online classrooms.		\$23,609.00	\$1526.70
<b>3.2</b>	<b>3.1b Summer Tutoring</b> Compass will offer access to a tutoring platform to support scholars with successful completion of Summer Session courses that lead to A-G course preparation or completion. (Funding Sources: A-G Completion Improvement Grant)	No	Fully Implemented	Compass offered access to a tutoring platform to support scholars	Paper	0	\$0
<b>3.3</b>	<b>3.2a A-G Coursework</b> Compass will ensure all scholars have access to A-G approved courses, either through a preferred curriculum provider or through internally developed courses. (Funding Sources: LCFF, A-G Completion Improvement Grant)	No	Fully Implemented	Compass ensures that all scholars have access to A-G approved courses,	AcceleratEd Curriculum	\$67,051.00	\$34843.77
<b>3.4</b>	<b>3.2b Dual Enrollment</b>	No	Fully Implemented	Compass partners with community colleges and		0	\$75183.55

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Compass will partner with community colleges and Universities to incorporate dual enrollment in the 4-year plan for all high school scholars. (Funding Sources: LCFF)			Universities to incorporate dual enrollment in the 4-year plan for all high school scholars.			
3.5	<b>3.2c AVID Elective</b> Compass will provide AVID courses to middle and high school scholars and provide the opportunity for them to earn the AVID Elective Digital Badge after completing the courses. (Funding Sources: LCFF)	Yes	Fully Implemented	Compass provides AVID courses to middle and high school scholars.	AVID TOSA	\$35210.00	\$0
3.6	<b>Recognized ASCA Model Program (RAMP)</b> Compass will implement the ASCA model program and apply to become a RAMP School in the 2022-23 school year. (Funding Sources: LCFF, Educator Effectiveness Grant)	No	Partially Implemented	Compass is implementing the ASCA model program and will apply to become a RAMP School in the 2023-24 school year.	RAMP Process	\$2,000.00	\$0
3.7	<b>3.4a Family College Awareness/Preparation</b> Compass will provide scholar and parent training and resources on a-g requirements, going to college,	No	Fully Implemented	Compass provides scholar and parent training and resources on College awareness and preparation.		0	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	completing a college and career application, completing a FAFSA, applying for scholarships, and general college entrance exam information. Encourage all Seniors to apply to a college, university, career-based training institution, or military.						
3.8	<b>3.4b Partnerships with organizations for financial aid, college tours, etc.</b> Compass will partner with various providers to expand college readiness opportunities. (Funding Sources: LCFF)	No	Fully Implemented	Compass partners with various providers to expand college readiness opportunities.		0	\$0
3.9	<b>3.5 Staff Development - Professional Learning</b> All staff will have access to professional learning through conferences, internal professional learning sessions, and workshops. Funds allocated in 1.3b	No	Fully Implemented	All staff have access to professional learning through conferences, internal professional learning sessions, and workshops.	Conference attendance and reports	0	\$0

## Goal 4

### Goal Description

**Ensure that at-promise scholars are making progress toward earning a high school diploma**



## Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Accelerated Course Options Program (ACOP)	2019-2020 47% of participation in ACOP for at-promise scholars	- 25%	TBD	22%	60% participation in ACOP for at-promise scholars
Extended Graduation (5+ years to earn diploma)	2019-2020 5th Year Cohort 6.7%	- 4.3%	TBD	10%	0% 5th Year Cohort

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<b>4.1 At- Promise Interventions/Supports</b> Compass will use data from our benchmark assessments to identify potentially at-promise scholars and implement our MTSS tiered intervention framework to ensure they are supported.	No	Fully Implemented	Compass uses data from our benchmark assessments to identify potentially at-promise scholars and implement our MTSS tiered intervention framework to ensure they are supported.		0	\$11570.61
4.2	<b>4.2 Summer Session</b> Compass will offer Summer Session for at-promise scholars who are deficient in credits for graduating within their cohort and for scholars who are at-promise for entering high school with a skill gap. Funds allocated in 3.1	Yes	Fully Implemented	Compass offered Summer Sessions for at-promise scholars who are deficient in credits		0	\$38622.96

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.3	<b>4.3 Extended Graduation Plan</b> Compass will develop an extended graduation plan and program to ensure at-promise scholars have a realistic pathway and expectations for earning a high school diploma.	Yes	Fully Implemented	Compass has developed an extended graduation plan and program to ensure at-promise scholars have a realistic pathway and expectations for earning a high school diploma.		0	\$3168.73
4.4	<b>4.4 Staff Development - Professional Learning</b> All staff will have access to professional learning through conferences, internal professional learning sessions, and workshops. Funds allocated in 1.3b	No	Fully Implemented	All staff have access to professional learning through conferences, internal professional learning sessions, and workshops.	Reaching At-Promise Students Association conference	0	\$127629.12

## Goal 5

Goal Description

### Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

# Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Acton-Agua Dulce Unified School District	Elizabeth Brenner Superintendent, CEO	ebrenner@compasscharters.org (805)358-4761

## Goal 1

Goal Description
<b>Increase scholar academic achievement in core academic subjects.</b>

## Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Maintain ample Standards-aligned curricula and resources	Standards-aligned: 5 of 5 subjects	- 5 of 5 subjects	Standards-aligned: 5 of 5 subjects	Standards-aligned: 5 of 5 subjects	Standards-aligned: 5 of 5 subjects
State-mandated Assessments (School-wide, SED) <ul style="list-style-type: none"> <li>• SBAC ELA - Grades 3-8, 11 (Meet/Exceed)</li> <li>• SBAC Math - Grades 3-8, 11 (Meet/Exceed)</li> <li>• CAST-</li> </ul>	Compass Grades 3-8, 11 Scholars (2019) Schoolwide <ul style="list-style-type: none"> <li>• SBAC ELA (3-8) 39%</li> <li>• SBAC ELA (11) 53%</li> <li>• SBAC Math (3-8) 18%</li> </ul>	<ul style="list-style-type: none"> <li>• Compass Grades 3-8, 11 Scholars (2022) Schoolwide</li> <li>• SBAC ELA (3-8) 39.6%</li> <li>• SBAC ELA (11) 52.5%</li> </ul>	<ul style="list-style-type: none"> <li>• Compass Grades 3-8, 11 Scholars (2023) Schoolwide</li> <li>• SBAC ELA (3-8) 38%</li> <li>• SBAC ELA (11) 63%</li> </ul>	<ul style="list-style-type: none"> <li>• Compass Grades 3-8, 11 Scholars (2023) Schoolwide</li> <li>• SBAC ELA (3-8) 38%</li> <li>• SBAC ELA (11) 63%</li> </ul>	SBAC Grades 3-8, 11 Scholars Schoolwide <ul style="list-style-type: none"> <li>• SBAC ELA (3-8) 50%</li> <li>• SBAC ELA (11) 60%</li> <li>• SBAC Math (3-8) 30%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
(Meet/Exceed)	<ul style="list-style-type: none"> <li>SBAC Math (11) 6%</li> <li>CAST 18%</li> </ul> SED	<ul style="list-style-type: none"> <li>SBAC Math (3-8) 23.74%</li> <li>SBAC Math (11) 18.42%</li> <li>CAST 26.67%</li> </ul> SED	<ul style="list-style-type: none"> <li>SBAC Math (3-8) 28%</li> <li>SBAC Math (11) 28%</li> <li>CAST 32%</li> </ul> SED	<ul style="list-style-type: none"> <li>SBAC Math (3-8) 28%</li> <li>SBAC Math (11) 28%</li> <li>CAST 32%</li> </ul> SED	<ul style="list-style-type: none"> <li>SBAC Math (11) 12%</li> <li>CAST 25%</li> <li>SBAC ELA (3-8) 45%</li> <li>SBAC ELA (11) 50%</li> <li>SBAC Math (3-8) 25%</li> <li>SBAC Math (11) 15%</li> <li>CAST 20%</li> </ul>
Percent of scholars at/ above grade level and demonstrating growth on Spring Internal ELA assessments Grades 3-8 Grade 11	Spring 2022 Internal ELA Assessment Grades 3-8 <ul style="list-style-type: none"> <li>59.6% "At/Above Grade-level"</li> <li>63.4% Demonstrated growth</li> </ul> Grade 11 <ul style="list-style-type: none"> <li>48.6% "At/Above Grade-level"</li> <li>71.9% Demonstrated growth</li> </ul>	Spring 2022 Internal ELA Assessment Grades 3-8 <ul style="list-style-type: none"> <li>59.6% "At/Above Grade-level"</li> <li>63.4% Demonstrated growth</li> </ul> Grade 11 <ul style="list-style-type: none"> <li>48.6% "At/Above Grade-level"</li> <li>71.9% Demonstrated growth</li> </ul>	Winter 2023 Internal ELA Assessment Grades 3-8 <ul style="list-style-type: none"> <li>57.3% "At/Above Grade-level"</li> <li>66.9% Demonstrated growth</li> </ul> Grade 11 <ul style="list-style-type: none"> <li>70% "At/Above Grade-level"</li> <li>74.5% Demonstrated growth</li> </ul>	Spring 2023 Internal ELA Assessment Grades 3-8 <ul style="list-style-type: none"> <li>50% "At/Above Grade-level"</li> <li>61% Demonstrated growth</li> </ul> Grade 11 <ul style="list-style-type: none"> <li>62% "At/Above Grade-level"</li> <li>75% Demonstrated growth</li> </ul>	Spring Internal ELA Assessment Grades 3-8 <ul style="list-style-type: none"> <li>65% "At/Above Grade-level"</li> <li>75% Demonstrated growth</li> </ul> Grade 11 <ul style="list-style-type: none"> <li>75% "At/Above Grade-level"</li> <li>75% Demonstrated growth</li> </ul>
Percent of scholars at/ above grade level and demonstrating growth on Spring Internal Math assessments Grades 3-8 Grade 11	Spring 2022 Internal Math Assessment Grades 3-8	Spring 2022 Internal Math Assessment Grades 3-8	Winter 2023 Internal Math Assessment Grades 3-8 <ul style="list-style-type: none"> <li>58% "At/Above Grade-level"</li> </ul>	Winter 2023 Internal Math Assessment Grades 3-8 <ul style="list-style-type: none"> <li>53% "At/Above Grade-level"</li> </ul>	Spring Internal Math Assessment Grades 3-8 <ul style="list-style-type: none"> <li>65% "At/Above Grade-level"</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<ul style="list-style-type: none"> <li>56.8% "At/Above Grade-level"</li> <li>59.1% Demonstrated growth</li> </ul> Grade 11 <ul style="list-style-type: none"> <li>57.1% "At/Above Grade-level"</li> <li>58.6% Demonstrated growth</li> </ul>	<ul style="list-style-type: none"> <li>56.8% "At/Above Grade-level"</li> <li>59.1% Demonstrated growth</li> </ul> Grade 11 <ul style="list-style-type: none"> <li>57.1% "At/Above Grade-level"</li> <li>58.6% Demonstrated growth</li> </ul>	<ul style="list-style-type: none"> <li>58.2% Demonstrated growth</li> </ul> Grade 11 <ul style="list-style-type: none"> <li>57.9% "At/Above Grade-level"</li> <li>58.2% Demonstrated growth</li> </ul>	<ul style="list-style-type: none"> <li>60% Demonstrated growth</li> </ul> Grade 11 <ul style="list-style-type: none"> <li>60% "At/Above Grade-level"</li> <li>68% Demonstrated growth</li> </ul>	<ul style="list-style-type: none"> <li>65% Demonstrated growth over previous year-</li> </ul> Grade 11 <ul style="list-style-type: none"> <li>65% "At/Above Grade-level"-</li> <li>65% Demonstrated growth over previous year</li> </ul>
Chronic Absenteeism	Chronic Absenteeism (2019 CA Dashboard) 6.02%	Chronic Absenteeism (2022 CA Dashboard) 6.7%	As of May 2023 9.27%	Chronic Absenteeism (2023 CA Dashboard) 6%	Chronic Absenteeism (CA Dashboard) <4%
Decrease the Cohort Dropout Rate	Cohort Dropout Rate 42.7%	Cohort Dropout Rate 35.5%	As of May 2023 14.29%	Cohort Dropout Rate 16%	Cohort Dropout Rate 15%
EL Reclassification Rate	EL Reclassification Rate (2019) <ul style="list-style-type: none"> <li>24%</li> </ul>	EL Reclassification Rate (2022) <ul style="list-style-type: none"> <li>18%</li> </ul>	EL Reclassification Rate (2023) 23%	EL Reclassification Rate (2023) 23%	EL Reclassification Rate >25%
ELPI Status Level	The ELPI Status Level <ul style="list-style-type: none"> <li>Data suppressed due to privacy</li> </ul>	ELPI Status= Low 32.3% making progress	As of May 2023 14%	ELPI Status= Not provided due to low number of scholars 63% making progress	"Medium" - 45% to less than 55% of EL students increased at least one ELPI level or maintained the ELP criterion (Level 4).
CAASPP Participation Rate	2022 Participation Rate 68.87%	2022 Participation Rate 68.87%	As of May 2023 76%	2022 Participation Rate 84%	>95% Participation rate

**Actions & Measuring and Reporting Results**

<b>Goal # Action #</b>	<b>Action Title and Description</b>	<b>Contributing</b>	<b>Implementation Level</b>	<b>Mid-year Outcome Data</b>	<b>Other Data/Evidence (qualitative, quantitative, artifacts)</b>	<b>Total Funds Budgeted</b>	<b>Mid-Year Expenditures</b>
1.1	<b>1.1 a Basic Services - Teachers</b> All scholars will have all access to supervising teachers who are appropriately credentialed, properly assigned to courses, and maintain the required 25:1 ADA to FTE ratio. (Funding Sources: LCFF)	Yes	Fully Implemented	All have all access to supervising teachers who are appropriately credentialed, properly assigned to courses, and maintain the required 25:1 ADA to FTE ratio.	All teachers are appropriately credentialed. The current ADA to FTE ratio is 23:1.	\$3,565,264.00	\$1,868,076.29
1.2	<b>1.1b Basic Services - Common Core Curriculum</b> All scholars will have access to core curriculum which is Common Core-aligned. (Funding Sources: LCFF)	No	Fully Implemented	All scholars have access to core curriculum which is Common Core-aligned.**	Curriculum lists Supply Orders	\$80,921.00	\$216,040.00
1.3	<b>1.1c Basic Services - Advancement Via Individual Determination (AVID)</b> All teachers will utilize AVID instructional strategies in their live synchronous sessions, as well as asynchronous sessions. (Funding Sources: LCFF)	Yes	Fully Implemented	All teachers utilize AVID instructional strategies in their live synchronous sessions, as well as asynchronous sessions.	AVID PL in August AVID Coordinator	\$4,000.00	\$2,148.22
1.4	<b>1.2a Multi-Tiered System of Supports (MTSS) and Positive Behavior Interventions &amp; Supports (PBIS)</b>	Yes	Fully Implemented	All scholars are supported through the Multi-Tiered System of Supports (MTSS) framework, with a focus	BrainPop Starfall Learning Stepware SeeSaw	\$9,323.00	\$6,348.10

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	All scholars will be supported through the Multi-Tiered System of Supports (MTSS) framework, with a focus on Positive Behavioral Interventions and Supports (PBIS). (Funding Sources: LCFF, Title I)			on Positive Behavioral Interventions and Supports (PBIS).			
1.5	<p><b>1.2b Multi-Tiered System of Supports (MTSS) and Response to Intervention (Rtl)</b></p> <p>All scholars will be supported through the Multi-Tiered System of Supports (MTSS) framework, with a focus on Response to Intervention (Rtl). Scholars who are identified as needing Tier 2 and Tier 3 levels of support will have access to tutoring services. (Funding Sources: LCFF, ESSER III)</p>	Yes	Fully Implemented	Scholars who are identified as needing Tier 2 and Tier 3 levels of support have access to tutoring services. **	Tutor schedules and attendance	\$74,349.00	\$99,740.80
1.6	<p><b>1.2c Multi-Tiered System of Supports (MTSS) and Social Emotional Learning (SEL) and Well-Being</b></p> <p>All scholars will be supported through the Multi-Tiered System of Supports (MTSS) framework, with a focus on Social Emotional Learning (SEL) and well-being.</p>	No	Fully Implemented	Social Emotional Learning (SEL) and well-being workshops	Counseling workshop schedule	0	\$392.62



Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.7	<b>1.3a Staff Development Onboarding</b> All new staff will participate in a 90-day onboarding program facilitated by the Human Resources Department. (Funding Sources: LCFF)	No	Fully Implemented	All new staff have participated in the 90 day program	New staff training schedule.	\$40,073.00	\$25,000
1.8	<b>1.3b Staff Development - Professional Learning</b> All staff will have access to professional learning through conferences, internal professional learning sessions, and workshops. (Funding Sources: CSI,)	No	Fully Implemented	Staff PL	Core Strengths Western Governors	\$109,805.00	\$55,873.83
1.9	<b>1.3c Staff Development - Leadership Development</b> All staff in a leadership pipeline will be supported with a leadership development program. (Funding Sources: LCFF Educator Effectiveness Grant)	No	Fully Implemented	Leadership Development Monthly PL	Covey Trust and Inspire program Leadership Coaching	\$63,700.00	\$47,956.37
1.10	<b>1.4 Orientation - Scholar and Learning Coach</b> All scholars and learning coaches will be offered an orientation, which will include strategies to be successful in our program as well	No	Fully Implemented	All scholars and learning coaches are offered an orientation	Orientation schedule	\$13,091.00	\$1,066.34

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	as resources to support their educational journey. (Funding Sources: LCFF)						
1.11	<b>1.5a Supports for Unduplicated Scholars - Foster and Homeless Youth</b> The Operations Department, through its McKinney-Vento Liaison, will make resources and programs available to scholars and their families experiencing homelessness and/or in foster care. (Funding Sources: Title I)	Yes	Fully Implemented	The school employs a McKinney-Vento Liaison	Staff Schedule Resource lists for families	\$27,223.00	\$11,666.48
1.12	<b>1.5b Supports for Unduplicated Scholars - Free and Reduced</b> The Operations Department will deploy its team to create and/or identify resources and programs for scholars identified as socially-economically disadvantaged.	Yes	Fully Implemented	The Operations Department has created and/or identified resources and programs for scholars identified as socially-economically disadvantaged.	Staff schedule resource lists	0	\$60,780.42
1.13	<b>1.6a Targeted Intervention - English Learners</b> The English Language Learning Department will make supplemental resources and programs available to scholars to target increased English language	Yes	Fully Implemented	The EL department employs a coordinator and tutors. Scholars use Lexia for language acquisition.	Staff Schedules Tutoring Schedules Lexia Usage	\$75,900.00	\$32,311.44

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	acquisition/proficiency and academic achievement. (Funding Sources: Title I)						
1.14	<b>1.6b Targeted Intervention - Students with Disabilities</b> The Special Education Department will make supplemental resources and programs accessible to scholars to target increased achievement in both English/Language Arts and mathematics. (Funding Sources: LCFF)	No Yes	Fully Implemented	Special Education Department has made supplemental resources and programs accessible to scholars to target increased achievement in both English/Language Arts and mathematics.	Read Naturally Ascend Education MaxScholar	0	\$4,383.68

## Goal 2

### Goal Description

Increase scholar and parent engagement/involvement.

## Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Attendance Rates (P2 Reporting)	Attendance Rates (P2 Reporting) <ul style="list-style-type: none"> <li>Track A - 95.24%</li> <li>Track S - 82.78%</li> </ul>	- 97.04%	2022 P1 97.52%	2023 P2 95%	Attendance Rates (P2 Reporting) 95%
Suspension Rate	Suspension Rate 0%	- 0%	0	0	Suspension Rate 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Engagement Offering Satisfaction	Satisfaction of Engagement Offerings 97.5%	Satisfaction of Engagement Offerings 97.5%	Satisfaction of Engagement Offerings 96%		Satisfaction of Engagement Offerings Rate 85%
Parent Advisory Council Meetings	Parent Advisory Council Meetings: 4 per year	- 5 meetings	5 meetings	6 Meetings	Parent Advisory Council Meetings: 4 per year
Scholar Leadership Council Meetings	Scholar Leadership Council Meetings: 7 per year	- 10 meetings	10 meetings	9 Meetings	Scholar Leadership Council Meetings: 7 per year
Parent Participation in Academic Monitoring Activities (i.e. Parent-Teacher Conferences, Connection Meetings, etc.)	Percentage of Parents participating in academic monitoring activities: 69%	- 87%	94%	94%	Percentage of Parents participating in academic monitoring activities: Between 90 - 100%
Scholar Participation in Academic Learning Activities (i.e. Learning Labs, Demonstration of Learning, etc.)	Participation of Scholars participating in academic learning activities	- 50% participation in 30% or more synchronous instruction	47% of scholars participated in 30% or more synchronous instruction.	47% of scholars participated in 30% or more synchronous instruction.	Participation of Scholars participating in academic learning activities: Between 90 - 100%
Participation in Annual Satisfaction/LCAP Survey <ul style="list-style-type: none"> <li>Scholars</li> <li>Parents</li> <li>Staff</li> </ul>	Participation in Annual Satisfaction/LCAP Survey <ul style="list-style-type: none"> <li>Scholars</li> <li>Parents</li> <li>Staff</li> </ul>	<ul style="list-style-type: none"> <li>32% Scholars</li> <li>40% Parents</li> <li>38% Staff</li> </ul>	<ul style="list-style-type: none"> <li>30% Scholars</li> <li>33% Parents</li> <li>37% Staff</li> </ul>	<ul style="list-style-type: none"> <li>30% Scholars</li> <li>33% Parents</li> <li>37% Staff</li> </ul>	Participation in Annual Satisfaction/LCAP Survey <ul style="list-style-type: none"> <li>30Scholars</li> <li>30Parents</li> <li>30Staff</li> </ul>

**Actions & Measuring and Reporting Results**

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<b>2.1a Learning Coach Academy</b> Compass will offer a Learning Coach Academy program that covers support topics of interest for learning coaches.	No	Fully Implemented	Learning Coach Academies Occur Monthly		0	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.2	<b>2.1b Summer Session</b> Compass will offer a Summer Session that utilizes online courses and/or academic subscriptions to increase K-8 scholar engagement. (Funding Sources: ESSER III)	No	Fully Implemented	Summer session was offered in 2023		0	\$52275.98
2.3	<b>2.1c Scholar Attendance</b> All teachers will offer engaging live synchronous sessions, as well as asynchronous sessions. (Funding Sources: LCFF)	No	Fully Implemented	Synchronous and asynchronous learning sessions were conducted by all teachers.		\$7,715.00	\$0
2.4	<b>2.1d Scholar Attendance Counseling</b> Compass will provide live Social Emotional Learning groups led by counselors to promote academic and enrichment engagement by addressing the social-emotional needs of scholars. (Funding Sources: LCFF)	No	Fully Implemented	Compass provided live Social Emotional Learning groups led by counselors to promote academic and enrichment engagement by addressing the social-emotional needs of scholars.		\$341380.00	\$0
2.5	<b>2.2a Scholar Celebrations</b> Compass will provide end-of-year celebrations. (Funding Sources: LCFF)	No	Fully Implemented	Graduation, promotion and end-of-year celebrations were held online and in-person in 2023.		0	\$43455.82

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.6	<b>2.2b Scholar Recognition</b> Compass will provide scholar recognition opportunities throughout the school year. Funds allocated in 2.3c	No	Fully Implemented	Compass recognizes Scholars of the Month.		0	\$1110.63
2.7	<b>2.2c Parent Recognition</b> Compass will provide parent recognition opportunities throughout the school year.	No	Fully Implemented	Learning Coaches of the year were celebrated in 2023.		0	\$0
2.8	<b>2.3a Scholar Extracurricular Activities</b> Compass will provide a variety of extracurricular activities, such as field trips, virtual scholar workshops, and scholar-led clubs. Funds allocated in 2.3c	No	Fully Implemented	The Engagement department provided a variety of extracurricular activities, such as field trips, virtual scholar workshops, and scholar-led clubs.		0	\$13216.84
2.9	<b>2.3b Community Service</b> Compass will provide a variety of community service opportunities to emboldened our scholars to be community leaders and for all staff to give back to our communities. Funds allocated in 2.3c	No	Fully Implemented	Compass provided a variety of community service opportunities to emboldened our scholars to be community leaders and for all staff to give back to our communities.		0	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.10	<b>2.3c Scholar Enrichment</b> Compass will provide a variety of enrichment activities to encourage scholars to collaborate, learn, and further develop their educational experience. Funding Sources: LCFF)	No	Fully Implemented	Compass provided a variety of enrichment activities to encourage scholars to collaborate, learn, and further develop their educational experience.		\$48555	\$0
2.11	<b>2.3d Parent Enrichment</b> Compass will provide a variety of enrichment activities for parents to encourage parents to collaborate, learn, and further support their scholars educational experience.	No	Fully Implemented	Compass provided a variety of enrichment activities for parents to encourage parents to collaborate, learn, and further support their scholars educational experience.		0	\$0
2.12	<b>2.4a School Communication</b> Compass will provide tools to support one and two way communications with its educational partners.	No	Fully Implemented	Compass provided tools to support one and two way communications with its educational partners.	ParentSquare WorkPlace Monday Morning Update All Staff Update	0	\$956.71
2.13	<b>2.4b Technology Access</b> Compass will provide technology access to scholars who are unable to access required educational offerings. (Funding Sources: LCFF, Title IV)	Yes	Fully Implemented	Compass provided technology access to scholars who are unable to access required educational offerings.		\$10,000.00	\$1428.77

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.14	<b>2.5 Staff Development - Professional Learning</b> All staff will have access to professional learning through conferences, internal professional learning sessions, and workshops.	No	Fully Implemented	All staff have access to professional learning through conferences, internal professional learning sessions, and workshops.	Restorative Justice Annual Retreat Trust and Inspire Professional Learning Days	0	\$0
2.15	<b>2.6 Military-Connected Support</b> Our dedicated Scholar Community Advocate will make resources and programs available to military families and scholars. These services will include transition support, enrollment, deployment support, and referrals to military community partners.	No	Fully Implemented	Our dedicated Scholar Community Advocate makes resources and programs available to military families and scholars.	These services include transition support, enrollment, deployment support, and referrals to military community partners.	0	\$0

### Goal 3

#### Goal Description

Increase college and career readiness for scholars.

### Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Graduation Rate (CA Dashboard)	2019 CA Dashboard): Graduation Rate 52.5%	64.5%	Projected: 85%	2023 Dashboard- 65%	Graduation Rate (CA Dashboard): 65%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Graduates A-G Course Completion (UC/CSU eligibility)	2019-2020 10%	17%	28%	24%	30% A-G Course Completion
Concurrent Enrollment	2019-2020 Concurrent Enrollment 7.8%	29%	20%	20%	20% of scholars will have enrolled into at least one concurrent course
Scholars "Prepared" for College/Career (CA Dashboard)	(2018-19 Dashboard) 15.7% Prepared	Not Reported	Projected; 24%	23%	25% College Career Indicator "Prepared"

**Actions & Measuring and Reporting Results**

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<b>3.1a Summer Session</b> Compass will offer a Summer Session for high school scholars wishing to earn extra credits in online classrooms. (Funding Sources: LCFF, ESSER III)	No	Fully Implemented	Compass offered a Summer Session for high school scholars wishing to earn extra credits in online classrooms.		\$25608	\$1847.99
3.2	<b>3.1b Summer Tutoring</b> Compass will offer access to a tutoring platform to support scholars with successful completion of Summer Session courses that lead to A-G course preparation or completion. (Funding Sources: A-G Completion Improvement Grant)	No	Fully Implemented	Compass offered access to a tutoring platform to support scholars	Paper	0	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.3	<b>3.2a A-G Coursework</b> Compass will ensure all scholars have access to A-G approved courses, either through a preferred curriculum provider or through internally developed courses. (Funding Sources: LCFF, A-G Completion Improvement Grant)	No	Fully Implemented	Compass ensures that all scholars have access to A-G approved courses,	AcceleratEd Curriculum	0	\$42520.6
3.4	<b>3.2b Dual Enrollment</b> Compass will partner with community colleges and Universities to incorporate dual enrollment in the 4-year plan for all high school scholars. (Funding Sources: LCFF)	No	Fully Implemented	Compass partners with community colleges and Universities to incorporate dual enrollment in the 4-year plan for all high school scholars.		0	\$91779.
3.5	<b>3.2c AVID Elective</b> Compass will provide AVID courses to middle and high school scholars and provide the opportunity for them to earn the AVID Elective Digital Badge after completing the courses. (Funding Sources: LCFF)	No	Fully Implemented	Compass provides AVID courses to middle and high school scholars.	AVID TOSA	\$35200	\$0
3.6	<b>3.3a Recognized ASCA Model Program (RAMP)</b> Compass will implement the ASCA model program and apply to	No	Partially Implemented	Compass is implementing the ASCA model program and will apply to become a	RAMP Process	\$41662	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	become a RAMP School in the 2022-23 school year. (Funding Sources: LCFF, Educator Effectiveness Grant)			RAMP School in the 2023-24 school year.			
3.7	<b>3.4a Family College Awareness/Preparation</b> Compass will provide scholar and parent training and resources on A-G requirements, going to college, completing a college and career application, completing a FAFSA, applying for scholarships, and general college entrance exam information. Encourage all Seniors to apply to a college, university, career-based training institution, or military.	No	Fully Implemented	Compass provides scholar and parent training and resources on College awareness and preparation.		0	\$0
3.8	<b>3.4b Partnerships with organizations for financial aid, college tours, etc.</b> Compass will partner with various providers to expand college readiness opportunities.	No	Fully Implemented	Compass partners with various providers to expand college readiness opportunities.		0	\$0
3.9	<b>3.5a Staff Development - Professional Learning</b> All staff will have access to professional learning through conferences, internal professional learning sessions, and workshops.	No	Fully Implemented	All staff have access to professional learning through conferences, internal professional learning sessions, and workshops.	Conference attendance and reports	0	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Funds allocated in 1.3b						

## Goal 4

### Goal Description

Ensure that at-promise scholars are making progress toward earning a high school diploma.

## Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Accelerated Course Options Program (ACOP)	2019-2020 12.4% participation in ACOP for at-promise scholars	- 25%	26%	2023 SY 26%	60% participation in ACOP for at-promise scholars
Extended Graduation (5+ years to earn diploma)	2019-2020 5th Year Cohort 3%	<ul style="list-style-type: none"> <li>13%</li> </ul>	5%	2023 SY 5%	0% 5th Year Cohort

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<b>4.1 At- Promise Interventions/Supports</b> Compass will use data from our benchmark assessments to identify potentially at-promise scholars and implement our MTSS tiered intervention framework to ensure they are supported.	No	Fully Implemented	Compass uses data from our benchmark assessments to identify potentially at-promise scholars and implement our MTSS tiered intervention framework to		0	\$14005.61

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				ensure they are supported.			
4.2	<b>4.2 Summer Session</b> Compass will offer Summer Session for at-promise scholars who are deficient in credits for graduating within their cohort and for scholars who are at-promise for entering high school with a skill gap. Funds allocated in 3.1	Yes	Fully Implemented	Compass offered Summer Sessions for at-promise scholars who are deficient in credits		0	\$47114.16
4.3	<b>4.3 Extended Graduation Plan</b> Compass will develop an extended graduation plan and program to ensure at-promise scholars have a realistic pathway and expectations for earning a high school diploma.	Yes	Fully Implemented	Compass has developed an extended graduation plan and program to ensure at-promise scholars have a realistic pathway and expectations for earning a high school diploma.		0	\$3437.91
4.4	<b>4.4 Staff Development - Professional Learning</b> All staff will have access to professional learning through conferences, internal professional learning sessions, and workshops. Funds allocated in 1.3b	No	Fully Implemented	All staff have access to professional learning through conferences, internal professional learning sessions, and workshops.	Reaching At-Promise Students Association conference	0	\$130984.14

# Coversheet

## Board Composition Discussion

**Section:** IX. Organization of the Board of Directors  
**Item:** A. Board Composition Discussion  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Amended By-Laws - Compass Charter Schools 2022.pdf

**BACKGROUND:**

With the resignation of Dr. Olvera, we now have an open board seat. At our last meeting, the board decided to discuss options for filling the current vacancy and potentially adding more member. Currently, the by-laws state that the "number of directors shall not be less than five (5) , nor more than seven (7)...unless changed by amendment to these bylaws."

Amended By-Laws  
Of  
Compass Charter Schools  
(A California Non-Profit Public Benefit Corporation)

CCS Bylaws

**AMENDED AND RESTATED BYLAWS  
OF  
COMPASS CHARTER SCHOOLS**  
(A California Non-profit Public Benefit Corporation)

ARTICLE I

Section 1. NAME.

The name of this corporation is Compass Charter Schools (“CCS”)

ARTICLE II

Section 1. PRINCIPAL OFFICE OF THE CORPORATION.

The principal office for the transaction of the activities and affairs of this corporation is 850 Hampshire Road, Suite P, Thousand Oaks, CA 91361 or such other place as the Board of Directors (the “Board”) may designate from time to time.

Section 2. OTHER OFFICES OF THE CORPORATION.

The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III

GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES.

The purpose of this corporation is to create, manage, operate, guide, direct and promote one or more public charter schools. Also in the context of these purposes, the corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the corporation. The corporation shall not carry on any other activities not permitted to be carried on by:

- (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or
- (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.



## CCS Bylaws

### ARTICLE IV CONSTRUCTION AND DEFINITIONS

#### Section 1. CONSTRUCTION AND DEFINITIONS.

Unless the context indicates otherwise, the general provisions, rule of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

### ARTICLE V DEDICATION OF ASSETS

#### Section 1. DEDICATION OF ASSETS.

This corporation’s assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, corporation or association which has established its exempt status under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

### ARTICLE VI CORPORATIONS WITHOUT MEMBERS

#### Section 1. CORPORATIONS WITHOUT MEMBERS.

This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The Corporation’s Board of Directors may, at its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

### ARTICLE VII BOARD OF DIRECTORS

#### Section 1. GENERAL POWERS.

Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors. The Board may delegate the management of the corporation’s activities to any person(s), management company or committees (Article VII, Section 21), however composed, provided that all corporate powers shall be exercised under the ultimate direction of the Board.

## CCS Bylaws

### Section 2. SPECIFIC POWERS.

Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- (a) Subject to any applicable contractual or other legal requirements, appoint, evaluate and remove the Superintendent & CEO; prescribe powers and duties for him/her as are consistent with the law, the articles of incorporation, and these bylaws; fix his/her compensation; and require from him/her security for faithful service.
- (b) Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.
- (c) Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- (d) Adopt and use a corporate seal; and alter the form of the seal.

### Section 3. DESIGNATED DIRECTORS AND TERMS

The authorized number of directors shall be not less than five (5), nor more than seven (7), as set by resolution of the Board, unless changed by amendment to these bylaws. The qualifications for directors are generally the ability to attend Board meetings, a willingness to actively support and promote the charter schools operated by the corporation, and a dedication to its educational philosophy and goals. In addition, directors should demonstrate leadership, initiative and a high level of professionalism. Directors must be able to work effectively as a member of a team and to put aside all personal agendas so that the best interests of the school as a whole are put foremost. It is in the best interests of the school that directors include persons who can represent the interests of the following constituencies:

- (a) Parent representatives: Directors may be selected from parents/guardians of students currently enrolled in the charter schools operated by the corporation. There may be one (1) parent representative on the Board. When selecting parent representatives to sit on the CCS Board, the nominating committee shall take into consideration the potential candidate's skillsets/experiences with the following subject matters: school administration experience, familiarity with the Education Code, legal experience, human resources knowledge, financial or budget experience, construction or real estate experience, and/or fundraising.
- (b) Community representatives: Directors may be selected from the CCS community, except that parents of CCS students shall count towards the maximum number of allowable parent representatives.

## CCS Bylaws

Directors shall be chosen at an annual meeting as specified in Section 15 of this Article VII.

Each granting agency is entitled to appoint, through an CCS approved appointment process, a Director to sit on the board.

### Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS.

No persons serving on the Board of Directors may be interested persons as defined below. An interested person for this limited provision includes:

- (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and
- (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person.

### Section 5. DIRECTORS' TERM.

Each director shall hold office for three (3) year terms or until a successor director has been designated and qualified.

### Section 6. NOMINATIONS BY COMMITTEE.

The Board of Directors may appoint a Nominating Committee. If so appointed, the chair of the Nominating Committee shall work with the Superintendent & CEO to designate qualified candidates for any election to the Board of Directors, according to the composition criteria set forth in Section 3 of this Article VII. The Nominating Committee, in conjunction with the Superintendent & CEO, shall make its report to the Board at least seven (7) days before the date of the election or at such other time as the Board of Directors may set. The Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates designated by the Nominating Committee. The Nominating Committee may also solicit and designate qualified candidates for election to Standing Committees as set forth in Section 21 of this Article VII.

### Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE.

If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee.

### Section 8. EVENTS CAUSING VACANCIES ON BOARD.

A vacancy or vacancies on the Board of Directors shall occur in the event of:

- (a) the death or resignation of any director;
- (b) the removal of a director with or without cause, by resolution of the Board as noted below; the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached

## CCS Bylaws

a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3;

- (c) the increase of the authorized number of directors; and
- (d) failure to meet the qualifications established by these bylaws.

Any director, except for a director appointed by a granting agency, may be removed, with or without cause, by a vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given as provided in Section 13. Any vacancy caused by the removal of a director shall be filled as provided in Section 11.

A director appointed by a granting agency will be automatically removed from the Board of Directors if that charter granting agency no longer authorizes any charters held by CCS.

Any director who does not attend two (2) successive Board meetings will automatically be removed from the Board without Board resolution unless:

- (a) the director requests a leave of absence for a limited period of time, and the leave is approved by the directors at a regular or special meeting (if such leave is granted, the number of Board members will be reduced by one (1) in determining whether a quorum is or is not present),
- (b) the director suffers from an illness or disability that prevents him or her from attending meetings and the Board by resolution waives the automatic removal procedure of this subsection; or
- (c) the Board by resolution of the majority of Board members then in office agree that a director who has missed two (2) successive meetings may be reinstated.

### Section 9. RESIGNATION OF DIRECTORS.

Except as provided below, any director may resign by giving written notice to the Chair of the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

### Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS.

Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

### Section 11. VACANCIES FILLED BY BOARD.

- (a) Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by: the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or
- (b) a sole remaining director.

## CCS Bylaws

A vacancy in the seat of the representative appointed by a granting agency shall be filled by the granting agency.

**Section 12. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS.**  
Any reduction of the authorized number of directors shall not result in any director being removed before his or her term of office expires.

**Section 13. PLACE OF BOARD OF DIRECTORS MEETINGS.**  
Meetings shall be held at the principal office of the corporation. The Board of Directors may also designate that a meeting be held at any place within the boundaries of the counties in which the corporation operates that has been designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

**Section 14. MEETINGS BY TELEPHONE OR OTHER TELECOMMUNICATIONS EQUIPMENT.**  
Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the counties in which the corporation operates in which the corporation operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;<sup>1</sup>
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.<sup>2</sup>

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<sup>1</sup> This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

<sup>2</sup> The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

## CCS Bylaws

### Section 15. ANNUAL AND REGULAR MEETINGS.

Regular meetings of the Board of Directors shall be held at least quarterly as scheduled and authorized by the members of said Board. At least 72 hours before a regular meeting, the Board of Directors, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. The Board of Directors shall hold an annual meeting for purposes of organization, election of officers, and transaction of other business. The Board may hold regular, special and emergency meetings. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

### Section 16. AUTHORITY TO CALL SPECIAL MEETINGS.

Special meetings of the Board of Directors for any purpose may be called at any time by the Chair of the Board, if there is such an officer, or a majority of the directors. If a Chair of the Board has not been elected, then the Superintendent & CEO is authorized to call a special meeting in place of the Chair of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

### Section 17. NOTICE OF SPECIAL MEETINGS.

In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours' notice is given to the public through the posting of an agenda. Notice of the time and place of special meetings shall be given to each director by:

- (a) personal delivery of written notice;
- (b) first-class mail, postage prepaid;
- (c) telephone, including a voice messaging system or other system or technology designed to record and communicate messages, either directly to the director or to a person at the director's office who would reasonably be expected to communicate that notice promptly to the director;
- (d) telegram;
- (e) facsimile;
- (f) electronic mail; or
- (g) other electronic means.

All such notices shall be given or sent to the director's address or telephone number as shown on the corporation's records and shall be sent with at least such notice as is required in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation which are applicable to the type of meeting called. Notice of the time and place of special or emergency meetings shall be given to all media who have provided timely written notice to CCS. The notice shall state the time of the meeting and the place, if the place is other than the corporation's principal office and the business to be transacted at the

## CCS Bylaws

meeting. All notice requirements will comply with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

### Section 18. QUORUM.

A majority of the number of directors then in office shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the directors present at a duly held meeting at which a quorum is present shall be an act of the Board. Should there be less than a majority of the directors present at the inception of any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

### Section 19. ADJOURNMENT.

A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place. Notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

### Section 20. COMPENSATION AND REIMBURSEMENT.

Directors may receive such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted. The Board of Directors will not be compensated.

### Section 21. CREATION OF POWERS OF COMMITTEES.

The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;

## CCS Bylaws

- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- h. Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, scholars, and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

### Section 22. MEETINGS AND ACTION OF COMMITTEES.

Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, and other Board of Directors' actions, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so. If required by law, committees will operate in accordance with the Brown Act.

### Section 23. NON-LIABILITY OF DIRECTORS.

No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

### Section 24. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS.

CCS and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

## ARTICLE VIII OFFICERS OF THE CORPORATION

### Section 1. OFFICES HELD ON THE BOARD.

The officers of this Board of Directors shall be a President, who shall be known as the Superintendent, Chair of the Board, a Secretary, and a Treasurer. The Superintendent & CEO shall have the administrative duties as set forth in any applicable contract for employment or job specification.

### Section 2. DUPLICATION OF OFFICE HOLDERS.

Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chair of the Board or Superintendent.



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### Section 3. ELECTION OF BOARD OFFICERS.

The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board. Officers' terms may be staggered to provide continuity of leadership.

### Section 4. APPOINTMENT OF OTHER OFFICERS.

The Board of Directors may appoint and authorize the Chair of the Board, or another officer to appoint any other officers that the Corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

### Section 5. REMOVAL OF BOARD OFFICERS.

Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any Board officer with or without cause.

### Section 6. RESIGNATION OF BOARD OFFICERS.

Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective.

### Section 7. VACANCIES IN OFFICE.

A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

### Section 8. CHAIR OF THE BOARD.

If a Chair of the Board of Directors is elected, he or she shall preside at Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. In the absence of the Chair of the Board, another officer as designated by the Board, shall preside at Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

### Section 9. SUPERINTENDENT & CHIEF EXECUTIVE OFFICER.

The Superintendent & Chief Executive Officer, subject to the control of the Board, and subject to the Superintendent & Chief Executive Officer's contract of employment, shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification.

### Section 10. SECRETARY.

The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board, and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of persons present at Board of Directors and committee

## CCS Bylaws

meetings and the vote or abstention of each Board member present for each action taken. The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of members of the Board of Directors, and of committees of the Board of Directors, that these bylaws require to be given. The secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or bylaws may require.

### Section 11. TREASURER.

The Treasurer shall cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer shall cause to be given to the directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the Corporation's funds as the Board of Directors may order; (c) render to the Superintendent, Chair of the Board, if any, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Treasurer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

## ARTICLE IX CONTRACTS WITH DIRECTORS AND OFFICERS

### Section 1. CONTRACTS WITH DIRECTORS AND OFFICERS.

The corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of the corporation's directors are directors and have a material financial interest). The prohibition does not include remote interests or non-interests as those terms are defined in the Government Code.

## ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

### Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.

The corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the corporation's Conflict of Interest Code have been fulfilled.

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### ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

#### Section 1. LOANS TO DIRECTORS AND OFFICERS.

This corporation shall not lend any money or property to or guarantee the obligation of any director or officer; provided, however, that the corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

### ARTICLE XII INDEMNIFICATION

#### Section 1. INDEMNIFICATION.

To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding,” as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. “Expenses,” as used in this bylaw, shall have the same meaning as in that section of the Corporations Code. On written request to the Board of Directors by any person seeking indemnification under Corporations Code section 5238 (b) or section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

### ARTICLE XIII INSURANCE

#### Section 1. INSURANCE.

This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer’s, director’s, employee’s, or agent’s status as such.

### ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

- (a) Adequate and correct books and records of account;
- (b) Written minutes of the proceedings of the Board, and committees of the Board; and
- (c) Such reports and records as required by law.

## CCS Bylaws

### ARTICLE XV INSPECTION RIGHTS

#### Section 1. DIRECTORS' RIGHT TO INSPECT.

Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and Federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and Federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or Federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

#### Section 2. ACCOUNTING RECORDS AND MINUTES.

On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors, and committees of the Board of Directors at any reasonable time. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

#### Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.

This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

### ARTICLE XVI REQUIRED REPORTS

#### Section 1. ANNUAL REPORTS.

The Board of Directors shall cause an annual report to be sent to the Board of Directors within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- (a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds;
- (c) The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- (d) The corporation's expenses or disbursements for both general and restricted purposes;
- (e) Any information required under these bylaws; and

## CCS Bylaws

- (f) An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the corporation's books and records.

### Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS.

As part of the annual report, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director a statement of any transaction or indemnification of the following kind:

#### Any transaction

- (a) in which the corporation, or its parent or subsidiary, was a party,
- (b) in which an "interested person" had a direct or indirect material financial interest, and
- (c) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000.

For this purpose, an "interested person" is either: (1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary.

The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

## ARTICLE XVII AMENDMENT TO BYLAWS

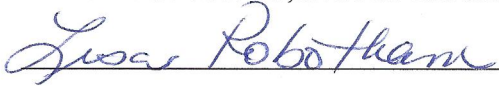
Section 1. These bylaws may be amended by a majority vote of the Board of Directors at a meeting in which a quorum is present. These bylaws may not be amended to include any provision that conflicts with law or the Articles of Incorporation.

CCS Bylaws

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Compass Charter Schools, a California Non-profit Public Benefit Corporation; that these bylaws, consisting of 16 pages, are the bylaws of this corporation as adopted by the Board of Directors on June 25, 2018; and that these bylaws have not been amended or modified since that date.

Executed on June 25, 2018 in Thousand Oaks, California.

 \_\_\_\_\_, Secretary

# Coversheet

## Special Education Contracts Update

**Section:** XI. Academic Services  
**Item:** A. Special Education Contracts Update  
**Purpose:** Vote  
**Submitted by:** Amy Foody, Director of Special Education

**Related Material:**  
PSE \_ Compass MC revised for 23\_24 additional amount increase (LH Edits 12.14.23).pdf

### BACKGROUND:

The Contract for Partners in Special Education ( PSE) requires an increase of \$250,000 to ensure that services for special education services of speech, occupational therapy, assitive technology, counseling and other related services are provided to scholars enrolled at Compass. The increase is due to the increase in scholars with related services needs on their IEPs and the availability of therapists through PSE. The increase in the contract will be off set by other contracts not being utilized to the maximum amount but may still have an impact on the overall special education budget at the end of the 2023/24 school year.

### RECOMMENDATION:

It is recommended that the Board approve the increase in the contract.

**AMENDED NONPUBLIC SERVICES MASTER CONTRACT**

*General Agreement for Nonsectarian,  
Nonpublic School and Agency Services*

**LEA:** Compass Charter Schools  
**NPA X  / NPS**  Partners in Special Education  
**Contract Year:** 2023 / 2024

**RECITALS**

**THIS AGREEMENT** is made and entered into as of the [1] day of [January] [2024], and commencing on that same day of [January] [2024], by and Compass Charter Schools (hereinafter “Compass” or “LEA”) and NPA (hereinafter “[Partners in Special Education]” or “CONTRACTOR”). Collectively, Compass or LEA and CONTRACTOR shall be referred to as the “Parties”:

**WHEREAS** CONTRACTOR is a special education services company, performing related services and management, including Special Education administration and support, psychology services, counseling services, education specialists, instructional aides, speech therapy services, and other services as designated;

**WHEREAS** CONTRACTOR is a California certified non-public agency (“NPA”);

**WHEREAS**, the Parties entered into that certain Nonpublic Services Master Contract (“Master Contract”) on July 1, 2023 for the purposes of Contractor providing special education services to Compass students on an “under arrangements” basis, and to establish a program for providing special education services to enrolled students;

**WHEREAS**, the parties now wish to amend the Master Contract so as to increase the price stated therein;

**WHEREAS**, CONTRACTOR possesses the requisite license, training and experience to provide the services called for in this Agreement, and is prepared to assume the responsibility of providing selected special education services for Compass student(s); and

**NOW, THEREFORE**, in consideration of Compass paying to CONTRACTOR the compensation and CONTRACTOR performing the duties specified herein, it is mutually covenanted and agreed by and between the parties hereto as follows:



## **AUTHORIZATION FOR AMENDED MASTER CONTRACT AND GENERAL PROVISIONS**

### **1. AMENDED MASTER CONTRACT**

1.1 This Amended Nonpublic Services Master Contract (“Amended Master Contract”) is entered into on [January 1, 2024] between COMPASS CHARTER SCHOOLS, hereafter referred to as the LOCAL EDUCATIONAL AGENCY (“LEA”), a member of the El Dorado Charter SELPA, and [Partners in Special Education], a nonpublic, nonsectarian school/agency, hereafter referred to as NPA or “CONTRACTOR” for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 et seq. and Title 5 of the California Code of Regulations section 3000 et seq. It is understood that this Amended Master Contract does not commit LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services for any student, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR on a student-by-student basis.

1.2 Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Services Agreement (hereinafter referred to as “ISA”). The ISA shall specify CONTRACTOR’s obligation to provide all or selected service(s) specified within the Student’s IEP. The ISA shall be executed within ninety (90) days of a

student’s acceptance by the CONTRACTOR. LEA and CONTRACTOR shall enter into a separate ISA for each student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to Student’s IEPs and any other documentation and electronic database necessary to implement and document Student’s ISA. The ISA shall require CONTRACTOR to maintain the confidentiality of the Student’s educational records in accordance with the Families Educational Rights and Privacy Act of 2001 (“FERPA”) (20 U.S.C. § 1232g) and this Amended Master Contract.

1.3 Nonpublic School Placement Costs: LEA is not responsible for the costs associated with nonpublic school placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement is appropriate, and the IEP is signed by the student’s parent. Notwithstanding the foregoing, LEA shall be responsible for the costs associated with nonpublic school placement as specified in (a) an order directing placement made by the Office of Administrative Hearings (hereinafter referred to as “OAH”), (b) a lawfully executed agreement between LEA and parent, or (c) the authorization by LEA for a transfer student pursuant to California Education Code section 56325.

## 2. CERTIFICATION AND LICENSES

2.1 CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as “CDE”) as a nonpublic, nonsectarian school/agency. All nonpublic school and nonpublic agency services shall be provided consistent with the area of certification and licensure specified by CDE Certification, as defined in California Education Code, section 56366 *et seq.*, and within the professional scope of practice of each provider’s license, certification and/or credential. A current copy of CONTRACTOR’s nonpublic school/agency certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this Amended Master Contract is executed by CONTRACTOR.

2.2 This Amended Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Amended Master Contract.

2.3 Total student enrollment of the NPS operated by CONTRACTOR shall be limited to capacity as stated on CDE certification described in Section 2.1. Total student enrollment shall be limited to capacity as stated in Section 24 of this Amended Master Contract.

2.4 In addition to meeting the certification requirements of the State of California, any program operated by CONTRACTOR outside of California shall be certified or licensed by the state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. § 1400 *et seq.*).

2.5 If CONTRACTOR is a licensed children’s institution (hereinafter referred to as “LCI”), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of California, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

2.6 With respect to CONTRACTOR’s certification in Section 2.1, failure to notify the LEA and CDE of any changes in any of the following may result in the suspension or revocation of CDE certification and shall allow LEA to suspend or terminate this Amended Master Contract at the discretion of the LEA:

2.6.1 credentialed/licensed staff;

- 2.6.2 ownership;
- 2.6.3 management and/or control of the agency;
- 2.6.4 major modification or relocation of facilities; or
- 2.6.5 significant modification of the program.

### **3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS**

3.1 During the term of this contract unless otherwise agreed, CONTRACTOR shall comply with the Individuals with Disabilities Education Act and all subsequent amendments and requirements and all applicable federal, state, and local statutes, laws, ordinances, rules, policies, and regulations relating facilities for individuals with exceptional needs, as well as all applicable federal, state, and local statutes, laws, ordinances, rules, policies, and regulations relating to the provision of special education and/or related services as set forth in federal and state special education laws and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures unless, taking into consideration all of the surrounding facts and circumstances, a policy or policies or a portion of a policy does not reasonably apply to CONTRACTOR.

3.2 CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR's failure to comply with applicable LEA policies (e.g., those policies relating to, the provision of special education and/or related services, facilities for individuals with exceptional needs, student enrollment and transfer, student inactive status, corporal punishment, student discipline, and positive behavior interventions).

3.3 CONTRACTOR acknowledges and agrees that LEA may report to the CDE any violations of the provisions of this Amended Master Contract; and that this reporting may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

### **4. TERMS OF AMENDED MASTER CONTRACT**

4.1 The term of this Amended Master Contract shall be from January 1, 2024 to June 30, 2024 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Amended Master Contract in subsequent contract years. However, the parties acknowledge that any subsequent Amended Master Contract shall be re-negotiated prior to June 30, 2024. In the event the contract is not renegotiated by June 30th, an interim contract may be made

available as mutually agreed upon for up to 90 days from July 1 of the new fiscal year. (Title 5 California Code of Regulations section 3062(d).) In the absence of a successor or interim contract, this Agreement shall expire at the end of the Term.

4.2 No Amended Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Amended Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

4.3 The provisions of this Amended Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR's ownership or authorized representative shall be provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

## **5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION**

5.1 This Amended Master Contract governs the administration of each Individual Services Agreement ("ISA"), and each and every ISA is incorporated herein by this reference. This Amended Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Amended Master Contract may be amended only by written amendment executed by both parties.

5.2 CONTRACTOR shall provide the LEA with information as requested in writing to secure a new Amended Master Contract or a renewal. At a minimum, such information shall include copies of teacher credentials and background clearance documentation, insurance documentation and CDE certification. The LEA may require additional information as applicable. If the application packet is not completed and returned to the LEA, no Amended Master Contract will be issued.

5.3 If CONTRACTOR does not return the Amended Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Amended Master Contract is received by LEA and will not be retroactive to the first day of the new Amended Master Contract's effective date. If CONTRACTOR fails to execute the new Amended Master Contract within such ninety-day period, all payments shall cease until such time as the new Amended Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (California Education Code section 56366(c)(1) and (2)).

5.4 In the event that this Amended Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Amended Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students at the discretion of the LEA.

## **6. INDIVIDUAL SERVICES AGREEMENT**

6.1 This Amended Master Contract sets forth the basic terms under which LSA may approve an ISA for each student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for students with the approval of the LEA pursuant to Education Code section 56366 (a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Amended Master Contract in effect. In the event that this Amended Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students.

6.2 Any and all changes to a student's educational placement/program provided under this Amended Master Contract and/or an ISA shall be made solely on the basis of a revision to the student's IEP. At any time during the term of this Amended Master Contract, a student's parent, CONTRACTOR, or LEA may request a review of a student's IEP subject to all procedural safeguards required by law.

6.3 The ISA shall specify which service(s) included in Student's IEP CONTRACTOR will provide. If CONTRACTOR is a NPS, CONTRACTOR will implement all special education and services identified in a Student's EIP unless agreed upon otherwise. In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within two (2) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to student as a result of lack of provision of services while student was served by the nonpublic school or agency.

6.4 Subject to CONTRACTOR's right to terminate this Amended Master Contract or an ISA pursuant to Education Code section 56366, subdivision (a)(4) as set forth in Sections 6 and 14, if a parent contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall continue to serve the student pursuant to the student's ISA during the term of the Amended Master Contract shall abide by the "stay-put" requirement of state and federal law unless the parent agrees otherwise or an interim alternative educational placement is deemed lawful and appropriate by LEA or OAH. CONTRACTOR shall adhere to LEA decisions concerning changes in placement. Nothing herein shall be construed to mean that CONTRACTOR consents to the jurisdiction of OAH.

6.5 When it is necessary to extend services beyond the ISA ending date, a "stay-put" ISA will be executed within ten (10) school days of the ending date of the CONTRACTOR's last executed ISA.

6.5 CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

6.6 Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Amended Master Contract are to be settled by the Dispute Resolution procedure set forth in Section 64.

## 7. DEFINITIONS

7.1 The following definitions shall apply for purposes of this contract:

- a. The term “CONTRACTOR” means the nonpublic, nonsectarian school/agency identified in the first paragraph of this Amended Master Contract, and its officers, agents and employees.
- b. The term “authorized LEA representative” means a LEA administrator designated to be responsible for nonpublic school/agencies. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for the administration of this Amended Master Contract, unless otherwise specified in this Amended Master Contract.
- c. The term “credential” means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the California State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).
- d. The term “qualified” means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and designated instruction and services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which he or she is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including but not limited to the standards contained in the California Business and Professions Code.

- e. Nothing in the foregoing definition of “qualified” shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations. (Title 5 of the California Code of Regulations Section 3001 (r)).
- f. The term “license” means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses, and which authorizes the bearer of the document to refer to himself or herself using a specified professional title and to provide certain professional services including but not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(l).
- g. “Parent” means a biological or adoptive parent, unless the biological or adoptive parent does not have legal authority to make educational decisions for the child, a guardian generally authorized to act as the child’s parent or authorized to make educational decisions for the child, an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child’s welfare, a surrogate parent, a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child’s behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2). Parent does not include the state or any political subdivision of government or the nonpublic school or agency under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).
- h. The term “days” means calendar days unless otherwise specified.
- i. The phrase “billable day” means a school day in which instructional minutes meet or exceed those in comparable LEA programs.
- j. The phrase “billable day of attendance” means a school day as defined in California Education Code Section 46307, in which a student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.

- k. It is understood that the term “Amended Master Contract” also means “Agreement” and is referred to as such in this document.

## **ADMINISTRATION OF CONTRACT**

### **8. NOTICES**

8.1 All notices provided for by this contract shall be in writing. Notices shall be mailed or emailed to the designated LEA representative and shall be effective as of the date of receipt by addressee.

8.2 All notices mailed to LEA shall be addressed to the person and address as indicated on the signature page of this Amended Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Amended Master Contract.

### **9. MAINTENANCE OF RECORDS**

9.1 All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Amended Master Contract.

9.2 For purposes of this Amended Master Contract, “records” shall include, but not be limited to all of the following:

- 9.2.1 student records as defined by California Education Code section 49061(b) including electronically stored information;
- 9.2.2 cost data records as set forth in Title 5 of the California Code of Regulations section 3061;
- 9.2.3 registers and roll books of teachers and/or daily service providers;
- 9.2.4 daily service logs and notes and other documents used to record the provision of related services including supervision;
- 9.2.5 daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required;
- 9.2.6 bus rosters;



- 9.2.7 staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination;
- 9.2.8 records of employee training and certification, staff time sheets; non-paid staff and volunteer sign-in sheets;
- 9.2.9 transportation and other related services subcontracts;
- 9.2.10 school calendars;
- 9.2.11 bell/class schedules when applicable;
- 9.2.12 liability and worker's compensation insurance policies;
- 9.2.13 state nonpublic school and/or agency certifications by-laws;
- 9.2.14 lists of current board of directors/trustees, if incorporated;
- 9.2.15 statement of income and expenses;
- 9.2.16 general journals;
- 9.2.17 cash receipts and disbursement books;
- 9.2.18 general ledgers and supporting documents;
- 9.2.19 documents evidencing financial expenditures;
- 9.2.20 federal/state payroll quarterly reports; and
- 9.2.21 bank statements and canceled checks or facsimile thereof.

9.4 Positive proof of attendance is required.

9.5 CONTRACTOR shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, and date/time of access for each individual requesting or receiving information from the student's record. Such log needs to record access to the student's records by: (a) the student's parent; (b) an individual to whom written consent has been executed by the student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors.

9.6 CONTRACTOR or LEA shall maintain copies of any written parental concerns granting or regarding access to student records. CONTRACTOR shall grant parents access to student records, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations.

9.7 CONTRACTOR agrees, in the event of school or agency closure, to forward student records within five (5) business days to LEA. These shall include, but not limited to, current transcripts, IEP/IFSPs, and reports. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

9.10 Upon at least ten (10) calendar days' prior written notice of the date of an upcoming IEP meeting, CONTRACTOR shall provide the LEA with goal progress reports, service logs and any additional relevant data no less than three (3) school days prior to the IEP meeting.

9.11 All student records and financial invoices and documentation must include the specific Compass school name in addition to the student's personally identifiable information.

#### **10. SEVERABILITY CLAUSE**

If any provision of this agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

#### **11. SUCCESSORS IN INTEREST**

This contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify the LEA of any change of ownership or corporate control.

#### **12. VENUE AND GOVERNING LAW**

The laws of the State of California shall govern the terms and conditions of this contract with venue in Los Angeles County.

#### **13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES**

This Amended Master Contract may be modified or amended by the LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. LEA shall require the party seeking such modification to provide the LEA and CONTRACTOR thirty (30) days' prior written notice of any such demand for changes or modifications and a copy of the statute or regulation upon which the modification or changes are based.

## 14. TERMINATION

14.1 This Amended Master Contract or an Individual Service Agreement may be terminated for cause by either party. For the purposes of this Amended Master Contract, “cause” is defined as breach, misfeasance, or other inappropriate action of the other party. The term “cause” does not include any action or failure to act of the Student identified in the ISA, or of the Student’s Parent.

14.2 This Amended Master Contract or an ISA may not be terminated based upon the availability of a public class initiated during the period of this Amended Master Contract, unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. The cause may also not be due the action or failure to act of the Student identified in the ISA, or of the Student’s Parent.

14.3 To terminate this Amended Master Contract for cause either party shall give the other party twenty (20) days prior written notice (California Education Code section 56366(a)(4)). In instances where an issue occurs at the NPS that the LEA determines is an immediate threat to student health or safety or when or when there is documentation that CONTRACTOR has been unable to provide services required on IEP/ISA, LEA may terminate a student’s ISA and/or reassign student to an alternative educational setting without providing 20 days’ notice. At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Amended Master Contract.

14.4 All ISAs shall be deemed void upon termination of this Amended Master Contract, as provided in Section 5 or 6.

## 15. INSURANCE

15.1 CONTRACTOR shall, at his, her, or its sole cost and expense, maintain in full force and effect, during the term of this Agreement, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof including but not limited to:

**15.1.1 General and Professional Liability.** General and professional liability insurance covering all activities of CONTRACTOR personnel during the executing of the obligations under this Agreement with coverage of not less than- One Million Dollars (\$1,000,000) for any incident ,Two Million Dollars (\$2,000,000) annual aggregate per

incident, and Three Million Dollars (\$3,000,000) excess liability policy for a maximum of Five Million Dollars (\$5,000,000) per aggregate limit.

**15.1.2 Worker's Compensation.** Worker's compensation insurance covering each employee providing in-person Services to LEA hereunder; workers' compensation insurance shall comply with all applicable legal requirements.

15.2 CONTRACTOR agrees to provide LEA with a Certificate of Insurance naming LEA as an additional insured on such general and professional liability insurance policies. Policies will be furnished to LEA for review upon request. LEA shall not obtain workers' compensation insurance on behalf of CONTRACTOR or CONTRACTOR's employees.

15.3 If the CONTRACTOR is a NPS or Residential Treatment Center ("RTC"), additional insurance must be secured in accordance with law and standard practice as directed by LEA.

15.4 If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may propose an amendment to this Agreement to modify the insurance obligations.

15.5 SELF-INSURANCE: When the self-insurance retention for the CONTRACTOR is to be \$100,000 or more, the CONTRACTOR shall submit, in writing, information on its proposed self- insurance program. The submission shall include:

- A complete description of the program, including types of risks, and limits of coverage
- The CONTRACTOR's latest financial statements
- Claims administration policy, practices, and procedures
- A disclosure of all captive insurance company and reinsurance agreements, including methods of computing costs.

Programs of self-insurance covering workers' compensation:

- An approved program of self-insurance must include coverage for any employer's liability not covered by commercial insurance.

For any claims related to the services performed in connection with this Amended Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with

respect to the LEA, its subsidiaries, officials and employees. Any insurance or selfinsurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.

All Certificates of Insurance shall contain a reference to the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate.

If LEA or CONTRACTOR determines that changes in insurance coverage obligations under this section are necessary, either party may reopen negotiations to modify the insurance obligations.

## **16. INDEMNIFICATION AND HOLD HARMLESS**

16.1 To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors ("LEA Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Amended Master Contract or its performance, or the performance of any ISA, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the CONTRACTOR. The LEA shall have the right in their sole discretion to select counsel of its choice to provide the defense at the sole cost of the CONTRACTOR or the applicable insurance carrier.

16.2 To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Officers, Board Members, administrators, employees, agents, attorneys, and subcontractors ("CONTRACTOR Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Amended Master Contract or its performance, or the performance of any ISA, to the extent that such loss, expense, damage or liability was proximately caused by the negligent or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

## 17. INDEPENDENT CONTRACT

17.1 Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Agreement as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Agreement shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the LEA and any individual assigned by CONTRACTOR to perform any services for the LEA.

17.2 If the LEA is held to be a partner, joint venturer, co-principle, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that holding, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding.

17.3 LEA and CONTRACTOR agree to the following rights consistent with an independent contractor relationship:

17.3.1 CONTRACTOR has the right to perform services for others during the term of this Agreement.

17.3.2 CONTRACTOR has the sole right to control and direct the means, manner and method by which the services required by this Agreement will be performed to the extent the provision of CONTRACTOR's services are consistent with the responsibilities set forth in the ISA.

17.3.3 CONTRACTOR has the right to hire assistants or to use employees to provide the services required by this Agreement.

17.3.4 CONTRACTOR or CONTRACTOR's employees shall perform the services required by this Agreement; LEA shall not hire, supervise or pay any assistants to help CONTRACTOR.

17.3.5 Neither CONTRACTOR nor CONTRACTOR's employees shall receive any training from LEA in the skills necessary to perform the services required by this Agreement.

17.3.6 LEA shall not require CONTRACTOR or CONTRACTOR's employees to devote full time to performing the services required by this Agreement.

17.3.7 Neither CONTRACTOR nor CONTRACTOR's employees are eligible to participate in any employee pension, health, vacation pay, sick pay or other fringe benefit plan of LEA.

## **18. SUBCONTRACTING**

CONTRACTOR shall not subcontract duties assigned to CONTRACTOR pursuant to this Agreement or any ISA.

## **19. CONFLICTS OF INTEREST**

19.1 CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated.

19.2 CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 and including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

19.3 Unless CONTRACTOR and LEA otherwise agree in writing, LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the student is performed or a report is prepared in the normal course of the services provided to the student by CONTRACTOR.

19.4 To avoid conflict of interest, and in order to ensure the independence and appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may, in its discretion, not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may, in its discretion, not fund services through the evaluator whose IEE the LEA agrees to fund.

19.5 Only when no other appropriate assessor is available, LEA may request, and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

19.6 In the event that CONTRACTOR is a Nonpublic Agency, CONTRACTOR acknowledges that its authorized representative has read and understands Education Code section 56366.3 which provides, in relevant part, that no special education and/or related services provided by CONTRACTOR shall be paid for by LEA if provided by an individual who was an employee of LEA within the three hundred and sixty five (365) days prior to executing this contract. This provision does not apply to any person who is able to provide designated instruction and services during the extended school year because he or she is otherwise employed for up to ten months of the school year by LEA.

19.7 CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free “scholarship” basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

## **20. NON-DISCRIMINATION**

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity or expression, physical or mental disability, genetic information or any other classification protected by federal or state law or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics.

## **EDUCATIONAL PROGRAM**

### **21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)**

21.1 LEA shall provide CONTRACTOR with a copy of the IEP including all relevant attachments of each student served by CONTRACTOR. CONTRACTOR shall provide to each student special education and/or related services (including transition services) within the nonpublic school or nonpublic agency consistent with the student’s IEP and as specified in the ISA.

21.2 CONTRACTOR shall not accept a student if it cannot provide or ensure the provision of the services outlined in the student’s IEP and ISA.

21.3 Unless otherwise agreed to between CONTRACTOR and LEA,



CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities for students, as specified in the student's IEP and ISA.

CONTRACTOR shall impose no fee or charge of any kind to parents for special education and/or related services as specified in the student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the student's enrollment under the terms of this Amended Master Contract).

21.4 LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student's IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the nonpublic school. CONTRACTOR shall provide school site-based training for student, teacher, support staff and parent on the use of the device. CONTRACTOR shall return device to LEA, as per issuance procedures, within two (2) working days of student termination or ceasing to qualify for device. CONTRACTOR shall file or attempt to file police reports for missing/lost/stolen device(s), providing documentation of attempt, and coordinate the provision of any police report number to LEA within five (5) working days of becoming aware of loss. The equipment remains the property of the LEA and shall be returned to the LEA when the IEP team determines the equipment is no longer needed.

21.5 CONTRACTOR shall be solely responsible for ensuring that facilities are adequate to provide LEA students with an environment which meets all state and local health and safety regulations and guidance.

21.6 CONTRACTOR may only charge a student's parent(s) for services and/or activities not necessary for the student to receive a free appropriate public education after: (a) written notification to the student's parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written acknowledgment signed by the student's parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

21.7 Voluntary services and/or activities not necessary for the student to receive a free appropriate public education shall not interfere with the student's receipt of special education and/or related services as specified in the student's IEP and ISA unless the LEA, CONTRACTOR, and PARENT agree otherwise in writing.

## 22. GENERAL PROGRAM OF INSTRUCTION

22.1 All nonpublic school and nonpublic agency services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 et seq., and shall ensure that facilities are adequate to provide LEA students with an environment, which meets all pertinent health and safety regulations.

22.2 When CONTRACTOR is a nonpublic school, CONTRACTOR's general program of instruction shall:

- 22.2.1 utilize evidence-based practices and predictors and be consistent with LEA's standards regarding the particular course of study and curriculum;
- 22.2.2 include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services;
- 22.2.3 be consistent with CDE's standards regarding the particular course of study and curriculum;
- 22.2.4 provide the services as specified in the student's IEP and ISA.

22.3 Students shall have access to:

- 22.3.1 State Board of Education (SBE) - adopted Common Core State Standards ("CCSS") for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by a local education agency (LEA), that contracts with the nonpublic school;
- 22.3.2 college preparation courses;
- 22.3.3 extracurricular activities, such as art, sports, music and academic clubs;
- 22.3.4 career preparation and vocational training, consistent with transition plans pursuant to state and federal law; and
- 22.3.5 supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling.

22.4 When CONTRACTOR serves students in grades nine through twelve inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements.

22.5 CONTRACTOR shall not award a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

22.6 When CONTRACTOR is a nonpublic agency and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and predictors and be consistent with LEA and CDE guidelines and certification, and provided as specified in the student's IEP and ISA.

22.7 The nonpublic agency providing Behavior Intervention services shall develop a written plan that specifies the nature of their nonpublic agency service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA.

22.8 School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team.

22.9 Any services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present.

22.10 Section 22.9 shall not apply to services provided by a CONTRACTOR that is a licensed children's institution or to the provision of emergency services, provided CONTRACTOR has a written authorization signed by the parent or legal guardian to authorize emergency services as requested. Licensed Children's Institution ("LCI") CONTRACTORS shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Amended Master Contract.

22.11 CONTRACTORS providing Behavior Intervention services must have a trained behaviorist or trained equivalent on staff. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

22.12 When CONTRACTOR is a nonpublic agency, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless the LEA and CONTRACTOR agree otherwise in writing.

### **23. INSTRUCTIONAL MINUTES**

When CONTRACTOR is a nonpublic school, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the minimum instructional time requirements for Charter Schools in the state of California and shall be specified in the student's ISA developed in accordance with the student's IEP.

## **24. CLASS SIZE**

When CONTRACTOR is a nonpublic school, CONTRACTOR shall ensure that class size shall not exceed a ratio of one (1) teacher per twelve (12) students, unless CONTRACTOR and LEA agree otherwise in writing.

## **25. CALENDARS**

25.1 When CONTRACTOR is a nonpublic school, CONTRACTOR shall submit to the LEA/SELPA a school calendar with the total number of billable days not to exceed one hundred and eighty (180) days, plus extended school year billable days equivalent to the number of days determined by the LEA's extended school year calendar.

25.2 Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. Nothing in this Amended Master Contract shall require or be interpreted to require the LEA to accept any requests for calendar changes.

25.3 Unless otherwise specified by the students' IEP, educational services shall occur at the CONTRACTOR's facility or in Student's home. A student shall only be eligible for extended school year services if such are included in his/her IEP and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP Team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

25.4 Student must have actually been in attendance during the regular school year and/or during extended school year and actually received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when LEA's school program is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any nonpublic school service. Any instructional days provided before the execution of this Agreement shall be at the sole financial responsibility of the CONTRACTOR.

25.5 LEA shall provide a school calendar to CONTRACTOR prior to the initiation of services. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA is in session.

Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment.

## **26. DATA REPORTING**

26.1 CONTRACTOR shall provide to the LEA all data related to student information and billing information with LEA. CONTRACTOR shall provide all data related to any and all sections of this Agreement and requested by and in the format required by the LEA.

26.2 It is understood that all nonpublic school and agencies shall utilize the LEA approved electronic IEP system, Special Education Information System (“SEIS”) for all IEP development and progress reporting, unless otherwise agreed to by the LEA. Additional progress reporting may be required by the LEA. The LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access.

26.3 The LEA shall provide the CONTRACTOR with approved forms and/or format for such data including, but not limited to, invoicing, attendance reports and progress reports. The LEA may approve use of CONTRACTOR’S forms in LEA’s sole discretion.

26.4 All data reporting and documentation must include the specific Compass school name in addition to the student’s personally identifiable information.

## **27. STATEWIDE ACHIEVEMENT TESTING**

27.1 When CONTRACTOR is a nonpublic school, per implementation of Senate Bill 484, CONTRACTOR shall administer all Statewide assessments within the California Assessment of Student Performance and Progress (“CAASPP”), Desired Results Developmental Profile (“DRDP”), California Alternative Assessment (“CAA”), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, the English Language Proficiency Assessments for California (“ELPAC”), as appropriate to the student, and mandated by LEA pursuant to LEA requirements and state and federal guidelines.

27.2 CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. CONTRACTOR shall provide test administration by CONTRACTOR’S qualified staff in accordance with LEA test administration protocols. CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

## **28. MANDATED ATTENDANCE AT LEA MEETINGS**

28.1 CONTRACTOR shall attend LEA mandated meetings (via teleconference) when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, and standardized testing and IEPs.

28.2 LEA shall provide CONTRACTOR with reasonable notice of mandated meetings.

28.3 Attendance at such mandated meetings does not constitute a billable service hour(s).

## **29. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS**

29.1 CONTRACTOR shall comply with the requirements of Education Code section 56521.1 and 56521.2, federal law and regulation, and LEA policy regarding Student behavior and discipline. This includes, but is not limited to, the completion of Behavior Emergency Reports, emergency interventions, implementation of Behavior Intervention Plans, parental notice and prohibitions against restraint and seclusion.

29.2 In the event of a pupil-involved incident for which law enforcement was contacted, CONTRACTOR shall notify CDE and the LEA of the incident, in writing, no later than one business day after the incident occurred.

29.3 CONTRACTOR shall document the training of staff who will have contact or interaction with pupils during the school day in the use of evidence-based practices and interventions specific to the unique needs of the CONTRACTOR's population. This training shall be provided within thirty (30) days of employment to new staff and annually to all staff who have any contact or interaction with pupils during the school day. The structure and content of the training shall comply with the requirements set forth in AB 1172. LEA shall annually verify that CONTRACTOR has completed this training and report to CDE that the LEA has completed this verification.

29.4 Effective January 1, 2020, CONTRACTOR shall notify CDE and the LEA of any pupil-involved incident at the NPS/NPA in which law enforcement was contacted. This notification shall be provided in writing, no later than one business day after the incident occurred. Education Code § 56366.1(i)(2).

29.5 Effective January 1, 2020, to be certified by CDE, a NPS serving pupils with significant behavioral needs or who have a Behavioral Intervention Plan (“BIP”), the NPS must have an individual onsite during school hours who is qualified, and responsible for the design, planning, and implementation of behavioral interventions, as authorized under Section 3051.23 of Title 5 of the California Code of Regulations. Education Code § 56366.10.

### **30. STUDENT DISCIPLINE**

30.1 CONTRACTOR shall maintain and abide by LEA’s policy for student discipline.

30.2 CONTRACTOR shall not unilaterally suspend or recommend for expulsion any student without prior communication with and agreement of the LEA and pursuant to all procedures within the LEA’s suspension/expulsion policy.

30.3 CONTRACTOR may not terminate this Agreement due to Student’s behavior unless Parent is in agreement otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

### **31. IEP TEAM MEETINGS**

31.1 An IEP team meeting shall be convened at least annually to evaluate:

31.1.1 the educational progress of each student served by CONTRACTOR;

31.1.2 whether or not the needs of the student continue to be best met by CONTRACTOR; and

31.1.3 whether changes to the student’s IEP are necessary, including whether the student may be transitioned to a public school setting. (California Education Code sections 56366 (a) (2) (B) (i) and (ii)) and pursuant to California Education Code section 56345 (b) (4).)

31.2 Except as otherwise provided in the Amended Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding students for whom ISAs have been or may be executed.

31.3 At any time during the term of this Amended Master Contract, the parent, the CONTRACTOR or the LEA may request a review of the student’s IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to

schedule IEP team meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. It is understood that CONTRACTOR will join any meetings by teleconference or videoconference unless otherwise mandated by a Student's IEP, judicial order, or settlement agreement.

31.4 CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Amended Master Contract.

31.5 It is understood that the CONTRACTOR shall utilize the approved electronic IEP system of the LEA for all IEP planning and progress reporting at the LEA's discretion. The SELPA shall provide training for any NPS and NPA to assure access to the approved system. The NPS and/or NPA shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system. When a student is no longer receiving services from CONTRACTOR, the NPS/NPA shall discontinue use of the approved system for that student.

31.6 Changes in any student's educational program, including instruction, services, or instructional setting provided under this Amended Master Contract, may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

## **32. SURROGATE PARENTS AND FOSTER YOUTH**

32.1 LEA shall comply with state and federal laws and regulations and LEA policies and procedures regarding surrogate parent assignments. CONTRACTOR shall comply with LEA surrogate parent assignments.

32.2 Per California Education Code sections 51225.1 and 51225.3, students who are homeless, in foster care, a former juvenile court school pupil, children of military families, migratory students, or a pupil participating in a newcomer program, as defined in section 51225.2, who transfer schools after their second year of high school and who cannot reasonably complete all LEA graduation requirements in four (4) years may be eligible to graduate by completing the minimum state graduation requirements per AB 216/167. Within five (5) days of contact by CONTRACTOR, the LEA will determine



student eligibility for AB 216/167. CONTRACTOR will award partial or full credits to this student population for all work satisfactorily completed while in attendance at the nonpublic school. Once eligibility is established, the LEA will provide CONTRACTOR with AB 216 Notification Letter to review with the student and educational rights holder (“ERH”). CONTRACTOR will forward a copy of the signed AB 216 Notification Letter, indicating acceptance, rejection, or deferral of the exemption, to the LEA immediately upon completion for further handling.. LEA shall comply with its Foster and Homeless Youth policies and state and federal law.

### **33. DUE PROCESS PROCEEDINGS**

33.1 CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency.

33.2 Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR’s program and/or the implementation of a particular student’s IEP/Individual and Family Service Plan (“IFSP”).

### **34. COMPLAINT PROCEDURES**

34.1 CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of students with appropriate information (including complaint forms) for the following:

- 34.1.1 Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 et seq.;
- 34.1.2 Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a);
- 34.1.3 Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c);
- 34.1.4 Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a);  
and
- 34.1.5 Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act (“HIPAA”).

34.3 CONTRACTOR shall provide written verification of the implementation of these procedures to the LEA.

34.2 Upon receipt of any complaint regarding an LEA student, CONTRACTOR shall notify the LEA within two (2) business days.

34.3 CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency.

34.4 CONTRACTOR shall immediately notify LEA of any complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of complaints, including any and all non-privileged reports generated as a result of an investigation.

### **35. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS**

35.1 CONTRACTOR shall provide to parents at least four (4) written progress reports/report cards annually and at least three (3) school days prior to any IEP meeting when LEA notifies CONTRACTOR at least ten (10) calendar days prior to the IEP meeting. At a minimum, progress reports shall include progress over time towards IEP goals and objectives.

35.2 A copy of the progress reports/report cards shall be maintained at the CONTRACTOR's place of business and shall be submitted to the LEA and LEA student's parent(s).

35.3 The CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior intervention plans. The LEA may request such data at any time within five (5) years of the date of service. The CONTRACTOR shall provide this data supporting progress within five (5) business days of request. Additional time may be granted in the discretion of the LEA.

35.4 CONTRACTOR shall complete academic or other evaluations of the student ten (10) days prior to the student's annual or triennial review IEP team meeting for the purpose of reporting the student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices.

35.5 CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the annual or triennial review IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

35.6 CONTRACTOR is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting and development of present levels of performance. All assessments resulting from an assessment plan shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by the LEA at the LEA's sole discretion.

35.7 CONTRACTOR acknowledges and agrees that all billable hours must be in direct services to pupils as specified in the ISA. For Nonpublic Agency services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

35.8 CONTRACTOR shall not charge the student's parent(s) or LEA for the provision of progress reports, report cards, evaluations conducted in order to obtain present levels of performance, interviews, and/or meetings. The Parties agree that all billable hours shall be limited as specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

### **36. TRANSCRIPTS**

When CONTRACTOR is a nonpublic school, CONTRACTOR shall prepare transcripts at the close of each semester, or upon student transfer, for LEA students in grades nine (9) through twelve (12) inclusive, and submit them on LEA approved forms LEA for evaluation of progress toward completion of diploma requirements as specified in LEA's Charter.

### **37. STUDENT CHANGE OF RESIDENCE**

37.1 Within five (5) school days after CONTRACTOR becomes aware of a student's change of residence, CONTRACTOR shall notify LEA of the student's change of residence as specified in LEA Procedures.

37.2 If CONTRACTOR had knowledge or should reasonably have had knowledge of the student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in Section 37.1, LEA shall not be responsible for the costs of services delivered after the student's change of residence.

### **38. WITHDRAWAL OF STUDENT FROM PROGRAM**

38.1 CONTRACTOR shall immediately report electronically and in writing to the LEA within two (2) business days when an LEA student is withdrawn without prior notice from school and/or services, including student's change of residence to a residence outside of LEA service boundaries, and student's discharge against professional advice from a Nonpublic Schools/Residential Treatment Center ("NPS/RTC").

### **39. PARENT ACCESS**

39.1 CONTRACTOR shall provide for reasonable parental access to students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and student living quarters.

39.2 CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

39.3 CONTRACTOR operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance.

39.4 CONTRACTOR shall facilitate all parent travel and accommodations and for providing travel information to the parent as appropriate. Payment by LEA for approved travel- related expenses shall be made directly through the LEA.

39.5 CONTRACTOR providing services in the student's home as specified in the IEP shall assure that at least one parent of the child, or an adult caregiver with written

and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations.

39.6 CONTRACTOR shall require the parent to inform the LEA of any changes of caregivers and provide written authorization for care in an emergency situation. CONTRACTOR agrees that any employee or volunteer associated with the NPS/NPA service provider cannot be as an adult caregiver.

39.7 For services provided in a pupil's home as specified in the IEP, CONTRACTOR must assure that the parent (or LEA-approved responsible adult) is present during the provision of services. All problems and/or concerns reported to parents, both verbal and written, shall also be provided to the LEA.

#### **40. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT**

CONTRACTOR is expected to provide all services at CONTRACTOR's facility or at another location as determined with Student and Parents. CONTRACTORS are not able to provide services at an LEA School Site.

#### **41. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS**

41.1 If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1(b), AB 1858 (2004), AB 490 (Chapter 862, Statutes of 2003), AB 1261 (2005), AB 1166 Chapter 171 (2015), AB 167 Chapter 224 (2010), AB 216 Chapter 324 (2013), AB 379 Chapter 772 (2015), AB 1012 Chapter 703 (2015), and the procedures set forth in the LEA Procedures.

41.2 An LCI shall not require that a pupil be placed in its nonpublic school as a condition of being placed in its residential facility.

41.3 If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a residential treatment center (hereinafter referred to as "NPS/RTC"), CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1412(a)(1)(A) and Education Code section 56000, et seq.; amended and reorganized by the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), 20 U.S.C. section 1401(29); Education Code section 56031; Cal. Code Regs., Title 5, section 3001 et seq., Cal. Code Regs., Title 2, section 60100 et seq. regarding the provision of counseling services, including residential care for students to receive a FAPE as set forth in the LEA student's IEPs.

41.4 If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all LEA students, including those identified as eligible for special education. For those identified special education students, the list shall include: 1) special education eligibility at the time of enrollment and; 2) the educational placement and services specified in each student's IEP at the time of enrollment.

41.5 LEA is not responsible for the costs associated with nonpublic school placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement is appropriate, and the IEP is signed by the student's parent or another adult with educational decision-making rights. The foregoing limitation shall not apply, and LEA shall be responsible for the costs associated with non-school placement, as specified in an OAH order or a lawfully executed agreement between LEA and parent,

41.6 In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

#### **42. STATE MEAL MANDATE**

When CONTRACTOR is a nonpublic school, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49530, 49530.5 and 49550.

#### **43. MONITORING**

43.1 CONTRACTOR shall allow LEA representatives access to its facilities or virtual programming for periodic monitoring of each student's instructional program. LEA shall have access to observe each student at work, observe the instructional setting, interview CONTRACTOR, and review each student's records and progress. Such access shall include unannounced monitoring visits as determined in LEA's sole discretion. CONTRACTOR shall be invited to participate in the review of each student's progress.

43.2 If CONTRACTOR is also an LCI and/or NPS/RTC, the CDE shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

43.3 The State Superintendent of Public Instruction (“Superintendent”) shall monitor CONTRACTOR’S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (a) CONTRACTOR shall complete a self-review in year one; (b) the Superintendent shall conduct an onsite review in year two; and (c) the Superintendent shall conduct a follow-up visit in year three.

43.4 CONTRACTOR shall participate in any LEA and CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j). This review will address programmatic aspects of the nonpublic school, compliance with relevant state and federal regulations, and Amended Master Contract compliance. CONTRACTOR shall diligently conduct any follow-up or corrective action procedures related to review findings.

43.5 CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, the following:

- 43.5.1 a review of core compliance areas of health and safety;
- 43.5.2 curriculum/instruction;
- 43.5.3 related services; and
- 43.5.4 contractual, legal, and procedural compliance.

43.6 When CONTRACTOR is a nonpublic school, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card as appropriate in accordance with California Education Code Section 33126.

43.7 If the LEA does not have any pupils enrolled at or receiving services through CONTRACTOR at the time of this Agreement, the LEA shall conduct the following:

43.7.1 An onsite visit to the NPS/NPA before placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement.[\[12\]](#)

43.7.2 At least one onsite monitoring visit during each school year to the CONTRACTOR at which the LEA has a pupil attending and with which it maintains a Amended Master Contract. The monitoring visit shall include, but is not limited to:

43.7.2.A A review of services provided to the pupil through the individual service agreement between the LEA and

## CONTRACTOR;

43.7.2.B A review of progress the pupil is making toward the goals set forth in the pupil's Individualized Education Program ("IEP");

43.7.2.C A review of progress the pupil is making toward the goals set forth in the pupil's BIP if the pupil has a BIP; 43.7.2.D An observation of the pupil during instruction; and

43.7.2.E A walkthrough of the facility.

43.7.3 The LEA shall report the findings resulting from the monitoring visit to CDE within 60 calendar days of the onsite visit.

### **44. INABILITY TO PROVIDE IN-PERSON SERVICES DUE TO EMERGENCY CIRCUMSTANCES**

In the event CONTRACTOR is unable to fulfill its duty to provide in-person services as required by the ISA and/or the LEA student's IEP for more than ten (10) school days, CONTRACTOR agrees to provide virtual services to the greatest extent possible. If CONTRACTOR is unable or unwilling to provide virtual services, CONTRACTOR agrees to provide compensatory services equal to the amount of services missed due to the emergency circumstance. CONTRACTOR agrees that all decisions regarding whether in-person services may be provided shall be in accordance with state and local legislation and guidance from the CDE and California Department of Public Health ("CDPH"), as applicable.

## **PERSONNEL**

### **45. CLEARANCE REQUIREMENTS**

45.1 CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1, including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") for CONTRACTOR's employees, volunteers, subcontractors, transportation providers (i.e., bus, van taxi drivers), or any person with regular student contact employed directly or indirectly by it prior to service with any LEA student. CONTRACTOR hereby agrees that CONTRACTOR's employees, volunteers, subcontractors or any person employed directly or indirectly by it, or any regular outside service provider (such as Department of Probation, Department of Children and Family Services, and/or Los Angeles



County Department of Children’s Services), shall not come in contact with LEA students until CDOJ clearance and subsequent arrest notification are obtained and confirmed by the CONTRACTOR. . CONTRACTOR shall certify in writing to LEA that none of its employees, volunteers, subcontractors or any person employed directly or indirectly by it who may come into contact with LEA students have been convicted of a violent

or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee’s conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Clearance certification for those providers who provide or supervise services billed to the LEA shall be provided electronically to the LEA within forty-eight (48) hours of account execution. CONTRACTOR shall submit to LEA a “Staff List and Clearance Form” for all CONTRACTOR’s employees, volunteers, subcontractors, transportation providers (i.e., bus, van, or taxi drivers), or any person with regular student contact employed directly or indirectly. CONTRACTOR shall provide an updated “Staff List and Clearance Form” whenever there is a change in personnel covered by the document. In addition, notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the LEA and State Superintendent of Instruction evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the CONTRACTOR. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Proof of subsequent arrest notification, as required by California Penal Code section 11105.2, for all staff shall be provided upon request.

- 45.2 Any CONTRACTOR that operates a program outside of this State shall also comply with the legal requirements of the applicable State where the program is located for mandated background checks and clearance requirements in order to have direct contact with children.
- 45.3 Per California Health and Safety Code section 1596.7995, CONTRACTORS shall not allow a person to be employed or volunteer at a day care center, preschool, or extended day facility, who has not been immunized against influenza, pertussis, and measles. Each employee and volunteer shall obtain an influenza vaccination between August 1 and December 1 of each year. A person is exempt from this requirement of this section only if the person submits a written declaration that he or she had declined the Influenza vaccination.

#### **46. STAFF QUALIFICATIONS**

46.1 CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(y), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession, and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

46.2 CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections 45340 et seq. and 45350 et seq.

46.3 In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state and serving a student by this LEA shall be certified or licensed by that state to provide special education and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

#### **47. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS**

47.1 Upon request, CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools where parents of Students are domiciled.

47.2 CONTRACTOR shall notify LEA in writing within thirty (30) days when personnel changes occur which may affect the provision of special education and/or related services to students as specified in the LEA Procedures.

47.3 The LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period which such person is providing services under this Amended Master Contract. Failure to notify the LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or termination of this Amended Master Contract by the LEA.

#### **48. STAFF ABSENCE AND TARDINESS**

48.1 When CONTRACTOR is a nonpublic agency and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers.

48.2 LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make-up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

48.3 CONTRACTOR agrees to maintain and enforce a policy requiring CONTRACTOR's employees to report for duty on time, and employees with repeated tardiness shall be subject to discipline by CONTRACTOR. CONTRACTOR agrees that LEA shall have the right to refuse to work with any employee of CONTRACTOR whose repeated tardiness negatively impacts LEA, and in such event CONTRACTOR shall provide a replacement employee who can perform the services on a consistently timely basis.

#### **49. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL FACILITY AND/OR IN THE HOME**

It is understood that all employees, subcontractors, and volunteers of any certified nonpublic school or agency shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in LEA Board policies and/or regulations when made available to the CONTRACTOR.

## **HEALTH AND SAFETY MANDATES**

### **50. HEALTH AND SAFETY**

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. Without limiting the foregoing, CONTRACTOR agrees to maintain and enforce appropriate health and safety protocols in an Infection Control Plan for COVID-19, or its equivalent, as required by applicable state and local health orders.

### **51. FACILITIES AND FACILITIES MODIFICATIONS**

51.1 CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to:

51.1.1 illness prevention;

51.1.2 access by disabled persons;

51.1.3 fire, health, sanitation, and building standards and safety features and equipment;

51.1.4 fire alarm and suppression systems;

51.1.5 zoning permits; and 51.1.6 occupancy capacity.

51.2 When CONTRACTOR is a nonpublic school, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required complying with applicable federal, state, and local laws, regulations, and ordinances.

51.3 Failure to notify the LEA and CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Amended Master Contract by the LEA.

### **52. ADMINISTRATION OF MEDICATION**

52.1 CONTRACTOR shall comply with the requirements of California Education Code section 49423 when CONTRACTOR serves a student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's parent(s) provides to CONTRACTOR: (a) a written statement from a

physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement.

52.2 CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each student to whom medication is administered. Such written log shall specify the student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication.

52.3 CONTRACTOR maintains full responsibility for assuring appropriate staff training in the administration of medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

### **53. INCIDENT/ACCIDENT REPORTING**

Within 24 hours, CONTRACTOR shall submit any accident or incident report to the LEA via email or other electronic means of communication specified by LEA for that purpose. CONTRACTOR shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures. CONTRACTOR shall electronically report, using LEA platform, any time CONTRACTOR determines that a LEA pupil has committed an act as defined in Education Code sections 48900 et seq., regardless of whether the act results in a disciplinary action of suspension or expulsion.

### **54. CHILD ABUSE REPORTING**

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, regarding child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq. and Education Code 44691. To protect the privacy rights of all parties involved (i.e., reporter, child and alleged abuser), CONTRACTOR agrees to maintain the confidentiality of reports as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA.

### **55. SEXUAL HARASSMENT**

CONTRACTOR shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited

by the CONTRACTOR's policy, as well as federal and state law. The policy shall include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

#### **56. REPORTING OF MISSING CHILDREN**

CONTRACTOR assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

### **FINANCIAL**

#### **57. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES**

57.1 CONTRACTOR shall assure that the school or agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to properly implement the IEP and ISA for each and every student.

57.2 CONTRACTOR shall comply with applicable laws and regulations governing enrollment, contracting, attendance reporting, service tracking and billing. Service tracking documentation shall be completed within five (5) school days of the scheduled event and service tracking session notes shall meet LEA standards for documenting services (i.e., listed on student's current IEP; relevant to the IEP goal; includes a brief description of the activity and an outcome statement; includes an objective measure of the student's progress toward the IEP goal and/or a reflection by the provider that is demonstrative of professional judgment specific to his/her own discipline; is consistent with professional standards established for each discipline.

57.3 CONTRACTOR agrees that billing shall conform to the requirements of electronic billing as specified by the LEA Procedures. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the student's IEP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Amended Master Contract and governed by all applicable federal and state laws.

57.4 CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

57.5 CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on an LEA form with signatures in the manner prescribed by LEA in the LEA Procedures. At a minimum, each invoice must contain the following information:

- 57.5.1 month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA;
- 57.5.2 name of staff who provided the service;
- 57.5.3 approved cost of each invoice;
- 57.5.4 total for each service and total for the monthly invoice;
- 57.5.5 date invoice was mailed;
- 57.5.6 signature of NPS/NPA administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification;
- 57.5.7 verification that attendance report is attached as appropriate;
- 57.5.8 indication of any made-up session consistent with this contract;
- 57.5.9 verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and
- 57.5.10 name or initials of each student for when the service was provided.

57.6 In the event services were not provided, CONTRACTOR shall explain to LEA in writing why the services were not provided.

57.7 Each invoice is subject to all conditions of this contract. At the discretion of the LEA, LEA may require CONTRACTOR to submit an electronic invoice for services, provided LEA has given CONTRACTOR reasonable advance written notice. .

57.8 Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty- five (45) days of LEA's receipt of properly submitted copy of invoices prepared and submitted as specified in California Education Code Section 56366.5 and the LEA.

57.9 As needed, CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

57.10 In no case shall initial payment claim submission for any Amended Master Contract fiscal year (January through June) extend beyond the following December 31st. In no case shall any rebilling for the Amended Master Contract fiscal year (January through June) extend beyond six (6) months after the close of the fiscal year unless approved by the LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year.

57.11 CONTRACTOR shall pay all income taxes and FICA (Social Security and Medicare taxes) incurred while performing services under this Agreement. If CONTRACTOR is required to pay any federal, state or local sales, use, property, or value added taxes based on the services provided under this Agreement, the taxes shall be separately billed to LEA. CONTRACTOR shall not pay any interest or penalties incurred due to late payment or nonpayment of any taxes by LEA. LEA will not

57.11.1 withhold FICA from CONTRACTOR's payments or make FICA payments on CONTRACTOR's behalf;

57.11.2 make state or federal unemployment compensation contributions on CONTRACTOR's behalf;

57.11.3 withhold state or federal income tax from CONTRACTOR's payments;  
or

57.11.4 pay or reimburse mileage for NPA employee.

57.12 All financial invoices and documentation must include the specific Compass school name in addition to the student's personally identifiable information.



## 58. RIGHT TO WITHHOLD PAYMENT

58.1 LEA may withhold payment to CONTRACTOR or require CONTRACTOR to return excess funds already paid under the following circumstances:

- 58.1.1 CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract;
- 58.1.2 CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services;
- 58.1.3 CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records;
- 58.1.4 CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366(c)(2);
- 58.1.5 education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified;
- 58.1.6 LEA has not received prior to school closure or contract termination, all documents concerning one or more students enrolled in CONTRACTOR's educational program;
- 58.1.7 CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change or residence to another district, but fails to notify LEA within five (5) days of such confirmation;
- 58.1.8 CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a student.
- 58.1.9 Students served in service tracking groups when group size exceeds allowable the group size limits as stipulated within this contract and/or the rate page "Exhibit A";
- 58.1.10 Service tracking documentation does not meet professional standards as described in this contract; or
- 58.1.11 The invoice costs of all outstanding assistive technology devices that are due to have been returned but have not been returned, or for which a police report has not been filed or lacking documented attempt to be filed, at the close of each semester, as described in this contract, will be recouped from the CONTRACTOR in a subsequent invoice.

58.2 CONTRACTOR agrees that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

58.3 Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Amended Master

Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations in Article 57 of this Agreement. In addition, final payment may be withheld by the LEA until completion of a review or audit, if deemed necessary by the LEA. Such review or audit will be completed within ninety (90) days of CONTRACTOR's final invoice. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

- 58.4 The amount which may be withheld by LEA or returned by CONTRACTOR with respect to Section 58.1 are as follows:
- 58.4.1 the value of the service CONTRACTOR failed to perform;
  - 58.4.2 the amount of overpayment;
  - 58.4.3 the entire amount of the invoice for which satisfactory documentation has not been provided by CONTRACTOR;
  - 58.4.4 the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified;
  - 58.4.5 the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the violation is cured; or
  - 58.4.6 the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the student.

LEA may withhold or deny payment of any costs submitted to LEA on the basis of CONTRACTOR's failure to provide documentation of required training as set forth in this Amended Master Contract or CONTRACTOR's failure to deliver required services and/or from missing/incomplete or improper documentation of such services.

In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA (with the exception of parent or student refusal), the CONTRACTOR shall notify the LEA in writing within ten (10) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to student as a result of lack of provision of services by CONTRACTOR

while student was served by the nonpublic school or agency, regardless of whether awarded to student through a Charter IEP, due process agreement, or CDE Required Corrective Action. LEA shall compensate CONTRACTOR for the compensatory service hours at the rates specified by the current contract unless billed for previously or included in a bundled rate.

58.5 If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies. If LEA determines, in LEA's sole discretion, that CONTRACTOR's written request shows good cause for an extension, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

58.6 If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that payment will be made, or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

58.7 After forty-five (45) business days: The CONTRACTOR may notify the

Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

58.8 After sixty (60) business days: Disagreements between the LEA and CONTRACTOR concerning disputes under this section shall be subject to dispute resolution in accordance with Section 64.

## **59. PAYMENT FROM OUTSIDE AGENCIES**

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to students.

## **60. PAYMENT FOR ABSENCES**

### 60.1 STAFF ABSENCE

60.1.1 Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to the LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher. CONTRACTOR may not provide coverage for an absent teacher by combining two classes when doing so would violate the maximum student to staff ratios defined in Section 24.

60.1.2 Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

### 60.2 STUDENT ABSENCE

60.2.1 If CONTRACTOR is a nonpublic school, no later than the tenth (10th) cumulative day or fifth (5<sup>th</sup>) consecutive day of a student's unexcused absence, CONTRACTOR shall notify the LEA of such absence as specified in the LEA Procedures.

60.2.2 Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law, nor shall student be eligible for make-up services.

60.2.3 NON PUBLIC AGENCY NO SHOW OR LATE ARRIVAL POLICY: Unless the student provides timely notice, if the student fails to show for or is late to his/her scheduled appointment, CONTRACTOR will note appointment and arrival time (as applicable) and that the student did not attend or was late.

60.2.4 For sessions, LEA will pay fifty percent (50%) of the virtual sessions rate for a student who does not attend or who is late to his/her session provided the student or LEA failed to provide timely notice to CONTRACTOR.

60.2.5 If a student does not show or arrives late, CONTRACTOR provide notice to the LEA contemporaneously with the missed session. CONTRACTOR will additionally submit an invoice for those sessions and provide written proof the student did not show or arrived late, along with including documented attempts to contact the family or student. There must be contact attempts documented in the therapy notes section.

## **61. INSPECTION AND AUDIT**

61.1 The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

61.2 CONTRACTOR shall provide access to LEA to all records including, but not limited to:

- 61.2.1 student records as defined by California Education Code section 49061(b) including electronically stored information; cost data and fiscal records as set forth in Title 5 of the California Code of Regulations section 3061;
- 61.2.2 registers and roll books of teachers and/or daily service providers; daily service logs and notes used to record the provision of related services including supervision; daily service logs and notes or other documents used to record the provision of related services;
- 61.2.3 Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors;
- 61.2.4 absence verification records (parent/doctor notes, telephone logs, and related documents);
- 61.2.5 bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, dates of hire, and dates of termination; records of employee training and certification;
- 61.2.6 staff time sheets;
- 61.2.7 non-paid staff and volunteer sign-in sheets;
- 61.2.8 transportation and other related service subcontracts;
- 61.2.9 school calendars; bell/class schedules when applicable;
- 61.2.10 liability and worker's compensation insurance policies;
- 61.2.11 state nonpublic school and/or agency certifications;
- 61.2.12 by-laws; lists of current board of directors/trustees, if incorporated;
- 61.2.13 other documents evidencing financial expenditures related to LEA students;
- 61.2.14 federal/state payroll quarterly reports Form 941/DE3DP;
- 61.2.15 bank statements and canceled checks or facsimile thereof; and
- 61.2.16 all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

61.3 Access to records in this Article 61 shall include unannounced inspections by LEA.

61.4 CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR's offices (to be specified by LEA) at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to

CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

61.5 On no occasion shall CONTRACTOR impose additional requirements (e.g. Parent consent, release of information) for the provision of records concerning a Student who is being served or had been served by CONTRACTOR pursuant to an ISA.

61.6 CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

61.7 If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Amended Master Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand.

61.8 Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Amended Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

## **62. RATE SCHEDULE**

62.1 The attached rate schedule (Exhibit A) limits the number of students that may be enrolled and maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as noted in California Education Code Section 46200-46208.

62.2 Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A.

### **63. DEBARMENT CERTIFICATION**

By signing this Agreement, the CONTRACTOR certifies that:

- (a) The CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and
- (b) Have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

### **64. DISPUTE RESOLUTION**

64.1 The parties shall endeavor to resolve their disputes by an informal meet and confer process not to exceed fourteen (14) days. Any disputes not resolved by such an informal meet and confer process shall be submitted to binding arbitration which, unless the parties mutually agree otherwise, shall be conducted in the venue specified in Section 12. A demand for arbitration shall be made in writing, delivered to the other party to the Amended Master Contract, and filed with the person or entity administering the arbitration. The party filing a notice of demand for arbitration must assert in the demand all claims then known to that party on which arbitration is permitted to be demanded.

64.2 A demand for arbitration shall be made no later than the date when the institution of legal or equitable proceedings based on a claim between the parties would be barred by the applicable statute of limitations. For statute of limitations purposes, receipt of a written demand for arbitration by the person or entity administering the arbitration shall constitute the institution of legal or equitable proceedings based on the claim.

64.3 The arbitration hearing shall be conducted before a single arbitrator having at least ten (10) years' experience with special education law. The parties may conduct discovery, and the arbitrator may make orders regarding such discovery, as permitted by California Code of Civil Procedure section 1283.05. The arbitrator shall apply California substantive law to the claims in dispute, and shall utilize the California JAMS procedure and rules with



respect to the presentation, receipt and admissibility of evidence at the arbitration hearing. An award may be entered against a party who fails to appear at a duly-noticed hearing. The arbitrator shall prepare in writing and provide to the parties an award including factual findings and the reasons on which the arbitrator's decision is based.

64.4 The decision of the arbitrator may be entered and enforced as a final judgment in any court of competent jurisdiction. The arbitrator shall not have the power to commit errors of law or legal reasoning or to award punitive damages, and the award may be vacated or corrected for any such error on a petition to vacate or correct the award brought under California Code of Civil Procedure section 1285, et seq. The ruling of the superior court regarding such petition shall be final, and no further appeal may be filed by either party. The provisions of the Federal Arbitration Act (9 U.S.C. § 1 et seq.) do not apply to this Amended Master Contract or to this agreement to arbitrate.

64.5 The prevailing party in any action, arbitration or other proceeding shall be entitled to recover its reasonable attorney's fees and costs of suit from the other party.

## **65. CONFIDENTIALITY**

65.1 CONTRACTOR acknowledges that during the engagement it will have access to and become acquainted with various trade secrets, inventions, innovations, processes, information, records and specifications owned or licensed by LEA and/or used by LEA in connection with the operation of its business including, without limitation, LEA's business and product processes, methods, pupil/personnel record information, accounts and procedures. All information regarding students of LEA will remain confidential to CONTRACTOR unless a separate, specific, properly executed consent (including permission from LEA's student and his or her parent) for the release of information is obtained prior to such release. Any information regarding student(s) received by LEA's personnel or CONTRACTOR providing services pursuant to this Agreement shall remain confidential and shall not be communicated to any person or entity other than appropriate LEA personnel.

65.2 CONTRACTOR assigns to LEA all patent, copyright and trade secret rights in anything created or developed by CONTRACTOR for LEA under this Agreement. This assignment is conditioned upon full payment of the compensation due CONTRACTOR under this Agreement. CONTRACTOR shall help prepare any documents LEA considers necessary to secure any copyright, patent, or other intellectual property rights at no charge to LEA. CONTRACTOR agrees to honor the proprietary information of LEA and shall not disclose or circumvent such proprietary information now or in the future. Upon the conclusion of this Agreement, CONTRACTOR shall return all records, files, contacts and

other proprietary information of LEA to LEA. However, LEA shall reimburse CONTRACTOR for all reasonable actual expenses necessary to carry out the terms of this Section.


The Parties hereto have executed this Contract by and through their duly authorized agents or representatives. The Parties agree that this contract may be executed by electronic signature or secure program (e.g. Adobe Esign.) This contract is effective on the [1] day of [January] [2024] and terminates at 5:00 p.m. on June 30, [2024], unless sooner terminated as provided herein.

**CONTRACTOR**

**LEA**

**Partners in Special Education**  
**Nonpublic School/Agency**

**Compass Charter Schools**

By:   
 \_\_\_\_\_  
**Signature**  
 12/19/2023  
 \_\_\_\_\_  
**Date**

By: \_\_\_\_\_  
**Signature**  
 \_\_\_\_\_  
**Date**

**John Hall, Jr., President**  
**Name and Title of Authorized Representative**

**Elizabeth Brenner**  
**Name and Title of Authorized Representative**

**Notices to CONTRACTOR shall be addressed to:**

**Notices to LEA shall be addressed to:**

Carol Mispagel

Elizabeth Brenner

**Name and Title**  
 Partners in Special Education

**Name and Title**  
 Compass Charter Schools

**Nonpublic School/Agency/Related Service Provider**  
 320 N. Halstead

**LEA**  
 805 Hampshire Rd, Suite P

**Address**  
 Pasadena, CA 91107

**Address**  
 Thousand Oaks CA 91361

<b>City</b> 661-965-8459	<b>State</b>	<b>Zip</b>	<b>City</b> 855-937-4227	<b>State</b>	<b>Zip</b>
<b>Phone</b>			<b>Phone</b>		
<b>Fax</b>			<b>Fax</b>		
<b>Email</b> cmispagel@partnersped.com			<b>Email</b> ebrenner@compasscharters.org		

**EXHIBIT A: 2023 - 2024 RATES - see attached rate schedule**

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: Partners in Special Education

\_\_\_\_\_  
The CONTRACTOR CDS NUMBER:

\_\_\_\_\_  
PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO:

\_\_\_\_\_  
Maximum Contract Amount: \$ 600,000.00 original MC + \$250,000.00 additional = \$850,000.00  
new MC for 23/24

**Exhibit B**

**Certification of Criminal Background Clearance,  
Tuberculosis (TB) Clearance, and Credential Verification**

This form is to be completed with respect to the Agreement between LEA and [Partners in Special Education] (“Independent Contractor”).

***PLEASE CHECK ALL APPROPRIATE BOXES AND SIGN BELOW. OR provide to Compass Charter Schools the documentation for each therapist.***

**CLEARANCE AND CREDENTIAL REQUIREMENTS SATISFIED:**

A. The Independent Contractor hereby certifies to LEA that it has completed the criminal background check required by law and has determined that none of its employees who may come into contact with LEA students has been convicted of a violent felony listed in Penal Code Section 667.5(c), a serious felony listed in Penal Code Section 1192.7(c), a sex offense listed in Education Code Section 44010, a controlled substance offense listed in Education Code Section 44011, a crime involving moral turpitude (e.g., embezzlement, perjury, fraud, etc.), or any offense which may make the employee unsuitable/undesirable to work around students. The Independent Contractor shall also request and receive subsequent arrest notifications for all such employees from the California Department of Justice to ensure ongoing safety of students.

B. The Independent Contractor hereby certifies to LEA that it has required and verified that all employees who may have frequent or prolonged contact with students have undergone a risk assessment and/or been examined and determined to be free of active tuberculosis. The Independent Contractor requires all new employees to provide the Independent Contractor with a certificate of tuberculosis clearance dated within the sixty (60) days prior to initial employment. The Independent Contractor maintains current TB clearances for all such employees.

- C. The Independent Contractor hereby certifies to LEA that it has required and verified that all of the Independent Contractor's employees whose assignment at LEA requires a teaching or substitute credential or license holds a current, valid credential or license appropriate for the assignment as required by Education Code Section 47605(l).

**WAIVER JUSTIFICATION:**

- D. The Independent Contractor and all of its employees qualify for a waiver of the Department of Justice (DOJ) fingerprint and criminal background clearance requirements for the following reason(s):

The Independent Contractor and its employees will have **NO CONTACT** with pupils. (No school-site Services will be provided.)

The Independent Contractor and its employees will have **LIMITED CONTACT** with pupils. (Attach information about length of time on school grounds; proximity of work area to pupil areas; whether the Independent Contractor's employees will be working by themselves or with others, and, if so, with whom; and any other factors that substantiate limited contact.)

The Independent Contractor, which will be providing for construction, reconstruction, rehabilitation, or repair of a school facility where the employees of the Independent Contractor may have contact, other than limited contact, with pupils, shall ensure the safety of the pupils by one or more of the following methods:

**Check all methods to be used:**

1) Installation of a physical barrier at the worksite to limit contact with students.

2) Continual supervision and monitoring of all employees of the Independent Contractor by an employee of the Independent Contractor who has not been convicted of a serious of violent felony, a sex or controlled substance offense, or a crime involving moral turpitude as ascertained by the DOJ.

3) Surveillance of employees of the Independent Contractor by LEA personnel

The Services provided by the Independent Contractor are for an "EMERGENCY OR EXCEPTIONAL SITUATION" ONLY, such as when pupil health or safety is immediately endangered or when emergency repairs are needed to make the school facilities safe and habitable.

**By signing below, under penalty of perjury, I certify that the information contained on this certification form and the employee list(s) is accurate. I understand that it is the Independent Contractor's sole responsibility to maintain, update, and provide LEA with current and complete information along with the employee list, throughout the duration of Services provided by Independent Contractor.**

Authorized Vendor Signature

Printed Name

Title

Date

# Coversheet

## SARC Approval

**Section:** XII. Operations  
**Item:** C. SARC Approval  
**Purpose:** Vote  
**Submitted by:** Danielle Gamez

**Related Material:**

2023\_School\_Accountability\_Report\_Card\_Compass\_Charter\_Schools\_Los\_Angeles\_20240117 (1).pdf  
2023\_School\_Accountability\_Report\_Card\_Compass\_Charter\_Schools\_San\_Diego\_20240117.pdf  
2023\_School\_Accountability\_Report\_Card\_Compass\_Charter\_Schools\_Yolo\_20240117.pdf

**BACKGROUND:**

Since November 1988, state law has required that schools receiving state funding to prepare and distribute a School Accountability Report Card (SARC). The purpose of the report card is to provide parents and the community with important information about each school. A SARC can be an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators. School report cards must be updated annually and published by February 1.

**RECOMMENDATION:**

It is recommended that the board approve the 2022-2023 SARCs for Compass Charter School of Los Angeles, San Diego, and Yolo. Once approved, the SARCs will be submitted to the CDE and posted on the Compass website.

# Compass Charter Schools Los Angeles

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



## 2023-24 School Contact Information

<b>School Name</b>	Compass Charter Schools Los Angeles
<b>Street</b>	850 Hampshire Rd. Suite R
<b>City, State, Zip</b>	Thousand Oaks, CA 91361
<b>Phone Number</b>	855-937-4227
<b>Principal</b>	Elizabeth Brenner
<b>Email Address</b>	info@compasscharters.org
<b>School Website</b>	<a href="https://www.compasscharters.org/">https://www.compasscharters.org/</a>
<b>County-District-School (CDS) Code</b>	10623310130880

## 2023-24 District Contact Information

<b>District Name</b>	Acton-Agua Dulce Unified School District
<b>Phone Number</b>	(661) 269-0750
<b>Superintendent</b>	Dr. Eric Sahakian
<b>Email Address</b>	esahakian@aadusd.k12.ca.us
<b>District Website</b>	<a href="http://www.aadusd.k12.ca.us/">http://www.aadusd.k12.ca.us/</a>

## 2023-24 School Description and Mission Statement

Compass Charter School (Compass) provides a personalized learning experience for each of our scholars. At Compass, we choose to refer to students as “scholars” because we want to emphasize our commitment to helping every individual be academically successful.

We provide our families with access to standards-based curriculum in a virtual setting that serves as a vibrant community connected by technology. Our parents/guardians are known as the “Learning Coach” for their children and they are an integral part of their children’s success at Compass. Our teachers work closely with their scholars and families to ensure that each child’s path is unique and supported throughout their educational journey.

Our dedicated team of educational professionals provide support for scholars depending on their unique needs. This robust system of support ensures that scholars are able to thrive academically and emotionally at our school. Everyone at Compass is committed to creating a nurturing environment for our diverse community of learners.

Elizabeth Brenner  
Superintendent and CEO

Compass is a free, nonclassroom-based public charter school that is directly funded by the State of California and the federal government. Compass provides 21st-century virtual learning programs authorized by Acton-Agua Dulce Unified School District for scholars in grades TK-12 who reside in Los Angeles County and its adjacent counties, and wish to pursue high-quality, rigorous instructional programs via virtual learning.

Our scholars are assigned a credentialed Supervising Teacher who acts as the Teacher of Record and supports the scholar by providing both synchronous and asynchronous instruction to personalize scholar learning. Scholars participate in learning labs where they interact with their teachers and peers. During these labs, scholars participate in research-based instructional activities designed by the teacher to engage in their learning. Our personalized learning model provides flexibility with scholar schedules, so each learning lab is recorded for scholars to view if they cannot attend live. Teachers also provide homeroom, Q&A office hours, small group instruction, and one on one sessions to further support scholars.

Further, the supervising teachers (STs) meet monthly in a connection meeting with scholars and learning coaches to review their personalized learning plans, review scholar progress, evaluate scholar work, provide an opportunity for scholars to

## 2023-24 School Description and Mission Statement

showcase their learning, and address learning coach and/or scholar concerns. Compass provides additional support for all scholars through our Counseling Services and Academic Support Departments.

Compass' current goals, as described in our LCAP include 1) increasing scholar academic achievement in core academic subjects; 2) increasing scholar and parent engagement/involvement; 3) increase college and career readiness for scholars; 4) ensuring that at-promise scholars are making progress toward earning a high school diploma.

### Mission Statement

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

### Vision Statement

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

### Core Values

Achievement | Respect | Teamwork | Integrity | Communication

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	78
Grade 1	87
Grade 2	74
Grade 3	76
Grade 4	67
Grade 5	61
Grade 6	68
Grade 7	71
Grade 8	73
Grade 9	66
Grade 10	62
Grade 11	56
Grade 12	49
<b>Total Enrollment</b>	<b>888</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53%
Male	46.7%
American Indian or Alaska Native	0.5%
Asian	4.1%
Black or African American	8.9%
Filipino	0.8%
Hispanic or Latino	51.8%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	6.9%
White	24.7%
English Learners	3.9%
Foster Youth	0.3%
Homeless	8.9%
Socioeconomically Disadvantaged	54.4%
Students with Disabilities	16.7%

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.30	58.17	237.10	43.70	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	9.20	1.70	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	18.60	3.44	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	14.30	37.52	268.90	49.57	12115.80	4.41
<b>Unknown</b>	1.60	4.28	8.50	1.58	18854.30	6.86
<b>Total Teaching Positions</b>	<b>38.30</b>	<b>100.00</b>	<b>542.60</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	23.70	58.68	271.40	43.37	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	5.00	0.80	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	19.70	3.16	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	16.70	41.28	318.60	50.92	11953.10	4.28
<b>Unknown</b>	0.00	0.00	10.90	1.74	15831.90	5.67
<b>Total Teaching Positions</b>	<b>40.40</b>	<b>100.00</b>	<b>625.80</b>	<b>100.00</b>	<b>279044.80</b>	<b>100.00</b>

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.00</b>	<b>0.00</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	14.30	16.70
<b>Total Out-of-Field Teachers</b>	<b>14.30</b>	<b>16.70</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

### 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected			
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

## School Facility Conditions and Planned Improvements

Compass Charter Schools of Los Angeles (Compass) is a nonclassroom-based public charter school with our Central Office located in Thousand Oaks, CA. The Central Office houses our enrollment, finance, Human Resources (HR), and records teams, as well as senior leadership staff. Our Central Office abides by all applicable building, fire, and safety codes. In September of 2023, the Central Office received an “exemplary” rating on the Williams Review visit.

<b>Year and month of the most recent FIT report</b>	September 2023
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	41	41	40	39	47	46
<b>Mathematics</b> (grades 3-8 and 11)	23	28	21	21	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	475	396	83.37	16.63	40.91
<b>Female</b>	261	217	83.14	16.86	46.08
<b>Male</b>	214	179	83.64	16.36	34.64
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	19	17	89.47	10.53	64.71
<b>Black or African American</b>	41	31	75.61	24.39	35.48
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	252	217	86.11	13.89	35.94
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	49	37	75.51	24.49	54.05
<b>White</b>	108	88	81.48	18.52	45.45
<b>English Learners</b>	14	13	92.86	7.14	15.38
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	44	36	81.82	18.18	25.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	287	243	84.67	15.33	35.39
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	94	68	72.34	27.66	19.12



## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	476	395	82.98	17.02	27.85
<b>Female</b>	262	217	82.82	17.18	27.19
<b>Male</b>	214	178	83.18	16.82	28.65
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	19	17	89.47	10.53	52.94
<b>Black or African American</b>	42	32	76.19	23.81	18.75
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	252	216	85.71	14.29	24.07
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	49	37	75.51	24.49	29.73
<b>White</b>	108	88	81.48	18.52	36.36
<b>English Learners</b>	14	13	92.86	7.14	7.69
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	44	36	81.82	18.18	25.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	287	241	83.97	16.03	21.58
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	94	67	71.28	28.72	14.93

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	27.10	31.78	17.23	19.47	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	251	214	85.26	14.74	31.78
Female	136	117	86.03	13.97	32.48
Male	112	94	83.93	16.07	30.85
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	19	18	94.74	5.26	44.44
Filipino	--	--	--	--	--
Hispanic or Latino	126	105	83.33	16.67	21.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	22	88.00	12.00	22.73
White	67	55	82.09	17.91	45.45
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	18	15	83.33	16.67	20.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	135	116	85.93	14.07	23.28
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	41	75.93	24.07	12.20

## 2022-23 Career Technical Education Programs

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

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	75
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	63.09
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	17.78

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	59	59	59	57.4	54.9
Grade 7	44.6	44.6	44.6	44.6	42.6
Grade 9	38.2	38.2	38.2	38.2	38.2

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

There are a number of opportunities for parents/guardians to be involved at Compass. Learn more about some of these opportunities below:

##### Parent Advisory Council (PAC)

The PAC serves to provide learning coach feedback on school policies and procedures at Compass to ensure that they are consistent with our mission, vision, and values. Members act as a committed group of advisors to the staff and administration, regarding issues that affect the scholars and Compass. They provide feedback and insight from the learning coach's perspective on the school process, policies, and initiatives to ensure that the needs of learning coaches and their families are included as decisions are made. They also serve as an advisory, not a decision-making body, that makes recommendations, encourages brainstorming, and provides opportunities for parent involvement on committees. The Council prepares reports for the Board of Directors that detail the contents of their meetings.

##### English Learner Advisory Committee (ELAC)

The purpose of this committee is to provide critical and crucial feedback for programs and services for our Multilingual Learners. The ELAC will foster an asset based environment at CCS for our Multilingual Learners and create a community that supports our Multilingual Learner's academic achievement. The ELAC will provide training on how Learning Coaches can teach and help their scholars at home, and advise on the development of proper and consistent implementation of program procedures, aligned with our LCAP goals.

##### Virtual Suggestion Box

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

##### Program Orientation & Weeks of Welcome

Weeks of Welcome are a programmed set of offerings to onboard new and returning families at the start of the school year. Sessions are held virtually and include topics such as program orientations and department open houses. For families unable to attend, the session slides and recordings are shared and available as a resource throughout the school year. There is also a mid-year refresher series of offerings called Mini-WOW for learning coaches as they embark on the second semester of the school year.

Program Orientations are held virtually as part of our Weeks of Welcome offerings and held weekly for families that enroll during the school year. In these sessions, the Orientation Coordinator welcomes families and scholars to Compass, introduces the position of the supervising teacher, overviews staff teams, and highlights important news and information for the school year. For families unable to attend, the session slides and recordings are shared and available as a resource throughout the school year.

##### Coffee with Compass

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

##### Learning Coach Surveys

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

##### Learning Coach Academy

Learning Coach Academy is a virtual offering designed to provide relevant and meaningful training along with a collaborative community of learning coaches. Learning coaches can attend live sessions every week that alternate between topic focused

## 2023-24 Opportunities for Parental Involvement

sessions and social sessions. Learning coaches who complete 10 topic sessions are provided certificates to acknowledge the time and effort put forth within Learning Coach Academy. Topics covered in Learning Coach Academy include Learning Coach responsibilities, individualizing learning at home, time management in learning, staying organized, SMART goals, and more.

### C. Engagement

#### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	38.6	25.5	20	27.6	26.9	24.4	9.4	7.8	8.2
<b>Graduation Rate</b>	40	60	60	26	37.9	32.4	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	55	33	60.0
<b>Female</b>	30	22	73.3
<b>Male</b>	22	10	45.5
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	24	12	50.0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	19	15	78.9
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	33	15	45.5
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	--	--	--

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1020	974	83	8.5
Female	536	513	45	8.8
Male	481	458	37	8.1
Non-Binary	3	3	1	33.3
American Indian or Alaska Native	4	4	2	50.0
Asian	38	37	0	0.0
Black or African American	91	83	18	21.7
Filipino	7	7	0	0.0
Hispanic or Latino	533	508	46	9.1
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	65	65	6	9.2
White	250	238	11	4.6
English Learners	43	38	5	13.2
Foster Youth	4	4	0	0.0
Homeless	96	84	6	7.1
Socioeconomically Disadvantaged	590	559	58	10.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	186	179	20	11.2

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.01	0.37	0.30	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.01	0.01	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0	0
<b>Female</b>	0	0
<b>Male</b>	0	0
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0	0
<b>Black or African American</b>	0	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	0	0
<b>White</b>	0	0
<b>English Learners</b>	0	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	0	0
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	0	0

## 2023-24 School Safety Plan

Compass' Comprehensive Safety Plan was initially developed in February 2019, is updated every six months, and is adopted into the Board Policy Manual. For the 2023-2024 school year, Compass continued the work of a Safety Committee that gathered the feedback of various educational partners as well as local fire, police, and first responders. The Safety Plan was reviewed by the Staff Advisory Council on 01/10/2024, Parent Advisory Council on 01/19/2024, Scholar Leadership Council on 01/09/2024, and adopted by the Board of Directors on 01/27/2024. The document includes 12 parts containing pertinent information to support and ensure the safety of scholars and staff. The following safety procedures are addressed:

- Child abuse reporting
- Routine and natural disasters
- Suspension/expulsion policies
- Dangerous pupils
- Discrimination and harassment
- Ingress and egress
- Orderly learning environment
- Tactical response to criminal incidents



**D. Other SARC Information Information Required in the SARC**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

**2020-21 Elementary Average Class Size and Class Size Distribution**

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	33		
1	2	39		
2	2	32		
3	1	34		
4	2	33		
5	1	30		
6	4	45	4	
Other	9	11		

**2021-22 Elementary Average Class Size and Class Size Distribution**

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	43		
1	3	8		
2	2	11		
3	4	5		
4	2	39		
5	2	19		
6	4	40	4	
Other	5	46		

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	4	30	0	0
1	3	36	0	0
2	5	21	0	0
3	4	31	0	0
4	3	44	0	0
5	3	45	0	0
6	3	57	0	0
Other	5	36	0	0

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	91	2	
Mathematics	3	83	1	
Science	2	71	1	
Social Science	3	70	2	

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	102	2	
Mathematics	3	71	1	
Science	2	67		1
Social Science	3	79	3	

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	107	1	1
Mathematics	2	100	1	0
Science	2	75	0	1
Social Science	2	77	2	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	341.54

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$12,926.64	\$10,110.17	\$2,816.48	\$75,258
<b>District</b>	N/A	N/A		
<b>Percent Difference - School Site and District</b>	N/A	N/A		
<b>State</b>	N/A	N/A	\$7,607	\$77,993
<b>Percent Difference - School Site and State</b>	N/A	N/A		

## Fiscal Year 2022-23 Types of Services Funded

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

- AVID elective and supporting lessons
- Online courses (Accelerate Education)
- Synchronous Instruction
- Live Interaction
- Special Education support, resources, services
- 504 support, accommodations, resources, and services
- Live small group tutoring as part of our Multi-Tiered Systems of Support for Tier 2/3 interventions
- Synchronous instruction provided by Math/English Language Arts online teachers, Q&A sessions for each course/teacher, and one on one sessions by appointment for any Online scholar with the teacher
- English Learner support is provided through small group live tutoring sessions provided by our English Language Support Tutors and English Language Development from Lexia
- Supplemental curriculum support for Online scholars in grades K-5
- Standardized testing administration and support.
- Supplemental subscriptions to support academic growth and development
- Counseling support, resources, services, and live sessions (including academic, SEL, College & Career, etc.)
- Multi-Tiered Systems of Support Framework
- Community Provider/Curriculum choices for Options scholars
- Virtual Scholar Workshops
- Scholar Clubs
- Field Trips
- Scholar Recognition
- Community service opportunities
- Kindergarten and 5-grade promotion ceremonies (virtual)
- 8-Grade promotion and high school graduation (in person)
- Learning coach support sessions (virtual sessions)
- Support for Scholars experiencing homelessness (including needs assessments, hot spots, loaner laptops, headphones, and community referrals for food banks, shelters, clothing, etc.) Outreach services and events

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$47,616
Mid-Range Teacher Salary		\$75,580
Highest Teacher Salary		\$100,485
Average Principal Salary (Elementary)		\$114,067
Average Principal Salary (Middle)		\$123,622
Average Principal Salary (High)		\$125,386
Superintendent Salary		\$157,977
Percent of Budget for Teacher Salaries	24.14%	27.82%
Percent of Budget for Administrative Salaries	6.35%	5.78%

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	1.3
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	2

## Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	9	25	20.5

# Compass Charter Schools of San Diego

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

<b>School Name</b>	Compass Charter Schools of San Diego
<b>Street</b>	850 Hampshire Rd. Suite R
<b>City, State, Zip</b>	Thousand Oaks, CA 91361
<b>Phone Number</b>	855-937-4227
<b>Principal</b>	Elizabeth Brenner
<b>Email Address</b>	info@compasscharters.org
<b>School Website</b>	<a href="https://www.compasscharters.org/">https://www.compasscharters.org/</a>
<b>County-District-School (CDS) Code</b>	37 68213 0127084

## 2023-24 District Contact Information

<b>District Name</b>	Mountain Empire Unified School District
<b>Phone Number</b>	(619) 473-9022
<b>Superintendent</b>	Dr. Patrick Keeley
<b>Email Address</b>	patrick.keeley@meusd.org
<b>District Website</b>	<a href="http://meusd.k12.ca.us/">http://meusd.k12.ca.us/</a>

## 2023-24 School Description and Mission Statement

Compass Charter School (Compass) provides a personalized learning experience for each of our scholars. At Compass, we choose to refer to students as “scholars” because we want to emphasize our commitment to helping every individual be academically successful.

We provide our families with access to standards-based curriculum in a virtual setting that serves as a vibrant community connected by technology. Our parents/guardians are known as the “Learning Coach” for their children and they are an integral part of their children’s success at Compass. Our teachers work closely with their scholars and families to ensure that each child’s path is unique and supported throughout their educational journey.

Our dedicated team of educational professionals provide support for scholars depending on their unique needs. This robust system of support ensures that scholars are able to thrive academically and emotionally at our school. Everyone at Compass is committed to creating a nurturing environment for our diverse community of learners.

Elizabeth Brenner  
Superintendent and CEO

Compass is a free, nonclassroom-based public charter school that is directly funded by the State of California and the federal government. Compass provides 21st-century virtual learning programs authorized by Mountain Empire Unified School District for scholars in grades TK-12 who reside in San Diego County and its adjacent counties, and wish to pursue high-quality, rigorous instructional programs via virtual learning.

Our scholars are assigned a credentialed Supervising Teacher who acts as the Teacher of Record and supports the scholar by providing both synchronous and asynchronous instruction to personalize scholar learning. Scholars participate in learning labs where they interact with their teachers and peers. During these labs, scholars participate in research-based instructional activities designed by the teacher to engage in their learning. Our personalized learning model provides flexibility with scholar schedules, so each learning lab is recorded for scholars to view if they cannot attend live. Teachers also provide homeroom, Q&A office hours, small group instruction, and one on one sessions to further support scholars.

Further, the supervising teachers (STs) meet monthly in a connection meeting with scholars and learning coaches to review

## 2023-24 School Description and Mission Statement

their personalized learning plans, review scholar progress, evaluate scholar work, provide an opportunity for scholars to showcase their learning, and address learning coach and/or scholar concerns. Compass provides additional support for all scholars through our Counseling Services and Academic Support Departments.

Compass' current goals, as described in our LCAP include 1) increasing scholar academic achievement in core academic subjects; 2) increasing scholar and parent engagement/involvement; 3) increase college and career readiness for scholars; 4) ensuring that at-promise scholars are making progress toward earning a high school diploma.

Compass' current goals, as described in our LCAP include 1) increasing scholar academic achievement in core academic subjects; 2) increasing scholar and parent engagement/involvement; 3) increase college and career readiness for scholars; 4) ensuring that at-promise scholars are making progress toward earning a high school diploma.

### Mission Statement

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

### Vision Statement

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

### Core Values

Achievement | Respect | Teamwork | Integrity | Communication

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	66
Grade 1	82
Grade 2	70
Grade 3	71
Grade 4	71
Grade 5	68
Grade 6	75
Grade 7	73
Grade 8	56
Grade 9	42
Grade 10	57
Grade 11	49
Grade 12	39
<b>Total Enrollment</b>	<b>819</b>



## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2%
Male	50.8%
American Indian or Alaska Native	0.4%
Asian	2.4%
Black or African American	3.8%
Filipino	1.1%
Hispanic or Latino	49.8%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	6%
White	34.1%
English Learners	11.6%
Foster Youth	0.4%
Homeless	15.3%
Socioeconomically Disadvantaged	51.4%
Students with Disabilities	12.9%

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

**2020-21 Teacher Preparation and Placement**

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	30.70	58.82	131.90	60.46	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.70	0.34	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	11.50	5.27	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	18.10	34.71	54.10	24.82	12115.80	4.41
<b>Unknown</b>	3.30	6.45	19.80	9.10	18854.30	6.86
<b>Total Teaching Positions</b>	52.20	100.00	218.20	100.00	274759.10	100.00

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

**2021-22 Teacher Preparation and Placement**

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	29.60	61.77	135.90	58.44	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.90	0.86	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	10.60	4.59	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	18.30	38.21	64.70	27.82	11953.10	4.28
<b>Unknown</b>	0.00	0.00	19.20	8.28	15831.90	5.67
<b>Total Teaching Positions</b>	48.00	100.00	232.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.00</b>	<b>0.00</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	18.10	18.30
<b>Total Out-of-Field Teachers</b>	<b>18.10</b>	<b>18.30</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

### 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected			
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

## School Facility Conditions and Planned Improvements

Compass Charter Schools has its Central Office in Thousand Oaks, California. The Central Office houses our enrollment, finance, HR, and records teams, as well as senior leadership staff. Our Central Office abides by all applicable building, fire, and safety codes.

Located in Santa Ana, Compass Charter Schools of San Diego also has a learning center for our scholars. The Orange County Learning Center (OCLC) offers enrichment opportunities for scholars and collaboration space for staff. The OCLC abides by all applicable building, fire, and safety code. In September of 2023, the OCLC received a “GOOD” rating on the Williams Review Visit.

<b>Year and month of the most recent FIT report</b>	September 2023
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	44	48	40	40	47	46
<b>Mathematics</b> (grades 3-8 and 11)	30	25	25	25	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	472	418	88.56	11.44	48.09
<b>Female</b>	230	205	89.13	10.87	57.56
<b>Male</b>	241	213	88.38	11.62	38.97
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	14	11	78.57	21.43	81.82
<b>Black or African American</b>	17	15	88.24	11.76	40.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	226	211	93.36	6.64	35.55
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	36	29	80.56	19.44	62.07
<b>White</b>	169	143	84.62	15.38	61.54
<b>English Learners</b>	50	48	96.00	4.00	8.33
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	55	50	90.91	9.09	26.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	236	213	90.25	9.75	38.03
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	72	55	76.39	23.61	40.00

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	472	419	88.77	11.23	25.42
<b>Female</b>	230	204	88.70	11.30	26.96
<b>Male</b>	241	215	89.21	10.79	23.94
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	14	11	78.57	21.43	45.45
<b>Black or African American</b>	17	15	88.24	11.76	26.67
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	226	211	93.36	6.64	15.79
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	36	30	83.33	16.67	26.67
<b>White</b>	169	143	84.62	15.38	36.36
<b>English Learners</b>	50	47	94.00	6.00	4.26
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	55	50	90.91	9.09	10.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	236	213	90.25	9.75	16.51
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	72	56	77.78	22.22	23.21

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	30.52	31.10	16.48	15.00	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	238	209	87.82	12.18	31.10
<b>Female</b>	119	102	85.71	14.29	35.29
<b>Male</b>	118	106	89.83	10.17	27.36
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	128	115	89.84	10.16	22.61
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	16	12	75.00	25.00	25.00
<b>White</b>	81	69	85.19	14.81	46.38
<b>English Learners</b>	32	28	87.50	12.50	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	43	39	90.70	9.30	17.95
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	153	137	89.54	10.46	23.36
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	33	22	66.67	33.33	27.27



## 2022-23 Career Technical Education Programs

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

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	59
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	56.15
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	13.56

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	60.8	60.8	60.8	60.8	58.8
Grade 7	59.7	59.7	59.7	59.7	56.5
Grade 9	41.2	41.2	41.2	41.2	37.3

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

There are a number of opportunities for parents/guardians to be involved at Compass. Learn more about some of these opportunities below:

##### Parent Advisory Council (PAC)

The PAC serves to provide learning coach feedback on school policies and procedures at Compass to ensure that they are consistent with our mission, vision, and values. Members act as a committed group of advisors to the staff and administration, regarding issues that affect the scholars and Compass. They provide feedback and insight from the learning coach's perspective on the school process, policies, and initiatives to ensure that the needs of learning coaches and their families are included as decisions are made. They also serve as an advisory, not a decision-making body, that makes recommendations, encourages brainstorming, and provides opportunities for parent involvement on committees. The Council prepares reports for the Board of Directors that detail the contents of their meetings.

##### English Learner Advisory Committee (ELAC)

The purpose of this committee is to provide critical and crucial feedback for programs and services for our Multilingual Learners. The ELAC will foster an asset based environment at CCS for our Multilingual Learners and create a community that supports our Multilingual Learner's academic achievement. The ELAC will provide training on how Learning Coaches can teach and help their scholars at home, and advise on the development of proper and consistent implementation of program procedures, aligned with our LCAP goals.

##### Virtual Suggestion Box

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

##### Program Orientation & Weeks of Welcome

Weeks of Welcome are a programmed set of offerings to onboard new and returning families at the start of the school year. Sessions are held virtually and include topics such as program orientations and department open houses. For families unable to attend, the session slides and recordings are shared and available as a resource throughout the school year. There is also a mid-year refresher series of offerings called Mini-WOW for learning coaches as they embark on the second semester of the school year.

Program Orientations are held virtually as part of our Weeks of Welcome offerings and held weekly for families that enroll during the school year. In these sessions, the Orientation Coordinator welcomes families and scholars to Compass, introduces the position of the supervising teacher, overviews staff teams, and highlights important news and information for the school year. For families unable to attend, the session slides and recordings are shared and available as a resource throughout the school year.

##### Coffee with Compass

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

##### Learning Coach Surveys

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

##### Learning Coach Academy

Learning Coach Academy is a virtual offering designed to provide relevant and meaningful training along with a collaborative community of learning coaches. Learning coaches can attend live sessions every week that alternate between topic focused

## 2023-24 Opportunities for Parental Involvement

sessions and social sessions. Learning coaches who complete 10 topic sessions are provided certificates to acknowledge the time and effort put forth within Learning Coach Academy. Topics covered in Learning Coach Academy include Learning Coach responsibilities, individualizing learning at home, time management in learning, staying organized, SMART goals, and more.

### C. Engagement

#### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	26.8	33.3	20	17	17.8	8.1	9.4	7.8	8.2
<b>Graduation Rate</b>	62.5	62.2	60	73.5	76.7	77	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	40	24	60.0
<b>Female</b>	24	14	58.3
<b>Male</b>	16	10	62.5
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	22	13	59.1
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	--	--	--
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	31	21	67.7
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	--	--	--

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	942	905	55	6.1
Female	471	455	23	5.1
Male	469	448	31	6.9
Non-Binary	2	2	1	50.0
American Indian or Alaska Native	4	3	0	0.0
Asian	22	21	1	4.8
Black or African American	36	34	1	2.9
Filipino	9	9	0	0.0
Hispanic or Latino	471	461	36	7.8
Native Hawaiian or Pacific Islander	6	6	0	0.0
Two or More Races	52	50	2	4.0
White	324	303	15	5.0
English Learners	127	123	9	7.3
Foster Youth	4	4	3	75.0
Homeless	148	145	15	10.3
Socioeconomically Disadvantaged	497	483	40	8.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	137	131	10	7.6

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Suspensions</b>	0.09	0.00	0.00	0.13	1.37	1.84	0.20	3.17	3.60
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0	0
<b>Female</b>	0	0
<b>Male</b>	0	0
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0	0
<b>Black or African American</b>	0	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	0	0
<b>White</b>	0	0
<b>English Learners</b>	0	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	0	0
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	0	0

## 2023-24 School Safety Plan

Compass' Comprehensive Safety Plan was initially developed in February 2019, is updated every six months, and is adopted into the Board Policy Manual. For the 2023-2024 school year, Compass continued the work of a Safety Committee that gathered the feedback of various educational partners as well as local fire, police, and first responders. The Safety Plan was reviewed by the Staff Advisory Council on 01/10/2024, Parent Advisory Council on 01/19/2024, Scholar Leadership Council on 01/09/2024, and adopted by the Board of Directors on 01/27/2024. The document includes 12 parts containing pertinent information to support and ensure the safety of scholars and staff. The following safety procedures are addressed:

- Child abuse reporting
- Routine and natural disasters
- Suspension/expulsion policies
- Dangerous pupils
- Discrimination and harassment
- Ingress and egress
- Orderly learning environment
- Tactical response to criminal incidents

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	60		
1	2	45		
2	2	48		
3	2	42		
4	2	46		
5	2	46		
6	3	57	1	
Other	11	10		1

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	58		
1	2	9		
2	2	14		
3	1	8		
4	2	40		
5	1	16		
6	2	63		
Other	4	66		

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	44	0	0
1	3	44	0	0
2	2	33	0	0
3	3	50	0	0
4	1	42	0	0
5	2	57	0	0
6	3	61	0	0
Other	3	41	0	0

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	127	2	
Mathematics	2	123		
Science	2	84	1	
Social Science	2	95	1	

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	137	1	
Mathematics	2	92	1	
Science	2	74		1
Social Science	2	80	2	



## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	113	1	0
Mathematics	2	87	1	0
Science	2	61	0	0
Social Science	2	89	1	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	327.6

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$14,249.35	\$11,479.78	\$2,770.56	\$75,258
<b>District</b>	N/A	N/A		\$66,006
<b>Percent Difference - School Site and District</b>	N/A	N/A		
<b>State</b>	N/A	N/A	\$7,607	\$81,984
<b>Percent Difference - School Site and State</b>	N/A	N/A		

## Fiscal Year 2022-23 Types of Services Funded

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

- AVID elective and supporting lessons
- Online courses (Accelerate Education)
- Synchronous Instruction
- Live Interaction
- Special Education support, resources, services
- 504 support, accommodations, resources, and services
- Live small group tutoring as part of our Multi-Tiered Systems of Support for Tier 2/3 interventions
- Synchronous instruction provided by Math/English Language Arts online teachers, Q&A sessions for each course/teacher, and one on one sessions by appointment for any Online scholar with the teacher
- English Learner support is provided through small group live tutoring sessions provided by our English Language Support Tutors and English Language Development from Lexia
- Supplemental curriculum support for Online scholars in grades K-5
- Standardized testing administration and support.
- Supplemental subscriptions to support academic growth and development
- Counseling support, resources, services, and live sessions (including academic, SEL, College & Career, etc.)
- Multi-Tiered Systems of Support Framework
- Community Provider/Curriculum choices for Options scholars
- Virtual Scholar Workshops
- Scholar Clubs
- Field Trips
- Scholar Recognition
- Community service opportunities
- Kindergarten and 5-grade promotion ceremonies (virtual)
- 8-Grade promotion and high school graduation (in person)
- Learning coach support sessions (virtual sessions)
- Support for Scholars experiencing homelessness (including needs assessments, hot spots, loaner laptops, headphones, and community referrals for food banks, shelters, clothing, etc.) Outreach services and events

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$47,377	\$50,875
Mid-Range Teacher Salary	\$60,494	\$79,761
Highest Teacher Salary	\$93,474	\$103,045
Average Principal Salary (Elementary)	\$123,311	\$128,154
Average Principal Salary (Middle)	\$131,847	\$131,774
Average Principal Salary (High)	\$132,214	\$142,676
Superintendent Salary	\$165,600	\$211,462
Percent of Budget for Teacher Salaries	27.99%	30.11%
Percent of Budget for Administrative Salaries	4.73%	5.49%

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	9	25	20.5

# Compass Charter Schools of Yolo

## 2022-2023 School Accountability Report Card

### (Published During the 2023-2024 School Year)



## General Information about the School Accountability Report Card (SARC)

### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

<b>School Name</b>	Compass Charter Schools of Yolo
<b>Street</b>	850 Hampshire Rd. Suite R
<b>City, State, Zip</b>	Thousand Oaks, CA 91361
<b>Phone Number</b>	855-937-4227
<b>Principal</b>	Elizabeth Brenner
<b>Email Address</b>	info@compasscharters.org
<b>School Website</b>	<a href="https://www.compasscharters.org/">https://www.compasscharters.org/</a>
<b>County-District-School (CDS) Code</b>	57 72702 0139436

## 2023-24 District Contact Information

<b>District Name</b>	Winters Joint Unified School District
<b>Phone Number</b>	(530) 795-6100
<b>Superintendent</b>	Dr. Rody Boonchouy
<b>Email Address</b>	rboonchouy@wintersjUSD.org
<b>District Website</b>	<a href="http://www.wintersjUSD.org/">http://www.wintersjUSD.org/</a>

## 2023-24 School Description and Mission Statement

Compass Charter School (Compass) provides a personalized learning experience for each of our scholars. At Compass, we choose to refer to students as “scholars” because we want to emphasize our commitment to helping every individual be academically successful.

We provide our families with access to standards-based curriculum in a virtual setting that serves as a vibrant community connected by technology. Our parents/guardians are known as the “Learning Coach” for their children and they are an integral part of their children’s success at Compass. Our teachers work closely with their scholars and families to ensure that each child’s path is unique and supported throughout their educational journey.

Our dedicated team of educational professionals provide support for scholars depending on their unique needs. This robust system of support ensures that scholars are able to thrive academically and emotionally at our school. Everyone at Compass is committed to creating a nurturing environment for our diverse community of learners.

Elizabeth Brenner  
Superintendent and CEO

Compass is a free, nonclassroom-based public charter school that is directly funded by the State of California and the federal government. Compass provides 21st-century virtual learning programs authorized by Winters Joint Unified School District for scholars in grades TK-12 who reside in Yolo County and its adjacent counties, and wish to pursue high-quality, rigorous instructional programs via virtual learning.

Our scholars are assigned a credentialed Supervising Teacher who acts as the Teacher of Record and supports the scholar by providing both synchronous and asynchronous instruction to personalize scholar learning. Scholars participate in learning labs where they interact with their teachers and peers. During these labs, scholars participate in research-based instructional activities designed by the teacher to engage in their learning. Our personalized learning model provides flexibility with scholar schedules, so each learning lab is recorded for scholars to view if they cannot attend live. Teachers also provide homeroom, Q&A office hours, small group instruction, and one on one sessions to further support scholars.

Further, the supervising teachers (STs) meet monthly in a connection meeting with scholars and learning coaches to review their personalized learning plans, review scholar progress, evaluate scholar work, provide an opportunity for scholars to

## 2023-24 School Description and Mission Statement

showcase their learning, and address learning coach and/or scholar concerns. Compass provides additional support for all scholars through our Counseling Services and Academic Support Departments.

Compass' current goals, as described in our LCAP include 1) increasing scholar academic achievement in core academic subjects; 2) increasing scholar and parent engagement/involvement; 3) increase college and career readiness for scholars; 4) ensuring that at-promise scholars are making progress toward earning a high school diploma.

### Mission Statement

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

### Vision Statement

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

### Core Values

Achievement | Respect | Teamwork | Integrity | Communication

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	82
Grade 1	63
Grade 2	60
Grade 3	58
Grade 4	77
Grade 5	59
Grade 6	62
Grade 7	61
Grade 8	49
Grade 9	38
Grade 10	22
Grade 11	23
Grade 12	17
<b>Total Enrollment</b>	<b>671</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49%
Male	50.4%
American Indian or Alaska Native	0.4%
Asian	2.7%
Black or African American	2.4%
Filipino	0.9%
Hispanic or Latino	23%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	7.5%
White	59.8%
English Learners	0.3%
Homeless	3.7%
Socioeconomically Disadvantaged	39.3%
Students with Disabilities	14.5%

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

**2020-21 Teacher Preparation and Placement**

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	15.10	60.66	76.50	75.46	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	2.90	2.90	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	9.20	36.99	13.90	13.77	12115.80	4.41
<b>Unknown</b>	0.50	2.28	7.90	7.85	18854.30	6.86
<b>Total Teaching Positions</b>	25.00	100.00	101.40	100.00	274759.10	100.00

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

**2021-22 Teacher Preparation and Placement**

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.30	62.28	88.40	78.71	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	3.00	2.70	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	11.10	37.72	15.70	14.04	11953.10	4.28
<b>Unknown</b>	0.00	0.00	5.10	4.55	15831.90	5.67
<b>Total Teaching Positions</b>	29.50	100.00	112.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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



### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.00</b>	<b>0.00</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	9.20	11.10
<b>Total Out-of-Field Teachers</b>	<b>9.20</b>	<b>11.10</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	2

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

### 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected			
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

## School Facility Conditions and Planned Improvements

Compass is a nonclassroom-based public charter school with our Central Office located in Thousand Oaks, CA. The Central Office houses our enrollment, finance, people division or human resources (HR), and records teams, as well as senior leadership staff. Our Central Office abides by all applicable building, fire, and safety codes.

**Year and month of the most recent FIT report**

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer				
<b>Interior:</b> Interior Surfaces				
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation				
<b>Electrical</b>				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains				
<b>Safety:</b> Fire Safety, Hazardous Materials				
<b>Structural:</b> Structural Damage, Roofs				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences				

## Overall Facility Rate

<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
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## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	48	51	39	37	47	46
<b>Mathematics</b> (grades 3-8 and 11)	35	34	24	25	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	389	296	76.09	23.91	51.35
<b>Female</b>	189	141	74.60	25.40	54.61
<b>Male</b>	197	153	77.66	22.34	48.37
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	11	5	45.45	54.55	--
<b>Black or African American</b>	13	9	69.23	30.77	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	80	74	92.50	7.50	41.89
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	43	28	65.12	34.88	53.57
<b>White</b>	235	175	74.47	25.53	54.86
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	12	10	83.33	16.67	--
<b>Military</b>	11	7	63.64	36.36	--
<b>Socioeconomically Disadvantaged</b>	154	115	74.68	25.32	33.04
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	65	43	66.15	33.85	32.56

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	389	295	75.84	24.16	33.67
<b>Female</b>	189	142	75.13	24.87	30.99
<b>Male</b>	197	151	76.65	23.35	36.00
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	11	5	45.45	54.55	--
<b>Black or African American</b>	13	10	76.92	23.08	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	80	73	91.25	8.75	27.40
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	43	28	65.12	34.88	25.00
<b>White</b>	235	174	74.04	25.96	39.08
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	12	10	83.33	16.67	--
<b>Military</b>	11	6	54.55	45.45	--
<b>Socioeconomically Disadvantaged</b>	154	114	74.03	25.97	17.54
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	65	42	64.62	35.38	28.57

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	44.35	40.00	19.16	24.54	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	155	125	80.65	19.35	40.00
Female	72	59	81.94	18.06	38.98
Male	83	66	79.52	20.48	40.91
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	37	34	91.89	8.11	26.47
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	10	62.50	37.50	--
White	93	74	79.57	20.43	43.24
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	66	55	83.33	16.67	25.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	16	72.73	27.27	12.50

## 2022-23 Career Technical Education Programs

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

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	22
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	47
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	13.33

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	66.7	65	65	65	65
Grade 7	66.7	66.7	66.7	66.7	66.7
Grade 9	53.8	53.8	53.8	53.8	53.8

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

There are a number of opportunities for parents/guardians to be involved at Compass. Learn more about some of these opportunities below:

##### Parent Advisory Council (PAC)

The PAC serves to provide learning coach feedback on school policies and procedures at Compass to ensure that they are consistent with our mission, vision, and values. Members act as a committed group of advisors to the staff and administration, regarding issues that affect the scholars and Compass. They provide feedback and insight from the learning coach's perspective on the school process, policies, and initiatives to ensure that the needs of learning coaches and their families are included as decisions are made. They also serve as an advisory, not a decision-making body, that makes recommendations, encourages brainstorming, and provides opportunities for parent involvement on committees. The Council prepares reports for the Board of Directors that detail the contents of their meetings.

##### English Learner Advisory Committee (ELAC)

The purpose of this committee is to provide critical and crucial feedback for programs and services for our Multilingual Learners. The ELAC will foster an asset based environment at CCS for our Multilingual Learners and create a community that supports our Multilingual Learner's academic achievement. The ELAC will provide training on how Learning Coaches can teach and help their scholars at home, and advise on the development of proper and consistent implementation of program procedures, aligned with our LCAP goals.

##### Virtual Suggestion Box

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

##### Program Orientation & Weeks of Welcome

Weeks of Welcome are a programmed set of offerings to onboard new and returning families at the start of the school year. Sessions are held virtually and include topics such as program orientations and department open houses. For families unable to attend, the session slides and recordings are shared and available as a resource throughout the school year. There is also a mid-year refresher series of offerings called Mini-WOW for learning coaches as they embark on the second semester of the school year.

Program Orientations are held virtually as part of our Weeks of Welcome offerings and held weekly for families that enroll during the school year. In these sessions, the Orientation Coordinator welcomes families and scholars to Compass, introduces the position of the supervising teacher, overviews staff teams, and highlights important news and information for the school year. For families unable to attend, the session slides and recordings are shared and available as a resource throughout the school year.

##### Coffee with Compass

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

##### Learning Coach Surveys

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

##### Learning Coach Academy

Learning Coach Academy is a virtual offering designed to provide relevant and meaningful training along with a collaborative community of learning coaches. Learning coaches can attend live sessions every week that alternate between topic focused



## 2023-24 Opportunities for Parental Involvement

sessions and social sessions. Learning coaches who complete 10 topic sessions are provided certificates to acknowledge the time and effort put forth within Learning Coach Academy. Topics covered in Learning Coach Academy include Learning Coach responsibilities, individualizing learning at home, time management in learning, staying organized, SMART goals, and more.

### C. Engagement

#### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	22.2	11.1	10.5	5.8	2.3	4.7	9.4	7.8	8.2
<b>Graduation Rate</b>	66.7	72.2	84.2	81.3	89.1	87.1	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	19	16	84.2
<b>Female</b>	--	--	--
<b>Male</b>	12	10	83.3
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	0	0	0.00
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	12	11	91.7
<b>English Learners</b>	0	0	0.00
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	--	--	--
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	--	--	--

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	743	711	36	5.1
Female	364	351	21	6.0
Male	373	355	13	3.7
Non-Binary	6	5	2	40.0
American Indian or Alaska Native	3	3	0	0.0
Asian	21	19	2	10.5
Black or African American	16	16	0	0.0
Filipino	6	6	0	0.0
Hispanic or Latino	178	167	14	8.4
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	61	58	3	5.2
White	428	415	17	4.1
English Learners	5	4	2	50.0
Foster Youth	1	1	0	0.0
Homeless	25	23	1	4.3
Socioeconomically Disadvantaged	308	291	22	7.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	117	115	4	3.5

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Suspensions</b>	0.14	0.00	0.00	0.57	3.65	3.30	0.20	3.17	3.60
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0	0
<b>Female</b>	0	0
<b>Male</b>	0	0
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0	0
<b>Black or African American</b>	0	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	0	0
<b>White</b>	0	0
<b>English Learners</b>	0	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	0	0
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	0	0

## 2023-24 School Safety Plan

Compass' Comprehensive Safety Plan was initially developed in February 2019, is updated every six months, and is adopted into the Board Policy Manual. For the 2023-2024 school year, Compass continued the work of a Safety Committee that gathered the feedback of various educational partners as well as local fire, police, and first responders. The Safety Plan was reviewed by the Staff Advisory Council on 01/10/2024, Parent Advisory Council on 01/19/2024, Scholar Leadership Council on 01/09/2024, and adopted by the Board of Directors on 01/27/2024. The document includes 12 parts containing pertinent information to support and ensure the safety of scholars and staff. The following safety procedures are addressed:

- Child abuse reporting
- Routine and natural disasters
- Suspension/expulsion policies
- Dangerous pupils
- Discrimination and harassment
- Ingress and egress
- Orderly learning environment
- Tactical response to criminal incidents

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	20		
1	2	12		
2	1	20		
3	1	16		
4	1	14		
5	2	32		
6	2	46		
Other	6	36		

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	50		
1	2	33		
2	1	10		
3	1	13		
4	2	40		
5	3	5		
6	2	43		
Other	5	40		

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	3	26	0	0
1	1	33	0	0
2	2	19	0	0
3	2	32	0	0
4	2	46	0	0
5	2	42	0	0
6	2	50	0	0
Other	4	37	0	0

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	1	65		
Mathematics	1	58		
Science	1	42		
Social Science	1	53		

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	62		
Mathematics	1	54		
Science	1	46		
Social Science	2	42		

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	62	0	0
Mathematics	1	59	0	0
Science	2	49	0	0
Social Science	2	46	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	335.5

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$11,592.53	\$9,075.48	\$2,517.06	\$75,258
<b>District</b>	N/A	N/A		\$74,340
<b>Percent Difference - School Site and District</b>	N/A	N/A		
<b>State</b>	N/A	N/A	\$7,607	\$77,993
<b>Percent Difference - School Site and State</b>	N/A	N/A		

## Fiscal Year 2022-23 Types of Services Funded

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

- AVID elective and supporting lessons
- Online courses (Accelerate Education)
- Synchronous Instruction
- Live Interaction
- Special Education support, resources, services
- 504 support, accommodations, resources, and services
- Live small group tutoring as part of our Multi-Tiered Systems of Support for Tier 2/3 interventions
- Synchronous instruction provided by Math/English Language Arts online teachers, Q&A sessions for each course/teacher, and one on one sessions by appointment for any Online scholar with the teacher
- English Learner support is provided through small group live tutoring sessions provided by our English Language Support Tutors and English Language Development from Lexia
- Supplemental curriculum support for Online scholars in grades K-5
- Standardized testing administration and support.
- Supplemental subscriptions to support academic growth and development
- Counseling support, resources, services, and live sessions (including academic, SEL, College & Career, etc.)
- Multi-Tiered Systems of Support Framework
- Community Provider/Curriculum choices for Options scholars
- Virtual Scholar Workshops
- Scholar Clubs
- Field Trips
- Scholar Recognition
- Community service opportunities
- Kindergarten and 5-grade promotion ceremonies (virtual)
- 8-Grade promotion and high school graduation (in person)
- Learning coach support sessions (virtual sessions)
- Support for Scholars experiencing homelessness (including needs assessments, hot spots, loaner laptops, headphones, and community referrals for food banks, shelters, clothing, etc.) Outreach services and events



## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$47,829	\$47,616
<b>Mid-Range Teacher Salary</b>	\$66,361	\$75,580
<b>Highest Teacher Salary</b>	\$93,475	\$100,485
<b>Average Principal Salary (Elementary)</b>	\$117,612	\$114,067
<b>Average Principal Salary (Middle)</b>	\$109,925	\$123,622
<b>Average Principal Salary (High)</b>	\$124,420	\$125,386
<b>Superintendent Salary</b>	\$171,080	\$157,977
<b>Percent of Budget for Teacher Salaries</b>	30.82%	27.82%
<b>Percent of Budget for Administrative Salaries</b>	5.84%	5.78%

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	1
--	---

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
<b>Computer Science</b>	0
<b>English</b>	1
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social Science</b>	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	1

## Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	9	25	20.5

# Coversheet

## People Division Update

**Section:** XIII. People Division  
**Item:** A. People Division Update  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** People Division Update - January 2024.pdf  
CCS Hiring Report - 01-19-24.pdf  
CCS Termination Report - 01-19-24.pdf



People Division Report  
January 27, 2024

This report highlights for the Board of Directors, areas on which the People Division Team is working for the 2023-24 school year:

- The Human Resources team remains focused on 2023-24 school year staffing needs. We are currently working on filling the current vacancies and open eligibility pools:
  - **Open Positions:**
    - Educational Specialist - Mild/Moderate
    - Tutor
    - Online K-8 Supervising Teacher
  - **Eligibility Pools:**
    - Educational Specialist - Moderate/Severe
    - Educational Specialist - Mild/Moderate
- **Benefits Open Enrollment Update:** Open enrollment closed on Wednesday, November 29, 2023. The 2024 plans. Due to a company procurement our benefit enrollment platform has been transitioned from Ease to Employee Navigator.
  - Since our return from Winter Break the HR Team has been focused on a detailed review of all employee changes/ selections in the new enrollment platform. We have calculated and confirmed contribution amounts and manually updated employee selections and contributions into the HRIS.
    - Our CPO, Sophie Trivino, has been working closely with Lisa Fishman, Chief Operations Officer, to conduct an additional review of all employee contributions prior to the first payroll for the 2024 benefit period.
  - Compass contributes a maximum of \$11,400.00 per year to each benefits eligible employee who elects medical coverage, and \$2,400.00 per year for employees who waive medical but wish to elect dental, vision, or any of our supplemental plans.
    - Enrollment Data for the 2024 benefits enrollment period:
      - Total number of enrollments: 208
      - Medical Enrollees: 169
        - Anthem Plans: 91
        - Kaiser Plans: 78
      - Waived Medical: 39
- **Employee Handbook Policy Updates:** The HR Team is working on completing their draft of the 2024- Employee Handbook updates. Policy updates will apply to both the Employee Handbook and the Injury and Illness Prevention Program Handbook.

- Once this phase is completed, the draft will be shared with the leadership team for additional suggestions. Following that, the draft will be shared with legal for their review and recommendations, and finally, with our board of directors for their review and final approval.
- Our partnership with the Riverside County Office of Education’s Center for Teacher Innovation continues to move forward. So far all candidates are making progress on their program goals. We look forward to sharing more updates as the work between candidates and coaches continues.
- Staff growth and development plans for the 2023-24 school year are underway the next portion of milestone tracking will be the conclusion of Learning Cycle #2 on April 30th, 2024.
  - Upcoming Milestones:
    - April 30, 2024: Learning Cycle #2
    - May 24, 2023: Celebration of Learning
  - **Community of Practice - Classified Staff:** Our Training and Development Manager is working with Dr. Danielle Gamez, Director of Operations and the Learner Centered Collaborative (LCC) to assume responsibility for the delivery of this classified program. We are sharing in the content development so that Leadership learning is effectively cascaded to all staff, and we are delivering the sessions.
- **SDI Core Strengths:** Sessions have been delivered to six departments and the Cabinet. Scheduling for other teams and departments began in December, 2023. The Academic Directors team completed their first session in December, there are plans for a second session to further our use of the SDI Core Strengths. The Professional Learning vision is to until the SDI principles and practices into the culture, increasing understanding of the SDI and its applications to improve communication and collaboration.
- **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, staff certification began in October, and the final session concluded this Thursday, November 30th.
  - The Restorative Justice team of Compass employees has set aside bi-weekly meeting times to assure smooth and effective movement forward. The team is scheduling a planning circle with UCSD experts to create the most effective, collaborative plan for taking these concepts into the Compass community. Once completed with the results clarified, the RJ coaching team will submit a proposal to Executive Leadership for approval to begin delivery across the organization.
  - Before implementation, the Restorative Justice team realizes that the need to introduce the concepts in a positive, non-threatening way. To assure that knowledge sharing, the Professional Learning Committee has decided to deliver this valuable information through smaller professional learning sessions. The idea being that this will deformalize the process and provide the opportunity for questions and answers in a small, safe setting.
    - Upcoming Professional Learning dates:
      - January 24, 2024: 30 min- Restorative Justice Introduction
      - February 28, 2024: 30 min–Restorative Justice Circle Example
- **March In-Service Day:** The March In-service Day is currently being developed. The staff has been surveyed about their Professional Learning wants and needs; however, their response has been smaller than anticipated. There is an interest in better understanding and using AI, and a session is in development. Delving deeper into the SDI was most frequently requested, and sessions that support the rollout of Restorative Circles are necessary to pave the way for implementation of this initiative.

- Feedback indicated that staff would prefer a closing general session at the October In-Service Day. We are considering a flipped model for March, so that we can deliver the Keynote at the end as a kind of inspirational rallying of enthusiasm and a call to action as we work on closing out the 2023-24 school year.

Organizational changes have transpired since the last meeting. *Please see the enclosed worksheets titled CCS Additions Report (1-19-2024) and CCS Terminations Report (1-19-2024).*

As always, I appreciate the continuing effort and collaboration from within the People Division and throughout the organization as we work to support our amazing and dedicated staff in service of our scholars.

Respectfully Submitted,

Sophie Trivino  
Chief People Officer

2023-24 Employee Hire Report (ADP)

12/1/2023 - 1/19/2024

Company Code	Payroll Name	File Number	Job Title	Hire Date	Rehire Date	Years of Service	Hire Source	Education Level
43S	Meggison, David	000297	Options Coordinator	01/02/2024		0 year, 0 month		
Grand Totals								
Distinct		1						

Compass Charter Schools - Meeting of the Compass Board of Directors - Agenda - Saturday January 27, 2024 at 10:00 AM  
 2023-24 Employee Termination Report (ADP)  
 12/1/2023 - 1/19/2024

CO CODE	POSITION ID	NAME	HOME DEPARTMENT	JOB TITLE	HIRE DATE	TERMINATION DATE	REASON	YEARS OF SERVICE	REPORTS TO
43S	43S060714 USA	Brasch, David	000112 - IT	200 - Independent Contractor	08/01/2015	12/15/2023	K - Mutual Agreement	8:4	Fishman, Lisa
43S	43S009532 USA	Tabatabai, Eric	001145 - Special Education	126 - Educational Specialist	09/26/2023	01/08/2024	R - Resigned	0:3	Jeffries, Lauren
43S	43S397803 USA	Silva, Alexis	000100 - Academic Services	165-Tutor	8/16/2021	1/16/2024	R - Resigned	2.5	Meyer, Melissa
Report Totals: Count Of Employees In Report:3									