



Compass Charter Schools

Meeting of the Compass Board of Directors

Annual Meeting

Date and Time

Saturday June 22, 2024 at 10:00 AM PDT

Location

This meeting will be held virtually through Zoom:

Participants are able to view the meeting from a computer, tablet or smartphone:

Please click the link below to join the webinar:

<https://compasscharters-org.zoom.us/j/88256934216>

Or One tap mobile :

+16694449171,,88256934216# US

+17207072699,,88256934216# US (Denver)

Webinar ID: 882 5693 4216

172 Cottage Grove Avenue, Camarillo, CA 91361

9692 Dumbreck Drive, Huntington Beach, CA 92646

2540 Huntington Drive Suite 107, San Marino, CA 91108

6337 8th Avenue, Los Angeles California 90043

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

Agenda

	Purpose	Presenter	Time
I. Opening Items			10:00 AM
Opening Items			
A.	Call the Meeting to Order	Thomas Arnett	1 m
B.	Record Attendance	Tami Wrigley	1 m
II. Consent Items			10:02 AM
A.	Consent Items	Vote	Thomas Arnett
	<p>Consent Items – Items under Consent Items will be voted on in one motion unless a member of the Board requests that an item be removed and voted on separately, in which case, the Board Chair will determine when it will be called and considered for action. Due to the set-up of BoardOnTrack, approval of any meeting minutes will be done through consent, unless removed and voted on separately as noted above, using the same vote count.</p> <ul style="list-style-type: none"> • Approval of the June 22, 2024 Annual Meeting Agenda • Approval of the May 18, 2024 Regular Meeting Minutes 		
B.	Approval of May 18, 2024 Regular Meeting Minutes	Approve Minutes	Thomas Arnett
	Approve minutes for Meeting of the Compass Board of Directors on May 18, 2024		
III. Public Comment			10:08 AM
A.	Public Comment	FYI	Thomas Arnett
	<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 (https://forms.gle/jEmpDNMxeZYjrg89) and submit it to Tami Wrigley. The Speaker</p>		

	Purpose	Presenter	Time
<p>Request Card must contain speaker name, contact number or email, and subject matter and submitted to the Executive Assistant to the Superintendent prior to the start of the meeting. Members of the public may address the Board on any matter within the Board’s jurisdiction and have two (2) minutes each to do so. The total time of each subject will be fifteen (15) minutes, unless additional time is requested by a Board Member and approved by the Board.</p>			

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

IV. Organization of the Board of Directors			10:18 AM
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- | | | | |
|---|------|---------------|-----|
| A. Term Renewals for Board Members | Vote | Thomas Arnett | 5 m |
| Vote to renew the term for Samantha Herrod. | | | |
| B. Election of the Chairperson | Vote | Thomas Arnett | 5 m |
| C. Election of the Secretary | Vote | Thomas Arnett | 5 m |
| D. Election of Treasurer | Vote | Thomas Arnett | 5 m |

V. Unfinished Business			10:38 AM
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- | | | | |
|--|---------|----------------|------|
| A. Board Member Hiring Committee Report | Discuss | William Stinde | 15 m |
| B. Vote to approve new Board Members | Vote | William Stinde | 5 m |

VI. Communications			10:58 AM
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- | | | | |
|--------------------------------------|---------|---------------|------|
| A. Board Member Communication | Discuss | Thomas Arnett | 10 m |
|--------------------------------------|---------|---------------|------|

- Thomas Arnett
- Therese Christopher
- Samantha Herrod
- Lainie Rowell

	Purpose	Presenter	Time
• Dr. William Stinde			
B. Scholar Leadership Council Report	FYI	Taia Saurer	1 m
VII. Committee Reports			11:09 AM
A. AVID Committee Presentation	FYI		1 m
Video Presentation Link			
Slides Link			
VIII. Scholar Spotlight			11:10 AM
A. Rising Firebird Scholarship Acceptance Video	FYI		1 m
Avigael Hirsch video			
Skylar Thompson video			
Valorie Pratley video			
IX. Superintendent's Report			11:11 AM
A. Award Presentations	FYI	Elizabeth Brenner	5 m
Learning Coaches of the Year Presentation/Announcement			
5 -Year Anniversary Presentation/Announcement			
10-Year Anniversary Presentation/Announcement			
B. Superintendent's Report	Discuss	Elizabeth Brenner	15 m
X. Public Hearing and approval of the LCAP plans and local indicators for 2024-2028			11:31 AM
A. Public Hearing for the 2024-2028 LCAP Plans for San Diego, Los Angeles, and Yolo	FYI	Elizabeth Brenner	15 m
B. Approval of the 2023-2024 Local Control Accountability Plans and Local Indicators	Vote	Elizabeth Brenner	5 m
XI. Academic Services			11:51 AM
A. Academic Division Update	FYI	Greg Cohen	5 m
Academic Division Board Report.			

	Purpose	Presenter	Time
B. Review and approve 2024-2025 Scholar Handbook	Vote	Greg Cohen	5 m
C. Review and Approve Prop 28 Plan	Vote	Greg Cohen	5 m
XII. Operations Division			12:06 PM
A. Division Update COO Report	FYI	Lisa Fishman	5 m
B. Review and Approval of the April and May 2024 Financial Statements	Vote	Lisa Fishman	5 m
Attachments:			
<ul style="list-style-type: none"> • Monthly Financial Board Report - April 2024 • Monthly Financial Board Report - May 2024 • CCS PL April 2024 • CCS CR April 2024 • CCS BS April 2024 • CCS PL May 2024 • CCS CR May 2024 • CCS BS May 2024 			
C. Scholar Wellness Policy - Review and Approve	Vote	Lisa Fishman	5 m
Local educational agencies (LEA) are required by federal law to establish a Local School Wellness Policy (LSWP) for all schools under its jurisdiction. LSWPs are an important tool for parents, LEAs, and school districts in promoting student wellness, preventing and reducing childhood obesity, and providing assurance that school meal nutrition guidelines meet the minimum federal school meal standards.			
D. Adoption of the FY 24-25 Initial Budget	Vote	Lisa Fishman	5 m
Attachments:			
<ul style="list-style-type: none"> • FY24-25 Initial Budget <ul style="list-style-type: none"> ◦ Compass Charter Schools of Los Angeles ◦ Compass Charter Schools of San Diego ◦ Compass Charter Schools of Yolo 			
XIII. People Division			12:26 PM

	Purpose	Presenter	Time
A. People Division Update Attachments: <ul style="list-style-type: none"> • People Division Report • Additions Report • Terminations Report 	FYI	Sophie Trivino	5 m
B. Review and Approve the Updated 2024-25 Employee Handbook	Vote	Sophie Trivino	5 m
XIV. Closed Session			12:36 PM
A. Enter Closed Session 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 PUBLIC EMPLOYEE PERFORMANCE EVALUATION- Title: Superintendent and CEO			30 m
XV. Reconvene from Closed Session			1:06 PM
A. Closed Session Report			5 m
XVI. Board Strategic Planning			1:11 PM
A. Discuss next steps and plan for August meeting.	Discuss	Thomas Arnett	15 m
XVII. Closing Items			1:26 PM
A. Upcoming Meetings Monday, August 5, 2024 Board of Directors Meeting: 10:00 a.m. - 12:00 p.m. Board Retreat: 1:00 p.m. - 3:00 p.m.	Discuss	Elizabeth Brenner	5 m
B. Approval of the 2024-2025 Board Calendar	Vote	Elizabeth Brenner	15 m
C. Adjourn Meeting	FYI	Thomas Arnett	1 m

Coversheet

Approval of May 18, 2024 Regular Meeting Minutes

Section: II. Consent Items
Item: B. Approval of May 18, 2024 Regular Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Meeting of the Compass Board of Directors on May 18, 2024

APPROVED



Compass Charter Schools

Minutes

Meeting of the Compass Board of Directors

Date and Time

Saturday May 18, 2024 at 10:00 AM

Location

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

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

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

Join Webinar

[https://compasscharters-org.zoom.us/j/85208964098?
pwd=ZWEyYUZhVjQyamR1R2NhUXdvUFpDZz09](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 Tami Wrigley at (805) 405-5898.

Directors Present

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

Directors Absent

None

Ex Officio Members Present

E. Brenner, T. Wrigley

Non Voting Members Present

E. Brenner, T. Wrigley

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 May 18, 2024 at 10:09 AM.

B. Record Attendance

C. Welcoming Inclusion Activity

Lainie Rowell led the group in an inclusion activity regarding acts of kindness witnessed or received.

II. Consent Items

A. Consent Items

S. Herrod made a motion to approve the Consent items.

L. Rowell seconded the motion.

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

B. Approval of March 9, 2024 Regular Meeting Minutes

S. Herrod made a motion to approve the minutes from Meeting of the Compass Board of Directors on 03-09-24.

L. Rowell seconded the motion.

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

III. Public Comment

A. Public Comment

There was no public comment.

IV. Communications

A. Board Member Communication

There was no communication from Board members.

B. Parent Advisory Council Update

S. Herrod talked about the highlights of the March and May Parent Advisory Council meetings.

S. Herrod announced the Rising Firebird Scholarship award recipients:

L.A. Charter - Avigael Hirsch

S.D. Charter - Skylar Thompson

Yolo Charter - Valorie Pratley

C. Scholar Leadership Council Report

Taia Saurer discussed the March and April Scholar Leadership Council meetings.

V. Committee Reports

A. EL / ELAC Committee Presentation

Christy Saez presented a brief overview of the EL/ELAC Committee that included information on its mission and the different ways they reach out and service scholars and families.

B. Diversity, Equity, and Inclusion Committee Presentation

Sarah Eagleton led the DEI Committee presentation with help from fellow committee members Beth Sneyd, and Stephanie Lee. The information included their mission, their work relating to Restorative Justice and Circle Practices, and their DEI Engagement activities. Board members and Committee members briefly discussed their thoughts on the importance of their work.

C. School Counseling Advisory Presentation

Michelle Bateman presented a brief presentation about the Counseling Committee. Topics included the different ways they service scholars, and how their work relates to Compass LCAP goals.

VI. Scholar Spotlight

A. Scholar Spotlight

There was no discussion regarding the Scholar Spotlight.

VII. Superintendent's Report

A. Superintendent's Report

Elizabeth Brenner presented information from the Superintendent's Report. There was a brief strategic planning discussion regarding the August Retreat.

B. Policy Updates

W. Stinde made a motion to Approve the following Policy updates: Annual update of the Independent Study Board Policy Annual update of the Master Agreement and Acknowledgement of Responsibilities Annual Update of the Privacy Policy for Website.

L. Rowell seconded the motion.

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

VIII. Unfinished Business

A. New Board Member Onboarding

Elizabeth Brenner gave a brief overview of the different ways we have reached out to gain additional Board Members. Board members agreed that emphasizing both skills and diversity are important goals to keep in mind while considering candidates.

Board members can send candidate suggestions and ideas for how or where to reach out to potential Board members to Tami Wrigley.

L. Rowell made a motion to move the Closed Session up in the Agenda and to enter Closed Session.

W. Stinde seconded the motion.

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

IX. Closed Session

A. Closed Session

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

PUBLIC EMPLOYEE PERFORMANCE EVALUATION- Title: Superintendent and CEO

The Board entered Closed Session at 11:59 p.m.

X. Reconvene from Closed Session

A. Board Reconvenes from Closed Session

The Board Reconvened from Closed session at 1:22 p.m. with no action taken.

The Board took a break at 1:22 p.m.

The Board reconvened from break at 1:38 p.m.

XI. Academic Services

A. Academic Division Update

There were no questions about the Academic Division Board report.

B. Review and approval of Special Education Non-Public School Contracts for 24/25 school year.

S. Herrod made a motion to approve.

L. Rowell seconded the motion.

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

C. Policy Updates

L. Rowell made a motion to accept the Concurrent Enrollment Policy.

S. Herrod seconded the motion.

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

D. Curriculum for 2024-2025

T. Christopher made a motion to approve the Curriculum for 2024-2025.

T. Arnett seconded the motion.

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

XII. Operations Division

A. Division Update

There were no questions regarding the Operations Division Report.

B. Review and Approval of the February & March 2024 Financial Statements

L. Rowell made a motion to approve.

T. Christopher seconded the motion.
The board **VOTED** to approve the motion.

C. Review and Approval of the Charter School Management Corporation (CSMC) Contract Renewal

W. Stinde made a motion to approve.
T. Christopher seconded the motion.
The board **VOTED** to approve the motion.

D. Review and Approval of the School Pathways Contract

W. Stinde made a motion to approve.
S. Herrod seconded the motion.
The board **VOTED** to approve the motion.

XIII. People Division

A. People Division Update

There were no questions on the People Division reports.

B. 2024-25 Employee Handbook

L. Rowell made a motion to approve the 2024-25 Employee Handbook.
T. Christopher seconded the motion.
The board **VOTED** to approve the motion.

XIV. Board Strategic Planning

A. Discuss next steps and plan for August meeting.

XV. Closing Items

A. Upcoming Meetings

Elizabeth Brenner requested the June 22, 2024 Board of Directors meeting be held virtually instead of in person.
L. Rowell made a motion to change the June 22, Board of Directors meeting from in person to virtual.
S. Herrod seconded the motion.
The board **VOTED** to approve the motion.

B. Optimistic Closure Activity

Lainie Rowell led the group in a closure activity.
Lainie Rowell announced she will be leaving the Board effective June 30, 2024.

C.

Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 1:57 PM.

Respectfully Submitted,
T. Wrigley

Coversheet

Scholar Leadership Council Report

Section: VI. Communications
Item: B. Scholar Leadership Council Report
Purpose: FYI
Submitted by:
Related Material: Copy of Scholar Leadership Council Report - May 14 2024.pdf



May Scholar Leadership Council Report prepared for June 22, 2024 Board Meeting

[VIEW RECORDING - 16 mins \(No highlights\)](#)

AI Summary:

[1:24](#) The group discussed approving the minutes from the previous meeting on April 9th.

[2:33](#) Elizabeth Brenner recognized the efforts of the council members, especially Taia as the leader, and Zahra for stepping into the co-chair role. She invited the group to share one thing they enjoyed or learned from being part of the council this year. Several members, including Joseph and Zahra, provided positive feedback about the experience and value they gained.

[8:03](#) The group discussed plans for the first meeting of the 2024-2025 school year. They decided to hold the first meeting a bit later in September, after the school's club rush, to allow more students to learn about and join the council. They tentatively planned the first meeting for September 17th or 24th, and will then continue with the regular second Tuesday of the month schedule.

[11:17](#) The group expressed gratitude for the productive year and excitement to continue the council's work in the next school year. Taia and Zahra thanked the members and staff for their contributions. Tami Wrigley noted that there is still work to be done, but appreciated the input and effort from the council. The meeting was then adjourned.

[13:20](#) Zahra asked about the status of the Discord platform for scholar communication. Elizabeth Brenner shared that the school is implementing a new, more robust cybersecurity system that will enable better platforms for scholars to connect in a safe environment. She said this is in response to learnings from a previous presentation, and that more details will be available next year.

Coversheet

Award Presentations

Section: IX. Superintendent's Report
Item: A. Award Presentations
Purpose: FYI
Submitted by:
Related Material: LCs of the Year 2024.pdf
Anniversaries - 5 and 10 year 2024.pdf



2024 Learning Coaches of the Year

Compass Charter Schools of Los Angeles

Online: Ms. Lata Mathrani Larrabure (Scholar is Santana) was nominated by Mr. Vazquez, who has the privilege of working with her and her scholar, Santana. Mr. Vazquez shared, "Ms. Larrabure is very supportive of her scholar's education and academic needs. She is very responsive to the teacher communication sessions and always has a great attitude. It has been a joy to work with this family." Ms. Mathrani Larrabure has supported her scholar and encouraged him to actively engage at Compass. Whether joining in an academic discussion or volunteering in his community through National Honors Society, Ms. Mathrani Larrabure has been alongside Santana, cheering him on along the way. We appreciate Ms. Mathrani Larrabure's example of our ARTIC values and all that she does.

Options: Brittany Thomas: (Scholar is Kaiden) Brittney Thomas is an outstanding Learning Coach who goes above and beyond what is expected. She is responsive, prompt, attentive, flexible, and always has a positive attitude. She is a pleasure to work with and is consistently on top of everything. I commend Brittney for all of her hard work and dedication to her scholar, her supervising teacher, and Compass as a whole. Brittney is a true example of teamwork; we are thankful to work with her.

Compass Charter Schools of San Diego

Online: Adriane Cunningham (Scholar is Connor) was nominated by the Online Middle School team. Ms. Talcott shared, "Adriane is very approachable. She always responds to any correspondence. She attends her monthly connection meetings and does what is expected as a learning coach. She is also a very nice person and has taken the time to really get to know the academic team." Ms. Cunningham's commitment to Connor's academic success has been evident as she collaborated with Ms. Talcott and all of the teachers to ensure he is reaching his goals. She exemplifies the ARTIC values of achievement and teamwork. We look forward to working with her and Connor as he continues his educational journey.

Options: Adrianna Galanos (Scholar is Mathias) Adrianna is an excellent learning coach. She ensures that she advocates for her scholar the best way she can. This year, her support for her scholar was manifested in helping her child complete so many work samples to fulfill the SST process. Adrianna worked well with the team, and even though the third meeting was already done, she wanted to continue to support her scholar all the way to the end of the school year, which amounted to a lot of work done by the scholar and resulted in the scholar achieving more in his academic journey here at Compass.



Compass Charter Schools of Yolo

Online: Veronica Titterington (Scholars Joshua and Evelyn) was nominated by the Online Elementary team. Ms. Watt wrote, "Veronica is an organized and thoughtful learning coach who is a joy to work with! She balances having two scholars in the Online program and manages to not only guide and direct their learning but also is the first to complete any and all additional tasks we ask. Veronica exemplifies what it means to be an involved and engaged learning coach. She goes above and beyond to provide her scholars with the best educational experience, which shows in all that she does." Ms. Titterinton truly exemplifies the ARTIC values, and the team is looking forward to continuing to partner with her to ensure that both of her scholars continue their academic success.

Options: Marcie Franich: (Scholar is Nolan) Marcie is a wonderful learning coach who is genuinely dedicated to the growth of her children. She makes learning fun through art projects, games, outdoor activities, and songs. Marcie goes above and beyond to find ways to keep her children engaged. She is constantly researching new resources and ideas to help her children be successful. If one idea doesn't work, she doesn't give up but finds countless other ways to help her children reach their goals. Her communication skills are excellent, and she really involves the whole Compass team in her children's progress. Marcie doesn't hesitate to ask questions or try new things and always keeps the team informed. She is an outstanding learning coach who truly puts her children first.



2024 Five and Ten Year Anniversaries

Five Year Anniversaries:

Michelle Bateman - Counselor
Rachel Bartlett - Supervising Teacher
Vanessa Beyer - Outreach Coordinator
Ruth Chavez-Rivera - Supervising Teacher
Kelly Cortese - Instructional Coach
Shannon Davis - Online HS Teacher
Adriana Escobar - Enrollment Specialist
Wendy Guzman - Supervising Teacher
Claire Harding - Claire Harding
Lisa Huerta - Supervising Teacher
Alysia Hurtado - Options Coordinator
Karissa Hyross - Supervising Teacher
Lynn Jabuka - Education Specialist
Rebecca Jacobs - Supervising Teacher
Rebecca Jans - Supervising Teacher
Deborah Kaspar - **Supervising Teacher**

Stephanie Lee - Supervising Teacher
Linh Haas - Community Provider Coordinator
Dawn Lothringer - Scholar Support Coordinator
Jannelle Marquez - Supervising teacher
Karla Marroquin - Supervising Teacher
Mataya Olson - College Readiness Counselor
Joseph Prussack - Supervising Teacher
Melissa Ramon - Supervising Teacher
Nicole Sendejaz - Office Manager
Leslie Sharma - Special Education Coordinator
Shalimar Slobojan - OCLC Supervising Teacher
Kayla Sullens - Resource Specialist
Amber Tunget - Educational Specialist
Yolanda Wiederrich - Supervising Teacher
Lindsay Woods - Registrar

Ten Year Anniversaries:

Miguel Aguilar - Systems Administrator
Kim Love - Online Elementary Teacher
Joyce Popelar - Online Elementary Teacher
Jennifer Tatum - Online K-8 Coordinator
Kasey Wingate - Director of Staff Support
Alex Vasquez - Online High School Teacher

Coversheet

Superintendent's Report

Section: IX. Superintendent's Report
Item: B. Superintendent's Report
Purpose: Discuss
Submitted by:
Related Material: Superintendent's Report June 2024.pdf



Superintendent's Report

June 22, 2024



COMPASS

CHARTER SCHOOLS

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 Dreamwork.”

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

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



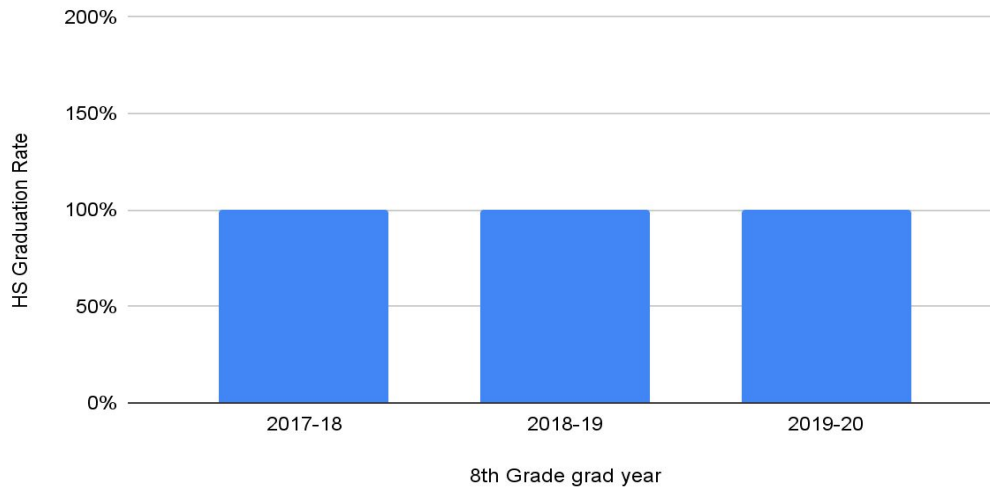
OCLC Success Data





HS Graduation Rate

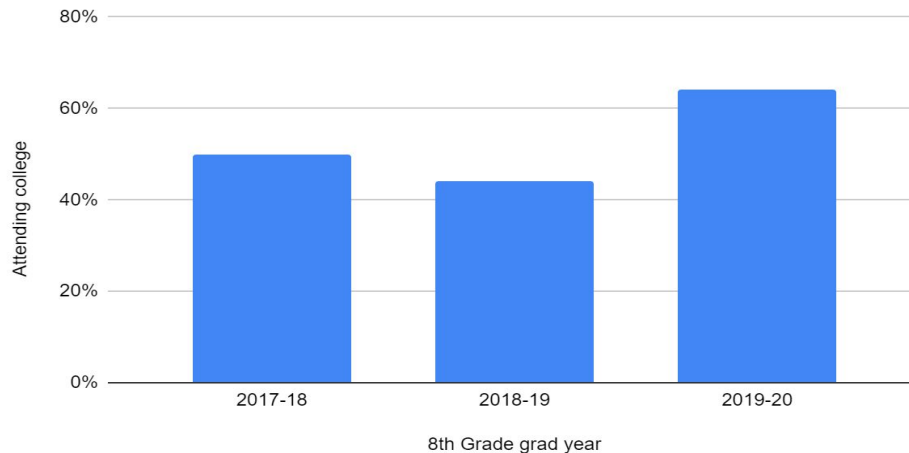
HS Graduation Rate by 8th Grade grad year





Attending College

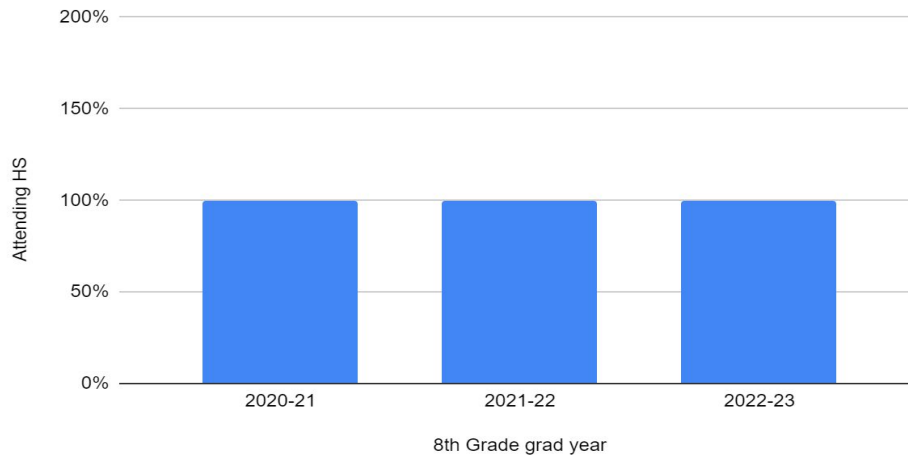
Attending college by 8th Grade grad year





Currently Attending HS

Attending HS by 8th Grade grad year



Involuntary Withdrawal Rate



0%



Special Populations

Special Program Population

504 Accommodation Plan

6

Homeless Program Count

5

Special Education

20

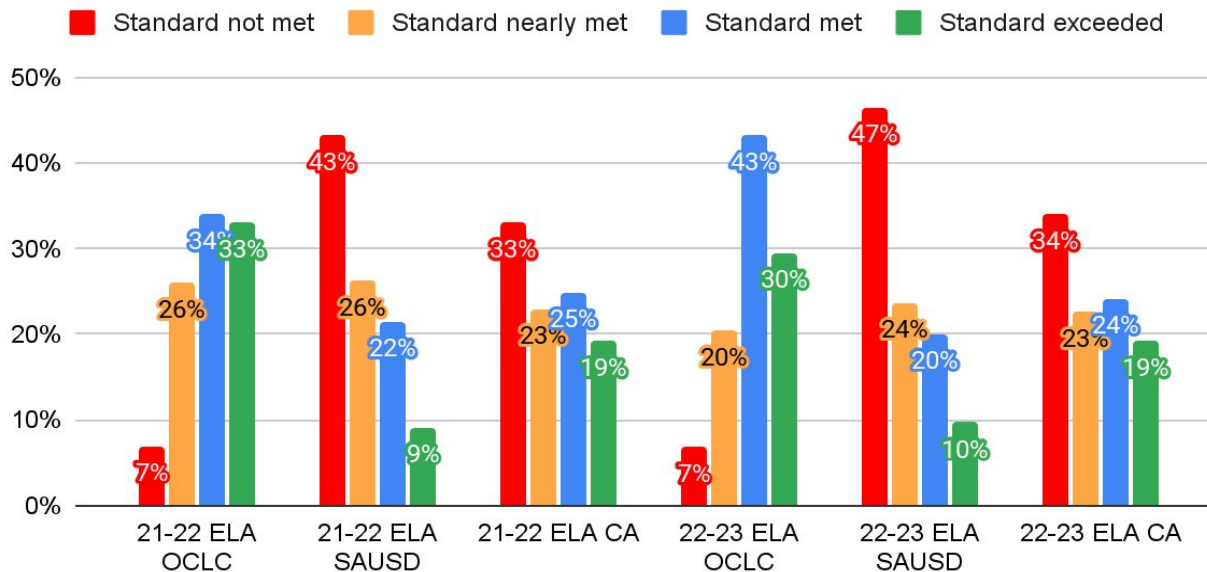
English Learner

0



State Tests

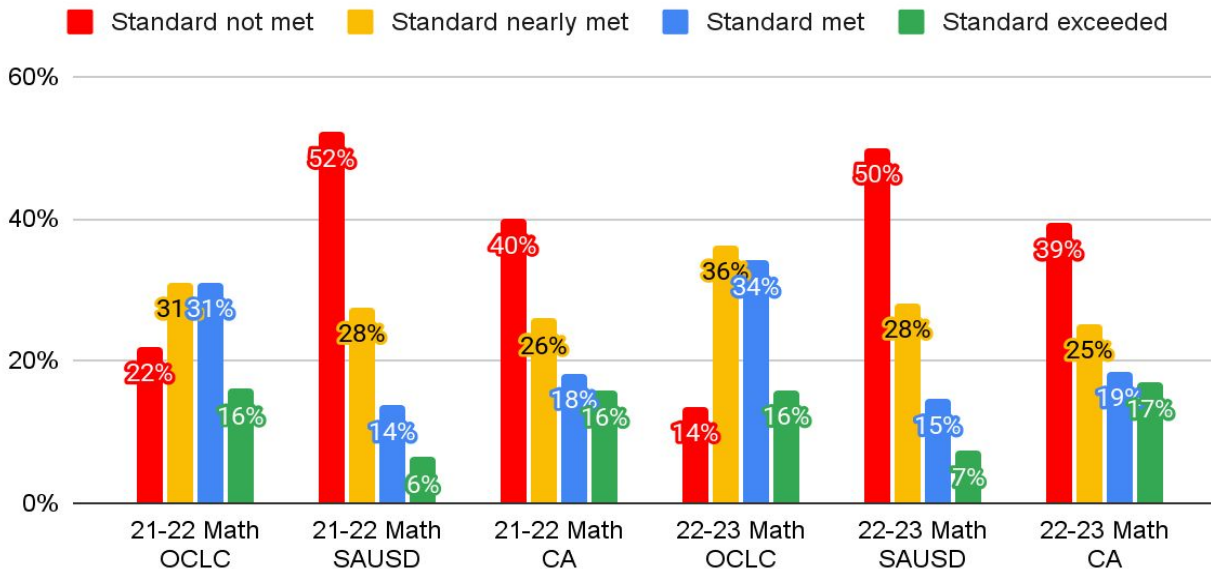
21-22 & 22-23 CAASPP ELA Comparison: OCLC, SAUSD, CA Grades 3-8





State Tests

21-22 & 22-23 CAASPP Math Comparison: OCLC, SAUSD, CA Grades 3-8



Plans for 2024-25



Increase enrollment to 190
Add two classrooms
Re-assign two staff
Full time Coordinator

Coversheet

Public Hearing for the 2024-2028 LCAP Plans for San Diego, Los Angeles, and Yolo

Section: 2024-2028	X. Public Hearing and approval of the LCAP plans and local indicators for
Item: Angeles, and Yolo	A. Public Hearing for the 2024-2028 LCAP Plans for San Diego, Los
Purpose:	FYI
Submitted by:	
Related Material:	June Public Hearing 2024.pdf



LCAP Public Hearing
June 22, 2024



COMPASS

CHARTER SCHOOLS

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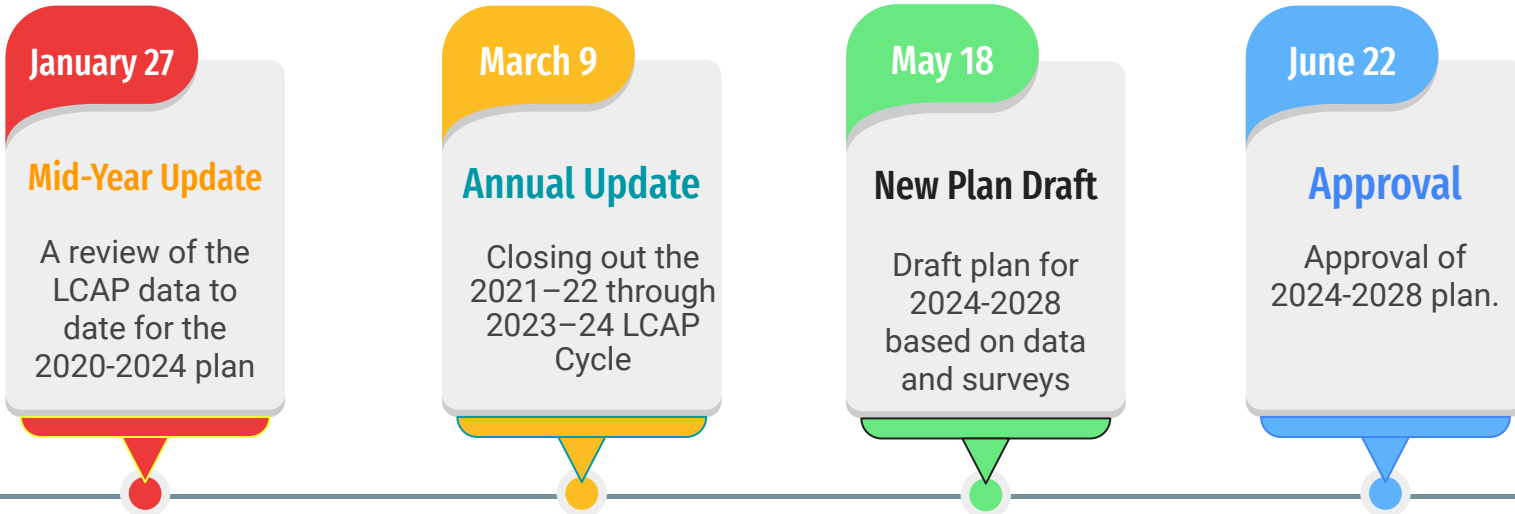
 **Respect** Be respectful in all interactions with fellow scholars, learning coaches, faculty, and staff.

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

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

LCAP Timeline





LCAP

Goals, Metrics, and Actions



Compass Goals

2024-2028 LCAP



Goal #	Goal Description	State Priority
1	Increase scholar academic achievement in core academic subjects.	1,2,4,7
2	Increase scholar and parent engagement and involvement.	3,5,6
3	Increase college and career readiness for scholars.	4,5,7,8
4	Ensure that at-promise scholars are making progress toward earning a high school diploma.	5,6

Goal 1 Metrics

Increase scholar academic achievement in core academic subjects		
Metrics		
State	State	Local
CAASPP ELA	Scholars have access to standard-aligned instructional material	Star ELA Assessment at grade level
CAASPP Math	Full implementation of state standards	Star Math Assessment at grade level
CA Science Test (CAST)	Facilities in good repair	Star ELA Assessment Growth
ELPAC	Teachers appropriately assigned	Star Math Assessment Growth

Goal 1 Summary of Actions

Credentialed teachers for all scholars

Multi-tiered System of Support Interventions (tutoring, additional supports)

Access to core curriculum that meets state standards

Increased participation on state assessments

Standards-based ELD materials for all EL scholars

Professional development for staff to support special populations

Professional development for staff serving EL scholars

Access to standard aligned curriculum for scholars with special needs

Targeted interventions for identified special populations

Summer School interventions



Goal 2 Metrics

Increase scholar and parent engagement/Involvement.

Metrics

State

Local

Attendance Rates

Annual Survey Participation

School Climate Survey

Building relationships between school staff
and families

Building partnerships for student outcomes

Seeking input for decision making

Goal 2 Summary of Actions

Annual Survey

Technology Access for SED scholars

Safe Online Environment

English Learner Advisory Committee

Learning Coach Academy

Scholar Engagement Activities

Mental Health Supports

Parent and Scholar input

Goal 3 Metrics

Increase college and career readiness for scholars.

State Metrics

HS Graduation Rate	Graduates a-g Course Completion
College credit courses completed	Scholars “Prepared” for College/Career
Access to a broad course of study	CTE Pathway completion
Both CTE and a-g completion	Graduates earning the Golden State Seal Merit Diploma

Goal 3 Summary of Actions

Course Offerings

RAMP Certification

AVID Program

Program for scholars with special needs

Access to A-G approved courses

Dual Enrollment Opportunities

Course scheduling



Goal 4 Metrics

Ensure that at-promise scholars are making progress toward earning a high school diploma.	
Metrics	
State	State
Suspension Rate	Extended Graduation (5+ years to earn diploma)
Expulsion Rate	HS Dropout rate
Chronic Absenteeism rate	Middle School dropout rate

Goal 4 Summary of Actions

Credit recovery options

Improved data analysis to increase the retention rate

Support for scholars exhibiting chronic absenteeism

Support for the 5 year graduate cohort

Support for scholars experiencing homelessness

Coversheet

Approval of the 2023-2024 Local Control Accountability Plans and Local Indicators

Section: X. Public Hearing and approval of the LCAP plans and local indicators for 2024-2028

Item: B. Approval of the 2023-2024 Local Control Accountability Plans and Local Indicators

Purpose: Vote

Submitted by:

Related Material:

2024_LCAP_Compass_Charter_Schools_San_Diego.pdf

2024_LCFF_Budget_Overview_for_Parents_Compass_Charter_Schools_San_Diego.pdf

2024_LCAP_Compass_Charter_Schools_Los_Angeles.pdf

2024_LCFF_Budget_Overview_for_Parents_Compass_Charter_Schools_Los_Angeles.pdf

2024_LCAP_Compass_Charter_Schools_Yolo.pdf

2024_LCFF_Budget_Overview_for_Parents_Compass_Charter_Schools_Yolo.pdf

2024-25_Local_Indicator_Self-Reflection_Compass_Charter_Schools_Yolo.pdf

2024-25_Local_Performance_Indicator_Self-Reflection_Compass_Charter_Schools_Los_Angeles.pdf

2024-25_Local_Indicator_Self-Reflection_Compass_Charter_Schools_San_Diego.pdf



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Compass Charter Schools of San Diego	Elizabeth Brenner Superintendent & CEO	ebrenner@compasscharters.org (805)358-4761

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Compass Charter Schools of San Diego (Compass) is a free, nonclassroom-based, public charter school which is directly funded by the State of California and the federal government. Compass provides 21st century blended and virtual learning programs authorized by Mountain Empire USD for scholars (students) in grades TK-12 who reside in San Diego county and its adjacent counties and wish to pursue high-quality, and rigorous instructional programs via virtual learning. Scholars attend school primarily from home, supervised by a learning coach (LC), following a Personalized Learning Plan (PLP) that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated Supervising Teachers (ST).

The academic program provides choices for families who enroll. The Online Learning Program is a virtual program where scholars use Accelerate Education as their curriculum. A credentialed supervising teacher supports the scholar and provides live, online learning labs once a week. The weekly live labs are 1-hour long per content area. These labs are held once a day and are recorded for scholars to access

if they cannot attend the live session. In our Options Learning Program, the learning coach (parent or guardian) provides more hands-on guidance for their scholars and commits to providing a well-rounded education for their child. A credentialed supervising teacher guides the learning coach with curricular options, order requests, and measuring academic progress. In both programs, each scholar is assigned an appropriately credentialed, Supervising Teacher who assigns and evaluates the work completed in a standards-based curriculum. The supervising teacher is there to provide support as needed to scholars and as the family's go-to person for all the scholars' educational needs. The enrollment on Census day, 2023 was 819 scholars across grades TK through 12. Similar to the authorizing district, as of Census Day 2023 Compass serves 51.4% Socioeconomically Disadvantaged, 15.3% homeless, 0.4% foster youth, 11.6% English Learners, 12.9% Students with Disabilities.

The mission of Compass 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, which inspires 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. We support our scholars, learning coaches, teachers, staff and community through our core values of Achievement, Respect, Teamwork, Integrity, and Communication (ARTIC).

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Participation rates and achievement rates in CAASPP ELA and Math increased each year. The school will continue to set goals around providing support in ELA and Math to increase the percentage of scholars testing at or above grade level. SED scholars showed an increase in ELA and Math in all grade levels except ELA grade 11 which saw a slight decline, but they are still not achieving at the same rate as the overall population. In this plan, goals are the same for all populations and resources will be concentrated on subgroups that show the greatest gap in achievement. The participation rate of 89% resulted in a LOSS penalty that negatively impacted the school's ranking. The school has added a goal to increase participation to 95% in order to avoid the LOSS penalty.

The school concentrated on increasing participation in local assessments and achieved over a 95% participation rate on the Renaissance STAR assessments. This provided strong scholar achievement data that was used to target interventions and to recognize scholar individual achievement and growth. These assessments drive the MTSS process and we saw strong achievement in scholars who attended intervention tutoring and services. The school began measuring Grade Level Growth and saw growth levels in ELA increase from the 2022-2023 school years with over 65% of elementary scholars meeting or exceeding growth levels and over 61% of grade 11 scholars meeting or exceeding growth levels. Growth levels in Math also increased from the 2022-2023 school years with over 62% of elementary scholars meeting or exceeding growth levels and over 54% of grade 11 scholars meeting or exceeding growth levels.

Scholar engagement remains high as evidenced by low chronic absenteeism rates and the cohort dropout rate has decreased to 23%. The school will continue to monitor staffing and access to core curriculum. These measures are consistently met each year as the school maintains a 25:1 credentialed staff to scholar ratio and ensures that all scholars have access to core curriculum. In the 2023-2024 school year, additional core curriculum was also adopted for scholars with special needs.

Our emergent multilingual scholars excelled in 2023 with 64% of our EL scholars making progress towards language proficiency. We will continue to provide support for our EL scholars. EL tutors embed ELPAC strategies within their live instruction throughout the school year to help prepare scholars for the Summative assessment. These strategies focus on listening, speaking, reading, and writing. All emergent multilingual scholars receive weekly emails with updates regarding their progress in the ELD Course. In addition, all session links are shared following each lesson with recordings and Nearpod lessons. These recordings and Nearpod lessons can be used for asynchronous instruction via an Exit Ticket should a scholar not be able to attend. Instructional resources and supports are shared with supervising teachers via professional learning (EL Roadmap and Lexia Live!), through the EL Curriculum Guide, and as embedded within IC Weekly Digest. Lastly, multiple opportunities are continually provided for our Learning Coaches to be informed and engaged within their scholars learning. In addition to our EL WOW, there is an annual ELPAC Information Night. In 23/24, an ELAC (English Learner Advisory Committee) was implemented with a goal of achieving LC engagement and opportunities to further train, provide a voice, and connect with our EMS community.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Compass Charter Schools of San Diego

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Needs Assessment

Compass Charter Schools of San Diego (Compass) was identified for Comprehensive Support and Improvement (CSI) on January 31, 2020, due to a low graduation rate of 46.7%. Compass completes annual comprehensive needs assessments, including the specific examination of graduation rates.

Through this needs assessment, Compass realizes that low graduation rates can be attributed to various factors including scholars entering the school credit deficient, showing signs of mental health barriers, and experiencing multiple school enrollments during the four-year cohort. Addressing these challenges requires a well trained staff implementing a comprehensive approach that combines partner engagement,

academic support, mental health resources, access to education resources and targeted interventions. This school improvement plan aims to provide a roadmap for tackling these issues and improving graduation rates

Further, during the 2022-2023 school year, the school completed the WASC self-study process. In response to feedback from the visiting team, the school has also added the goal of exceeding the 70% graduation rate in 2022-2023 on the CA Dashboard and achieving a 90% graduation rate by 2028.

Through these assessments, Compass determined that to address the low graduation rate, a school-wide Wildly Important Goal (WIG) would be implemented: to ensure that 100% of eligible scholars graduate by the end of each school year. This goal focuses on scholar engagement and has shown gradual progress, with graduation rates reaching 63.8% in 2022 and 61% in 2023. Each department within Compass has developed and refined their own aligned WIGs to guide their goals and data collection efforts. This structured approach helps to identify and prioritize the needs of scholars, especially those who enter the school with credit deficiencies, mental health barriers, or multiple school enrollments during their four-year cohort.

Evidence-Based Strategies:

From the self-assessments and WASC findings, the Compass departments have collaboratively planned and have begun implementing evidence based interventions to address our low graduation rates to address the various challenges that scholars face. This includes implementing academic support and resources, mental health resources, and targeted interventions, to be executed by a well trained staff. Compass utilizes lead and lag measures to track the progress of our WIG, and meets bimonthly to share applicable data, discuss, and maintain a compelling scoreboard.

This data-driven approach informs the development of strategies and interventions, which are further refined through feedback from education partners including the Parent Advisory Council (PAC) and the Scholar Leadership Council (SLC). The school continues building on partnership work started with Learner Centered Collaborative, Core Strengths, Covey and other organizations to provide professional development and coaching to all leadership and staff to support the development and implementation of goals addressing our reason for CSI eligibility. These efforts should contribute to an increased graduation rate. The school also is increasing resources that focus on mental health by partnering with more community organizations and mental health professionals to offer services and training, fostering a culture of well-being and resilience, which will also positively impact our graduation rate.

Resource Inequities

Addressing inequities is central to Compass's strategy for improving graduation rates. The school recognizes the need to support scholars who face additional barriers, such as those from marginalized communities or those experiencing mental health challenges. To tackle these disparities, Compass implements a Multi-Tiered System of Supports (MTSS) framework that includes school counseling support, tutoring programs, comprehensive data tracking, and personalized learning plans based on diagnostic assessments. Additionally, Compass will

partner with a mental health care coordination team to bridge the gap to available providers and navigate the mental health care system. These approaches help identify students at risk of not graduating and provide targeted support through tier 2 and tier 3 interventions.

Compass continues to refine a Positive Behavior Interventions and Support (PBIS) model that rewards scholar engagement and improvement, contributing to academic achievement and school-wide recognition. Through active partnerships with families and regular parent workshops, Compass ensures that all scholars have the support they need to succeed and graduate on time.

Lastly, to help ensure resource equity, Compass is launching a new Chromebook initiative, with the ultimate goal of every scholar having a functional and responsive Chromebook to access content, resources and staff support. Starting in SY 24-25, all new scholars will receive a Chromebook upon enrollment, working towards the goal of getting similar devices in the hands of all scholars.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Compass Charter Schools of San Diego (Compass) will monitor and evaluate the implementation of the Comprehensive Support and Improvement (CSI) plan to support scholars and school-wide improvement, aiming to achieve a graduation rate of 73%. This goal will eliminate Compass from being identified as a CSI school for low graduation rates.

The school will leverage its partnership work with the capacity building organizations mentioned above and with internal personalized growth plans, to help evaluate our instructional leadership efficacy and performance.

To ensure inclusive monitoring, Compass will hold various Leadership Team meetings to review collected data, including comprehensive annual surveys and monthly Town Halls for updates and Q&A sessions with the Superintendent. Academic progress will be regularly reviewed, with students identified as on-watch or needing intervention based on assessment scores and curriculum progress. Additionally, monthly leadership council meetings led by scholars, learning coaches (parents), and staff will be conducted to examine data, propose initiatives, and receive feedback. Staff will have access to a Graduation Cohort report, detailing the progress of scholars towards graduation. Compass will continue integrating new data systems, such as Abre and Parsec to identify organizational and individual scholar strengths and weaknesses, informing school strategy and interventions. Scholars who leave Compass before graduating will receive support in transitioning to another educational environment, ensuring they continue their education. The refined Multi-Tiered System of Supports (MTSS) framework, supported by the AVID mindset and a comprehensive school counseling program, will invite scholars needing Tier 2 or Tier 3 support to tutoring sessions for addressing skill gaps in math and reading. Diagnostic assessments and observations by instructional staff and learning coaches will determine eligibility for these supports. Progress will be monitored regularly, with the effectiveness determined by course progress and improvements on assessments.

As a result of these interventions, the graduation rate for all scholars increased to 63.8% in 2022 and 61% in 2023, and socioeconomically disadvantaged scholars graduated at a rate of 71% in 2022 and 51% in 2023. These efforts have previously led to increased graduation rates, and with continued implementation, Compass aims to reach and sustain the 73% graduation rate goal. Ultimately, in terms of satisfying the

CSI plan goals, when the CDE dashboard shows Compass with a graduation rate equal to, or greater than, 68%, we will know our plan and its execution has been successful.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Board of Directors	<p>Board of Directors - Compass Charter Schools is governed by a California nonprofit public-benefit corporation and has an independent Board of Directors who meet six times per year to oversee the school’s management, operation, activities, and affairs. The Board of Directors defines, composes, and revises (as needed) the policies of the school and ensures compliance with its agreements and applicable laws and regulations.</p> <p>In earlier meetings, there was discussion on the importance of designing Annual Survey questions to best capture valuable insights from parents and scholars. The members also reviewed the Mid-year LCAP presentation, which outlined goals of enhancing engagement and academic achievement. Later sessions revolved around analyzing data results from the Annual Survey to gain a better understanding of what scholars, parents, and staff valued and what they thought needed improving. These discussions helped in refining final goals for the LCAP</p>
Administrators	<p>All Leadership Meeting - This meeting gathers the cabinet members and directors of each department and meets on a monthly basis. The team tackles projects and issues that affect all internal departments including Finance, HR, Operations, Academic Programs and Support, Finance, HR, Operations, and IT.</p>

Educational Partner(s)	Process for Engagement
	<p>During several meetings, the creation and update of the Mid-year LCAP and final LCAP were discussed and included LCAP expenditures, data review, goal proposal, funding allocations, contracts review, and metrics alignment. The Leadership Team also met on additional occasions regarding the Annual survey.</p> <p>All Management Team meeting - The CCS Management team meets monthly and is made up of our Directors, Coordinators, and Managers. The meeting’s purpose is to develop leadership, build trust within the organization, and improve communication and consistency in our organization.</p> <p>Throughout the year, this group actively participated in Covey Trust & Inspire sessions, followed by collaborative exercises in small focus groups to foster camaraderie and strengthen connections between departments. Additionally, the team has sessions dedicated to creating, reviewing, and updating information related to scholar achievement goals, school culture, Annual Survey and the LCAP</p>
<p>Teachers and other school personnel</p>	<p>Town Hall Meetings - This meeting is held monthly for all employees and serves as a platform to dispense information regarding our school’s performance, organizational goals, structural changes, and scholar program updates. Once per quarter, the topics focus on data received from the California School Dashboard, CALPADS, DataQuest, and other reporting systems. Time is allotted for staff to share achievements and to bring forward ideas for improvements.</p> <p>Annual Survey - Compass Charter Schools sent out an Annual Survey in February that collected staff members’ thoughts and feedback. More than 75% of staff responded to the survey. Personnel were asked to rate the importance of academic achievement, college preparedness, community involvement, school culture, parent involvement, scholar engagement, and positive mental health. There were also questions about collaboration and trust between peers, teams, departments, and administrators, as well as questions regarding the effectiveness of internal processes and software systems. The final portion asked their opinion about the four goals of the LCAP plan.</p>

Educational Partner(s)	Process for Engagement
	<p>Retreat - The school holds an annual, in person Retreat for all staff that offers employees a dedicated time and space away from the usual work environment to focus on LCAP goals, strategic planning, skill development, team building, and employee engagement. The Retreat also provides meeting time between Board members and management teams.</p>
<p>Parents</p>	<p>Parent Advisory Council - The Parent Advisory Council serves to provide parent assessment on school policies and procedures at CCS, and to ensure that they are consistent with its Mission, Vision, and Values. They meet bi-monthly during the school year. During these meetings, the Parent Advisory Council members formulated strategies for recruiting parents to join the PAC. They brainstormed ways to boost participation in state testing, and established connections to the new District English Learner Advisory Committee. The Superintendent provided an overview of the LCAP and solicited feedback from the group. Members also played a role in shaping the Annual Survey by reviewing questions from previous Annual Surveys, and by making updates to existing questions and creating new topics to explore. After the Annual Survey ran, participants engaged in discussion regarding results and explored ideas for future goals and initiatives.</p> <p>Annual Survey - Compass Charter Schools sent out an Annual Survey in February that collected parents' thoughts and feedback. Over 160 parents responded to the survey, submitting answers to questions about the quality of teaching, curriculum, hours spent on school work and study, and parent communication methods. Parents were also asked to rate the importance of academic achievement, college preparedness, community involvement, parent involvement, school culture, scholar engagement, and positive mental health. The final portion asked their opinion about the four goals of the LCAP plan.</p>

Educational Partner(s)	Process for Engagement
	<p>Parent Suggestion Box - The Parent Suggestion box is a form that parents can fill out to make suggestions or share ideas they have to make Compass Charter Schools better for its scholars, families, and staff.</p> <p>ELAC - The ELAC serves as a platform for providing essential feedback to enhance programs and services for Emergent Multilingual Scholars (EMS), fostering an asset-based environment and a supportive community to bolster academic achievement. It addresses various aspects of support, including compliance, parental involvement in scholar education at home, and ensuring consistent implementation of program procedures.</p>
Scholars	<p>Scholar Leadership Council - The Scholar Leadership Council is made up of 10 - 20 scholars who provide scholar feedback on school policies and procedures, LCAP at Compass Charter Schools to ensure that they are consistent with its Mission, Vision, and Values. They meet monthly during the school year.</p> <p>During this school year, scholars provided and refined survey questions for the Annual Survey, ensuring that the questions resonated with scholars across all grade levels and accurately captured their feedback. They determined goals for the number of council members and increased participation in council meetings. In addition, they talked about results from the Annual Survey and shared their feedback on the data presented.</p> <p>Annual Survey - Compass Charter Schools sent out an Annual Survey in February that collected scholars' thoughts and feedback, and 147 scholars responded to the survey. They submitted answers to questions about the quality of teaching, live synchronous instruction, hours spent on schoolwork and study, and scholar communication methods. Scholars were also asked to rate the importance of academic achievement, college preparedness, community involvement, parent involvement, school culture, scholar engagement, and positive mental health. The final portion asked their opinion about the four goals of the LCAP plan.</p>

Educational Partner(s)	Process for Engagement
	Scholar Suggestion Box - The Scholar Suggestion box is a form that scholars can fill out to make suggestions or share their ideas to make Compass Charter Schools better for its scholars, families, and staff.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The Local Control and Accountability Plan (LCAP) at Compass Charter Schools was significantly influenced by feedback from various stakeholders, gathered through multiple structured interactions and surveys. Here's an overview of how this feedback shaped the LCAP:

Board of Directors

Survey Design and Data Analysis: The Board emphasized the importance of designing Annual Survey questions to extract meaningful insights from parents and scholars. They reviewed mid-year LCAP presentations and data from these surveys to understand the priorities and areas for improvement, which informed the final LCAP goals.

Goal Refinement: Discussions and analyses of the survey data during Board meetings led to a refinement of the LCAP goals, ensuring they aligned with the needs and preferences of the school community.

All Leadership Meetings

LCAP Expenditures and Metrics: Leadership meetings focused on the creation and updates of the mid-year and final LCAP. Discussions included reviewing LCAP expenditures, funding allocations, and goal proposals, as well as ensuring metrics alignment with the LCAP objectives.

Survey Feedback Integration: The Leadership Team reviewed data from the Annual Survey in these meetings, ensuring that the feedback collected was used to guide decisions and updates to the LCAP.

All Management Team Meetings

Collaborative Goal Setting: Management meetings included sessions on scholar achievement goals, school culture, and the Annual Survey. Feedback from these meetings was used to update the LCAP, fostering a collaborative approach to goal setting and policy development.

Trust and Communication: The team participated in Covey Trust & Inspire sessions to build trust and improve communication, which helped in creating a more cohesive plan that considered diverse departmental insights.

Town Hall Meetings

Open Feedback and Improvement Ideas: Town Hall meetings provided a platform for all employees to discuss the school's performance, share achievements, and propose improvements. Quarterly topics included data from various reporting systems, which fed into the LCAP refinement process.

Staff Contributions: These meetings allowed staff to bring forward ideas for improvements, which were considered in the LCAP updates.

Annual Survey

Comprehensive Feedback Collection: The Annual Survey, with a high response rate from staff, collected detailed feedback on academic achievement, college preparedness, school culture, and other areas. This feedback directly influenced the LCAP by highlighting the priorities and concerns of the staff.

Evaluation of Goals: The survey included questions about the four goals of the LCAP plan, enabling the school to adjust these goals based on staff input.

Retreat

Focused Planning and Team Building: The annual Retreat provided a dedicated time for strategic planning, skill development, and team building. Feedback and discussions from the Retreat sessions, including interactions between Board members and management teams, played a critical role in shaping the LCAP.

Through these structured interactions and feedback mechanisms, Compass Charter Schools ensured that the LCAP was responsive to the needs and priorities of its stakeholders, thereby enhancing engagement, academic achievement, and overall school improvement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase scholar academic achievement in core academic subjects.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

To ensure all scholars are achieving at grade level and mastering the state standards through a personalized learning plan as measured by state and local assessments.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of teachers who are appropriately credentialed and assigned according to the SARC	2020-2021 100%			100%	
1.2	% of students who have access to standards-aligned instructional materials according to the Williams' Textbook Sufficiency Report	Sufficient			Sufficient	
1.3	Facilities in "Good" Repair as Measured by Facility Inspection Tool (FIT)	Good			Exemplary	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Implementation of State Standards ranking of 4 or higher on the Local Indicator self-reflection tool in each core curricular area	4 in all subjects			5 in all subjects	
1.5	CAASPP ELA % of students in grades 3-8 and 11 who meet or exceed standards in ELA CAASPP.	Schoolwide SBAC ELA (3-8) 48% SBAC ELA (11) 53% SED SBAC ELA (3-8) 36% SBAC ELA (11) 57% SpEd SBAC ELA (3-8) 44% SBAC ELA (11) 40% EL SBAC ELA (ALL GRADES) 10% Homeless SBAC ELA (3-8) 17% SBAC ELA (11) 67%			Schoolwide SBAC ELA (3-8) 60% SBAC ELA (11) 60% SED SBAC ELA (3-8) 60% SBAC ELA (11) 60% SpEd SBAC ELA (3-8) 60% SBAC ELA (11) 60% EL SBAC ELA (3-8) 60% SBAC ELA (11) 60% Homeless SBAC ELA (3-8) 60% SBAC ELA (11) 60%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	CAASPP Math % of students in grades 3-8 and 11 who meet or exceed standards in Math CAASPP.	Schoolwide SBAC Math (3-8) 27% SBAC Math (11) 13% SED SBAC Math (3-8) 17% SBAC Math (11) 19% SpEd SBAC Math (3-8) 30% SBAC Math (11) 0% EL SBAC Math (all grades) 5% Homeless SBAC Math (3-8) 6% SBAC Math (11) 22%			Schoolwide SBAC Math (3-8) 50% SBAC Math (11) 50% SED SBAC Math (3-8) 50% SBAC Math (11) 50% SpEd SBAC Math (3-8) 50% SBAC Math (11) 50% Homeless SBAC Math (3-8) 50% SBAC Math (11) 50% EL SBAC Math (all grades) 50% Homeless SBAC Math (3-8) 50% SBAC Math (11) 50%	
1.7	CAASPP Participation rate	ELA 89% Math 89%			ELA 95% Math 95%	
1.8	Percentage of English Learner who made progress toward English Proficiency measured by ELPAC	64% making progress			60% making progress	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	EL Reclassification Rate	23%			50%	
1.10	CAST	Schoolwide CAST 30% SED CAST 19%			Schoolwide CAST 40% SED CAST 40%	
1.11	Percent of scholars at/ above grade level Spring STAR ELA assessments Grades 3-8 and Grade 11	Grades 3-8 58% "At/Above Grade-level" Grade 11 56% "At/Above Grade-level"			Grades 3-8 60% "At/Above Grade-level" Grade 11 60% "At/Above Grade-level"	
1.12	Percent of scholars demonstrating growth on Spring STAR ELA assessments Grades 3-8 and Grade 11	Grades 3-8 65% Demonstrated growth Grade 11 61% Demonstrated growth			Grades 3-8 60% Demonstrated growth Grade 11 60% Demonstrated growth	
1.13	Percent of scholars at/ above grade level Spring STAR Math assessments Grades 3-8 and Grade 11	Grades 3-8 34% "At/Above Grade-level" Grade 11 12% "At/Above Grade-level"			Grades 3-8 60% "At/Above Grade-level" Grade 11 60% "At/Above Grade-level"	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	Percent of scholars demonstrating growth on Spring STAR Math assessments Grades 3-8 and Grade 11	Grades 3-8 62% Demonstrated growth Grade 11 54% Demonstrated growth			Grades 3-8 60% Demonstrated growth Grade 11 60% Demonstrated growth	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Credentialed teachers	All EL, SED, Homeless and Foster youth scholars will be assigned a supervising teacher who has the appropriate credentials. Each scholar is assigned a highly qualified teacher who has a maximum caseload of 28 scholars and provides a personalized learning plan customized to meet their unique needs.	\$4,032,158.00	Yes
1.2	Standards-aligned instructional materials	All scholars receive standards-aligned instructional materials. All EL, SED, Homeless and Foster youth scholars have access to standards aligned instructional materials that support their personalized learning plan	\$357,384.00	No
1.3	ELD Materials	EL scholars will have access to ELD standards-based curriculum and materials including Lexia and NearPod English Learner Program (NearPod EL). Provide targeted language acquisition instruction through an interactive ELD curriculum that models strategies for Emergent Multilingual Scholars (EMS) to master phonemic awareness, spelling, academic vocabulary, reading comprehension, fluency, and writing.	\$6,445.00	Yes
1.4	Professional Development for staff serving EL scholars	Provide access to professional development that includes grade level curriculum training, instructional strategies for teaching state standards, effective use of supplemental materials, differentiating instruction to help EMS and LTELS build a conceptual understanding of content and transfer learning to new contexts. Provide professional learning opportunities and resources for teachers on effective strategies for integrating ELD into core content.	\$1,812.00	Yes
1.5	MTSS Supports	All scholars will be supported through a Multi-Tiered System of Supports (MTSS) framework. Scholars who are identified as needing Tier 2 and Tier 3 levels of support based on STAR reading and Math assessments will have access to intervention from support staff including Freckle, Intervention Tutoring, Resource Specialists, and IXL.	\$67,832.00	No Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Increased participation on state assessments	The school will implement an incentive plan to increase the participation rates on state assessments to avoid future LOSS penalties with a focus on African American families in order to increase scores on the CAASPP ELA and Math assessments.	\$475.00	No
1.9	Support for scholars with special needs	Provide scholars with special needs curriculum resources and programs to support increased proficiency on ELA and Math CAASPP and CAA. The school will provide the TeachTown curriculum to scholars with special needs who will benefit from the program.	\$8,258.00	No
1.10	Professional Development on serving scholars with special needs	Provide Supervising Teachers, Education Specialists and Learning Coaches with training on accommodations and modifications to provide equal access to testing.	\$2,000.00	No
1.11	Summer School Interventions	All unduplicated scholars will be invited to this summer session in grades K-8 regardless of benchmark criteria (counts towards increase in services)	\$12,427.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase scholar and parent engagement and involvement.	Broad Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Scholar and parent engagement is critical to scholar success, especially in a virtual environment. Parents provide a nurturing learning environment in the home and work closely with credentialed teachers to ensure that each scholar is learning in the way that is best for them. High levels of engagement lead to high levels of attendance, progress, and retention.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Annual Survey participation	Staff participation: 146 Parent participation: 161 28% Scholar participation:147 (18%)			90% staff participation 60% Scholar participation 60% Parent/ LC participation	
2.2	% of students reporting on the school climate survey that they feel safe at school	77%			80%	
2.3	Building Relationships Between School Staff	4 or 5 in all areas			5 in all areas	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and Families rating on the Local Indicators					
2.4	Building Partnerships for Student Outcomes rating on the Local Indicators	4 or 5 in all areas			5 in all areas	
2.5	Seeking Input for Decision-Making rating on the Local Indicators	4 or 5 in all areas			5 in all areas	
2.6	Attendance Rates	95%			>90%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Annual Survey	Provide an annual survey to all staff, scholars, and families to ensure that all education partners are heard. Utilize the results of the survey to guide	\$3,624.00	No

Action #	Title	Description	Total Funds	Contributing
		school actions and goals. Analyze survey participation data by subgroup to ensure that we are hearing from all groups.		
2.2	Technology Access for SED scholars	Ensure 1:1 technology access (e.g., Chromebooks and internet access support) for all SED scholars at enrollment.	\$4,013.00	Yes
2.3	Safe Online Environment	Provide a safe, secure, and productive online environment for scholars by incorporating managed digital systems and services, cloud security, email security, and data security systems.	\$28,992.00	No
2.4	ELAC	Strengthen parent engagement and support for Emergent Multilingual Scholars (EMS) by establishing and sustaining an English Learner Advisory Committee (ELAC) within each school.	\$5,000.00	Yes
2.5	Parent and Scholar input	The parent Advisory Council will meet six times per year and will include representatives from a variety of sub-groups. A parent representative will also serve on the Board of Directors of the school. The scholar leadership council will meet nine times per year and will include scholars from multiple grade levels and backgrounds. These councils will provide reports to the Compass Board of Directors and will review data and goals that pertain to the LCAP throughout the year. The council has set a goal to expand its membership to 15 scholars and maintain an attendance rate of 80% by 2028.		No
2.6	Learning Coach Academy	Compass will offer a Learning Coach Academy program that covers support topics of interest for learning coaches.		No
2.7	Scholar Engagement Activities	Compass will provide a variety of extracurricular activities, such as field trips, community service, virtual scholar workshops, and scholar-led clubs.	\$17,984.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Offerings are held both in-person in a wide range of areas that we serve as well as online. All offerings are available to all scholars including SED, EL, Foster, and Homeless scholars. The school will use data systems to evaluate the participation of subgroups in engagement offerings to ensure that all scholars have equal access.		
2.8	Mental Health Supports	Increase access to mental health supports to bridge the gap between schools and mental healthcare providers, ensuring students and families have easy and equitable access to mental healthcare services. Establish a partnership with Care Solace to bridge the gap between schools and mental healthcare professionals.	\$4,352.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase college and career readiness for scholars.	Broad Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal ensures that high school scholars are equipped with the necessary skills and resources for success beyond graduation, whether they choose to pursue higher education or enter the workforce directly. Focusing on college and career readiness aligns with state and national standards, addresses achievement gaps, and contributes to community and economic development.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of students, including unduplicated pupils and students with disabilities, who have access to and are enrolled in a broad course of study.	100%			100%	
3.2	% of students prepared for college	25%			50%	
3.3	HS Graduation Rate	61% SED 69%			>75%	
3.4	a-g completion	12%			50%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	CTE Pathway Completion	0			10%	
3.6	Both CTE & a-g Completion	0			10%	
3.7	College credit courses completed	12%			50%	
3.8	%of graduates earning a Golden State Seal Merit Diploma	29%			35%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Course Offerings	Annually review and update the courses available to all scholars in order to ensure that the school offers a broad course of study.		No

Action #	Title	Description	Total Funds	Contributing
3.2	RAMP Certification	Achieve RAMP certification for our school counseling program, ensuring the delivery of high-quality, comprehensive counseling services that support the academic, social-emotional, and college/ career development of our scholars.	\$1,223.00	No
3.3	AVID Program	AVID District Leadership training and memberships. Stipend for AVID coordinator.	\$7,550.00	Yes
3.4	Program for Scholars with Special needs	The school will develop a support and transition program for scholars with special needs 18 -22 year old.		No
3.5	Course Scheduling	The counseling department will provide personalized scheduling for each scholar that includes concurrent enrollment, summer school, and credit recovery to ensure coherence and consistency with students earning a diploma.	\$22,022.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Ensure that at-promise scholars are making progress toward earning a high school diploma.	Focus Goal

State Priorities addressed by this goal.

- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Compass identifies scholars who are at-promise as those who may fail to earn a high school diploma for a variety of reasons, including irregular attendance, showing a lack of interest for academics, emotional or behavioral problems, a past record of academic underachievement, economic disadvantage, low scores on math or English standardized tests, and expressing a disconnection from the school learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	HS Dropout Rate	20%			<10%	
4.2	Middle School dropout rate	3.9%				
4.3	Suspension Rate*	0			0	
4.4	Expulsion Rate*	0			0	
4.5	Chronic Absenteeism Rate*	Overall 3.3%			Overall <5%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Credit Recovery	Provide Summer School program for credit recovery and earning credits to earn credits ahead of schedule for high school graduation eligibility		No
4.2	Retention rates	The school will establish a system within the Abre data suite to track retention rates by grade level and subgroup to identify trends and make adjustments to the support system in response to identified needs.	\$12,734.00	No
4.3	Support for 5 year grad cohort	The school will provide targeted interventions including credit recovery, concurrent enrollment and summer school for scholars who need an additional year to meet graduation requirements.		No

Action #	Title	Description	Total Funds	Contributing
4.4	Support for Homeless Scholars	Our dedicated Scholar Community Advocate will make resources and programs available to families and scholars experiencing homelessness. These services will include connections with local resources such as housing, food, transportation, childcare, medical and mental health services..	\$18,818.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$917,457	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.830%	0.000%	\$0.00	9.830%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Credentialed teachers</p> <p>Need: 57% of the scholars have been identified as unduplicated and they receive a personalized education plan that is overseen by an appropriately credentialed teacher.</p> <p>Scope:</p>	Each pupil is assessed for their academic, SEL, and financial needs to determine and assign supports specific to their needs	1.11, 1.12, 1.13, 1.14

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.5	<p>Action: MTSS Supports</p> <p>Need: 27% of unduplicated pupils require urgent intervention, 12% require intervention and 12% are on watch in ELA. 22% of unduplicated pupils require urgent intervention, 19% require intervention and 14% are on watch in Math</p> <p>Scope: Schoolwide</p>	All scholars are identified for interventions according to the MTSS protocols. Unduplicated students are provided with supports specific to their needs.	1.11, 1.12,1.13,1.14
2.2	<p>Action: Technology Access for SED scholars</p> <p>Need: Low income families need computers and internet access to participate in virtual learning.</p> <p>Scope: Schoolwide</p>	The school has prioritized SED families to receive this technology to remove barriers they may encounter due to financial burden.	2.2.2.6
2.7	<p>Action: Scholar Engagement Activities</p> <p>Need: Families experience barriers to participation in engagement activities such as transportation, costs associated with bringing additional family members, and language barriers.</p>	All families have access to engagement activities. This action is to specifically provide additional support to families experiencing barriers to participation.	2.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: Schoolwide</p>		
2.8	<p>Action: Mental Health Supports</p> <p>Need: School climate survey results show that unduplicated pupils will benefit from increased mental health services.</p> <p>Scope: Schoolwide</p>	Mental health services are provided to all pupils with an emphasis on ensuring that families that have language or income barriers have equal access to these services.	2.2
3.3	<p>Action: AVID Program</p> <p>Need: Scholars of SED families graduate at a rate of 48.6%</p> <p>Scope: Schoolwide</p>	AVID is provided to the students of SED families to improve college readiness	2.2, 2.3, 2.7
4.4	<p>Action: Support for Homeless Scholars</p> <p>Need:</p> <p>Scope: Schoolwide</p>		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	<p>Action: ELD Materials</p> <p>Need: 64% of EL Scholars are making progress towards proficiency. 23% of scholars have achieved reclassification.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	EL scholars have access to resources specific to language development.	1.8,1.9
1.4	<p>Action: Professional Development for staff serving EL scholars</p> <p>Need: 64% of EL Scholars are making progress towards proficiency. 23% of scholars have achieved reclassification.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Teachers will learn strategies to improve EL proficiency	1.8, 1.9
1.11	<p>Action: Summer School Interventions</p> <p>Need: SED students SBAC Math (3-8) 17%; SBAC Math (11) 19% EL students SBAC Math (all grades) 5%</p>	100% of SEL and EL scholars were offered summer school. 44% of scholars attending summer school are in these populations	1.5, 1.6, 1.8, 1.11, 1.12

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>SED students SBAC ELA (3-8) 36%; SBAC ELA (11) 57% EL students SBAC ELA (ALL GRADES) 10%</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
2.4	<p>Action: ELAC</p> <p>Need: The parents of emergent multilingual scholars need a voice in the school's process for providing services.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	This council is specifically for the parents of EL scholars.	2.3, 2.4
3.5	<p>Action: Course Scheduling</p> <p>Need: 25% of SED students are prepared for college, the graduation rate for SED students is 69%</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	A counselor is assigned to work with SED scholars to develop a personalized graduation plan that identifies any areas of need and ensures they are on track to graduate.	2.2, 2.3, 2.4
4.4	<p>Action: Support for Homeless Scholars</p> <p>Need: Our families experiencing homelessness have additional barriers to HS graduation.</p>	Our dedicated liaison works with each family to identify barriers and connect them with the support they need to be successful.	4.1, 4.2,4.5

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Scope: Limited to Unduplicated Student Group(s)</p>		

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students	25:1	

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	9,333,492	917,457	9.830%	0.000%	9.830%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$4,610,103.00			\$5,000.00	\$4,615,103.00	\$4,184,214.00	\$430,889.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Credentialed teachers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$4,032,158.00	\$0.00	\$4,032,158.00				\$4,032,158.00	
1	1.2	Standards-aligned instructional materials	All	No			All Schools		\$0.00	\$357,384.00	\$357,384.00				\$357,384.00	
1	1.3	ELD Materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$0.00	\$6,445.00	\$6,445.00				\$6,445.00	
1	1.4	Professional Development for staff serving EL scholars	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$1,812.00	\$0.00	\$1,812.00				\$1,812.00	
1	1.5	MTSS Supports	All	No Yes	School wide		All Schools		\$58,259.00	\$9,573.00	\$67,832.00				\$67,832.00	
1	1.7	Increased participation on state assessments	All	No			All Schools		\$0.00	\$475.00	\$475.00				\$475.00	
1	1.9	Support for scholars with special needs	Students with Disabilities	No			All Schools		\$0.00	\$8,258.00	\$8,258.00				\$8,258.00	
1	1.10	Professional Development on serving scholars with special needs	Students with Disabilities	No			All Schools		\$2,000.00	\$0.00	\$2,000.00				\$2,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.11	Summer School Interventions	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools		\$10,578.00	\$1,849.00	\$12,427.00				\$12,427.00	
2	2.1	Annual Survey	All	No			All Schools		\$0.00	\$3,624.00	\$3,624.00				\$3,624.00	
2	2.2	Technology Access for SED scholars	Low Income	Yes	School wide	Low Income	All Schools		\$0.00	\$4,013.00	\$4,013.00				\$4,013.00	
2	2.3	Safe Online Environment	All	No			All Schools		\$28,992.00	\$0.00	\$28,992.00				\$28,992.00	
2	2.4	ELAC	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$4,000.00	\$1,000.00				\$5,000.00	\$5,000.00	
2	2.5	Parent and Scholar input	All	No			All Schools									
2	2.6	Learning Coach Academy	All	No			All Schools									
2	2.7	Scholar Engagement Activities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$17,984.00	\$17,984.00				\$17,984.00	
2	2.8	Mental Health Supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$4,352.00	\$0.00	\$4,352.00				\$4,352.00	
3	3.1	Course Offerings	All	No			All Schools									
3	3.2	RAMP Certification	All	No			All Schools		\$1,223.00	\$0.00	\$1,223.00				\$1,223.00	
3	3.3	AVID Program		Yes	School wide		All Schools		\$0.00	\$7,550.00	\$7,550.00				\$7,550.00	
3	3.4	Program for Scholars with Special needs	Students with Disabilities	No			All Schools									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.5	Course Scheduling		Yes	Limited to Unduplicated Student Group(s)		All Schools		\$22,022.00	\$0.00	\$22,022.00				\$22,022.00	
4	4.1	Credit Recovery	All	No			All Schools									
4	4.2	Retention rates	All	No			All Schools		\$0.00	\$12,734.00	\$12,734.00				\$12,734.00	
4	4.3	Support for 5 year grad cohort	All	No			All Schools									
4	4.4	Support for Homeless Scholars	Low Income	Yes	School wide Limited to Unduplicated Student Group(s)	Low Income	All Schools		\$18,818.00	\$0.00	\$18,818.00				\$18,818.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
9,333,492	917,457	9.830%	0.000%	9.830%	\$4,195,413.00	0.000%	44.950 %	Total:	\$4,195,413.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$61,524.00
								Schoolwide Total:	\$4,152,707.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Credentialed teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$4,032,158.00	
1	1.3	ELD Materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$6,445.00	
1	1.4	Professional Development for staff serving EL scholars	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,812.00	
1	1.5	MTSS Supports	Yes	Schoolwide		All Schools	\$67,832.00	
1	1.11	Summer School Interventions	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$12,427.00	
2	2.2	Technology Access for SED scholars	Yes	Schoolwide	Low Income	All Schools	\$4,013.00	
2	2.4	ELAC	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.7	Scholar Engagement Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$17,984.00	
2	2.8	Mental Health Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$4,352.00	
3	3.3	AVID Program	Yes	Schoolwide		All Schools	\$7,550.00	
3	3.5	Course Scheduling	Yes	Limited to Unduplicated Student Group(s)		All Schools	\$22,022.00	
4	4.3	Support for 5 year grad cohort				All Schools		
4	4.4	Support for Homeless Scholars	Yes	Schoolwide Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$18,818.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,617,196.00	\$4,730,422.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	1.1a Basic Services - Teachers	Yes	\$1864759.00	3657962
1	1.2	1.1b Basic Services - Common Core Curriculum	No	\$68,896.00	156834
1	1.3	1.1c Basic Services - Advancement Via Individual Determination (AVID)	Yes	\$4,000.00	3815
1	1.4	1.2a Multi-Tiered System of Supports (MTSS) and Positive Behavior Interventions & Supports (PBIS)	Yes	\$7,491.00	8990
1	1.5	1.2b Multi-Tiered System of Supports (MTSS) and Response to Intervention (Rtl)	No	\$64,754.00	181025
1	1.6	1.2c Multi-Tiered System of Supports (MTSS) and Social Emotional Learning (SEL) and Well-Being	No	\$0.00	0
1	1.7	1.3a Staff Development Onboarding	No	\$50,015.00	42857
1	1.8	1.3b Staff Development - Professional Learning	No	\$105630.00	92646
1	1.9	1.3c Staff Development - Leadership Development	No	\$63700.00	87042
1	1.10	1.4a Orientation - Scholar and Learning Coach	No	\$32205.00	32205

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	1.5a Supports for Unduplicated Scholars - Learning Coach	Yes	\$24014.00	25467
1	1.12	1.5b Supports for Unduplicated Scholars - Progress Monitoring and Program Improvement	Yes	0	0
1	1.13	1.6a Targeted Intervention English Learners	Yes	\$66055.00	54408
1	1.14	1.6b Targeted Intervention - Students with Disabilities	No	\$5870.00	9342
2	2.1	2.1a Learning Coach Academy	No	0	0
2	2.2	2.1b Summer Session	No	\$35210.00	90673
2	2.3	2.1c Scholar Attendance	No	\$7,220.00	0
2	2.4	2.1d Scholar Attendance Counseling	No	\$25800.00	101416
2	2.5	2.2a Scholar Celebrations	No	\$10,395.00	41024
2	2.6	2.2b Scholar Recognition	No	0	0
2	2.7	2.2c Parent Recognition	No	0	0
2	2.8	2.3a Scholar Extracurricular Activities	No	\$43,312.00	30147
2	2.9	2.3b Community Service	No	0	0
2	2.10	2.3c Scholar Enrichment	No	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.11	2.3d Parent Enrichment	No	0	0
2	2.12	2.4a School Communication	No	\$0.00	0
2	2.13	2.4b Technology Access	Yes	\$10,000.00	12676
2	2.14	2.5 Staff Development - Professional Learning	No	0	0
2	2.15	2.6 Military Connected Support	No	0	0
3	3.1	3.1a Summer Session	No	\$23,609.00	23609
3	3.2	3.1b Summer Tutoring	No	0	0
3	3.3	3.2a A-G Coursework	No	\$67,051.00	75917
3	3.4	3.2b Dual Enrollment	No	0	0
3	3.5	3.2c AVID Elective	Yes	\$35210.00	0
3	3.6	Recognized ASCA Model Program (RAMP)	No	\$2,000.00	2367
3	3.7	3.4a Family College Awareness/Preparation	No	0	0
3	3.8	3.4b Partnerships with organizations for financial aid, college tours, etc.	No	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.9	3.5 Staff Development - Professional Learning	No	0	0
4	4.1	4.1 At- Promise Interventions/Supports	No	0	0
4	4.2	4.2 Summer Session	Yes	0	0
4	4.3	4.3 Extended Graduation Plan	Yes	0	0
4	4.4	4.4 Staff Development - Professional Learning	No	0	0

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
898,581	\$3,865,785.00	\$3,938,492.00	(\$72,707.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	1.1a Basic Services - Teachers	Yes	\$3,851,018.00	3,690,508		
1	1.3	1.1c Basic Services - Advancement Via Individual Determination (AVID)	Yes	\$4,000.00	4,000		
1	1.4	1.2a Multi-Tiered System of Supports (MTSS) and Positive Behavior Interventions & Supports (PBIS)	Yes	\$7,491.00	7,500		
1	1.11	1.5a Supports for Unduplicated Scholars - Learning Coach	Yes		28,343		
1	1.12	1.5b Supports for Unduplicated Scholars - Progress Monitoring and Program Improvement	Yes		101,720		
1	1.13	1.6a Targeted Intervention English Learners	Yes		44,456		
2	2.13	2.4b Technology Access	Yes		20,113		
3	3.5	3.2c AVID Elective	Yes	\$3,276.00	3,300		
4	4.2	4.2 Summer Session	Yes		38,552		
4	4.3	4.3 Extended Graduation Plan	Yes				

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
8,557,918	898,581	0	10.500%	\$3,938,492.00	0.000%	46.022%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
 - (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
 - An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> ● Enter the metric number.
Metric
<ul style="list-style-type: none"> ● Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.
Baseline
<ul style="list-style-type: none"> ● Enter the baseline when completing the LCAP for 2024–25. <ul style="list-style-type: none"> ○ Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate). ○ Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. ○ Indicate the school year to which the baseline data applies. ○ The baseline data must remain unchanged throughout the three-year LCAP. <ul style="list-style-type: none"> ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the **“Measuring and Reporting Results”** part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA’s percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action is included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Compass Charter Schools of San Diego

CDS Code: 37 68213 0127084

School Year: 2024-25

LEA contact information:

Elizabeth Brenner

Superintendent & CEO

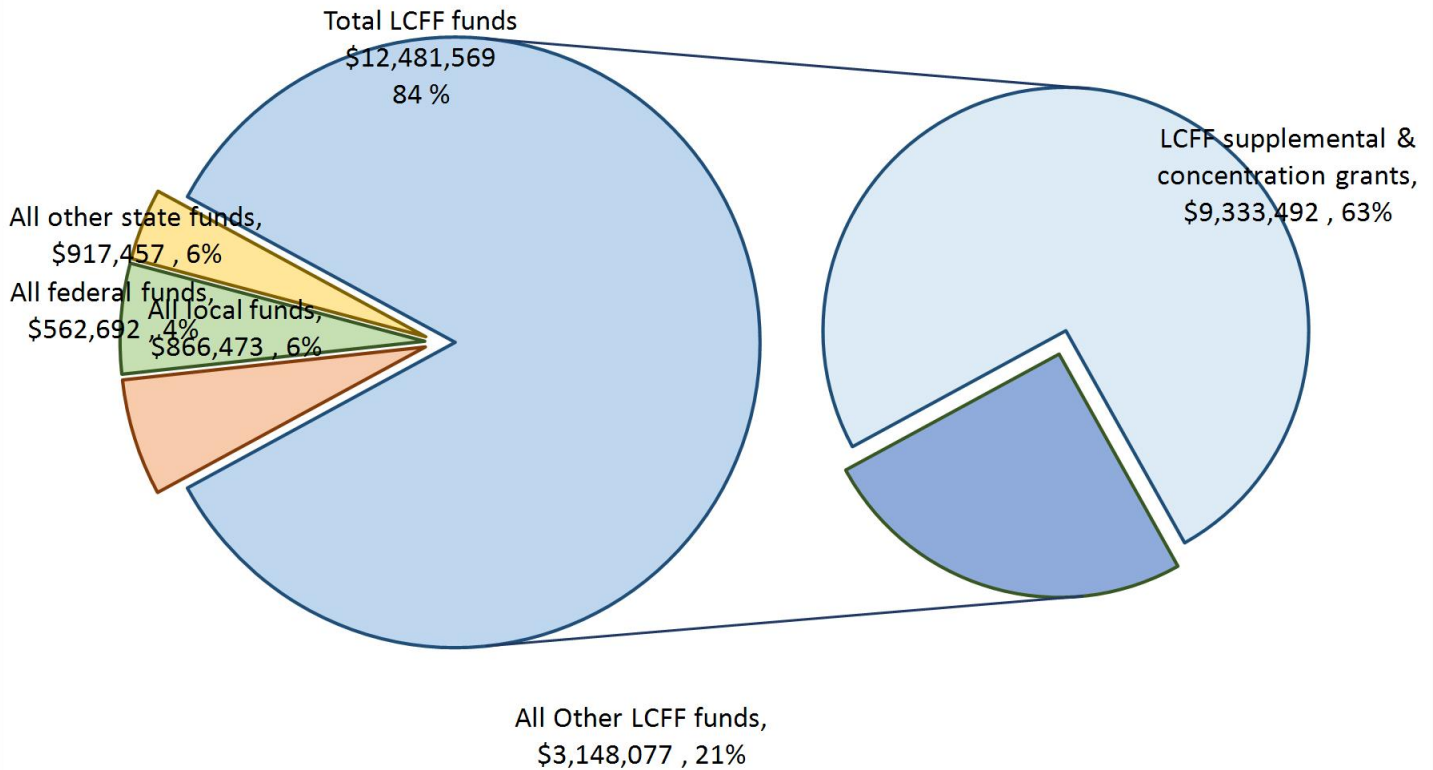
ebrenner @compasscharters.org

(805)358-4761

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

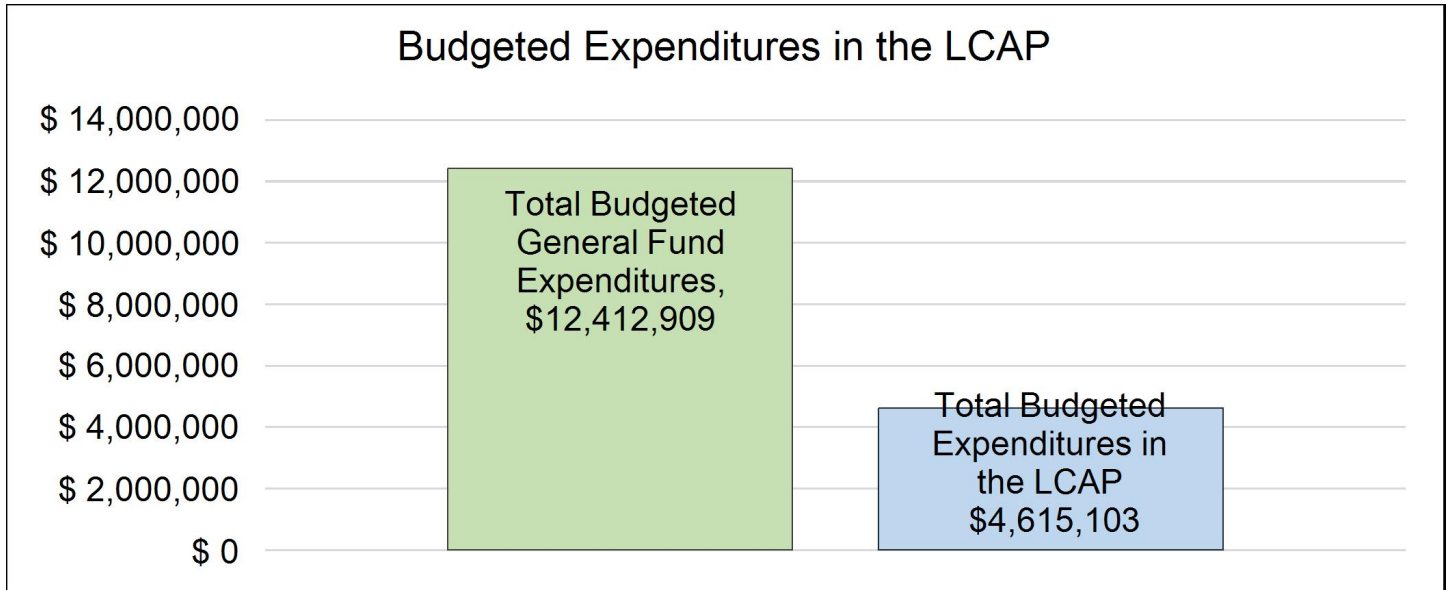


This chart shows the total general purpose revenue Compass Charter Schools of San Diego expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Compass Charter Schools of San Diego is \$14,828,191, of which \$12,481,569 is Local Control Funding Formula (LCFF), \$917,457 is other state funds, \$866,473 is local funds, and \$562,692 is federal funds. Of the \$12,481,569 in LCFF Funds, \$9,333,492 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Compass Charter Schools of San Diego plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Compass Charter Schools of San Diego plans to spend \$12,412,909 for the 2024-25 school year. Of that amount, \$4,615,103 is tied to actions/services in the LCAP and \$7,797,806 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

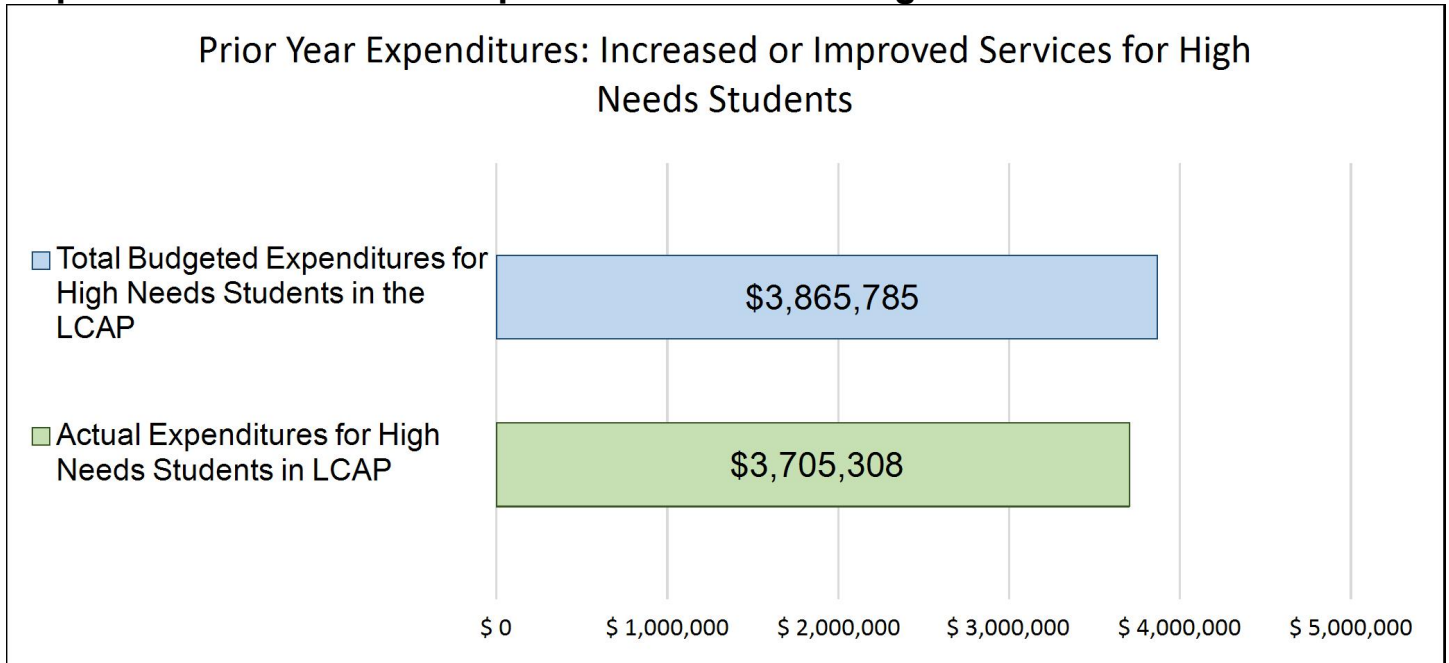
General fund expenditures include salaries for all classified staff and all operating expenses

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Compass Charter Schools of San Diego is projecting it will receive \$9,333,492 based on the enrollment of foster youth, English learner, and low-income students. Compass Charter Schools of San Diego must describe how it intends to increase or improve services for high needs students in the LCAP. Compass Charter Schools of San Diego plans to spend \$4,208,147 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Compass Charter Schools of San Diego budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Compass Charter Schools of San Diego estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Compass Charter Schools of San Diego's LCAP budgeted \$3,865,785 for planned actions to increase or improve services for high needs students. Compass Charter Schools of San Diego actually spent \$3,705,308 for actions to increase or improve services for high needs students in 2023-24.



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Compass Charter Schools Los Angeles	Elizabeth Brenner Superintendent, CEO	ebrenner@compasscharters.org (805)358-4761

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Compass Charter Schools of Los Angeles (Compass) is a free, personalized learning, public charter school that offers an alternative for scholars to thrive outside of a traditional brick and mortar environment. Compass is directly funded by the state of California and the federal government. We are authorized by the Acton-Agua Dulce Unified School District for scholars in grades TK-12 who reside in Los Angeles and its adjacent counties and wish to pursue high-quality and rigorous instructional programs via virtual learning. Our academic programs are designed with our scholars in mind and provide our families with choices in their virtual education. Compass intentionally matches scholars and families with virtual, at-home, and in-person learning programs that support their lifestyle and vision for success. We provide coordinated academic, social emotional, and college and career readiness support. We continuously improve our personalized learning models and influence a more individualized approach throughout the education sector.

At Compass, scholars are assigned a credentialed supervising teacher (ST) who acts as the Teacher of Record, and supports the scholar by providing both synchronous and asynchronous instruction to personalize their learning. We partner with our families to provide flexible options for scholars to thrive academically, socially, and emotionally. The learning coach (parent or legal guardian) commits to supporting a well-rounded education for their child that addresses state standards. Scholars and learning coaches work with their assigned, credentialed ST to develop a custom personalized learning plan for each scholar.

In compliance with AB 130 and AB 167, scholars in grades TK-3 have access to daily live synchronous instruction; scholars in grades 4-8 have weekly live synchronous instruction and daily live interaction opportunities; and scholars in grades 9-12 have access to weekly live synchronous instruction. During this instruction these labs, scholars participate in Advancement Via Individual Determination (AVID) and 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. The teachers also provide Q&A office hours, small group instruction, and one on one sessions to further support scholars. In addition to academic support, each scholar is provided with curriculum, supplies, lessons, and classes to enhance scholar learning. These materials and services are provided by businesses on our approved community providers list.

Whatever the reason behind scholars' enrollment at Compass, scholars are provided an environment where they can feel safe and inspired to develop into confident, innovative, creative, self-directed learners. Scholars find success at Compass because they have the support of a dedicated staff and their families.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Participation rates and achievement rates in CAASPP ELA and Math increased each year, but the school will continue to set goals around providing support in ELA and Math to increase the percentage of scholars testing at or above grade level. SED scholars showed an increase in ELA and Math in all grade levels except ELA grades 3-8 which saw a slight decline, but they are still not achieving at the same rate as the overall population. In this plan, goals are the same for all populations and resources will be concentrated on subgroups that show the greatest gap in achievement. The participation rate of 84% resulted in a LOSS penalty that negatively impacted the school's ranking. The school has added a goal to increase participation to 95% in order to avoid the LOSS penalty.

The school concentrated on increasing participation in local assessments and achieved over a 93% participation rate on the Renaissance STAR assessments. This provided strong scholar achievement data that was used to target interventions and to recognize scholar individual achievement and growth. These assessments drive the MTSS process and we saw strong achievement in scholars who attended intervention tutoring and services. The school began measuring Grade Level Growth and saw growth levels increase from the 2022-2024 school years with over 60% of elementary scholars meeting or exceeding growth levels and over 75% of grade 11 scholars meeting or

exceeding growth levels. Scholar engagement remains high as evidenced by low chronic absenteeism rates and the cohort dropout rate has decreased to 16%.

The school will continue to monitor staffing and access to core curriculum. These measures are consistently met each year as the school maintains a 25:1 credentialed staff to scholar ratio and ensures that all scholars have access to core curriculum. In the 2023-2024 school year, additional core curriculum was also adopted for scholars with special needs.

Although the school was not assigned a color due to low numbers, 63.2% of our EL scholars are making progress towards language proficiency. We will continue to provide support for our EL scholars. EL tutors embed ELPAC strategies within their live instruction throughout the school year to help prepare scholars for the Summative assessment. These strategies focus on listening, speaking, reading, and writing. All emergent multilingual scholars receive weekly emails with updates regarding their progress in the ELD Course. In addition, all session links are shared following each lesson with recordings and Nearpod lessons. These recordings and Nearpod lessons can be used for asynchronous instruction via an Exit Ticket should a scholar not be able to attend. Instructional resources and supports are shared with supervising teachers via professional learning (EL Roadmap and Lexia Live!), through the EL Curriculum Guide, and as embedded within IC Weekly Digest. Lastly, multiple opportunities are continually provided for our Learning Coaches to be informed and engaged within their scholars learning. In addition to our EL WOW, there is an annual ELPAC Information Night. In 23/24, an ELAC (English Learner Advisory Committee) was implemented with a goal of achieving LC engagement and opportunities to further train, provide a voice, and connect with our EMS community.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Compass Charter School of LA has been identified as eligible for technical assistance due to the performance of our African American scholars on the CAASPP ELA and Math assessments and Chronic absenteeism. This subgroup consisted of 34 scholars for the CAASPP measures. For ELA, the DFS was -104.3 with a decline of -11.1 which resulted in a red rating. The school incurred a LOSS penalty for 7 scholars. Without this penalty, the scholars who tested had a DFS of -45 which was an increase of 48.2. Of the 7 who did not take the test, 3 did not test because their parents utilized the option to opt out of testing as allowed by the state. For Math, the DFS was -166 with a decline of -24.1. The school incurred a LOSS penalty for 7 scholars who did not take the assessment. Of the 7 who did not take the test, 3 did not test because their parents utilized the option to opt out of testing as allowed by the state. Without this penalty, the scholars who tested had a DFS of -118.8 which was an increase of 23.1. During the 2024 CAASPP assessment window, in order to support our African American scholars in improving their performance on the CAASPP assessments, the school will work with families who did not take the assessment to encourage their participation this year with a goal of 95% participation.

An analysis of the scores without the LOSS penalty shows that our African American scholars in middle school grades 6-8 had a DFS lower than all scholars in Math by 45.2 points and 25.9 points lower in ELA. African American scholars in elementary school grades 3-5 had a DFS lower than all scholars in Math by 46.1 points and 23.1 points lower in ELA. There were only 3 grade 11 scholars who took the assessment, and they outperformed the overall scores, so the focus will be on elementary and middle school scholars. The school will use the

Renaissance Place Math and Reading assessments, along with CAASPP results, to create individual learning plans for scholars who are performing below grade level in accordance with the school's MTSS policy. The school will track African American scholars as a group to further identify achievement gaps that may need to be addressed with specific strategies.

African American scholars had a 22.2% rate of chronic absenteeism, which was a 9.7% increase and therefore resulted in a red rating. The school will provide targeted engagement strategies to work with each family to determine the cause of the low attendance rate and create an individual plan for each scholar to improve attendance.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Compass Charter Schools of LA

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Compass Charter Schools (CCS) of Los Angeles was identified for Comprehensive Support and Improvement (CSI) on January 31, 2020 due to the following school indicators: Red level for all scholar groups in Graduation 52.5%, a 6.6% decline. The school was identified as eligible for CSI in the 2022-2023 SY based on the graduation rate of 65.5%. This increase of 13% can be attributed to the processes that have been in place that are evaluated and adjusted each year. In evaluating inequities, we found that our Hispanic population graduated at 66.7% and the Socioeconomically Disadvantaged population graduated at 67.3%. These both exceed the overall rate, but work still needs to be done in order to increase the rate to above 70%. In the 2023-2024 SY, the school has been identified as eligible for CSI due to a 62.1% graduation rate, which was a decline of 2.4%. Additionally Socioeconomically Disadvantaged scholars graduated at a rate of 48.6% which was a decline of 18.8%,

As a result of our commitment to increasing the graduation rate for our scholars, we implemented a school-wide Wildly Important Goal (WIG) in the 2020-2021 SY: by focusing on scholar engagement, 100% of our eligible scholars will graduate by the end of the 2023-24 school year. Each subsequent year, the school has analyzed data on its high school scholars to identify the root cause of the low graduation rate.

Through this school-wide WIG, all departments have developed their own aligned WIG that guides the goals of our Supervising Teachers (STs) and Professional Learning Communities (PLCs) data collection. Lead and lag measures determine the development and data reporting for this WIG. In the 2024-2025 school year, the school will adopt a new data management program, Abre, that will provide data in real time to relevant staff and will flag scholars who are not on track to graduate to ensure that they are provided with the resources they need to be successful and remain on track. This system will also allow us to track interventions and their effectiveness. To further involve the education partners in the implementation and progress of the WIG, the goal provides the focus for all collaborative ideation and work completed in staff committees, divisions and departments, the Parent Advisory Council, and the Scholar Leadership Council. As a nonclassroom-based public charter school, CCS of Los Angeles seeks to provide opportunities for Learning Coaches (parents) to be meaningfully engaged in their

scholar's educational journey and provide input on areas to improve the experience of scholars in alignment with the goals of the approved charter petition. Equally important is to maintain the engagement of our scholars to promote their academic growth, social-emotional wellness, and dedication to becoming self-motivated, life-long learners. CCS of Los Angeles continuously engages all educational partners in their evidence planning and decision-making processes. In the 2022-2023 SY, the school also underwent a WASC accreditation process. This process included Focus Groups that included education partners in an additional review of data. The visiting committee recommended that the graduation goal be aligned with the State Dashboard and this led to the creation of an additional Cohort Graduation report that is reviewed quarterly by staff. Additionally, CCS of Los Angeles holds various Leadership Team meetings to review data for initial planning. Town Halls are held monthly in which updates are presented and questions by staff are answered by our Superintendent. Leadership councils, led by scholars, learning coaches and staff examine data, propose initiatives, and receive feedback. Scholar achievement data is shared at public board meetings. CCS of Los Angeles also utilizes planning surveys of scholars, learning coaches and staff. The engagement of both scholars and learning coaches is essential to the success of our community. Partners are regularly surveyed or polled to help identify resource inequities. We have a Parent Advisory Council (PAC), Scholar Leadership Council (SLC), and a Staff Advisory Committee (SAC) who meet regularly and collect, then share, information regarding resource inequity concerns as part of their function. During the 2022-2023 school year, staff regularly reviewed the status of each high school scholar through the HS Credit Status Tracker. This valuable tool allows teachers to identify scholars who are in danger of being off track for graduation each semester starting in 9th grade and to implement interventions including summer school for credit recovery and extending enrollment for fifth year graduates. A review of the cohort graduation data showed that scholars who are enrolled with Compass for four years are 80% more likely to graduate than scholars who are enrolled three years or less. This information provided the data that led to the HS Credit Status Tracker to identify scholars who may need support as soon as they enroll in Compass. As resource inequities are identified and reported to our councils and to the Leadership Team, committees and/or task forces are formed or the tasks are assigned to the appropriate individuals to address. This year, we identified scholars who left Compass and moved out of state or to another country and we were not able to secure the required documentation to prove enrollment in another school. A task force was formed and a group of staff now follow up weekly to connect with families who have left Compass to determine if they are enrolled in a school in another state or country. Actions taken are then shared with staff through our All Staff Weekly Update and actions pertaining to families are shared in communications from the school, which currently uses ParentSquare as the platform for such communication. Staff and families are made aware via such communications and via the Employee Handbook and Scholar Handbook, respectively, as to whom to report any resource inequities. The school adopted a Scholar Residency Policy that clearly defines the expectation for parents to let their teachers know if they are relocating so the transfer can be completed in a timely manner. This policy was drafted by the leadership team and provided to the public for comment at a board meeting prior to adoption. As for our evidence-based interventions and practices, CCS of Los Angeles will continue with the implementation of our tutoring program under the MTSS framework. Scholars are identified as needing tier 2 and tier 3 interventions based on diagnostic assessments. Participation rates in these assessments were low. In order to ensure that all scholars are being assessed and provided with the necessary support, the school updated the language in the annual expectations that all parents sign. Since this new practice was adopted, participation rates have been over 95%. This adaptive diagnostic assessment uses a bank of questions that are skill-based which is determined through grade-level skill mastery. These questions and the scholar's grade level determine which questions should be answered correctly to show skill mastery. Those questions that are not answered correctly show a skill gap and contribute to the determination of the tier level and interventions needed. From these assessments, skill gaps are identified and an Individual Learning Path (ILP) curriculum will be assigned based on those gaps. The completion of this curriculum, which is used to fill learning gaps specific to reading and math, are monitored by the tutors under the MTSS framework and Supervising Teachers. Also, through our Positive Behavior Interventions and 3 Support (PBIS) model, scholars who show engagement and improvement through this curriculum are recognized with rewards. The incentives through our PBIS model have contributed to scholar growth and academic achievement, as well as improvement to our school-

wide recognition program. It is through this process of stakeholder engagement that CCS of Los Angeles completed an in-depth needs assessment and analyzed the data to gauge the effectiveness of our evidence-based interventions and practices. This needs assessment was conducted to better understand the performance data, assess the effectiveness of the interventions in place, and determine additional needs to be addressed along with how resources may be reallocated to improve scholar performance. Through the use of the Annual Planning Survey, Parent/Town Hall Meetings, PAC, and SLC, input was provided on both statewide and internal assessment data, through Parsec and Renaissance Place. The feedback from these meetings and the survey included the following: (1) increased course offerings, (2) engagement opportunities through community service and scholar-led clubs, (3) college preparedness testing. Feedback from the staff included (1) regular data review at monthly staff meetings, (2) regular roundtable discussions on school/scholar needs, and (3) regular involvement in discussions with the PAC to review the 2023-24 Local Control and Accountability Plan for Compass Charter Schools of Los Angeles. Based on these results, CCS of Los Angeles has implemented a consistent system of internal assessment for benchmarking, providing additional professional development to increase the capacity of staff to respond to scholar academic and social emotional needs, expansion of the MTSS, and data-aligned review of instructional resources in both the core and supplemental instruction and the addition of staff dedicated to providing these services. Annually, CCS of Los Angeles reviews and updates the previous Local Control Accountability Plan (LCAP) goals, actions, and metrics while maintaining a rigorous academic program, high-quality professional development, and increasing scholar achievement of targeted populations. Additionally, CCS of Los Angeles added a new goal to focus on the unique needs of scholars who need additional year(s) of study to successfully complete the academic program and earn a diploma. The fifth year diploma program, along with summer school courses to address credit deficiencies contributed to the increase in graduation rate in the 2021-2022 SY with 7 scholars (11.3%) included in the fifth year graduation rate. The school will add an additional counselor who will focus on High School scholars and provide support for scholars who are not on track to graduate.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Compass Charter Schools of Los Angeles (Compass) will monitor the implementation of the CSI plan to support scholars and school-wide improvement through monthly data meetings. The Compass Leadership Team has built capacity in the instructional systems through an annual growth plan tailored to each staff member that connects their individual professional learning plans to the school's goals. Compass will continue to include all stakeholders in the monitoring process by holding various Leadership Team meetings to review data collected thus far, monthly Town Halls to provide updates and allow time for questions to be asked by staff and answered by our Superintendent. Teams regularly review scholar status and scholars are identified as on-watch or needing intervention based on assessment scores and curriculum progress. We will also continue to hold monthly leadership council meetings led by our scholars, learning coaches (parents) and staff to examine data, propose initiatives, and receive feedback. Staff have access to a Graduation Cohort report that includes all scholars in grades 9-12 and provides important information about scholar progress towards graduation. Scholars who leave Compass before graduating are provided with support in transitioning to another educational environment. The records department ensures that families are contacted in order to verify that scholars have enrolled in other schools and are not disconnected from their education. Compass has a comprehensive Multi-Tiered System of Supports (MTSS) framework, supported by the Advancement Via Individual Determination (AVID) mindset, whereby scholars needing Tier 2 or Tier 3 support are invited to tutoring sessions to address math and reading skill gaps whereby resource specialists and tutors use supplemental curriculum through to address scholar needs. These interventions will be tracked in the Abre data system. Scholars qualify for Tier 2 and 3 support based on data gathered through diagnostic assessments and observations by the instructional staff

and learning coaches. Tier 1 includes all core instruction held in various subjects for all grade levels. Progress is monitored at regular intervals and referrals for additional assessments or interventions are made as needed. The effectiveness is determined by course progress and improvement on supplemental assessments and benchmark data. The Assessment Coordinator provides the data from each diagnostic assessment to the ST, Scholar Success Coordinator, resource specialists and tutors. Tutors and resource specialists under the MTSS framework provide targeted, 30-minute synchronous sessions that target specific skill gaps, as indicated in the diagnostic assessment Freckle and IXL data as well as assessments and activities within Nearpod and ILP supplemental curriculum to provide additional support and instruction to address needs.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Board of Directors	<p>Board of Directors - Compass Charter Schools is governed by a California nonprofit public-benefit corporation and has an independent Board of Directors who meet six times per year to oversee the school’s management, operation, activities, and affairs. The Board of Directors defines, composes, and revises (as needed) the policies of the school and ensures compliance with its agreements and applicable laws and regulations.</p> <p>In earlier meetings, there was discussion on the importance of designing Annual Survey questions to best capture valuable insights from parents and scholars. The members also reviewed the Mid-year LCAP presentation, which outlined goals of enhancing engagement and academic achievement. Later sessions revolved around analyzing data results from the Annual Survey to gain a better understanding of what scholars, parents, and staff valued and what they thought needed improving. These discussions helped in refining final goals for the LCAP.</p>
Administrators	<p>All Leadership Meeting - This meeting gathers the cabinet members and directors of each department and meets on a monthly basis. The team tackles projects and issues that affect all internal departments including Finance, HR, Operations, Academic Programs and Support, Finance, HR, Operations, and IT.</p>

Educational Partner(s)	Process for Engagement
	<p>During several meetings, the creation and update of the Mid-year LCAP and final LCAP were discussed and included LCAP expenditures, data review, goal proposal, funding allocations, contracts review, and metrics alignment. The Leadership Team also met on additional occasions regarding the Annual survey.</p> <p>All Management Team meeting - The CCS Management team meets monthly and is made up of our Directors, Coordinators, and Managers. The meeting’s purpose is to develop leadership, build trust within the organization, and improve communication and consistency in our organization.</p> <p>Throughout the year, this group actively participated in Covey Trust & Inspire sessions, followed by collaborative exercises in small focus groups to foster camaraderie and strengthen connections between departments. Additionally, the team has sessions dedicated to creating, reviewing, and updating information related to scholar achievement goals, school culture, Annual Survey and the LCAP.</p>
<p>Teachers and other school personnel</p>	<p>Town Hall Meetings - This meeting is held monthly for all employees and serves as a platform to dispense information regarding our school’s performance, organizational goals, structural changes, and scholar program updates. Once per quarter, the topics focus on data received from the California School Dashboard, CALPADS, DataQuest, and other reporting systems. Time is allotted for staff to share achievements and to bring forward ideas for improvements.</p> <p>Annual Survey - Compass Charter Schools sent out an Annual Survey in February that collected staff members’ thoughts and feedback. More than 75% of staff responded to the survey. Personnel were asked to rate the importance of academic achievement, college preparedness, community involvement, school culture, parent involvement, scholar engagement, and positive mental health. There were also questions about collaboration and trust between peers, teams, departments, and administrators, as well as questions regarding the effectiveness of internal processes and software systems. The final portion asked their opinion about the four goals of the LCAP plan.</p>

Educational Partner(s)	Process for Engagement
	<p>Retreat - The school holds an annual, in person Retreat for all staff that offers employees a dedicated time and space away from the usual work environment to focus on LCAP goals, strategic planning, skill development, team building, and employee engagement. The Retreat also provides meeting time between Board members and management teams.</p>
<p>Parents</p>	<p>Parent Advisory Council - The Parent Advisory Council serves to provide parent assessment on school policies and procedures at CCS, and to ensure that they are consistent with its Mission, Vision, and Values. They meet bi-monthly during the school year. During these meetings, the Parent Advisory Council members formulated strategies for recruiting parents to join the PAC. They brainstormed ways to boost participation in state testing, and established connections to the new District English Learner Advisory Committee. The Superintendent provided an overview of the LCAP and solicited feedback from the group. Members also played a role in shaping the Annual Survey by reviewing questions from previous Annual Surveys, and by making updates to existing questions and creating new topics to explore. After the Annual Survey ran, participants engaged in discussion regarding results and explored ideas for future goals and initiatives.</p> <p>Annual Survey - Compass Charter Schools sent out an Annual Survey in February that collected parents' thoughts and feedback. Over 190 parents responded to the survey, submitting answers to questions about the quality of teaching, curriculum, hours spent on school work and study, and parent communication methods. Parents were also asked to rate the importance of academic achievement, college preparedness, community involvement, parent involvement, school culture, scholar engagement, and positive mental health. The final portion asked their opinion about the four goals of the LCAP plan.</p>

Educational Partner(s)	Process for Engagement
	<p>Parent Suggestion Box - The Parent Suggestion box is a form that parents can fill out to make suggestions or share ideas they have to make Compass Charter Schools better for its scholars, families, and staff.</p>
<p>Scholars</p>	<p>Scholar Leadership Council - The Scholar Leadership Council is made up of 10 - 20 scholars who provide scholar feedback on school policies and procedures, LCAP at Compass Charter Schools to ensure that they are consistent with its Mission, Vision, and Values. They meet monthly during the school year. During this school year, scholars provided and refined survey questions for the Annual Survey, ensuring that the questions resonated with scholars across all grade levels and accurately captured their feedback. They determined goals for the number of council members and increased participation in council meetings. In addition, they talked about results from the Annual Survey and shared their feedback on the data presented.</p> <p>Annual Survey - Compass Charter Schools sent out an Annual Survey in February that collected scholars' thoughts and feedback, and 170 scholars responded to the survey. They submitted answers to questions about the quality of teaching, live synchronous instruction, hours spent on schoolwork and study, and scholar communication methods. Scholars were also asked to rate the importance of academic achievement, college preparedness, community involvement, parent involvement, school culture, scholar engagement, and positive mental health. The final portion asked their opinion about the four goals of the LCAP plan.</p> <p>Scholar Suggestion Box - The Scholar Suggestion box is a form that scholars can fill out to make suggestions or share their ideas to make Compass Charter Schools better for its scholars, families, and staff.</p>

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The Local Control and Accountability Plan (LCAP) at Compass Charter Schools was significantly influenced by feedback from various stakeholders, gathered through multiple structured interactions and surveys. Here's an overview of how this feedback shaped the LCAP:

Board of Directors

Survey Design and Data Analysis: The Board emphasized the importance of designing Annual Survey questions to extract meaningful insights from parents and scholars. They reviewed mid-year LCAP presentations and data from these surveys to understand the priorities and areas for improvement, which informed the final LCAP goals.

Goal Refinement: Discussions and analyses of the survey data during Board meetings led to a refinement of the LCAP goals, ensuring they aligned with the needs and preferences of the school community.

All Leadership Meetings

LCAP Expenditures and Metrics: Leadership meetings focused on the creation and updates of the mid-year and final LCAP. Discussions included reviewing LCAP expenditures, funding allocations, and goal proposals, as well as ensuring metrics alignment with the LCAP objectives.

Survey Feedback Integration: The Leadership Team reviewed data from the Annual Survey in these meetings, ensuring that the feedback collected was used to guide decisions and updates to the LCAP.

All Management Team Meetings

Collaborative Goal Setting: Management meetings included sessions on scholar achievement goals, school culture, and the Annual Survey. Feedback from these meetings was used to update the LCAP, fostering a collaborative approach to goal setting and policy development.

Trust and Communication: The team participated in Covey Trust & Inspire sessions to build trust and improve communication, which helped in creating a more cohesive plan that considered diverse departmental insights.

Town Hall Meetings

Open Feedback and Improvement Ideas: Town Hall meetings provided a platform for all employees to discuss the school's performance, share achievements, and propose improvements. Quarterly topics included data from various reporting systems, which fed into the LCAP refinement process.

Staff Contributions: These meetings allowed staff to bring forward ideas for improvements, which were considered in the LCAP updates.

Annual Survey

Comprehensive Feedback Collection: The Annual Survey, with a high response rate from staff, collected detailed feedback on academic achievement, college preparedness, school culture, and other areas. This feedback directly influenced the LCAP by highlighting the priorities and concerns of the staff.

Evaluation of Goals: The survey included questions about the four goals of the LCAP plan, enabling the school to adjust these goals based on staff input.

Retreat

Focused Planning and Team Building: The annual Retreat provided a dedicated time for strategic planning, skill development, and team building. Feedback and discussions from the Retreat sessions, including interactions between Board members and management teams, played a critical role in shaping the LCAP.

Through these structured interactions and feedback mechanisms, Compass Charter Schools ensured that the LCAP was responsive to the needs and priorities of its stakeholders, thereby enhancing engagement, academic achievement, and overall school improvement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase scholar academic achievement in core academic subjects	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

To ensure all scholars are achieving at grade level and mastering the state standards through a personalized learning plan as measured by state and local assessments.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of teachers who are appropriately credentialed and assigned according to the SARC	2020-2021 100%			100%	
1.2	% of students who have access to standards-aligned instructional materials according to the Williams' Textbook Sufficiency Report	Sufficient			Sufficient	
1.3	Facilities in "Good" Repair as Measured by	Exemplary			Exemplary	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Facility Inspection Tool (FIT)					
1.4	Implementation of State Standards ranking of 4 or higher on the Local Indicator self-reflection tool in each core curricular area	4 in all subjects			5 in all subjects	
1.5	CAASPP ELA % of students in grades 3-8 and 11 who meet or exceed standards in ELA CAASPP.	Schoolwide SBAC ELA (3-8) 38% SBAC ELA (11) 63% SED SBAC ELA (3-8) 33% SBAC ELA (11) 58% African American SBAC ELA (3-8) 32% SBAC ELA (11) 67% SpEd SBAC ELA (3-8) 19% SBAC ELA (11) 50%			Schoolwide SBAC ELA (3-8) 60% SBAC ELA (11) 60% SED SBAC ELA (3-8) 60% SBAC ELA (11) 60% African American SBAC ELA (3-8) 60% SBAC ELA (11) 60% SpEd SBAC ELA (3-8) 60% SBAC ELA (11) 60%	
1.6	CAASPP Math	Schoolwide			Schoolwide	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of students in grades 3-8 and 11 who meet or exceed standards in Math CAASPP.	SBAC Math (3-8) 28% SBAC Math (11) 28% SED SBAC Math (3-8) 21% SBAC Math (11) 25% African American SBAC Math (3-8) 16% SBAC Math (11) 33% SpEd SBAC Math (3-8) 18% SBAC Math (11) 0%			SBAC Math (3-8) 50% SBAC Math (11) 50% SED SBAC Math (3-8) 50% SBAC Math (11) 50% African American SBAC Math (3-8) 50% SBAC Math (11) 50% SpEd SBAC Math (3-8) 50% SBAC Math (11) 50%	
1.7	CAASPP Participation rate	ELA 84% Math 84%			ELA 95% Math 95%	
1.8	Percentage of English Learner who made progress toward English Proficiency measured by ELPAC	63% making progress			60% making progress	
1.9	EL Reclassification Rate	23%			50%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	CAST	Schoolwide CAST 32% SED CAST 21%			Schoolwide CAST 40% SED CAST 40%	
1.11	Percent of scholars at/ above grade level Spring STAR ELA assessments Grades 3-8 and Grade 11	Grades 3-8 50% "At/Above Grade-level" Grade 11 62% "At/Above Grade-level"			Grades 3-8 60% "At/Above Grade-level" Grade 11 60% "At/Above Grade-level"	
1.12	Percent of scholars demonstrating growth on Spring STAR ELA assessments Grades 3-8 and Grade 11	Grades 3-8 61% Demonstrated growth Grade 11 75% Demonstrated growth			Grades 3-8 60% Demonstrated growth Grade 11 60% Demonstrated growth	
1.13	Percent of scholars at/ above grade level Spring STAR Math assessments Grades 3-8 and Grade 11	Grades 3-8 53% "At/Above Grade-level" Grade 11 60% "At/Above Grade-level"			Grades 3-8 60% "At/Above Grade-level" Grade 11 60% "At/Above Grade-level"	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	Percent of scholars demonstrating growth on Spring STAR Math assessments Grades 3-8 and Grade 11	Grades 3-8 60% Demonstrated growth Grade 11 68% Demonstrated growth			Grades 3-8 60% Demonstrated growth Grade 11 60% Demonstrated growth	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Credentialed teachers	All EL, SED, Homeless and Foster youth scholars will be assigned a supervising teacher who has the appropriate credentials. Each scholar is assigned a highly qualified teacher who has a maximum caseload of 28 scholars and provides a personalized learning plan customized to meet their unique needs.	\$3,445,538.00	Yes
1.2	Standards-aligned instructional materials	All scholars receive standards-aligned instructional materials. All EL, SED, Homeless and Foster youth scholars have access to standards aligned instructional materials that support their personalized learning plan	\$462,509.00	No
1.3	ELD Materials	EL scholars will have access to ELD standards-based curriculum and materials including Lexia and Nearpod English Learner Program (Nearpod EL). Provide targeted language acquisition instruction through an interactive ELD curriculum that models strategies for Emergent Multilingual Scholars (EMS) to master phonemic awareness, spelling, academic vocabulary, reading comprehension, fluency, and writing.	\$8,341.00	Yes
1.4	Professional Development for staff serving EL scholars	Provide access to professional development that includes grade level curriculum training, instructional strategies for teaching state standards, effective use of supplemental materials, differentiating instruction to help EMS and LTELS build a conceptual understanding of content and transfer learning to new contexts. Provide professional learning opportunities and resources for teachers on effective strategies for integrating ELD into core content.	\$8,112.00	Yes
1.5	MTSS Supports	All scholars will be supported through a Multi-Tiered System of Supports (MTSS) framework. Scholars who are identified as needing Tier 2 and Tier 3 levels of support based on STAR reading and Math assessments will have access to intervention from support staff including Freckle, Intervention Tutoring, Resource Specialists, and IXL.	\$100,299.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Personalized Support for African American Scholars	Compass Charter School of LA has been identified as eligible for technical assistance due to the performance of our African American scholars on the CAASPP ELA and Math assessments. Each scholar who is performing below grade level will receive a personalized plan to ensure that they have the support needed to increase their proficiency in each subject. Families will work with their teacher to choose the curriculum, tutoring, and resources needed. This sub-group will be monitored to ensure that they are making progress at the same or higher rates than their peers.		No
1.7	Increased participation on state assessments	The school will implement an incentive plan to increase the participation rates on state assessments to avoid future LOSS penalties with a focus on African American families in order to increase scores on the CAASPP ELA and Math assessments.	\$475.00	No
1.8	Professional Development for serving African American scholars	Staff will participate in professional development opportunities that target serving the unique needs of the African American population.	\$2,000.00	No
1.9	Support for scholars with special needs	Provide scholars with special needs curriculum resources and programs to support increased proficiency on ELA and Math CAASPP and CAA. The school will provide the TeachTown curriculum to scholars with special needs who will benefit from the program.	\$10,687.00	No
1.10	Professional Development on serving scholars with special needs	Provide Supervising Teachers, Education Specialists and Learning Coaches with training on accommodations and modifications to provide equal access to testing.	\$2,000.00	No
1.11	Summer School Interventions	All unduplicated scholars will be invited to this summer session in grades K-8 regardless of benchmark criteria (counts towards increase in services)	\$15,653.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase scholar and parent engagement and involvement.	Broad Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Scholar and parent engagement is critical to scholar success, especially in a virtual environment. Parents provide a nurturing learning environment in the home and work closely with credentialed teachers to ensure that each scholar is learning in the way that is best for them. High levels of engagement lead to high levels of attendance, progress, and retention.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Annual Survey participation	Staff participation: 146 Parent participation: 192 28% Scholar participation: 170 17%			90% staff participation 60% Scholar participation 60% Parent/ LC participation	
2.2	% of students reporting on the school climate	LA: 74%			80%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	survey that they feel safe at school					
2.3	Building Relationships Between School Staff and Families rating on the Local Indicators	4 or 5 in all areas			5 in all areas	
2.4	Building Partnerships for Student Outcomes rating on the Local Indicators	4 or 5 in all areas			5 in all areas	
2.5	Seeking Input for Decision-Making rating on the Local Indicators	4 or 5 in all areas			5 in all areas	
2.6	Attendance Rates	95%			>90%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Annual Survey	Provide an annual survey to all staff, scholars, and families to ensure that all education partners are heard. Utilize the results of the survey to guide school actions and goals. Analyze survey participation data by subgroup to ensure that we are hearing from all groups.	\$4,690.00	No
2.2	Technology Access for SED scholars	Ensure 1:1 technology access (e.g., Chromebooks and internet access support) for all SED scholars at enrollment.	\$6,343.00	Yes
2.3	Safe Online Environment	Provide a safe, secure, and productive online environment for scholars by incorporating managed digital systems and services, cloud security, email security, and data security systems.	\$37,520.00	No
2.4	ELAC	Strengthen parent engagement and support for Emergent Multilingual Scholars (EMS) by establishing and sustaining an English Learner Advisory Committee (ELAC) within each school.	\$5,000.00	Yes
2.5	Parent and Scholar input	The parent Advisory Council will meet six times per year and will include representatives from a variety of sub-groups. A parent representative will also serve on the Board of Directors of the school. The scholar leadership council will meet nine times per year and will include scholars from multiple grade levels and backgrounds. These councils will provide reports to the Compass Board of Directors and will review data and goals that pertain to the LCAP throughout the year. The council has set a goal to expand its membership to 15 scholars and maintain an attendance rate of 80% by 2028.		No

Action #	Title	Description	Total Funds	Contributing
2.6	Learning Coach Academy	Compass will offer a Learning Coach Academy program that covers support topics of interest for learning coaches.		No
2.7	Scholar Engagement Activities	Compass will provide a variety of extracurricular activities, such as field trips, community service, virtual scholar workshops, and scholar-led clubs. Offerings are held both in-person in a wide range of areas that we serve as well as online. All offerings are available to all scholars including SED, EL, Foster, and Homeless scholars. The school will use data systems to evaluate the participation of subgroups in engagement offerings to ensure that all scholars have equal access.	\$26,536.00	Yes
2.8	Mental Health Supports	Increase access to mental health supports to bridge the gap between schools and mental healthcare providers, ensuring students and families have easy and equitable access to mental healthcare services. Establish a partnership with Care Solace to bridge the gap between schools and mental healthcare professionals.	\$6,426.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase college and career readiness for scholars.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal ensures that high school scholars are equipped with the necessary skills and resources for success beyond graduation, whether they choose to pursue higher education or enter the workforce directly. Focusing on college and career readiness aligns with state and national standards, addresses achievement gaps, and contributes to community and economic development.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of students, including unduplicated pupils and students with disabilities, who have access to and are enrolled in a broad course of study.	100%			100%	
3.2	% of students prepared for college	23.2% SED 26.5%			50%	
3.3	HS Graduation Rate	62.1% SED 48.6%			>75%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	a-g completion	24.1%			50%	
3.5	CTE Pathway Completion	0			10%	
3.6	Both CTE & a-g Completion	0			10%	
3.7	College credit courses completed	11%			50%	
3.8	%of graduates earning a Golden State Seal Merit Diploma	58%			35%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Course Offerings	Annually review and update the courses available to all scholars in order to ensure that the school offers a broad course of study.		No
3.2	RAMP Certification	Achieve RAMP certification for our school counseling program, ensuring the delivery of high-quality, comprehensive counseling services that support the academic, social-emotional, and college/ career development of our scholars.	\$1,583.00	No
3.3	AVID Program	AVID District Leadership training and memberships. Stipend for AVID coordinator.	\$9,771.00	Yes
3.4	Program for Scholars with Special needs	The school will develop a support and transition program for scholars with special needs 18 -22 year old.		No
3.5	Course Scheduling	The counseling department will provide personalized scheduling for each scholar that includes concurrent enrollment, summer school, and credit recovery to ensure coherence and consistency with students earning a diploma.	\$18,406.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Ensure that at-promise scholars are making progress toward earning a high school diploma.	Focus Goal

State Priorities addressed by this goal.

- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Compass identifies scholars who are at-promise as those who may fail to earn a high school diploma for a variety of reasons, including irregular attendance, showing a lack of interest for academics, emotional or behavioral problems, a past record of academic underachievement, economic disadvantage, low scores on math or English standardized tests, and expressing a disconnection from the school learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	HS Dropout Rate	20%			<10%	
4.2	Middle School dropout rate	6.94%			<10%	
4.3	Suspension Rate*	0			0	
4.4	Expulsion Rate*	0			0	
4.5	Chronic Absenteeism Rate*	Overall 6.4% African American 22.2%			Overall <5% African American <5%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Credit Recovery	Provide Summer School program for credit recovery and earning credits to earn credits ahead of schedule for high school graduation eligibility		No
4.2	Reduce Chronic absenteeism for African American Scholars	The school is in differentiated assistance because African American scholars had a 22.2% rate of chronic absenteeism, which was a 9.7% increase and therefore resulted in a red rating. This rate is significantly higher than the overall rate of 6.4%. The school will provide targeted engagement strategies to work with each family to determine the cause of the low attendance rate and create an individual plan for each scholar to improve attendance. Attendance will also be tracked in the Abre data system to alert staff early on if a scholar is having attendance issues.		No

Action #	Title	Description	Total Funds	Contributing
4.3	Retention rates	The school will establish a system within the Abre data suite to track retention rates by grade level and subgroup to identify trends and make adjustments to the support system in response to identified needs.	\$16,479.00	No
4.4	Support for 5 year grad cohort	The school will provide targeted interventions including credit recovery, concurrent enrollment and summer school for scholars who need an additional year to meet graduation requirements.		No
4.5	Support for Homeless Scholars	Our dedicated Scholar Community Advocate will make resources and programs available to families and scholars experiencing homelessness. These services will include connections with local resources such as housing, food, transportation, childcare, medical and mental health services..	\$27,797.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$1,354,250	\$26,003

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
12.232%	0.000%	\$0.00	12.232%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Credentialed teachers</p> <p>Need: 57% of the scholars have been identified as unduplicated and they receive a personalized education plan that is overseen by an appropriately credentialed teacher.</p> <p>Scope:</p>	Each pupil is assessed for their academic, SEL, and financial needs to determine and assign supports specific to their needs	1.11, 1.12, 1.13, 1.14

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.5	<p>Action: MTSS Supports</p> <p>Need: 22% of unduplicated pupils require urgent intervention, 16% require intervention and 12% are on watch in ELA. 25% of unduplicated pupils require urgent intervention, 13% require intervention and 11% are on watch in Math.</p> <p>Scope: Schoolwide</p>	All scholars are identified for interventions according to the MTSS protocols. Unduplicated students are provided with supports specific to their needs.	1.11, 1.12,1.13,1.14
2.2	<p>Action: Technology Access for SED scholars</p> <p>Need: Low income families need computers and internet access to participate in virtual learning.</p> <p>Scope: Schoolwide</p>	The school has prioritized SED families to receive this technology to remove barriers they may encounter due to financial burden.	2.2.2.6
2.7	<p>Action: Scholar Engagement Activities</p> <p>Need: Families experience barriers to participation in engagement activities such as transportation, costs associated with bringing additional family members, and language barriers.</p>	All families have access to engagement activities. This action is to specifically provide additional support to families experiencing barriers to participation.	2.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: Schoolwide</p>		
2.8	<p>Action: Mental Health Supports</p> <p>Need: School climate survey results show that unduplicated pupils will benefit from increased mental health services.</p> <p>Scope: Schoolwide</p>	Mental health services are provided to all pupils with an emphasis on ensuring that families that have language or income barriers have equal access to these services.	2.2
3.3	<p>Action: AVID Program</p> <p>Need: Scholars of SED families graduate at a rate of 48.6%</p> <p>Scope: Schoolwide</p>	AVID is provided to the students of SED families to improve college readiness	2.2, 2.3, 2.7

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	<p>Action: ELD Materials</p> <p>Need: 63% of EL Scholars are making progress towards proficiency. 23% of scholars have achieved reclassification.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	EL scholars have access to resources specific to language development.	1.8,1.9
1.4	<p>Action: Professional Development for staff serving EL scholars</p> <p>Need: 63% of EL Scholars are making progress towards proficiency. 23% of scholars have achieved reclassification.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Teachers will learn strategies to improve EL proficiency	1.8, 1.9
1.11	<p>Action: Summer School Interventions</p> <p>Need: SED students SBAC Math (3-8) 21%, SBAC Math (11) 25%, SBAC ELA (3-8) 33%, SBAC ELA (11) 58% EL Reclassification rate is 23%</p>	100% of SEL and EL scholars were offered summer school. 44% of scholars attending summer school are in these populations	1.5, 1.6, 1.8, 1.11, 1.12

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Scope: Limited to Unduplicated Student Group(s)</p>		
2.4	<p>Action: ELAC</p> <p>Need: The parents of emergent multilingual scholars need a voice in the school's process for providing services.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	This council is specifically for the parents of EL scholars.	2.3, 2.4
3.5	<p>Action: Course Scheduling</p> <p>Need: 26.5% of SED students are prepared for college, the graduation rate for SED students is 48.6%</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	A counselor is assigned to work with SED scholars to develop a personalized graduation plan that identifies any areas of need and ensures they are on track to graduate.	2.2, 2.3, 2.4
4.5	<p>Action: Support for Homeless Scholars</p> <p>Need: Our families experiencing homelessness have additional barriers to HS graduation.</p>	Our dedicated liaison works with each family to identify barriers and connect them with the support they need to be successful.	4.1, 4.2, 4.5

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students	25:1	

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$11,071,379	\$1,354,250	12.232%	0.000%	12.232%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$4,216,165.00				\$4,216,165.00	\$3,607,461.00	\$608,704.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Credentialed teachers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			\$3,445,538.00	\$0.00	\$3,445,538.00				\$3,445,538.00	
1	1.2	Standards-aligned instructional materials	All	No			All Schools		\$0.00	\$462,509.00	\$462,509.00				\$462,509.00	
1	1.3	ELD Materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			\$0.00	\$8,341.00	\$8,341.00				\$8,341.00	
1	1.4	Professional Development for staff serving EL scholars	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$0.00	\$8,112.00	\$8,112.00				\$8,112.00	
1	1.5	MTSS Supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$86,058.00	\$14,241.00	\$100,299.00				\$100,299.00	
1	1.6	Personalized Support for African American Scholars	African American	No			All Schools									
1	1.7	Increased participation on state assessments	All African American	No			All Schools		\$0.00	\$475.00	\$475.00				\$475.00	
1	1.8	Professional Development for serving	African American	No			All Schools		\$2,000.00	\$0.00	\$2,000.00				\$2,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		African American scholars														
1	1.9	Support for scholars with special needs	Students with Disabilities	No			All Schools		\$0.00	\$10,687.00	\$10,687.00				\$10,687.00	
1	1.10	Professional Development on serving scholars with special needs	Students with Disabilities	No			All Schools		\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
1	1.11	Summer School Interventions	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools		\$15,653.00	\$0.00	\$15,653.00				\$15,653.00	
2	2.1	Annual Survey	All	No			All Schools		\$0.00	\$4,690.00	\$4,690.00				\$4,690.00	
2	2.2	Technology Access for SED scholars	Low Income	Yes	School wide	Low Income	All Schools		\$0.00	\$6,343.00	\$6,343.00				\$6,343.00	
2	2.3	Safe Online Environment	All	No			All Schools		\$0.00	\$37,520.00	\$37,520.00				\$37,520.00	
2	2.4	ELAC	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$4,000.00	\$1,000.00	\$5,000.00				\$5,000.00	
2	2.5	Parent and Scholar input	All	No			All Schools									
2	2.6	Learning Coach Academy	All	No			All Schools									
2	2.7	Scholar Engagement Activities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			\$0.00	\$26,536.00	\$26,536.00				\$26,536.00	
2	2.8	Mental Health Supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$6,426.00	\$0.00	\$6,426.00				\$6,426.00	
3	3.1	Course Offerings	All	No			All Schools									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	RAMP Certification	All	No			All Schools		\$1,583.00	\$0.00	\$1,583.00				\$1,583.00	
3	3.3	AVID Program	Low Income	Yes	School wide	Low Income	All Schools		\$0.00	\$9,771.00	\$9,771.00				\$9,771.00	
3	3.4	Program for Scholars with Special needs	Students with Disabilities	No			All Schools									
3	3.5	Course Scheduling	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools		\$18,406.00	\$0.00	\$18,406.00				\$18,406.00	
4	4.1	Credit Recovery	All	No			All Schools									
4	4.2	Reduce Chronic absenteeism for African American Scholars	African American	No			All Schools									
4	4.3	Retention rates	All	No			All Schools		\$0.00	\$16,479.00	\$16,479.00				\$16,479.00	
4	4.4	Support for 5 year grad cohort	All	No			All Schools									
4	4.5	Support for Homeless Scholars	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools		\$27,797.00	\$0.00	\$27,797.00				\$27,797.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$11,071,379	\$1,354,250	12.232%	0.000%	12.232%	\$3,678,222.00	0.000%	33.223 %	Total:	\$3,678,222.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$83,309.00
								Schoolwide Total:	\$3,594,913.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Credentialed teachers	Yes	Schoolwide	English Learners Foster Youth Low Income		\$3,445,538.00	
1	1.3	ELD Materials	Yes	Limited to Unduplicated Student Group(s)	English Learners		\$8,341.00	
1	1.4	Professional Development for staff serving EL scholars	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$8,112.00	
1	1.5	MTSS Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$100,299.00	
1	1.11	Summer School Interventions	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$15,653.00	
2	2.2	Technology Access for SED scholars	Yes	Schoolwide	Low Income	All Schools	\$6,343.00	
2	2.4	ELAC	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$5,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.7	Scholar Engagement Activities	Yes	Schoolwide	English Learners Foster Youth Low Income		\$26,536.00	
2	2.8	Mental Health Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$6,426.00	
3	3.3	AVID Program	Yes	Schoolwide	Low Income	All Schools	\$9,771.00	
3	3.5	Course Scheduling	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$18,406.00	
4	4.5	Support for Homeless Scholars	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$27,797.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,573,769.00	\$4,639,231.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	1.1 a Basic Services - Teachers	Yes	\$3,565,264.00	3,846,957
1	1.2	1.1b Basic Services - Common Core Curriculum	No	\$80,921.00	189,841.
1	1.3	1.1c Basic Services - Advancement Via Individual Determination (AVID)	Yes	\$4,000.00	4,657
1	1.4	1.2a Multi-Tiered System of Supports (MTSS) and Positive Behavior Interventions & Supports (PBIS)	Yes	\$9,323.00	10,882
1	1.5	1.2b Multi-Tiered System of Supports (MTSS) and Response to Intervention (Rtl)	Yes	\$74,349.00	22,098
1	1.6	1.2c Multi-Tiered System of Supports (MTSS) and Social Emotional Learning (SEL) and Well-Being	No	0	0
1	1.7	1.3a Staff Development Onboarding	No	\$40,073.00	42,857
1	1.8	1.3b Staff Development - Professional Learning	No	\$109,805.00	120,540
1	1.9	1.3c Staff Development - Leadership Development	No	\$63,700.00	106,228
1	1.10	1.4 Orientation - Scholar and Learning Coach	No	\$13,091.00	30,135

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	1.5a Supports for Unduplicated Scholars - Foster and Homeless Youth	Yes	\$27,223.00	31,127
1	1.12	1.5b Supports for Unduplicated Scholars - Free and Reduced	Yes	0	0
1	1.13	1.6a Targeted Intervention - English Learners	Yes	\$75,900.00	66,256
1	1.14	1.6b Targeted Intervention - Students with Disabilities	No Yes	0	0
2	2.1	2.1a Learning Coach Academy	No	0	0
2	2.2	2.1b Summer Session	No	0	0
2	2.3	2.1c Scholar Attendance	No	\$7,715.00	0
2	2.4	2.1d Scholar Attendance Counseling	No	\$341380.00	123,836.
2	2.5	2.2a Scholar Celebrations	No	0	0
2	2.6	2.2b Scholar Recognition	No	0	0
2	2.7	2.2c Parent Recognition	No	0	0
2	2.8	2.3a Scholar Extracurricular Activities	No	0	0
2	2.9	2.3b Community Service	No	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.10	2.3c Scholar Enrichment	No	\$48555	0
2	2.11	2.3d Parent Enrichment	No	0	0
2	2.12	2.4a School Communication	No	0	0
2	2.13	2.4b Technology Access	Yes	\$10,000.00	15,344
2	2.14	2.5 Staff Development - Professional Learning	No	0	0
2	2.15	2.6 Military-Connected Support	No	0	0
3	3.1	3.1a Summer Session	No	\$25608	25,608
3	3.2	3.1b Summer Tutoring	No	0	0
3	3.3	3.2a A-G Coursework	No	0	0
3	3.4	3.2b Dual Enrollment	No	0	0
3	3.5	3.2c AVID Elective	No	\$35200	0
3	3.6	3.3a Recognized ASCA Model Program (RAMP)	No	\$41662	2,865
3	3.7	3.4a Family College Awareness/Preparation	No	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.8	3.4b Partnerships with organizations for financial aid, college tours, etc.	No	0	0
3	3.9	3.5a Staff Development - Professional Learning	No	0	0
4	4.1	4.1 At- Promise Interventions/Supports	No	0	0
4	4.2	4.2 Summer Session	Yes	0	0
4	4.3	4.3 Extended Graduation Plan	Yes	0	0
4	4.4	4.4 Staff Development - Professional Learning	No	0	0

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,128,470	\$3,578,587.00	\$10,850,091.00	(\$7,271,504.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	1.1 a Basic Services - Teachers	Yes	\$3,565,264.00	10,328,301		
1	1.3	1.1c Basic Services - Advancement Via Individual Determination (AVID)	Yes	\$4,000.00	4,392		
1	1.4	1.2a Multi-Tiered System of Supports (MTSS) and Positive Behavior Interventions & Supports (PBIS)	Yes	\$9,323.00	9,323		
1	1.5	1.2b Multi-Tiered System of Supports (MTSS) and Response to Intervention (Rtl)	Yes		210,412		
1	1.11	1.5a Supports for Unduplicated Scholars - Foster and Homeless Youth	Yes		37,174		
1	1.12	1.5b Supports for Unduplicated Scholars - Free and Reduced	Yes		131,215		
1	1.13	1.6a Targeted Intervention - English Learners	Yes		56,617		
1	1.14	1.6b Targeted Intervention - Students with Disabilities	Yes		450		
2	2.13	2.4b Technology Access	Yes		25,093		
4	4.2	4.2 Summer Session	Yes		47,114		
4	4.3	4.3 Extended Graduation Plan	Yes				

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
10,328,301	1,128,470	0	10.926%	\$10,850,091.00	0.000%	105.052%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**Description**

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
 - (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
 - An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> ● Enter the metric number.
Metric
<ul style="list-style-type: none"> ● Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.
Baseline
<ul style="list-style-type: none"> ● Enter the baseline when completing the LCAP for 2024–25. <ul style="list-style-type: none"> ○ Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate). ○ Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. ○ Indicate the school year to which the baseline data applies. ○ The baseline data must remain unchanged throughout the three-year LCAP. <ul style="list-style-type: none"> ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the **“Measuring and Reporting Results”** part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Compass Charter Schools Los Angeles

CDS Code: 10623310130880

School Year: 2024-25

LEA contact information:

Elizabeth Brenner

Superintendent, CEO

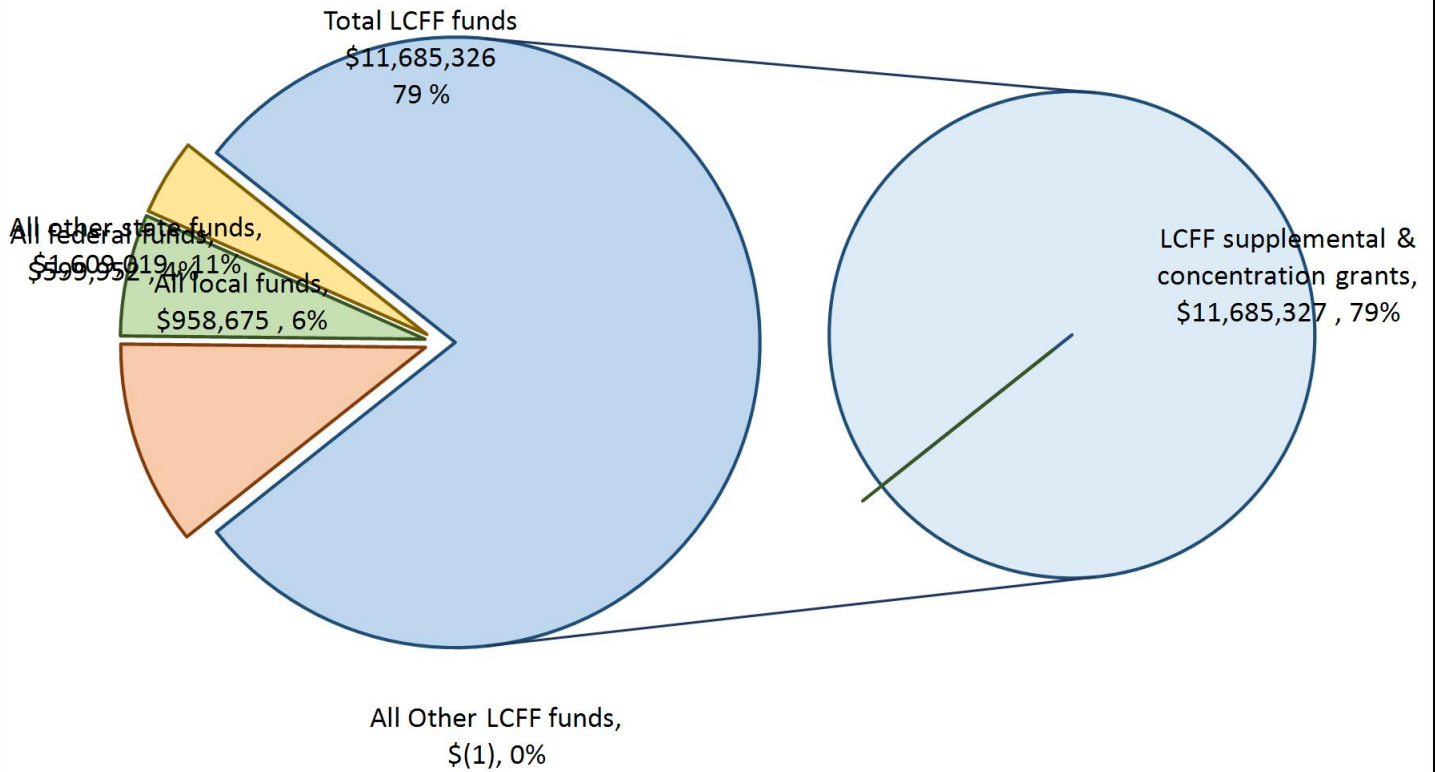
ebrenner@compasscharters.org

(805)358-4761

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

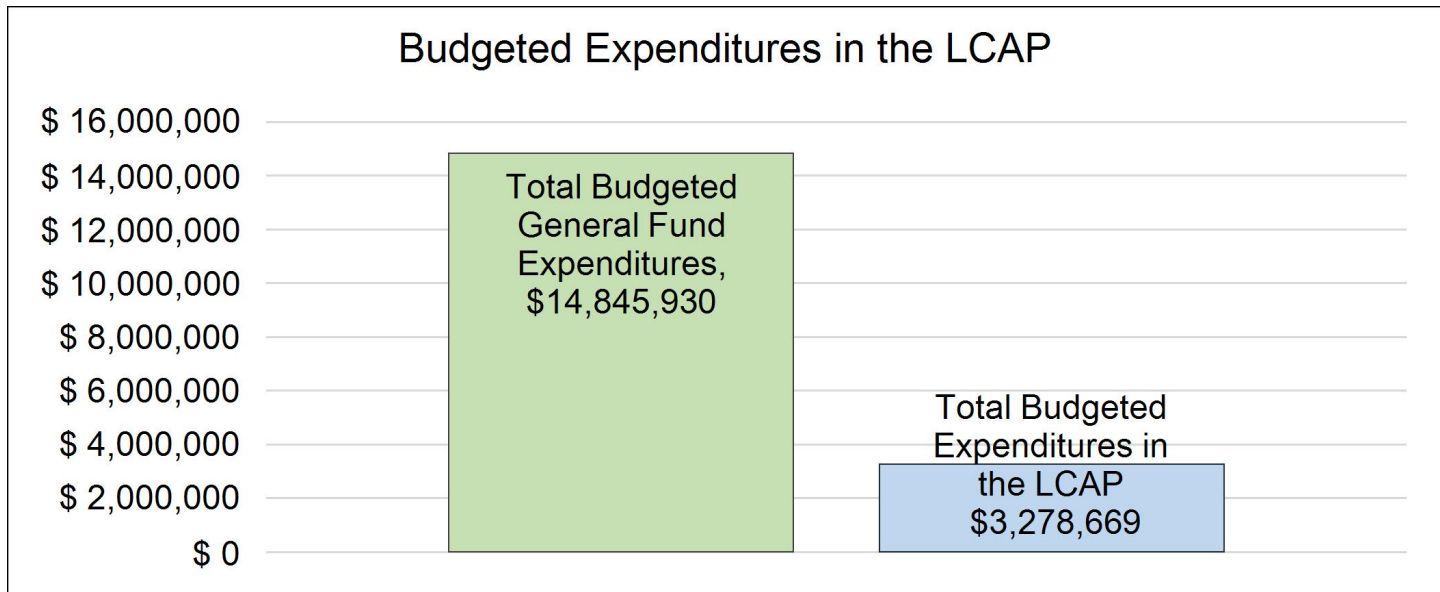


This chart shows the total general purpose revenue Compass Charter Schools Los Angeles expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Compass Charter Schools Los Angeles is \$14,852,972, of which \$11685326 is Local Control Funding Formula (LCFF), \$1609019 is other state funds, \$958675 is local funds, and \$599952 is federal funds. Of the \$11685326 in LCFF Funds, \$11685327 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Compass Charter Schools Los Angeles plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Compass Charter Schools Los Angeles plans to spend \$14845930 for the 2024-25 school year. Of that amount, \$3,278,669 is tied to actions/services in the LCAP and \$11,567,261 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

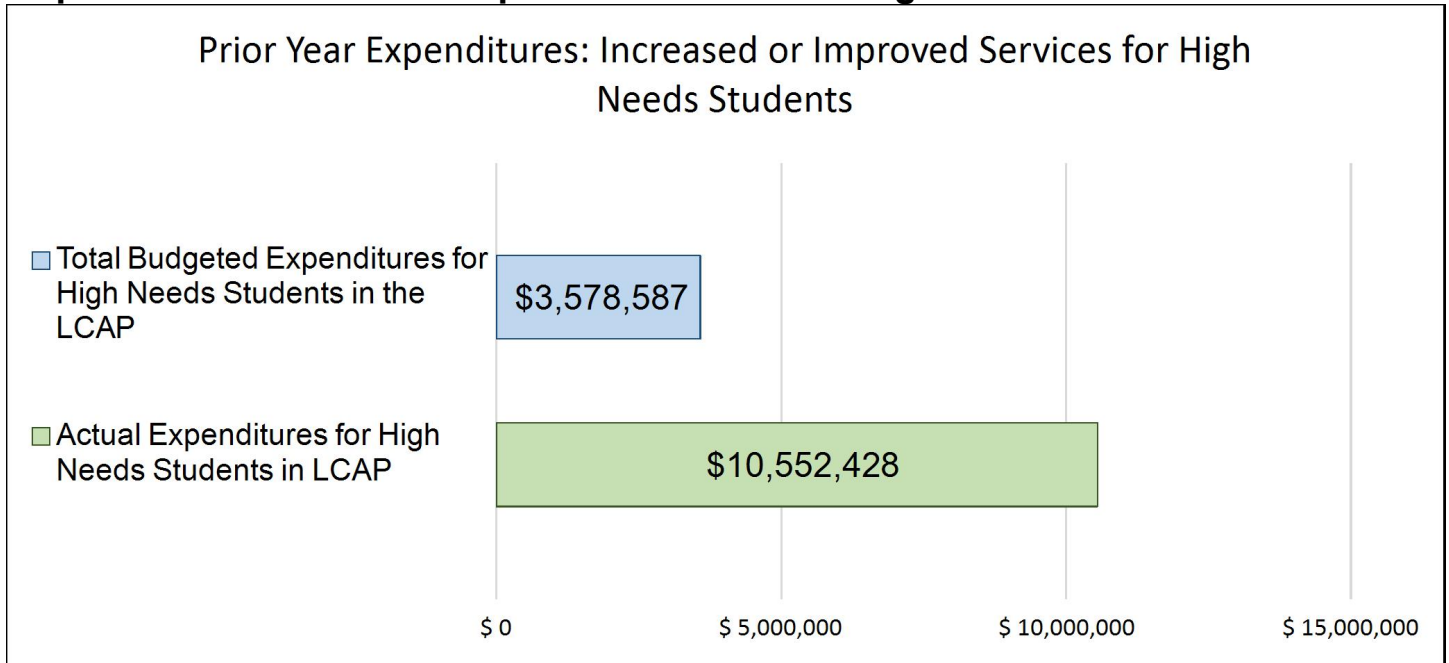
The General Fund budget is used for all operating expenses and salaries of non credentialed staff.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Compass Charter Schools Los Angeles is projecting it will receive \$11685327 based on the enrollment of foster youth, English learner, and low-income students. Compass Charter Schools Los Angeles must describe how it intends to increase or improve services for high needs students in the LCAP. Compass Charter Schools Los Angeles plans to spend \$2,740,726 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Compass Charter Schools Los Angeles budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Compass Charter Schools Los Angeles estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Compass Charter Schools Los Angeles's LCAP budgeted \$3578587 for planned actions to increase or improve services for high needs students. Compass Charter Schools Los Angeles actually spent \$10,552,428 for actions to increase or improve services for high needs students in 2023-24.



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Compass Charter School of Yolo	Elizabeth Brenner Superintendent, CEO	ebrenner@compasscharters.org (805)358-4761

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Compass Charter Schools of Yolo (Compass) is a free, personalized learning, public charter school that offers an alternative for scholars to thrive outside of a traditional brick and mortar environment. Compass is directly funded by the state of California and the federal government. We are currently authorized by the Winters Joint Unified School District for scholars in grades TK-12 who reside in Yolo and its adjacent counties and wish to pursue high-quality, and rigorous instructional programs via virtual learning. Scholars attend school primarily from home, supervised by a learning coach (LC), following a Personalized Learning Plan (PLP) that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated Supervising Teachers (ST). The academic program provides choices for families who enroll. The Online Learning Program is a virtual program where scholars use Accelerate Education as their curriculum. A credentialed supervising teacher supports the scholar and provides live, online learning labs once a week. The weekly live labs are 1-hour long per content area. These labs are held once a day and are recorded for scholars to access

if they cannot attend the live session. In our Options Learning Program, the learning coach (parent or guardian) provides more hands-on guidance for their scholars and commits to providing a well-rounded education for their child. A credentialed supervising teacher guides the learning coach with curricular options and measuring academic progress. In both programs, each scholar is assigned an appropriately credentialed, Supervising Teacher who assigns and evaluates the work completed in a standards-based curriculum. The supervising teacher is there to provide support as needed to scholars and as the family's go-to person for all the scholars' educational needs.

The enrollment on Census day, 2023 was 671 scholars across grades TK through 12. Compass serves 39.3% Socioeconomically Disadvantaged scholars and 14.5% Scholars with Disabilities.

The mission of Compass 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, which inspires 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. We support our scholars, learning coaches, teachers, staff and community through our core values of Achievement, Respect, Teamwork, Integrity, and Communication (ARTIC).

Whatever the reason behind scholars' enrollment at Compass, scholars are provided an environment where they can feel safe and inspired to develop into confident, innovative, creative, self-directed learners. Scholars find success at Compass because they have the support of a dedicated staff and their families.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Participation rates and achievement rates in CAASPP ELA and Math have fluctuated over the years. The school will continue to set goals around providing support in ELA and Math to increase the percentage of scholars testing at or above grade level. SED scholars are performing lower than their peers. In this plan, goals are the same for all populations and resources will be concentrated on subgroups that show the greatest gap in achievement. The participation rate of 77% resulted in a significant LOSS penalty that negatively impacted the school's ranking. Although efforts were concentrated in 2024 to increase participation, many parents utilize their right to opt out of state testing. The school has added a goal to increase participation to 95% in order to avoid the LOSS penalty.

The school concentrated on increasing participation in local assessments and achieved over a 93% participation rate on the Renaissance STAR assessments. This provided strong scholar achievement data that was used to target interventions and to recognize scholar individual achievement and growth. These assessments drive the MTSS process and we saw strong achievement in scholars who attended intervention tutoring and services. The school began measuring Grade Level Growth and saw growth levels in ELA decrease from the 2022-2023 school years from 71% to 63% in grades 3-8. This was the opposite in grade 11 scholars whose growth increased from 60% to 75%. Growth levels in Math decreased slightly from the 2022-2023 school years from 63% to 61% of elementary scholars meeting or exceeding growth levels and an increase from 53% to 54% of grade 11 scholars meeting or exceeding growth levels.

Scholar engagement remains high as evidenced by a 2% chronic absenteeism rate and the cohort dropout rate has decreased to 11%. The school will continue to monitor staffing and access to core curriculum. These measures are consistently met each year as the school maintains a 25:1 credentialed staff to scholar ratio and ensures that all scholars have access to core curriculum. In the 2023-2024 school year, additional core curriculum was also adopted for scholars with special needs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Board of Directors	<p>Board of Directors - Compass Charter Schools is governed by a California nonprofit public-benefit corporation and has an independent Board of Directors who meet six times per year to oversee the school’s management, operation, activities, and affairs. The Board of Directors defines, composes, and revises (as needed) the policies of the school and ensures compliance with its agreements and applicable laws and regulations.</p> <p>In earlier meetings, there was discussion on the importance of designing Annual Survey questions to best capture valuable insights from parents and scholars. The members also reviewed the Mid-year LCAP presentation, which outlined goals of enhancing engagement and academic achievement. Later sessions revolved around analyzing data results from the Annual Survey to gain a better understanding of what scholars, parents, and staff valued and what they thought needed improving. These discussions helped in refining final goals for the LCAP.</p>
Administrators	<p>All Leadership Meeting - This meeting gathers the cabinet members and directors of each department and meets on a monthly basis. The team tackles projects and issues that affect all internal departments</p>

Educational Partner(s)	Process for Engagement
	<p>including Finance, HR, Operations, Academic Programs and Support, Finance, HR, Operations, and IT.</p> <p>During several meetings, the creation and update of the Mid-year LCAP and final LCAP were discussed and included LCAP expenditures, data review, goal proposal, funding allocations, contracts review, and metrics alignment. The Leadership Team also met on additional occasions regarding the Annual survey.</p> <p>All Management Team meeting - The CCS Management team meets monthly and is made up of our Directors, Coordinators, and Managers. The meeting’s purpose is to develop leadership, build trust within the organization, and improve communication and consistency in our organization.</p> <p>Throughout the year, this group actively participated in Covey Trust & Inspire sessions, followed by collaborative exercises in small focus groups to foster camaraderie and strengthen connections between departments. Additionally, the team has sessions dedicated to creating, reviewing, and updating information related to scholar achievement goals, school culture, Annual Survey and the LCAP.</p>
<p>Teachers and other school personnel</p>	<p>Town Hall Meetings - This meeting is held monthly for all employees and serves as a platform to dispense information regarding our school’s performance, organizational goals, structural changes, and scholar program updates. Once per quarter, the topics focus on data received from the California School Dashboard, CALPADS, DataQuest, and other reporting systems. Time is allotted for staff to share achievements and to bring forward ideas for improvements.</p> <p>Annual Survey - Compass Charter Schools sent out an Annual Survey in February that collected staff members’ thoughts and feedback. More than 75% of staff responded to the survey. Personnel were asked to rate the importance of academic achievement, college preparedness, community involvement, school culture, parent involvement, scholar engagement, and positive mental health. There were also questions about collaboration and trust between peers, teams, departments, and administrators, as well as questions</p>

Educational Partner(s)	Process for Engagement
	<p>regarding the effectiveness of internal processes and software systems. The final portion asked their opinion about the four goals of the LCAP plan.</p> <p>Retreat - The school holds an annual, in person Retreat for all staff that offers employees a dedicated time and space away from the usual work environment to focus on LCAP goals, strategic planning, skill development, team building, and employee engagement. The Retreat also provides meeting time between Board members and management teams.</p>
<p>Parents</p>	<p>Parent Advisory Council - The Parent Advisory Council serves to provide parent assessment on school policies and procedures at CCS, and to ensure that they are consistent with its Mission, Vision, and Values. They meet bi-monthly during the school year. During these meetings, the Parent Advisory Council members formulated strategies for recruiting parents to join the PAC. They brainstormed ways to boost participation in state testing, and established connections to the new District English Learner Advisory Committee. The Superintendent provided an overview of the LCAP and solicited feedback from the group. Members also played a role in shaping the Annual Survey by reviewing questions from previous Annual Surveys, and by making updates to existing questions and creating new topics to explore. After the Annual Survey ran, participants engaged in discussion regarding results and explored ideas for future goals and initiatives.</p> <p>Annual Survey - Compass Charter Schools sent out an Annual Survey in February that collected parents' thoughts and feedback. Over 120 parents responded to the survey, submitting answers to questions about the quality of teaching, curriculum, hours spent on school work and study, and parent communication methods. Parents were also asked to rate the importance of academic achievement, college preparedness, community involvement, parent involvement, school culture, scholar engagement, and positive mental health. The</p>

Educational Partner(s)	Process for Engagement
	<p>final portion asked their opinion about the four goals of the LCAP plan.</p> <p>Parent Suggestion Box - The Parent Suggestion box is a form that parents can fill out to make suggestions or share ideas they have to make Compass Charter Schools better for its scholars, families, and staff.</p>
<p>Scholars</p>	<p>Scholar Leadership Council - The Scholar Leadership Council is made up of 10 - 20 scholars who provide scholar feedback on school policies and procedures, LCAP at Compass Charter Schools to ensure that they are consistent with its Mission, Vision, and Values. They meet monthly during the school year.</p> <p>During this school year, scholars provided and refined survey questions for the Annual Survey, ensuring that the questions resonated with scholars across all grade levels and accurately captured their feedback. They determined goals for the number of council members and increased participation in council meetings. In addition, they talked about results from the Annual Survey and shared their feedback on the data presented.</p> <p>Annual Survey - Compass Charter Schools sent out an Annual Survey in February that collected scholars' thoughts and feedback, and 74 scholars responded to the survey. They submitted answers to questions about the quality of teaching, live synchronous instruction, hours spent on schoolwork and study, and scholar communication methods. Scholars were also asked to rate the importance of academic achievement, college preparedness, community involvement, parent involvement, school culture, scholar engagement, and positive mental health. The final portion asked their opinion about the four goals of the LCAP plan.</p> <p>Scholar Suggestion Box - The Scholar Suggestion box is a form that scholars can fill out to make suggestions or share their ideas to make Compass Charter Schools better for its scholars, families, and staff.</p>

Educational Partner(s)	Process for Engagement

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The Local Control and Accountability Plan (LCAP) at Compass Charter Schools was significantly influenced by feedback from various stakeholders, gathered through multiple structured interactions and surveys. Here's an overview of how this feedback shaped the LCAP:

Board of Directors
Survey Design and Data Analysis: The Board emphasized the importance of designing Annual Survey questions to extract meaningful insights from parents and scholars. They reviewed mid-year LCAP presentations and data from these surveys to understand the priorities and areas for improvement, which informed the final LCAP goals.
Goal Refinement: Discussions and analyses of the survey data during Board meetings led to a refinement of the LCAP goals, ensuring they aligned with the needs and preferences of the school community.

All Leadership Meetings
LCAP Expenditures and Metrics: Leadership meetings focused on the creation and updates of the mid-year and final LCAP. Discussions included reviewing LCAP expenditures, funding allocations, and goal proposals, as well as ensuring metrics alignment with the LCAP objectives.
Survey Feedback Integration: The Leadership Team reviewed data from the Annual Survey in these meetings, ensuring that the feedback collected was used to guide decisions and updates to the LCAP.

All Management Team Meetings
Collaborative Goal Setting: Management meetings included sessions on scholar achievement goals, school culture, and the Annual Survey. Feedback from these meetings was used to update the LCAP, fostering a collaborative approach to goal setting and policy development.
Trust and Communication: The team participated in Covey Trust & Inspire sessions to build trust and improve communication, which helped in creating a more cohesive plan that considered diverse departmental insights.

Town Hall Meetings
Open Feedback and Improvement Ideas: Town Hall meetings provided a platform for all employees to discuss the school's performance, share achievements, and propose improvements. Quarterly topics included data from various reporting systems, which fed into the LCAP refinement process.
Staff Contributions: These meetings allowed staff to bring forward ideas for improvements, which were considered in the LCAP updates.

Annual Survey

Comprehensive Feedback Collection: The Annual Survey, with a high response rate from staff, collected detailed feedback on academic achievement, college preparedness, school culture, and other areas. This feedback directly influenced the LCAP by highlighting the priorities and concerns of the staff.

Evaluation of Goals: The survey included questions about the four goals of the LCAP plan, enabling the school to adjust these goals based on staff input.

Retreat

Focused Planning and Team Building: The annual Retreat provided a dedicated time for strategic planning, skill development, and team building. Feedback and discussions from the Retreat sessions, including interactions between Board members and management teams, played a critical role in shaping the LCAP.

Through these structured interactions and feedback mechanisms, Compass Charter Schools ensured that the LCAP was responsive to the needs and priorities of its stakeholders, thereby enhancing engagement, academic achievement, and overall school improvement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase scholar academic achievement in core academic subjects.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

To ensure all scholars are achieving at grade level and mastering the state standards through a personalized learning plan as measured by state and local assessments.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of teachers who are appropriately credentialed and assigned according to the SARC	2020-2021 100%			100%	
1.2	% of students who have access to standards-aligned instructional material	100%			100%	
1.3	Implementation of State Standards ranking of 4 or higher on the Local Indicator self-reflection tool in each core curricular area	4 in all subjects			5 in all subjects	
1.4	CAASPP ELA	Schoolwide			Schoolwide	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of students in grades 3-8 and 11 who meet or exceed standards in ELA CAASPP.	SBAC ELA (3-8) 52% SBAC ELA (11) 48% SED SBAC ELA (3-8) 34% SBAC ELA (11) 30% SpEd SBAC ELA (3-8) 33% SBAC ELA (11) 0%			SBAC ELA (3-8) 60% SBAC ELA (11) 60% SED SBAC ELA (3-8) 60% SBAC ELA (11) 60% SpEd SBAC ELA (3-8) 60% SBAC ELA (11) 60%	
1.5	CAASPP Math % of students in grades 3-8 and 11 who meet or exceed standards in Math CAASPP.	Schoolwide SBAC Math (3-8) 34% SBAC Math (11) 32% SED SBAC Math (3-8) 18% SBAC Math (11) 11% SpEd SBAC Math (3-8) 27% SBAC Math (11) 0%			Schoolwide SBAC Math (3-8) 50% SBAC Math (11) 50% SED SBAC Math (3-8) 50% SBAC Math (11) 50% SpEd SBAC Math (3-8) 50% SBAC Math (11) 50%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	CAASPP Participation rate	ELA 77% Math 77%			ELA 95% Math 95%	
1.7	CAST	Schoolwide CAST 38% SED CAST 21%			Schoolwide CAST 40% SED CAST 40%	
1.8	Percent of scholars at/above grade level Spring STAR ELA assessments Grades 3-8 and Grade 11	Grades 3-8 61% "At/Above Grade-level" Grade 11 68% "At/Above Grade-level"			Grades 3-8 60% "At/Above Grade-level" Grade 11 60% "At/Above Grade-level"	
1.9	Percent of scholars demonstrating growth on Spring STAR ELA assessments Grades 3-8 and Grade 11	Grades 3-8 63% Demonstrated growth Grade 11 75% Demonstrated growth			Grades 3-8 60% Demonstrated growth Grade 11 60% Demonstrated growth	
1.10	Percent of scholars at/above grade level Spring STAR Math assessments Grades 3-8 and Grade 11	Grades 3-8 37% "At/Above Grade-level" Grade 11			Grades 3-8 60% "At/Above Grade-level" Grade 11	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		32% "At/Above Grade-level"			60% "At/Above Grade-level"	
1.11	Percent of scholars demonstrating growth on Spring STAR Math assessments Grades 3-8 and Grade 11	Grades 3-8 61% Demonstrated growth Grade 11 54% Demonstrated growth			Grades 3-8 60% Demonstrated growth Grade 11 60% Demonstrated growth	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Credentialed teachers	All EL, SED, Homeless and Foster youth scholars will be assigned a supervising teacher who has the appropriate credentials. Each scholar is assigned a highly qualified teacher who has a maximum caseload of 28 scholars and provides a personalized learning plan customized to meet their unique needs.	\$761,778.00	Yes
1.2	Standards-aligned instructional materials	All scholars receive standards-aligned instructional materials. All EL, SED, Homeless and Foster youth scholars have access to standards aligned instructional materials that support their personalized learning plan	\$166,266.00	No
1.3	ELD Materials	EL scholars will have access to ELD standards-based curriculum and materials including Lexia and NearPod English Learner Program (NearPod EL). Provide targeted language acquisition instruction through an interactive ELD curriculum that models strategies for Emergent Multilingual Scholars (EMS) to master phonemic awareness, spelling, academic vocabulary, reading comprehension, fluency, and writing.	\$2,999.00	Yes
1.4	Professional Development for staff serving EL scholars	Provide access to professional development that includes grade level curriculum training, instructional strategies for teaching state standards, effective use of supplemental materials, differentiating instruction to help EMS and LTELS build a conceptual understanding of content and transfer learning to new contexts. Provide professional learning opportunities and resources for teachers on effective strategies for integrating ELD into core content.	\$1,000.00	Yes
1.5	MTSS Supports	All scholars will be supported through a Multi-Tiered System of Supports (MTSS) framework. Scholars who are identified as needing Tier 2 and Tier 3 levels of support based on STAR reading and Math assessments will have access to intervention from support staff including Freckle, Intervention Tutoring, Resource Specialists, and IXL.	\$21,365.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Increased participation on state assessments	The school will implement an incentive plan to increase the participation rates on state assessments to avoid future LOSS penalties in order to increase scores on the CAASPP ELA and Math assessments.	\$475.00	No
1.9	Support for scholars with special needs	Provide scholars with special needs curriculum resources and programs to support increased proficiency on ELA and Math CAASPP and CAA. The school will provide the TeachTown curriculum to scholars with special needs who will benefit from the program.	\$3,842.00	No
1.10	Professional Development on serving scholars with special needs	Provide Supervising Teachers, Education Specialists and Learning Coaches with training on accommodations and modifications to provide equal access to testing.	\$2,000.00	No
1.11	Summer School Interventions	All unduplicated scholars will be invited to this summer session in grades K-8 regardless of benchmark criteria (counts towards increase in services)	\$3.34	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase scholar and parent engagement and involvement.	Broad Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Scholar and parent engagement is critical to scholar success, especially in a virtual environment. Parents provide a nurturing learning environment in the home and work closely with credentialed teachers to ensure that each scholar is learning in the way that is best for them. High levels of engagement lead to high levels of attendance, progress, and retention.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Annual Survey participation	Staff participation: 146= 68% Parent participation: 123 of 464 = 27% Scholar participation:74 of 740 (10%)			90% staff participation 60% Scholar participation 60% Parent/ LC participation	
2.2	% of students reporting on the school climate survey that they feel safe at school	73%			80%	
2.3	Building Relationships Between School Staff	4 or 5 in all areas			5 in all areas	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and Families rating on the Local Indicators					
2.4	Building Partnerships for Student Outcomes rating on the Local Indicators	4 or 5 in all areas			5 in all areas	
2.5	Seeking Input for Decision-Making rating on the Local Indicators	4 or 5 in all areas			5 in all areas	
2.6	Attendance Rates	99%			>90%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Annual Survey	Provide an annual survey to all staff, scholars, and families to ensure that all education partners are heard. Utilize the results of the survey to guide	\$1,686.00	No

Action #	Title	Description	Total Funds	Contributing
		school actions and goals. Analyze survey participation data by subgroup to ensure that we are hearing from all groups.		
2.2	Technology Access for SED scholars	Ensure 1:1 technology access (e.g., Chromebooks and internet access support) for all SED scholars at enrollment.	\$3,175.00	Yes
2.3	Safe Online Environment	Provide a safe, secure, and productive online environment for scholars by incorporating managed digital systems and services, cloud security, email security, and data security systems.	\$13,486.00	No
2.5	Parent and Scholar input	The parent Advisory Council will meet six times per year and will include representatives from a variety of sub-groups. A parent representative will also serve on the Board of Directors of the school. The scholar leadership council will meet nine times per year and will include scholars from multiple grade levels and backgrounds. These councils will provide reports to the Compass Board of Directors and will review data and goals that pertain to the LCAP throughout the year. The council has set a goal to expand its membership to 15 scholars and maintain an attendance rate of 80% by 2028.		No
2.6	Learning Coach Academy	Compass will offer a Learning Coach Academy program that covers support topics of interest for learning coaches.		No
2.7	Scholar Engagement Activities	Compass will provide a variety of extracurricular activities, such as field trips, community service, virtual scholar workshops, and scholar-led clubs. Offerings are held both in-person in a wide range of areas that we serve as well as online. All offerings are available to all scholars including SED, EL, Foster, and Homeless scholars. The school will use data systems to evaluate the participation of subgroups in engagement offerings to ensure that all scholars have equal access.	\$5,658.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	Mental Health Supports	Increase access to mental health supports to bridge the gap between schools and mental healthcare providers, ensuring students and families have easy and equitable access to mental healthcare services. Establish a partnership with Care Solace to bridge the gap between schools and mental healthcare professionals.	\$1,371.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase college and career readiness for scholars.	Broad Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal ensures that high school scholars are equipped with the necessary skills and resources for success beyond graduation, whether they choose to pursue higher education or enter the workforce directly. Focusing on college and career readiness aligns with state and national standards, addresses achievement gaps, and contributes to community and economic development.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of students, including unduplicated pupils and students with disabilities, who have access to and are enrolled in a broad course of study.	100%			100%	
3.2	% of students prepared for college	25%			50%	
3.3	HS Graduation Rate	86%			>75%	
3.4	a-g completion	6%			50%	
3.5	CTE Pathway Completion	0			10%	
3.6	Both CTE & a-g Completion	0			10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	College credit courses completed	27%			50%	
3.8	% of graduates earning a Golden State Seal Merit Diploma	42%			35%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Course Offerings	Annually review and update the courses available to all scholars in order to ensure that the school offers a broad course of study.		No
3.2	RAMP Certification	Achieve RAMP certification for our school counseling program, ensuring the delivery of high-quality, comprehensive counseling services that	\$560.00	No

Action #	Title	Description	Total Funds	Contributing
		support the academic, social-emotional, and college/ career development of our scholars.		
3.3	AVID Program	AVID District Leadership training and memberships. Stipend for AVID coordinator.	\$3,513.00	Yes
3.4	Program for Scholars with Special needs	The school will develop a support and transition program for scholars with special needs 18 -22 year old.		No
3.5	Course Scheduling	The counseling department will provide personalized scheduling for each scholar that includes concurrent enrollment, summer school, and credit recovery to ensure coherence and consistency with students earning a diploma.	\$20,669.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Ensure that at-promise scholars are making progress toward earning a high school diploma.	Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

Compass identifies scholars who are at-promise as those who may fail to earn a high school diploma for a variety of reasons, including irregular attendance, showing a lack of interest for academics, emotional or behavioral problems, a past record of academic underachievement, economic disadvantage, low scores on math or English standardized tests, and expressing a disconnection from the school learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	HS Dropout Rate	10%			<10%	
4.2	Middle School dropout rate	10%			<10%	
4.3	Suspension Rate*	0			0	
4.4	Expulsion Rate*	0			0	
4.5	Chronic Absenteeism Rate*	Overall 2%			Overall <5%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Credit Recovery	Provide Summer School program for credit recovery and earning credits to earn credits ahead of schedule for high school graduation eligibility		No
4.2	Retention rates	The school will establish a system within the Abre data suite to track retention rates by grade level and subgroup to identify trends and make adjustments to the support system in response to identified needs.	\$5,924.00	No
4.3	Support for 5 year grad cohort	The school will provide targeted interventions including credit recovery, concurrent enrollment and summer school for scholars who need an additional year to meet graduation requirements. Expense is captured in Action 4.1		No

Action #	Title	Description	Total Funds	Contributing
4.4	Support for Homeless Scholars	Our dedicated Scholar Community Advocate will make resources and programs available to families and scholars experiencing homelessness. These services will include connections with local resources such as housing, food, transportation, childcare, medical and mental health services..	\$4,728.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$315,853	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.798%	0.000%	\$0.00	7.798%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Credentialed teachers</p> <p>Need: 39.6% of the scholars have been identified as unduplicated and they receive a personalized education plan that is overseen by an appropriately credentialed teacher.</p> <p>Scope:</p>	Each pupil is assessed for their academic, SEL, and financial needs to determine and assign supports specific to their needs	1.11, 1.12, 1.13, 1.14

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.5	<p>Action: MTSS Supports</p> <p>Need: 13.3% of unduplicated pupils require urgent intervention, 6.6% require intervention and 13.3% are on watch in ELA. 16.6% of unduplicated pupils require urgent intervention, 8% require intervention and 15% are on watch in Math</p> <p>Scope: Schoolwide</p>	All scholars are identified for interventions according to the MTSS protocols. Unduplicated students are provided with supports specific to their needs.	1.11, 1.12,1.13,1.14
2.2	<p>Action: Technology Access for SED scholars</p> <p>Need: Low income families need computers and internet access to participate in virtual learning.</p> <p>Scope: Schoolwide</p>	The school has prioritized SED families to receive this technology to remove barriers they may encounter due to financial burden.	2.2.2.6
2.7	<p>Action: Scholar Engagement Activities</p> <p>Need: Families experience barriers to participation in engagement activities such as transportation, costs associated with bringing additional family members, and language barriers.</p>	All families have access to engagement activities. This action is to specifically provide additional support to families experiencing barriers to participation.	2.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: Schoolwide</p>		
<p>2.8</p>	<p>Action: Mental Health Supports</p> <p>Need: School climate survey results show that unduplicated pupils will benefit from increased mental health services.</p> <p>Scope: Schoolwide</p>	<p>Mental health services are provided to all pupils with an emphasis on ensuring that families that have language or income barriers have equal access to these services.</p>	<p>2.2</p>
<p>3.3</p>	<p>Action: AVID Program</p> <p>Need: Scholars of SED families benefit from AVID services.</p> <p>Scope: Schoolwide</p>	<p>AVID is provided to the students of SED families to improve college readiness</p>	<p>2.2, 2.3, 2.7</p>

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	<p>Action: ELD Materials</p> <p>Need: The ELD scholar population is below 11. The school provides resources for these scholars to support their language development.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	EL scholars have access to resources specific to language development.	1.8,1.9
1.4	<p>Action: Professional Development for staff serving EL scholars</p> <p>Need: The ELD scholar population is below 11. The school provides resources for these scholars to support their language development.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Teachers will learn strategies to improve EL proficiency	1.8, 1.9
1.11	<p>Action: Summer School Interventions</p> <p>Need: SED scholars: SBAC ELA (3-8) 34% SBAC ELA (11) 30% SED scholars: SBAC Math (3-8) 18%, SBAC Math (11) 11%</p>	100% of SEL and EL scholars were offered summer school. 44% of scholars attending summer school are in these populations	1.5, 1.6, 1.8, 1.11, 1.12

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Scope: Limited to Unduplicated Student Group(s)</p>		
<p>3.5</p>	<p>Action: Course Scheduling</p> <p>Need: Continued support to ensure that SED students are prepared for college and maintain a high graduation rate</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>A counselor is assigned to work with SED scholars to develop a personalized graduation plan that identifies any areas of need and ensures they are on track to graduate.</p>	<p>2.2, 2.3, 2.4</p>
<p>4.4</p>	<p>Action: Support for Homeless Scholars</p> <p>Need: Our families experiencing homelessness have additional barriers to HS graduation.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Our dedicated liaison works with each family to identify barriers and connect them with the support they need to be successful.</p>	<p>4.1, 4.2,4.5</p>

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,050,370	315,853	7.798%	0.000%	7.798%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,016,499.34			\$3,999.00	\$1,020,498.34	\$27,831.34	\$992,667.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Credentialed teachers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$761,778.00	\$761,778.00				\$761,778.00	
1	1.2	Standards-aligned instructional materials	All	No			All Schools		\$0.00	\$166,266.00	\$166,266.00				\$166,266.00	
1	1.3	ELD Materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$0.00	\$2,999.00				\$2,999.00	\$2,999.00	
1	1.4	Professional Development for staff serving EL scholars	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$500.00	\$500.00				\$1,000.00	\$1,000.00	
1	1.5	MTSS Supports		Yes	School wide		All Schools		\$0.00	\$21,365.00	\$21,365.00				\$21,365.00	
1	1.7	Increased participation on state assessments	All African American	No			All Schools		\$0.00	\$475.00	\$475.00				\$475.00	
1	1.9	Support for scholars with special needs	Students with Disabilities	No			All Schools		\$0.00	\$3,842.00	\$3,842.00				\$3,842.00	
1	1.10	Professional Development on serving scholars with special needs	Students with Disabilities	No			All Schools		\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.11	Summer School Interventions		Yes	Limited to Unduplicated Student Group(s)		All Schools		\$3.34	\$0.00	\$3.34				\$3.34	
2	2.1	Annual Survey	All	No			All Schools		\$0.00	\$1,686.00	\$1,686.00				\$1,686.00	
2	2.2	Technology Access for SED scholars	Low Income	Yes	School wide	Low Income	All Schools		\$0.00	\$3,175.00	\$3,175.00				\$3,175.00	
2	2.3	Safe Online Environment	All	No			All Schools		\$0.00	\$13,486.00	\$13,486.00				\$13,486.00	
2	2.5	Parent and Scholar input	All	No			All Schools									
2	2.6	Learning Coach Academy	All	No			All Schools									
2	2.7	Scholar Engagement Activities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$5,658.00	\$5,658.00				\$5,658.00	
2	2.8	Mental Health Supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$1,371.00	\$0.00	\$1,371.00				\$1,371.00	
3	3.1	Course Offerings	All	No			All Schools									
3	3.2	RAMP Certification	All	No			All Schools		\$560.00	\$0.00	\$560.00				\$560.00	
3	3.3	AVID Program		Yes	School wide		All Schools		\$0.00	\$3,513.00	\$3,513.00				\$3,513.00	
3	3.4	Program for Scholars with Special needs	Students with Disabilities	No			All Schools									
3	3.5	Course Scheduling		Yes	Limited to Unduplicated Student Group(s)		All Schools		\$20,669.00	\$0.00	\$20,669.00				\$20,669.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.1	Credit Recovery	All	No			All Schools									
4	4.2	Retention rates	All	No			All Schools		\$0.00	\$5,924.00	\$5,924.00				\$5,924.00	
4	4.3	Support for 5 year grad cohort	All	No			All Schools									
4	4.4	Support for Homeless Scholars	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools		\$4,728.00	\$0.00	\$4,728.00				\$4,728.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,050,370	315,853	7.798%	0.000%	7.798%	\$822,260.34	0.000%	20.301 %	Total:	\$822,260.34
								LEA-wide Total:	\$0.00
								Limited Total:	\$25,400.34
								Schoolwide Total:	\$796,860.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Credentialed teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$761,778.00	
1	1.3	ELD Materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
1	1.4	Professional Development for staff serving EL scholars	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
1	1.5	MTSS Supports	Yes	Schoolwide		All Schools	\$21,365.00	
1	1.11	Summer School Interventions	Yes	Limited to Unduplicated Student Group(s)		All Schools	\$3.34	
2	2.2	Technology Access for SED scholars	Yes	Schoolwide	Low Income	All Schools	\$3,175.00	
2	2.7	Scholar Engagement Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,658.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.8	Mental Health Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,371.00	
3	3.3	AVID Program	Yes	Schoolwide		All Schools	\$3,513.00	
3	3.5	Course Scheduling	Yes	Limited to Unduplicated Student Group(s)		All Schools	\$20,669.00	
4	4.3	Support for 5 year grad cohort				All Schools		
4	4.4	Support for Homeless Scholars	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$4,728.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,687,194.00	\$3,401,334.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	1.1a Basic Services - Teachers	Yes	\$1029304.00	2626577
1	1.2	1.1b Basic Services - Common Core Curriculum	No	\$42085.00	129592
1	1.3	1.1c Basic Services - Advancement Via Individual Determination (AVID)	Yes	\$4000	3180
1	1.4	1.2a Multi-Tiered System of Supports (MTSS) and Positive Behavior Interventions & Supports (PBIS)	Yes	\$4,476.00	7428
1	1.5	1.2b Multi-Tiered System of Supports (MTSS) and Response to Intervention (Rtl)	Yes	\$50,982.00	149803
1	1.6	1.2c Multi-Tiered System of Supports (MTSS) and Social Emotional Learning (SEL) and Well-Being	No	\$0.00	0
1	1.7	1.3a Staff Development Onboarding	No	\$38580.00	0
1	1.8	1.3b Staff Development - Professional Learning	No	\$81480.00	76057
1	1.9	1.3c Staff Development - Leadership Development	No	\$49140.00	72529
1	1.10	1.4a Orientation - Scholar and Learning Coach	No	\$23254.00	23245

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	1.5a Supports for Unduplicated Scholars - Learning Coach	Yes	\$18,190.00	21254
1	1.12	1.5b Supports for Unduplicated Scholars - Free and Reduced	Yes	\$0.00	0
1	1.13	1.6a Targeted Intervention English Learners	Yes	\$4240.00	45235
1	1.14	1.6b Targeted Intervention - Students with Disabilities	No	\$0	0
2	2.1	2.1a Learning Coach Academy	No	\$0.00	0
2	2.2	2.1b Summer Session	No	\$18482.00	75437
2	2.3	2.1c Scholar Attendance	No	\$5570.00	0
2	2.4	2.1d Scholar Attendance Counseling	No	\$246400.00	84630
2	2.5	2.2a Scholar Celebrations	No	\$8000.00	34297
2	2.6	2.2b Scholar Recognition	No	\$0.00	0
2	2.7	2.2c Parent Recognition	No	\$0.00	0
2	2.8	2.3a Scholar Extracurricular Activities	No	33135.00	24910
2	2.9	2.3b Community Service	No	\$0.00	0
2	2.10	2.3c Scholar Enrichment	No	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.11	2.3d Parent Enrichment	No	\$0.00	0
2	2.12	2.4a School Communication	No	\$0.00	0
2	2.13	2.4b Technology Access	Yes	\$0	0
2	2.14	2.5 Staff Development - Professional Learning	No	\$0.00	0
2	2.15	2.6 Military Connected Support	No	\$0.00	0
3	3.1	3.1a Summer Session	No	\$27160.00	27160
3	3.2	3.1b Summer Tutoring	No	\$0	0
3	3.3	3.2a A-G Coursework	No	\$0	0
3	3.4	3.2b Dual Enrollment	No	\$0.00	0
3	3.5	3.2c AVID Elective	No	\$2,716.00	0
3	3.6	3.3 Recognized ASCA Model Program (RAMP)	No	\$0.00	0
3	3.7	3.4a Family College Awareness/Preparation	No	\$0.00	0
3	3.8	3.4b Partnerships with organizations for financial aid, college tours, etc.	No	\$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.9	3.5 Staff Development - Professional Learning	No	\$0.00	0
4	4.1	4.1 At- Promise Interventions/Supports	No	\$0.00	0
4	4.2	4.2 Summer Session	No	\$0.00	0
4	4.3	4.3 Extended Graduation Plan	No	\$0.00	0
4	4.4	4.4 Social-Emotional/Well Being	No	\$0.00	0
4	4.5	4.5 Staff Development - Professional Learning	No	\$0.00	0

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
315,853	\$2,581,925.00	\$3,977,268.00	(\$1,395,343.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	1.1a Basic Services - Teachers	Yes	\$2,573,260.00	3,673,926		
1	1.3	1.1c Basic Services - Advancement Via Individual Determination (AVID)	Yes	\$1,064.00	2,847		
1	1.4	1.2a Multi-Tiered System of Supports (MTSS) and Positive Behavior Interventions & Supports (PBIS)	Yes	\$4,476.00	4,500		
1	1.5	1.2b Multi-Tiered System of Supports (MTSS) and Response to Intervention (Rtl)	Yes		133,836		
1	1.11	1.5a Supports for Unduplicated Scholars - Learning Coach	Yes		23,668		
1	1.12	1.5b Supports for Unduplicated Scholars - Free and Reduced	Yes	\$0.00	84,844		
1	1.13	1.6a Targeted Intervention English Learners	Yes	\$3,125.00	37,027		
2	2.13	2.4b Technology Access	Yes	\$0.00	16,620		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4,050,370	315,853	0	7.798%	\$3,977,268.00	0.000%	98.195%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
 - (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
 - An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric
<ul style="list-style-type: none"> • Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.
Baseline
<ul style="list-style-type: none"> • Enter the baseline when completing the LCAP for 2024–25. <ul style="list-style-type: none"> ○ Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate). ○ Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. ○ Indicate the school year to which the baseline data applies. ○ The baseline data must remain unchanged throughout the three-year LCAP. <ul style="list-style-type: none"> ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the **“Measuring and Reporting Results”** part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA’s percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action is included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Compass Charter School of Yolo

CDS Code: 57 72702 0139436

School Year: 2024-25

LEA contact information:

Elizabeth Brenner

Superintendent, CEO

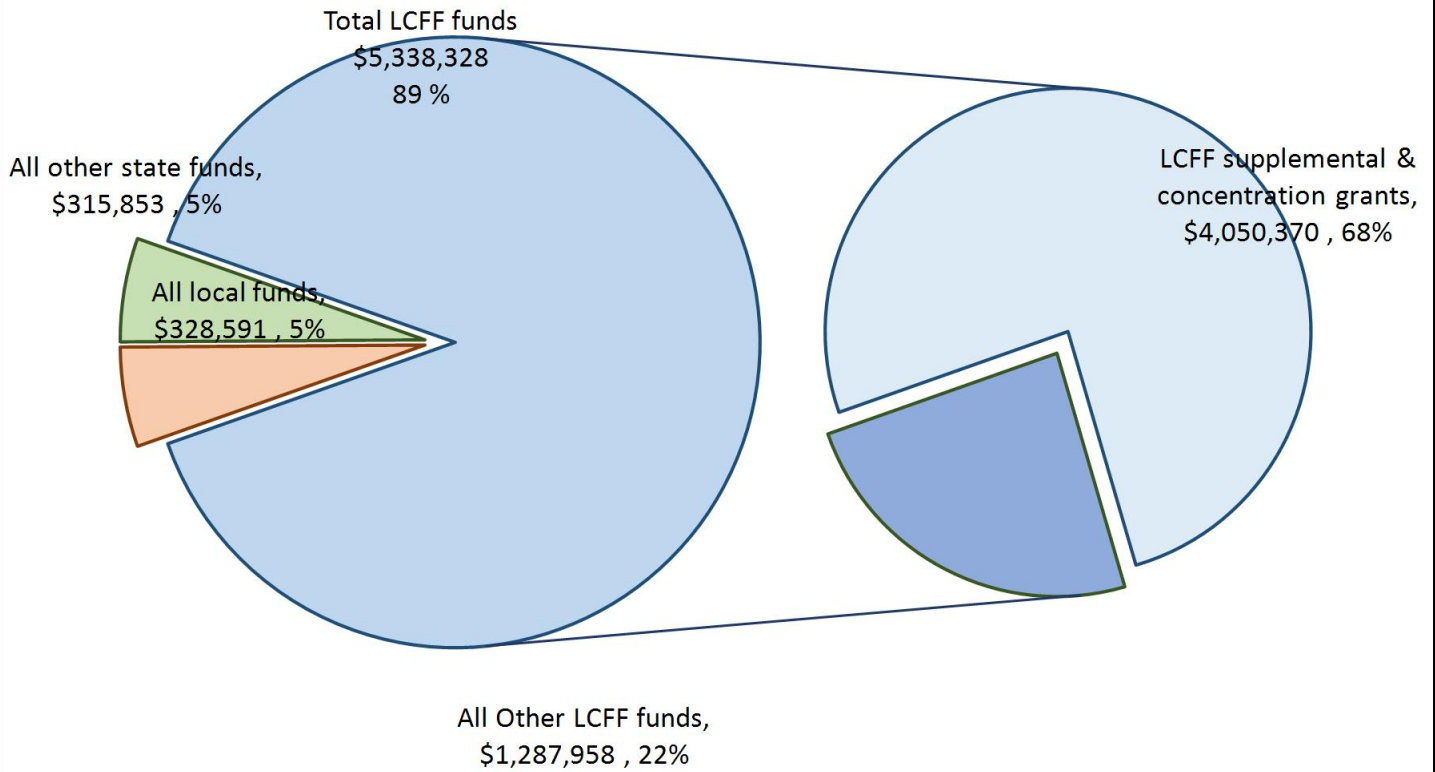
ebrenner@compasscharters.org

(805)358-4761

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

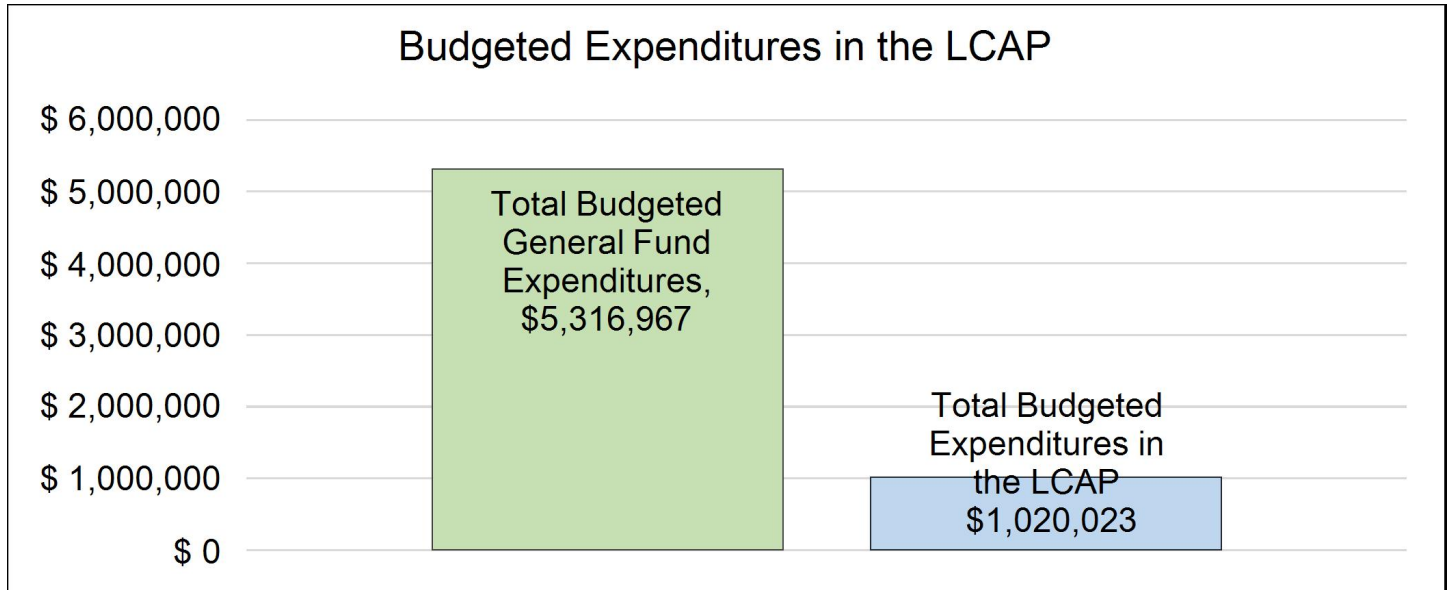


This chart shows the total general purpose revenue Compass Charter School of Yolo expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Compass Charter School of Yolo is \$5,982,772, of which \$5,338,328 is Local Control Funding Formula (LCFF), \$315,853 is other state funds, \$328,591 is local funds, and \$0 is federal funds. Of the \$5,338,328 in LCFF Funds, \$4,050,370 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Compass Charter School of Yolo plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Compass Charter School of Yolo plans to spend \$5,316,967 for the 2024-25 school year. Of that amount, \$1,020,023 is tied to actions/services in the LCAP and \$4,296,944 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

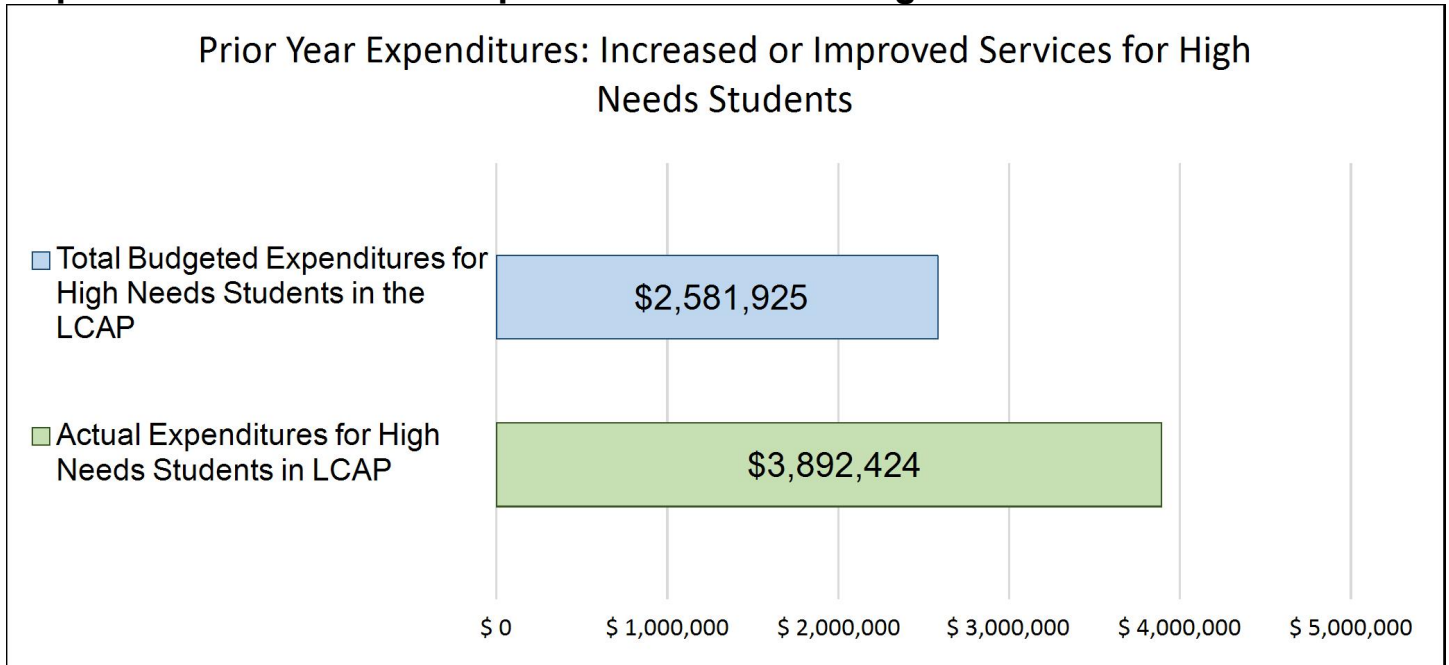
Expenditures not included in the LCAP are salaries for all support (non credentialed) staff and operating expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Compass Charter School of Yolo is projecting it will receive \$4,050,370 based on the enrollment of foster youth, English learner, and low-income students. Compass Charter School of Yolo must describe how it intends to increase or improve services for high needs students in the LCAP. Compass Charter School of Yolo plans to spend \$822,260 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Compass Charter School of Yolo budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Compass Charter School of Yolo estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Compass Charter School of Yolo's LCAP budgeted \$2,581,925 for planned actions to increase or improve services for high needs students. Compass Charter School of Yolo actually spent \$3,892,424 for actions to increase or improve services for high needs students in 2023-24.



2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Compass Charter School of Yolo	Elizabeth Brenner Superintendent, CEO	ebrenner@compasscharters.org (805)358-4761

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2021-2022	29.5	62.3%	37.7%	0	0	0	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA’s progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

Other Adopted Academic Standards

4. Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education	1					
Health Education Content Standards				4		
Physical Education Model Content Standards				4		
Visual and Performing Arts				4		
World Language				4		

Support for Teachers and Administrators

5. Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education’s (CDE’s) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Compass Charter Schools' Scholar Leadership Council and Parent Advisory Council reviewed the questions for the annual survey and added questions that they felt were important to scholars and parents. Compass conducted a schoolwide annual planning survey in February and March in order to ensure input from all groups of scholars, families, and staff, as well as our authorizers, Board of Directors, and the community at large. The survey results provided qualitative and quantitative information on our Compass Experience as well as areas of focus and areas of opportunity to explore for the upcoming school year. In reviewing the results, Compass demonstrated strengths and great progress in the following areas: flexibility (flexibility that's available for scheduling, pacing, curriculum, ways to meet state standards, and the ability to complete school work from home), supportive teachers (teachers' understanding, helpfulness, guidance, communication, and availability), independence (being able to work independently and at one's own pace), online nature/ease of use (convenience of online learning, absence of travel, and ease of using the online platform), individualized/personalized learning (ability to tailor education to individual needs, learn in preferred ways, and pursue personal interests), positive learning environment (positive attitudes of teachers, an enjoyable learning experience, as well as a supportive, non-judgmental, inclusive environment), resources/availability of resources (appreciation for the availability and providing of resources, curriculum support, and access to online resources as well as subscriptions), extracurricular/enrichment programs (clubs, field trips, diverse extracurricular activities, and access to enrichment programs along with additional classes), community and family orientation (family-oriented atmosphere, caring community, sense of community, and engagement events), and special education support (positive experiences and support for special education needs were noted).

Further, our tiered re-engagement process focuses on restorative practices that solicit collaboration between families and the LEA to further support scholars academic progress and engagement.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Compass Charter Schools' Scholar Leadership Council and Parent Advisory Council conducted scholar and parent surveys in January. In addition, Compass itself conducted a schoolwide annual planning survey in February and March in order to ensure input from all groups of scholars, families, and staff, as well as our authorizers, the Board of Directors, and the community at large. The survey results provided qualitative and quantitative information on our Compass experience as well as areas of focus and areas of opportunity to explore for the upcoming school year.

In reviewing the results, Compass identified the following as focus areas for improvement in building relationships between school staff and families: streamlining material and educational resource ordering process, addressing issues with semester limits and deadlines), curriculum and instruction (adding more creative, hands-on projects, less rigidity, more recorded classes, and improving video quality in courses), social interaction (increased opportunities for social interaction, including more field trips and real-life activities), language electives (a broader range of language electives for all grades), support and resources (enhancing support for special needs students and increasing local staff and events), communication (improved communication regarding deadlines), workload awareness (concern about the overall workload and the pace of the online curriculum), local availability and vendor variety (more local vendors and services, especially in rural or remote areas as well as easier vendor approval processes), and zoom and online classes (opinions varied on the frequency of online classes and Zoom meetings, with some preferring more regular sessions).

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Compass Charter Schools has identified and implemented early stage implementation on the work to increase trust with all educational partners. This work includes building trust within the staff, scholars, parents, and community, guided by professional development initiatives. Compass' engagement efforts have received high satisfaction, and the engagement and marketing teams are applying data to develop plans to increase engagement in underrepresented communities.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4

Practices	Rating Scale Number
8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Partnerships for Student Outcomes.

Compass Charter Schools’ Scholar Leadership Council and Parent Advisory Council conducted scholar and parent surveys in January. In addition, Compass itself conducted a planning survey in February and March in order to ensure input from all groups of scholars, families, and staff, as well as our authorizers, the Board of Directors, and the community at large. The survey results provided qualitative and quantitative information on our Compass Experience as well as areas of focus and areas of opportunity to explore for the upcoming school year. Compass Charter Schools demonstrated strengths and great progress in the following areas for scholar outcomes: Multi-Tiered System of Support (MTSS), English Learner Support, Tutoring, Social Emotional Learning and Well Being, and our synchronous and asynchronous instruction.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Partnerships for Student Outcomes.

Compass Charter Schools’ Scholar Leadership Council and Parent Advisory Council conducted scholar and parent surveys in January. In addition, Compass itself conducted a planning survey in February and March in order to ensure input from all groups of scholars, families, and staff, as well as our authorizers, the Board of Directors, and the community at large. The survey results provided qualitative and quantitative information on our Compass Experience as well as areas of focus and areas of opportunity to explore for the upcoming school year. In reviewing the planning survey results, Compass Charter Schools identified the following areas for improvement in building partnerships for scholar outcomes: Summer Session availability, and curriculum options, more Community Provider options for the Options Learning Program.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Compass Charter Schools now offers a summer session that utilizes online courses and a supplemental curriculum to increase scholar engagement and outcomes. Compass will also ensure all scholars can access A-G approved courses through board-approved curricula and vendors.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4

Practices	Rating Scale Number
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Seeking Input for Decision-Making.

Compass Charter Schools takes great pride in our ongoing process for seeking input for decision-making. Compass collaborates with all of our educational partners consistently throughout the year via monthly Leadership Team meetings, Scholar Leadership Council meetings, and Staff Advisory Committee meetings; quarterly Parent Advisory Council meetings; and Parent Town Halls and survey administrations throughout the year. During these opportunities, all educational partners review and discuss the progress we are making, make recommendations for improvements, and are equally involved in the decision-making progress.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Seeking Input for Decision-Making.

Compass Charter Schools’ Scholar Leadership Council and Parent Advisory Council conducted scholar and parent surveys in January. In addition, Compass conducted a planning survey in February and March in order to ensure input from all groups of scholars, families, and staff, as well as our authorizers, the Board of Directors, and the community at large. The survey results provided qualitative and quantitative information on our Compass Experience as well as areas of focus and areas of opportunity to explore for the upcoming school year. Compass Charter Schools identified the following areas for improvement in seeking input for decision-making: a need for an increase in participation in state and local assessments.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Based on input and local data, we will continue to work on providing opportunities for engagement that are accessible to our underrepresented families. The addition of a full-time McKinney-Vento Liaison provides a conduit for ensuring that some of the most underrepresented families have a voice. We are also looking at our engagement activities for our scholars and looking to find additional in-person opportunities in accessible areas. We continue to refine our live learning sessions to provide meaningful educational content. Additionally, we partnered with Wellness for Educators to offer wellness resources for our scholars, families, and staff. These live workshops are recorded and made available asynchronously for those who are unable to attend them live. We continue to refine our supplemental subscription offerings, such as Freckle, for example, for academic support in addition to expanding our Multi-Tiered System of Support tutoring hours.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

This year, the school used its annual survey, which included questions from the Mental Health portion of the California Healthy Kids Survey, to help assess the perception of school climate. Although staff worked diligently to encourage participation, the participation rate was less than 20%-- low, but double last year's 10% participation rate.

The school began adopting Abre as a data analysis application and has been setting up the infrastructure to begin collecting and analyzing data. Abre offers a school climate survey that will be more accessible to scholars and the goal is to increase participation.

Results of the mental health and school climate questions:

Some data points of measuring student perceptions of student safety and connectedness are:

There is a teacher or some other adult from my school...

"who really cares about me: Gr.5 67%; Gr. 6-8: 52%; Gr. 9-12: 63%

"who notices when I'm not there": Gr. 5: 83%; Gr.6-8: 74%; Gr.9-12: 63%

"who listens to me when I have something to say": Gr.5 100%; Gr. 6-8: 96%; Gr. 9-12: 88%

I feel close to people at this school (Strongly Agree/Agree)...

Gr.5: 83% Gr. 6-8: 48%; Gr.9-12: 56%

I feel like I am part of this school (Strongly Agree/Agree)...

Gr.5: 100% Gr. 6-8 82%; Gr.9-12: 88%

I feel safe in my school.

Gr.5: 100% Gr. 6-8 96%; Gr. 9-12: 96%

The data on student perceptions of safety and connectedness across different grade levels reveal key insights into the school environment. The perception of having a caring adult is highest in Grade 5 (67%), drops in Grades 6-8 (52%), and then increases again in Grades 9-12 (63%). This suggests a potential decline in perceived support during the middle school years, followed by a recovery in high school. Similarly, the perception that adults notice when I am not there is highest in Grade 5 (83%), decreases in Grades 6-8 (74%), and further drops in Grades 9-12 (63%). This consistent decline across grades highlights a need for better attendance monitoring and responsiveness as students advance through school.

When it comes to feeling heard, Grade 5 students report the highest levels of being listened to by adults (100%), with a slight decrease in Grades 6-8 (96%), and a more noticeable decline in Grades 9-12 (88%). This suggests that while students generally feel heard, there is room for improvement, particularly in high school.

Regarding peer connections, the sense of closeness to others is quite high in Grade 5 (83%), but it drops significantly in Grades 6-8 (48%), and then slightly improves in Grades 9-12 (56%). This indicates that middle school students, in particular, feel less connected to their peers, a critical period that may require targeted interventions to foster stronger peer relationships. The feeling of being part of the school follows a similar pattern: it is strongest in Grade 5 (100%), decreases in Grades 6-8 (82%), but somewhat recovers in Grades 9-12 (88%). This trend underscores the transitional challenges students face in middle school and the need for programs that reinforce school belonging during these years.

Perceptions of safety remain consistently high, with 100% of Grade 5 students feeling safe, slightly dropping to 96% in Grades 6-8 and maintaining that level in Grades 9-12. This consistent high perception of safety is a positive aspect of the school environment, indicating that safety measures are effectively maintained across all grade levels.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

While the overall perception of safety is strong, there are significant dips in students' feelings of connectedness and being noticed, especially during the middle school years. To address these issues, schools should enhance attendance monitoring and responsiveness, implement programs to foster peer connections and a sense of belonging, particularly in middle school, and continue maintaining high safety standards. By focusing on these areas, the school can create a more supportive and connected environment for all students.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Compass has identified as an area of opportunity, more consistent longitudinal data on social emotional learning and mental health, to guide program and service. Starting next school year, Compass will administer mySAEBERS, through Renaissance learning for more consistent SEL data collection and analysis. Compass will also work towards implementing the Abre school climate survey. With consistent and present data, Compass will better leverage its engagement opportunities and support services.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

We ensure that every scholar is enrolled in grade-level courses and our counselors use graduation pathway planning tools to make sure that every high school scholar has a pathway to graduation via a broad course of study. Our team has a robust catalog of course offerings linked to our student information system. Scholars enrolled in our Online Learning Program and those in our Options Learning Program who choose to take online courses have access to coursework via Accelerate Education. Our supervising teachers create personalized learning plans using a template to share a clear plan of study for scholars to access. For our English Learners, we adopted the Lexia ELD courses, which are research-based. Scholars advance in language proficiency, which allows them to access our full course offerings. Scholars with exceptional needs have access to supplemental resources to bolster skills to allow full participation in our course of study; these are accessed via our ClassLink single sign-on system. We regularly conduct self-audits to ensure that all scholars are enrolled in their courses per their Master Agreement. We expanded our MTSS tutoring offerings, and we reached out to unduplicated scholar groups to ensure they have the support they need to access the full course of study. For high schoolers, we also track scholar access to Accelerated Course Options Program (ACOP) courses and concurrent enrollment. Scholars with special needs who, per their IEP, cannot complete the grade-level course of study are provided access to and supported with a modified curricular offering. Surveys are used annually to help drive any additional changes that may be needed to promote access to our course of study. We collect attendance at our live learning sessions to track scholar attendance and access. We use a rigorous vetting process for all community providers.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

All scholars at Compass Charter Schools have access to and are enrolled in a broad course of study. Over the last two years, we added in project-based A-G approved coursework on top of the Online A-G course offerings. Our team

has a robust catalog of course offerings linked to our student information system which tracks course enrollment and completion. As a virtual school, our curriculum is available online, and the school ensures that all scholars have computer and internet access.

- Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

There are currently no barriers.

- In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

We will continue to evaluate our course offerings and approved community providers list. We continue to evaluate data to determine which supplemental resources are most helpful for scholars to maximize success in their course of study. We have a full time McKinney-Vento Liaison to advocate for and support our families experiencing homelessness and foster youth to ensure their needs are met to be able to access our course of study.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					

Coordinating Instruction	1	2	3	4	5
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					

Coordinating Services	1	2	3	4	5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					

Coordinating Services	1	2	3	4	5
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					



2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Compass Charter Schools Los Angeles	Elizabeth Brenner Superintendent, CEO	ebrenner@compasscharters.org (805)358-4761

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2021-22	40.5	58.7%	41.3%	0	0	0	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA’s progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

Other Adopted Academic Standards

4. Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education	1					
Health Education Content Standards				4		
Physical Education Model Content Standards				4		
Visual and Performing Arts				4		
World Language				4		

Support for Teachers and Administrators

5. Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education’s (CDE’s) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Compass Charter Schools' Scholar Leadership Council and Parent Advisory Council reviewed the questions for the annual survey and added questions that they felt were important to scholars and parents. Compass conducted a schoolwide annual planning survey in February and March in order to ensure input from all groups of scholars, families, and staff, as well as our authorizers, Board of Directors, and the community at large. The survey results provided qualitative and quantitative information on our Compass Experience as well as areas of focus and areas of opportunity to explore for the upcoming school year. In reviewing the results, Compass demonstrated strengths and great progress in the following areas: flexibility (flexibility that's available for scheduling, pacing, curriculum, ways to meet state standards, and the ability to complete school work from home), supportive teachers (teachers' understanding, helpfulness, guidance, communication, and availability), independence (being able to work independently and at one's own pace), online nature/ease of use (convenience of online learning, absence of travel, and ease of using the online platform), individualized/personalized learning (ability to tailor education to individual needs, learn in preferred ways, and pursue personal interests), positive learning environment (positive attitudes of teachers, an enjoyable learning experience, as well as a supportive, non-judgmental, inclusive environment), resources/availability of resources (appreciation for the availability and providing of resources, curriculum support, and access to online resources as well as subscriptions), extracurricular/enrichment programs (clubs, field trips, diverse extracurricular activities, and access to enrichment programs along with additional classes), community and family orientation (family-oriented atmosphere, caring community, sense of community, and engagement events), and special education support (positive experiences and support for special education needs were noted).

Further, our tiered re-engagement process focuses on restorative practices that solicit collaboration between families and the LEA to further support scholars academic progress and engagement.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Compass Charter Schools' Scholar Leadership Council and Parent Advisory Council conducted scholar and parent surveys in January. In addition, Compass itself conducted a schoolwide annual planning survey in February and March in order to ensure input from all groups of scholars, families, and staff, as well as our authorizers, the Board of Directors, and the community at large. The survey results provided qualitative and quantitative information on our Compass experience as well as areas of focus and areas of opportunity to explore for the upcoming school year.

In reviewing the results, Compass identified the following as focus areas for improvement in building relationships between school staff and families: streamlining material and educational resource ordering process, addressing issues with semester limits and deadlines), curriculum and instruction (adding more creative, hands-on projects, less rigidity, more recorded classes, and improving video quality in courses), social interaction (increased opportunities for social interaction, including more field trips and real-life activities), language electives (a broader range of language electives for all grades), support and resources (enhancing support for special needs students and increasing local staff and events), communication (improved communication regarding deadlines), workload awareness (concern about the overall workload and the pace of the online curriculum), local availability and vendor variety (more local vendors and services, especially in rural or remote areas as well as easier vendor approval processes), and zoom and online classes (opinions varied on the frequency of online classes and Zoom meetings, with some preferring more regular sessions).

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Compass Charter Schools has identified and implemented early stage implementation on the work to increase trust with all educational partners. This work includes building trust within the staff, scholars, parents, and community, guided by professional development initiatives. Compass' engagement efforts have received high satisfaction, and the engagement and marketing teams are applying data to develop plans to increase engagement in underrepresented communities.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4

Practices	Rating Scale Number
8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Partnerships for Student Outcomes.

Compass Charter Schools’ Scholar Leadership Council and Parent Advisory Council conducted scholar and parent surveys in January. In addition, Compass itself conducted a planning survey in February and March in order to ensure input from all groups of scholars, families, and staff, as well as our authorizers, the Board of Directors, and the community at large. The survey results provided qualitative and quantitative information on our Compass Experience as well as areas of focus and areas of opportunity to explore for the upcoming school year. Compass Charter Schools demonstrated strengths and great progress in the following areas for scholar outcomes: Multi-Tiered System of Support (MTSS), English Learner Support, Tutoring, Social Emotional Learning and Well Being, and our synchronous and asynchronous instruction.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Partnerships for Student Outcomes.

Compass Charter Schools’ Scholar Leadership Council and Parent Advisory Council conducted scholar and parent surveys in January. In addition, Compass itself conducted a planning survey in February and March in order to ensure input from all groups of scholars, families, and staff, as well as our authorizers, the Board of Directors, and the community at large. The survey results provided qualitative and quantitative information on our Compass Experience as well as areas of focus and areas of opportunity to explore for the upcoming school year. In reviewing the planning survey results, Compass Charter Schools identified the following areas for improvement in building partnerships for scholar outcomes: Summer Session availability, and curriculum options, more Community Provider options for the Options Learning Program.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Compass Charter Schools now offers a summer session that utilizes online courses and a supplemental curriculum to increase scholar engagement and outcomes. Compass will also ensure all scholars can access A-G approved courses through board-approved curricula and vendors.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4

Practices	Rating Scale Number
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Seeking Input for Decision-Making.

Compass Charter Schools takes great pride in our ongoing process for seeking input for decision-making. Compass collaborates with all of our educational partners consistently throughout the year via monthly Leadership Team meetings, Scholar Leadership Council meetings, and Staff Advisory Committee meetings; quarterly Parent Advisory Council meetings; and Parent Town Halls and survey administrations throughout the year. During these opportunities, all educational partners review and discuss the progress we are making, make recommendations for improvements, and are equally involved in the decision-making progress.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Seeking Input for Decision-Making.

Compass Charter Schools’ Scholar Leadership Council and Parent Advisory Council conducted scholar and parent surveys in January. In addition, Compass conducted a planning survey in February and March in order to ensure input from all groups of scholars, families, and staff, as well as our authorizers, the Board of Directors, and the community at large. The survey results provided qualitative and quantitative information on our Compass Experience as well as areas of focus and areas of opportunity to explore for the upcoming school year. Compass Charter Schools identified the following areas for improvement in seeking input for decision-making: a need for an increase in participation in state and local assessments.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Based on input and local data, we will continue to work on providing opportunities for engagement that are accessible to our underrepresented families. The addition of a full-time McKinney-Vento Liaison provides a conduit for ensuring that some of the most underrepresented families have a voice. We are also looking at our engagement activities for our scholars and looking to find additional in-person opportunities in accessible areas. We continue to refine our live learning sessions to provide meaningful educational content. Additionally, we partnered with Wellness for Educators to offer wellness resources for our scholars, families, and staff. These live workshops are recorded and made available asynchronously for those who are unable to attend them live. We continue to refine our supplemental subscription offerings, such as Freckle, for example, for academic support in addition to expanding our Multi-Tiered System of Support tutoring hours.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

This year, the school used its annual survey, which included questions from the Mental Health portion of the California Healthy Kids Survey, to help assess the perception of school climate. Although staff worked diligently to encourage participation, the participation rate was less than 20%-- low, but double last year's 10% participation rate.

The school began adopting Abre as a data analysis application and has been setting up the infrastructure to begin collecting and analyzing data. Abre offers a school climate survey that will be more accessible to scholars, and the goal is to increase participation.

Results of the mental health and school climate questions:

Some data points of measuring student perceptions of student safety and connectedness are:

There is a teacher or some other adult from my school...

"who really cares about me: Gr. 5: 76%; Gr. 7: 58%; Gr. 10: 57%

"who notices when I'm not there": Gr. 5: 68%; Gr. 7: 54%; Gr. 10: 36%

"who listens to me when I have something to say": Gr. 5: 81%; Gr. 7: 83%; Gr.10: 79%

I feel close to people at this school (Strongly Agree/Agree)...

Gr.5: 81% Gr. 7 69%; Gr.10: 48%

I feel like I am part of this school (Strongly Agree/Agree)...

Gr.5: 97% Gr. 7 80%; Gr.10: 84%

I feel safe in my school.

Gr.5: 97% Gr. 7 96%; Gr.10: 100%

The data on student perceptions of safety and connectedness across different grade levels reveal key insights into the school environment. The perception of having a caring adult is highest in Grade 5 (76%), drops in Grades 7 (58%), and then stays relatively consistent through Grades 10 (57%). This suggests a potential decline in perceived support during the middle school years that persists into high school. Similarly, the perception that adults notice when I am not there is highest in Grade 5 (68%), decreases in Grade 7 (54%), and further drops in Grade 10 (36%). This consistent decline across grades highlights a need for better attendance monitoring and responsiveness as students advance through school.

When it comes to feeling heard, there is more consistency through the program, with about four of five students feel adults listen to me when I have something to say: Grade 5 (84%), Grade 7 (83%) and Grade 10(79%) This suggests that while most students generally feel heard, there is room for improvement

In terms of belonging and connectedness, there is a marked decline in students feeling close to others as they advance in grades, with 81% in Grade 5, 69% in Grade 7, and 48% in Grade 10. This trend is concerning as it indicates a diminishing sense of community and peer connections, which are crucial for a supportive school environment. However, the feeling of being part of the school, while it drops from 97% in Grade 5 to 80% in Grade 7, shows a slight improvement in Grade 10 (84%). The initial drop might be attributed to the transitional phase of middle school, where students often struggle with identity and belonging, while the improvement in Grade 10 could be due to students settling into their roles and finding their place within the school.

Perceptions of safety are consistently high across all grades, with Grade 10 students unanimously feeling safe (100%). This indicates that Compass has successfully created a secure environment for its students, which is fundamental for their well-being and academic success. The data reveals that while students generally feel supported by adults, there is room for improvement in ensuring that absences are noticed and addressed, particularly in higher grades. Additionally, there is a concerning trend of declining connectedness as students progress through the grades, necessitating efforts to foster peer relationships and a stronger sense of community, especially in middle school. The consistently high perception of safety across all grades is a significant strength of the school environment.

To address these findings, it is recommended to enhance attendance monitoring systems to ensure students feel noticed and cared for, create programs and activities aimed at building peer relationships, particularly in middle school, and continue prioritizing and maintaining high standards of safety. By addressing these areas, the school can work towards creating a more inclusive, supportive, and connected environment for all students.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

An area of strength for Compass is the connectivity and sense of belonging scholars experience at Compass.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Compass has identified as an area of opportunity, more consistent longitudinal data on social emotional learning and mental health, to guide program and service. Starting next school year, Compass will administer mySAEBERS, through Renaissance learning for more consistent SEL data collection and analysis. Compass will also work towards implementing the Abre school climate survey. With consistent and present data, Compass will better leverage its engagement opportunities and support services.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

We ensure that every scholar is enrolled in grade-level courses and our counselors use graduation pathway planning tools to make sure that every high school scholar has a pathway to graduation via a broad course of study. Our team has a robust catalog of course offerings linked to our student information system. Scholars enrolled in our Online Learning Program and those in our Options Learning Program who choose to take online courses have access to coursework via Accelerate Education. Our supervising teachers create personalized learning plans using a template to share a clear plan of study for scholars to access. For our English Learners, we adopted the Lexia ELD courses, which are research-based. Scholars advance in language proficiency, which allows them to access our full course offerings. Scholars with exceptional needs have access to supplemental resources to bolster skills to allow full participation in our course of study; these are accessed via our ClassLink single sign-on system. We regularly conduct self-audits to ensure that all scholars are enrolled in their courses per their Master Agreement. We expanded our MTSS tutoring offerings, and we reached out to unduplicated scholar groups to ensure they have the support they need to access the full course of study. For high schoolers, we also track scholar access to Accelerated Course Options Program (ACOP) courses and concurrent enrollment. Scholars with special needs who, per their IEP, cannot complete the grade-level course of study are provided access to and supported with a modified curricular offering. Surveys are used annually to help drive any additional changes that may be needed to promote access to our course of study. We collect attendance at our live learning sessions to track scholar attendance and access. We use a rigorous vetting process for all community providers.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

All scholars at Compass Charter Schools have access to and are enrolled in a broad course of study. Over the last two years, we added in project-based A-G approved coursework on top of the Online A-G course offerings. Our team has a robust catalog of course offerings linked to our student information system which tracks course enrollment and

completion. As a virtual school, our curriculum is available online, and the school ensures that all scholars have computer and internet access.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

There are currently no barriers.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

We will continue to evaluate our course offerings and approved community providers list. We continue to evaluate data to determine which supplemental resources are most helpful for scholars to maximize success in their course of study. We have a full time McKinney-Vento Liaison to advocate for and support our families experiencing homelessness and foster youth to ensure their needs are met to be able to access our course of study.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan					

Coordinating Instruction	1	2	3	4	5
with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					

Coordinating Services	1	2	3	4	5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					

Coordinating Services	1	2	3	4	5
<p>8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.</p>					



2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Compass Charter Schools of San Diego	Elizabeth Brenner Superintendent & CEO	ebrenner@compasscharters.org (805)358-4761

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2021-2022	48	61.8%	38.2%	0	0	0	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	19

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA’s progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

Other Adopted Academic Standards

4. Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education	1					
Health Education Content Standards				4		
Physical Education Model Content Standards				4		
Visual and Performing Arts				4		
World Language				4		

Support for Teachers and Administrators

5. Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education’s (CDE’s) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Compass Charter Schools' Scholar Leadership Council and Parent Advisory Council reviewed the questions for the annual survey and added questions that they felt were important to scholars and parents. Compass conducted a schoolwide annual planning survey in February and March in order to ensure input from all groups of scholars, families, and staff, as well as our authorizers, Board of Directors, and the community at large. The survey results provided qualitative and quantitative information on our Compass Experience as well as areas of focus and areas of opportunity to explore for the upcoming school year. In reviewing the results, Compass demonstrated strengths and great progress in the following areas: flexibility (flexibility that's available for scheduling, pacing, curriculum, ways to meet state standards, and the ability to complete school work from home), supportive teachers (teachers' understanding, helpfulness, guidance, communication, and availability), independence (being able to work independently and at one's own pace), online nature/ease of use (convenience of online learning, absence of travel, and ease of using the online platform), individualized/personalized learning (ability to tailor education to individual needs, learn in preferred ways, and pursue personal interests), positive learning environment (positive attitudes of teachers, an enjoyable learning experience, as well as a supportive, non-judgmental, inclusive environment), resources/availability of resources (appreciation for the availability and providing of resources, curriculum support, and access to online resources as well as subscriptions), extracurricular/enrichment programs (clubs, field trips, diverse extracurricular activities, and access to enrichment programs along with additional classes), community and family orientation (family-oriented atmosphere, caring community, sense of community, and engagement events), and special education support (positive experiences and support for special education needs were noted).

Further, our tiered re-engagement process focuses on restorative practices that solicit collaboration between families and the LEA to further support scholars academic progress and engagement.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Compass Charter Schools' Scholar Leadership Council and Parent Advisory Council conducted scholar and parent surveys in January. In addition, Compass itself conducted a schoolwide annual planning survey in February and March in order to ensure input from all groups of scholars, families, and staff, as well as our authorizers, the Board of Directors, and the community at large. The survey results provided qualitative and quantitative information on our Compass experience as well as areas of focus and areas of opportunity to explore for the upcoming school year.

In reviewing the results, Compass identified the following as focus areas for improvement in building relationships between school staff and families: streamlining material and educational resource ordering process, addressing issues with semester limits and deadlines), curriculum and instruction (adding more creative, hands-on projects, less rigidity, more recorded classes, and improving video quality in courses), social interaction (increased opportunities for social interaction, including more field trips and real-life activities), language electives (a broader range of language electives for all grades), support and resources (enhancing support for special needs students and increasing local staff and events), communication (improved communication regarding deadlines), workload awareness (concern about the overall workload and the pace of the online curriculum), local availability and vendor variety (more local vendors and services, especially in rural or remote areas as well as easier vendor approval processes), and zoom and online classes (opinions varied on the frequency of online classes and Zoom meetings, with some preferring more regular sessions).

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Compass Charter Schools has identified and implemented early stage implementation on the work to increase trust with all educational partners. This work includes building trust within the staff, scholars, parents, and community, guided by professional development initiatives. Compass' engagement efforts have received high satisfaction, and the engagement and marketing teams are applying data to develop plans to increase engagement in underrepresented communities.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4

Practices	Rating Scale Number
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Compass Charter Schools' Scholar Leadership Council and Parent Advisory Council conducted scholar and parent surveys in January. In addition, Compass itself conducted a planning survey in February and March in order to ensure input from all groups of scholars, families, and staff, as well as our authorizers, the Board of Directors, and the community at large. The survey results provided qualitative and quantitative information on our Compass Experience as well as areas of focus and areas of opportunity to explore for the upcoming school year. Compass Charter Schools demonstrated strengths and great progress in the following areas for scholar outcomes: Multi-Tiered System of Support (MTSS), English Learner Support, Tutoring, Social Emotional Learning and Well Being, and our synchronous and asynchronous instruction.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Compass Charter Schools' Scholar Leadership Council and Parent Advisory Council conducted scholar and parent surveys in January. In addition, Compass itself conducted a planning survey in February and March in order to ensure input from all groups of scholars, families, and staff, as well as our authorizers, the Board of Directors, and the community at large. The survey results provided qualitative and quantitative information on our Compass Experience as well as areas of focus and areas of opportunity to explore for the upcoming school year. In reviewing the planning survey results, Compass Charter Schools identified the following areas for improvement in building partnerships for scholar outcomes: Summer Session availability, and curriculum options, more Community Provider options for the Options Learning Program.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Compass Charter Schools now offers a summer session that utilizes online courses and a supplemental curriculum to increase scholar engagement and outcomes. Compass will also ensure all scholars can access A-G approved courses through board-approved curricula and vendors.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4

Practices	Rating Scale Number
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Seeking Input for Decision-Making.

Compass Charter Schools takes great pride in our ongoing process for seeking input for decision-making. Compass collaborates with all of our educational partners consistently throughout the year via monthly Leadership Team meetings, Scholar Leadership Council meetings, and Staff Advisory Committee meetings; quarterly Parent Advisory Council meetings; and Parent Town Halls and survey administrations throughout the year. During these opportunities, all educational partners review and discuss the progress we are making, make recommendations for improvements, and are equally involved in the decision-making progress.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Seeking Input for Decision-Making.

Compass Charter Schools’ Scholar Leadership Council and Parent Advisory Council conducted scholar and parent surveys in January. In addition, Compass conducted a planning survey in February and March in order to ensure input from all groups of scholars, families, and staff, as well as our authorizers, the Board of Directors, and the community at large. The survey results provided qualitative and quantitative information on our Compass Experience as well as areas of focus and areas of opportunity to explore for the upcoming school year. Compass Charter Schools identified the following areas for improvement in seeking input for decision-making: a need for an increase in participation in state and local assessments.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Based on input and local data, we will continue to work on providing opportunities for engagement that are accessible to our underrepresented families. The addition of a full-time McKinney-Vento Liaison provides a conduit for ensuring that some of the most underrepresented families have a voice. We are also looking at our engagement activities for our scholars and looking to find additional in-person opportunities in accessible areas. We continue to refine our live learning sessions to provide meaningful educational content. Additionally, we partnered with Wellness for Educators to offer wellness resources for our scholars, families, and staff. These live workshops are recorded and made available asynchronously for those who are unable to attend them live. We continue to refine our supplemental subscription offerings, such as Freckle, for example, for academic support in addition to expanding our Multi-Tiered System of Support tutoring hours.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

This year, the school used its annual survey, which included questions from the Mental Health portion of the California Healthy Kids Survey, to help assess the perception of school climate. Although staff worked diligently to encourage participation, the participation rate was less than 20%-- low, but double last year's 10% participation rate.

The school began adopting Abre as a data analysis application and has been setting up the infrastructure to begin collecting and analyzing data. Abre offers a school climate survey that will be more accessible to scholars and the goal is to increase participation.

Results of the mental health and school climate questions:

Some data points of measuring student perceptions of student safety and connectedness are:

There is a teacher or some other adult from my school...

"who really cares about me: Gr. 5: 93%; Gr. 6-8:69%; Gr. 9-12:78%

"who notices when I'm not there": Gr. 5: 60% Gr. 6-8:42%; Gr. 9-12: 52%

"who listens to me when I have something to say": Gr.5: 80%; Gr. 6-8; 84.%; Gr. 9-12: 83%

I feel close to people at this school (Strongly Agree/Agree)...

Gr.5: 93% Gr. 6-8 79%; Gr.9-12: 63%

I feel like I am part of this school (Strongly Agree/Agree)...

Gr.5: 100% Gr. 6-8 89%; Gr.9-12: 90%

I feel safe in my school.

Gr.5: 93% Gr. 7 96%; Gr.10: 98%

The data on student perceptions of safety and connectedness provide important insights into the school environment across different grade levels. Starting with adult support, a high percentage of Grade 5 students (93%) feel that there is a teacher or other adult who really cares about them. However, this perception drops significantly in Grades 6-8 (69%) before improving somewhat in Grades 9-12 (78%). This suggests a potential dip in perceived care during the middle school years, which may require targeted attention to ensure students feel adequately supported.

Regarding the perception that adults notice when students are absent, the data shows a notable decline from Grade 5 (60%) to Grades 6-8 (42%), with a slight improvement in Grades 9-12 (52%). This indicates a general decrease in students feeling noticed when they are not present, particularly during middle school, highlighting an area for potential improvement in attendance monitoring and student engagement.

The perception of being listened to by adults is relatively stable across grades, with Grade 5 students at 80%, Grades 6-8 slightly higher at 84%, and Grades 9-12 at 83%. This consistency suggests that students generally feel heard by adults, although maintaining this perception as students progress through school remains crucial.

In terms of peer relationships, the sense of closeness to others is strongest in Grade 5 (93%) but declines in Grades 6-8 (79%) and further in Grades 9-12 (63%). This trend points to a weakening sense of peer connectedness as students move into higher grades, particularly during high school, which could impact their overall school experience and engagement.

The feeling of being part of the school is exceptionally high in Grade 5 (100%) and remains strong in Grades 6-8 (89%) and Grades 9-12 (90%). Despite a slight decline after Grade 5, the majority of students across all grades still feel a significant sense of belonging within the school.

Perceptions of safety are high across all grades, with Grade 5 at 93%, Grade 7 at 96%, and Grade 10 at 98%. This consistent perception of safety indicates that the school environment is successfully providing a secure atmosphere for students at all levels.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

In conclusion, while the overall perception of safety is robust, there are areas that need attention, particularly the decline in perceived care and noticeability during middle school, and the decreasing sense of peer connectedness in higher grades. To address these issues, schools should consider enhancing support systems during the transitional middle school years, improving attendance monitoring and engagement strategies, and implementing programs that foster stronger peer relationships, especially as students advance to higher grades. By focusing on these areas, the school can work towards creating a more supportive, connected, and engaging environment for all students.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Compass has identified as an area of opportunity, more consistent longitudinal data on social emotional learning and mental health, to guide program and service. Starting next school year, Compass will administer mySAEBERS, through Renaissance learning for more consistent SEL data collection and analysis. Compass will also work towards implementing the Abre school climate survey. With consistent and present data, Compass will better leverage its engagement opportunities and support services.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

We ensure that every scholar is enrolled in grade-level courses and our counselors use graduation pathway planning tools to make sure that every high school scholar has a pathway to graduation via a broad course of study. Our team has a robust catalog of course offerings linked to our student information system. Scholars enrolled in our Online Learning Program and those in our Options Learning Program who choose to take online courses have access to coursework via Accelerate Education. Our supervising teachers create personalized learning plans using a template to share a clear plan of study for scholars to access. For our English Learners, we adopted the Lexia ELD courses, which are research-based. Scholars advance in language proficiency, which allows them to access our full course offerings. Scholars with exceptional needs have access to supplemental resources to bolster skills to allow full participation in our course of study; these are accessed via our ClassLink single sign-on system. We regularly conduct self-audits to ensure that all scholars are enrolled in their courses per their Master Agreement. We expanded our MTSS tutoring offerings, and we reached out to unduplicated scholar groups to ensure they have the support they need to access the full course of study. For high schoolers, we also track scholar access to Accelerated Course Options Program (ACOP) courses and concurrent enrollment. Scholars with special needs who, per their IEP, cannot complete the grade-level course of study are provided access to and supported with a modified curricular offering. Surveys are used annually to help drive any additional changes that may be needed to promote access to our course of study. We collect attendance at our live learning sessions to track scholar attendance and access. We use a rigorous vetting process for all community providers.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

All scholars at Compass Charter Schools have access to and are enrolled in a broad course of study. Over the last two years, we added in project-based A-G approved coursework on top of the Online A-G course offerings. Our team has a robust catalog of course offerings linked to our student information system which tracks course enrollment and completion. As a virtual school, our curriculum is available online, and the school ensures that all scholars have computer and internet access.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

There are currently no barriers.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

We will continue to evaluate our course offerings and approved community providers list. We continue to evaluate data to determine which supplemental resources are most helpful for scholars to maximize success in their course of study. We have a full time McKinney-Vento Liaison to advocate for and support our families experiencing homelessness and foster youth to ensure their needs are met to be able to access our course of study.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district					

Coordinating Instruction	1	2	3	4	5
pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					

Coordinating Services	1	2	3	4	5
<p>2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).</p>					
<p>3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.</p>					
<p>4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.</p>					
<p>5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.</p>					
<p>6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.</p>					
<p>7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.</p>					

Coordinating Services	1	2	3	4	5
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Coversheet

Academic Division Update

Section: XI. Academic Services
Item: A. Academic Division Update
Purpose: FYI
Submitted by:
Related Material: Academic Division Board Report June 22, 2024.pdf



Academic Services Division | Board Report | June 22, 2024



COMPASS

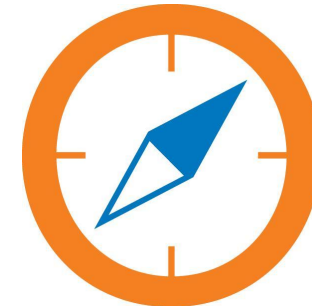
CHARTER SCHOOLS

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




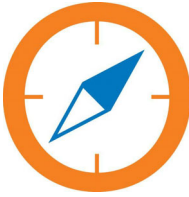
 **Achievement** Engage in and take charge of your learning.

 **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 Dreamwork.”

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

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



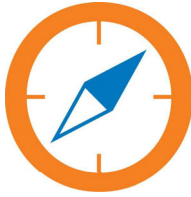
CAO Highlights

- ❑ Scholar Options & Online Handbook consolidated & updated
- ❑ Prop 28 Plan: Expenditures to start 24-25
- ❑ Preparing for Annual Retreat

Academic Support



- ❑ Adopting Lexia English for all Newcomers and LTELs for 24/25
- ❑ Adopting Nearpod EL to support integrated ELD
- ❑ Christy Saez was invited by Lexia to be a panelist for their “Science of Reading” webinar this month



Academic Support

End of Year Success:

- ❑ Supported intervention/RS for 806 scholars during September Bootcamp, 1042 scholars in the fall and 981 scholars in the spring
- ❑ 35.5% of Early Lit scholars, 24.3% of Reading scholars and 24.2% of math scholars who attended 5+ spring sessions tested out!
- ❑ 100 scholars were supported by the SST process
- ❑ 86% of seniors with a 504 graduated!
- ❑ 141 scholars were supported with a Section 504 plan
- ❑ 74% of TK-5 EMS met 100% of their Lexia targets and 9% improved by at least one grade level
- ❑ 90% of 6-12th EMS met 100% of their Lexia targets and 31% improved by at least one zone
- ❑ 90% of our Newcomers met 100% of their Lexia usage and completed an average of 6 skills just during the spring semester!

Counseling



- ❑ Percentage of college credit courses completed by scholars during the 2023/2024 school year:
 - ❑ CCS of Los Angeles: 11%
 - ❑ CCS of San Diego: 12%
 - ❑ CCS of Yolo: 16%
- ❑ In support of the Creating Opportunities in Preventing and Eliminating Suicide (COPES) initiative, counselors conducted twelve scholar screenings during the 2023/2024 school year to support early mental health intervention.
- ❑ Adopting Care Solace to support mental health care coordination for the 2024/2025 school year for scholars, families and staff.



Engagement

- ❑ Registrations received for 2023-24 SY:
 - ❑ Field Trips - 1273 Scholar Registrations
 - ❑ Learning Coach Academy - 101 Registrants
 - ❑ Scholar Clubs - 1052 Scholar Registrations
 - ❑ Virtual Scholar Workshops - 771 Scholar Registrations
- ❑ Successfully held the following celebrations:
 - ❑ In-Person: 12th Grade Graduation & 8th Grade Promotion
 - ❑ Virtual: Kindergarten Celebration, 5th Grade Culmination, Virtual Award Ceremonies (Elementary Online, Elementary Options, Middle School/High School Online, and Middle School/High School Options)

Online learning



- ❑ Preliminary semester 2 data news:
 - ❑ 88% of scholars in grades K-8 earned 70% or higher in courses, an increase of 4% from semester 1 & an 8% increase from the previous school year.
 - ❑ 86% of Online high school scholars passed their courses and earned credits towards graduation, an increase of 15% from semester 1 and a 2% increase from the previous school year.
 - ❑ 41% Online scholars earned honor roll semester 2, an increase of 4% from semester 1.

Options learning

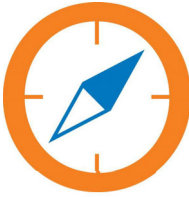


- ❑ OCLC held a successful 8th grade promotion celebration.
- ❑ 4 Graduating Seniors will be attending UC Santa Barbara from the LA Cohort– A small representation of several college going scholars from the class of 2024
- ❑ 2nd Semester Grades show that 83% of marks earned were at marked at a B or 3 (mastery based grading)

Special Education



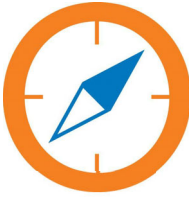
- ❑ Extended School will begin July 8, 2024 and run until August 2, 2024 for our eligible special education scholars.
- ❑ Compass ended the school year serving 396 active scholars with special education needs, an increase from the 22/23 school year.



Staff Support

EOY STAR Participation

- ☐ Early Literacy
 - ☐ Los Angeles - 96.67%
 - ☐ San Diego - 99.24%
 - ☐ Yolo - 78.07%
- ☐ Reading
 - ☐ Los Angeles - 93.33%
 - ☐ San Diego - 92.83%
 - ☐ Yolo - 75%
- ☐ Math
 - ☐ Los Angeles - 93.49%
 - ☐ San Diego - 93.27%
 - ☐ Yolo - 74.84%



Staff Support

CAASPP Participation

- ▣ Los Angeles - 88.5%
- ▣ Exempted (PGE) - 8.98%
- ▣ San Diego - 90.44%
- ▣ Exempted (PGE) - 7.6%
- ▣ Yolo - 84.51%
- ▣ Exempted (PGE) - 10.07%



Thank you.

Questions & Comments.



Coversheet

Review and approve 2024-2025 Scholar Handbook

Section: XI. Academic Services
Item: B. Review and approve 2024-2025 Scholar Handbook
Purpose: Vote
Submitted by:
Related Material:
Compass Scholar Handbook 2024_25 for Board Approval 2024_06_17.pdf



2024-25 Scholar Handbook

CCS of Los Angeles | CCS of San Diego | CCS of Yolo

850 Hampshire Road, Suite R Thousand Oaks, CA 91361 | 855-937-4227 | fax: 805-590-7077 | www.compasscharters.org

Acknowledgment of Scholar Handbook

Scholars and Learning Coaches:

1. Please **read** the scholar handbook, which will include expectations, policies, procedures, annual notifications, and information crucial to a successful Compass Charter Schools experience. Feel free to direct any questions to your supervising teacher, or appropriate Compass staff member.
 2. When you **sign** the **Master Agreement and Acknowledgement of Responsibilities**, you will be **agreeing** that:
 - a. I, the scholar, read, understand, and agree to comply with the Scholar Handbook.
 - b. I, the parent/guardian/caregiver, read, understand, and agree to comply with the Scholar Handbook and acknowledge receipt of the annual notifications provided wherein.
-

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Letter from the Superintendent & CEO

Dear Scholars and Learning Coaches:

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

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

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

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

Kind regards,

Elizabeth Brenner
Superintendent & CEO

CCS Vocabulary

Like any school, Compass has its own unique culture, systems and terms. Please familiarize yourself with these terms to better understand and navigate Compass

ARTIC Values: These are the values that Compass staff, families, learning coaches and scholars are expected to adhere to. ARTIC is an acronym for achievement, respect, teamwork, integrity and communication.

Board Policy Manual: A written document which includes all of the Charter School's board approved policies. A link to the Board Policy can be found on our website at www.compasscharters.org/about-us/board-of-directors.

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

Educational Support Funds: The funds allocated for educational materials and services that have been approved by the School for scholar use.

Education Specialist: A credentialed special education teacher who is assigned to provide specialized academic instruction to scholars who have special education services in their IEP.

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

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

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

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

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

OCLC: Orange County Learning Center. A facility operated by Compass in Santa Ana where Options scholars within close proximity can attend two days a week.

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

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

Scholar: At Compass, we choose to refer to each student as a scholar. Scholar is defined as a person who is highly educated or has an aptitude for study; a distinguished academic. We refer to students as scholars because we want to emphasize our commitment to helping every individual be academically successful.

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

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

Supervising Teacher (ST): All scholars are assigned a credentialed ST to support and guide each scholar on their educational journey.

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

Mission Statement

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

Vision Statement

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

Core Values

Achievement | Respect | Teamwork | Integrity | Communication

Scholar Profile

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

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

Pledge of Excellence

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

All member schools adhere to the pledge's provisions, committing to ethical professional conduct. The Code is intended to serve as a basis for ethical decisions in operating these charter schools. The Pledge reads:

"Independent study in the state of California is defined as non-classroom based instruction. Non-classroom based instruction includes, but is not limited to, independent study, home study, work study, distance, and computer-based education.

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

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

quality programs that exist to offer innovative and tested methods of instruction and self-paced learning. We have proof by our results that we are helping scholars to think, communicate, and achieve.

7. As operators of high-quality public charter schools offering independent study, we stand united in following the state law in the operation of resource centers and school sites.

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

Description of Program

Compass is one of California's leading public charter schools serving scholars throughout the state in transitional kindergarten (TK), kindergarten (K), and grades one through twelve. We are a primarily virtual, personalized learning program. We recognize that, in education, one size does not fit all, and we have two great programs to serve scholars: the Online Learning Program and the Options Learning Program. Compass is designed and organized to serve scholars and families who have chosen a unique educational setting that can meet an individual scholar’s needs.

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

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

Enrollment Requirements

General Requirements

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

Immunization Requirements

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

These required immunizations include:

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

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

1. Scholars who show proof of a medical exemption by a physician licensed to practice medicine in California pursuant to Health and Safety Code Section 120370.
 - o Commencing January 1, 2021, the California Department of Public Health standardized medical exemption form shall be the only documentation of a medical exemption that the School shall accept.
 - o On and after July 1, 2021, the School shall not unconditionally admit or readmit, or admit or advance any scholar to 7th grade, unless the scholar has been fully immunized or files a California Department of Public Health standardized medical exemption form as required by law.
 - o Medical exemptions issued before January 1, 2020 will continue to remain valid until the child enrolls in the next grade span, defined below.
2. Scholars who are enrolled in a home-based private school or independent study program and do not receive any classroom-based instruction.
 - o A scholar who has not received all of the required immunizations will not be eligible to attend classes at a Charter School resource center unless the scholar is otherwise exempt under #1.

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

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

immunization records for foster and homeless scholars or to ensure the full immunization of foster and homeless scholars as required by law.

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

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

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

Oral Health Exam Requirements

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

Residency Requirements

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

Diabetes

Type 1

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

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

A copy of the information sheet regarding type 1 diabetes is available at: www.cde.ca.gov/ls/he/hn/type1diabetes.asp. Please contact the Central Office if you have questions about, or need a copy of, this information sheet.

Type 2

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

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

A copy of the information sheet regarding type 2 diabetes is available at: cde.ca.gov/ls/he/hn/type2diabetes.asp. Please contact the Central Office if you have questions about, or need a copy of, this information sheet.

Physical Examinations and Right to Refuse

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

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

Mental Health Services

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

Available through CCS:

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

Available in the Community:

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

Available Nationally:

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

Human Trafficking Prevention

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

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

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

Synthetic Drugs/Fentanyl Dangers

AB 889 added Education Code section 48985.5 requires a charter school to annually inform parents or guardians of the dangers associated with using synthetic drugs at the beginning of the first semester or quarter of the regular term.

According to the California Department of Public Health: Brightly-colored fentanyl (referred to as rainbow fentanyl) has been identified as a new trend according to the United States (U.S.) Drug Enforcement Agency (DEA) [1].

Rainbow fentanyl can be found in many forms, including pills, powder, and blocks that can resemble sidewalk chalk or candy. Any pill (regardless of its color, shape, or size) that does not come from a health care provider or pharmacist can contain fentanyl and can be deadly. Fentanyl is 80-100 times more potent than morphine and 40-50 times more potent than heroin and, as a result, is a major cause of overdose for unsuspecting individuals[2].

According to the California Department of Public Health (CDPH) California Overdose Surveillance Dashboard [3]:

- Emergency department visits related to non-fatal opioid overdoses in California's youth ages 10-19 years more than tripled from 2018 (379 total) to 2020 (1,222 total).
- Opioid-related overdose deaths in California's youth ages 10-19 years increased from 2018 (54 total) to 2020 (274 total), marking a 407 percent increase over two years, largely driven by fentanyl.
- Fentanyl-related overdose deaths in California's youth ages 10-19 years increased from 2018 (36 total) to 2020 (261 total), a 625 percent increase.

For more information, reach out to your counselor or explore these resources:

- [California Department of Public Health Overdose Prevention Initiative](#)
- [What every parent and caregiver needs to know about fake pills](#)
- [One Pill Can Kill](#)

Cited:

[1] Drug Enforcement Agency. DEA Warns of Brightly-Colored Fentanyl Used to Target Young Americans. DEA Warns of Brightly-Colored Fentanyl Used to Target Young Americans (Last Updated: August 2022)

[2] CDPH. What is Fentanyl? <https://www.cdph.ca.gov/Programs/CCDCPHP/sapb/Pages/Fentanyl.aspx> (Last Updated: August 2022)

[3] CDPH. California Overdose Surveillance Dashboard <https://skylab.cdph.ca.gov/ODdash/> (Last Updated: July 2022)

Tobacco-Free Schools

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

In the best interest of scholars, employees, and the general public, the Board therefore prohibits the use of tobacco products at all times on Charter School property and in Charter School vehicles. This prohibition applies to all employees, scholars, visitors, and other persons at school or at a school-sponsored activity or athletic event. It applies to any meeting on any property owned, leased, or rented by or from CCS.

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

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

Surveys About Personal Beliefs

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

Free and Reduced-Price Meals

Pursuant to California Law, CCS shall provide two nutritionally adequate meals to each scholar who requests a meal without consideration of the scholar's eligibility for federally funded free or reduced-price meals with a maximum of one free meal per meal service (breakfast and lunch) each school day on which the scholar is scheduled for two or more hours of educational activities at a school site, resource center, meeting space or other satellite facility operated by CCS. Alternative income forms (family income survey) are included during the enrollment through the School Pathways Parent Portal. All families are encouraged to complete the application form, to include as many eligible scholars as possible.

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

Income and Household Size Survey

Public schools may qualify for several federal and state grants based on annual population demographics. By completing this survey during the enrollment process families can help the Charter School obtain additional resources necessary to serve all scholars. Generally, schools with families that have eligible incomes based on the free and reduced lunch qualifiers may support these additional grants. Please note, funding determinations are based upon the total number of scholars that qualify. The information submitted in this survey is a confidential educational record and therefore protected by all relevant federal and state privacy laws that pertain to educational records including, without limitation, the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended (20 U.S.C. Â§ 1232g; 34 CFR Part 99); Title 2, Division 4, Part 27, Chapter 6.5 of the California Education Code, beginning at Section 49060 et seq.; the California Information Practices Act (California Civil Code Section 1798 et seq.) and Article 1, Section 1 of the California Constitution

School Safety Plan

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

Pregnant and Parenting Scholars

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

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

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

Elizabeth Brenner | Superintendent & CEO

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

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

Master Agreement

To attend CCS, each scholar, learning coach (parent/legal guardian), special education case manager (if applicable), and supervising teacher shall sign a Master Agreement (MA) prior to the first day of courses each school year. This is a legal document and must be signed, dated, and returned to CCS. No scholar or learning coach will have access to the curriculum until the MA is signed and returned. Failure to sign and return an MA within the first three days of the scholar

start date will result in involuntary withdrawal. The signed MA is the agreement that the scholar and learning coach sign to demonstrate their intention to continue enrollment in CCS. All scholars enrolled in CCS must sign a new Master Agreement each school year.

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

The Master Agreement and Acknowledgment of Responsibilities must be signed by all parties as written. Conditions, exemptions, markings, notes, and additions are not permitted.

Teacher Qualification Information

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

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

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

Internet Service

Participation in CCS requires an Internet connection. The nature of the CCS program's communication methods requires that scholars and learning coaches have Internet access to access resources, as well as to log attendance and submit assignments. Families struggling to secure internet services should contact the IT team to learn about their options and resources available to them. Learning coaches who wish to request Internet service reimbursement will need to fill out the appropriate forms and email them to our IT Department. Alternatively, a learning coach may opt to independently purchase an Internet connection.

Internet Safety Policy

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

As part of our ongoing efforts to keep scholars safe online and to enforce our Residency Policy, the CCS IT team manages and oversees the use of scholar accounts and associated internet activity. However, no management system is 100% effective. If you come across any suspicious behavior, emails, media, or other communications while using any of your school issued accounts, please alert your teacher and/or the CCS IT team immediately: itteam@compasscharters.org. Please read the Scholar Use of Technology Policy (Section 37) of the Acceptable Use Policy for scholars and families for more information.

Incoming Scholar Grade Level Placement Policy

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

TK - 8th Grade

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

Middle School (6th-8th Grade)

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

High School (9th-12th Grade)

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

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

Policy on Promotion and Retention

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

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

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

For scholars qualified under the Individuals with Disabilities Education Act (IDEA), the Individualized Education Program (IEP) team must meet to determine if retention or promotion will provide the scholar with a Free Appropriate Public Education, prior to any decisions being made.

Benchmark Testing

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

Scholar Expectations

- Attend live, monthly Connection Meetings with your ST.
- Attend live, real-time virtual classroom synchronous sessions as assigned.
- Attend all applicable support sessions if applicable (e.g. designated English Language Development tutoring for English learners, MTSS intervention tutoring, or counseling sessions, and Special Education services).
- Scholars taking high school courses that qualify for "a-g" requirements will engage in at least one hour per week per high school subject of interactive instruction and/or academic tutoring/advising.
- Upload a body of work and assignments to the appropriate platform for teacher evaluation.
- At a minimum, work approximately one (1) hour per subject or up to six (6) hours per day. The amount of time a scholar spends per subject will vary based on individual scholar strengths.
- Complete the assignments according to the assignment work record and reach out to your teacher(s) with questions to ensure success.
- Do your own work. Do not plagiarize. Do not claim work generated by Artificial Intelligence (AI) as your own. All scholars are required to follow and be aware of the Academic Dishonesty Plagiarism Policy.
- Be an active and engaged learner. Create a daily schedule to ensure all assigned work is completed. Complete work every school day and adhere to the attendance policy.
- Proactively communicate with teachers, counselors, and administration as needed. Respond to all communication within 24 hours.
- If technical difficulties arise with CCS-issued computers, contact the IT Department immediately to resolve the issue.
- When a scholar participates in extracurricular activities, the scholar is expected to maintain coursework and submit assignments on time.
- Notify the Records Department within five business days if there is a change of address, phone or email.
- Be respectful and follow the CCS ARTIC values in all interactions with fellow scholars, learning coaches, faculty, and staff.
- Participate in the required internal benchmark assessments, and all state testing, e.g. CAASPP, and the Physical Fitness Test (PFT), if applicable.
- California Education Code (CEC) § 51225.7 requires each 12th grade scholar's completion and submission of a FAFSA or CADAA unless the scholar is determined to be exempt or an opt-out form is completed by a legally emancipated scholar, a scholar who is 18 years or older, a legal guardian, or parent, or a local educational agency on a scholar's behalf. Notify the College Career Readiness Counselor to request an opt-out form.

Learning Coach Responsibilities

- Attend monthly Connection Meetings with your scholar's ST.
- Communicate regularly with all school staff, including your scholar's supervising teacher.
- Be respectful and follow the CCS ARTIC values in all interactions with other learning coaches, CCS staff, and our providers; ensure your scholar is respectful and follows CCS ARTIC values in all interactions with other scholars, CCS staff, and providers
- Complete and sign Activity Logs daily and sign at the end of the learning period.

- Check email and phone messages daily (including any automated messages about scholar attendance and/or progress) for all CCS communication, including Monday Morning Updates, Parent Square messages, and the quarterly newsletters; respond promptly if a response is required.
- Maintain reliable contact information on record at the school. Inform the Records Department within five business days of any changes to contact information, including phone, email, or address.
- Monitor scholar progress and initiate conversations about progress before there is an issue.
- Ensure that all assigned scholar work is submitted each learning period for teacher evaluation.
- Notify your ST of any extended family travel, except during normal school vacations and holidays, at least two weeks prior to leaving.
- Create a home environment that is conducive to learning. This includes a regular schedule, eliminating distractions, and being a guiding presence in your scholar's daily school life by preparing for learning. Encourage and help the scholar to be actively involved in the learning process.
- Ensure the scholar works daily, Monday through Friday, for sufficient time to ensure success. Establish daily and weekly goals by creating a consistent schedule. Setting, reaching, and then celebrating those goals can motivate scholars toward success.
- Support your scholar to attend synchronous learning sessions, all support sessions, special education services, and open office hours as requested by CCS staff. Become familiar with the CCS grading system and grade level standards expectations, making sure to provide a sufficient body of work to the ST to determine progress and final grades.
- Work in partnership with the ST and counselor to support the scholar.
- Ensure school property is treated with respect and used for appropriate educational purposes.
- Support the scholar's participation in benchmark assessments and state testing.

Virtual Classroom and Session Expectations

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

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

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

Attendance

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

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

Activity Logs

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

Assigned Work Requirements

In order for attendance credit to be given and to monitor scholar academic progress, a representative body of work must be provided to the teacher when requested and in accordance with the frequency, time, and manner specified in the Board Policy on Independent Study and the applicable provisions of the Master Agreement. Work is assigned at the beginning of each learning period by the supervising teacher. In Online Accelerate Education courses, this assigned work is outlined within the course activities.

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

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

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

Connection Meetings

Learning coaches and scholars will attend scheduled connection meetings each month with the ST. During connection meetings, scholar work and progress will be reviewed. Scholars will showcase their learning during the connection meeting through presenting assignments that highlight academic progress. Goals that ensure scholar success will also be created and reviewed during connection meetings. Further, the ST will review and assign work to be completed during the following learning period.

Although connections can certainly be made more often and by other means as needed, scholars and learning coaches (parents) must connect with the ST by a live video connection (e.g. Zoom) no less than once per every twenty-seven school days. The learning coach (parent(s)), scholar, and ST should decide on and set the connection meeting dates for the year and keep that schedule.

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

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

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

Homeroom Instruction

Opportunities for synchronous instruction and daily live interaction shall be made available to scholars in accordance with the Independent Study Board Policy. Supervising teachers will be providing homeroom instruction for their roster scholars to participate in grouped, synchronous instruction daily for TK-3rd grades and weekly for grades 4-12. In addition, scholars in the Online Learning Program will attend learning labs to provide direct instruction that coincides with scholar asynchronous learning and scholar need.

Missed Assignments/Truancy

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

For scholars in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be twenty-seven school days.

In order for attendance credit to be given, at the start of each learning period, the teacher will assign to the scholar work to be completed. The assigning and completion of these assignments will be indicated on the Assignment Work Record and the ST will evaluate the time value and work submitted in order to give attendance credit at the end of the LP.

State Standardized Testing

Per the CDE, "Charter schools are required to participate in the California Assessment of Student Performance and Progress (CAASPP), and scholars in applicable grades will participate therein, unless exempted as provided by law."

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

- Grades 5, 8, 10 11 and 12: California Science Test (CAST).
Grades 11 and 12 scholars will take the CAST if they have not previously taken it.
- Grades 3-8, and 11: SBAC (California Assessment of Student Performance and Progress [CAASPP]) in ELA & math.
- Grade 5, 7, 9 - Physical Fitness Test (PFT)
- English Language Learners: English Language Proficiency Assessments for California (ELPAC)

These examinations provide CCS with information for evaluation and future planning. These exams also indicate CCS' effectiveness in carrying out its educational mission. Participation rates are critical to the success of our school. According to recent changes promulgated by the Every Student Succeeds Act (ESSA), signed into law in December 2015, a public school is required to achieve a participation rate of 95% on any state testing. If a school has less than 95% of its scholars participate in any assessment, the school receives a serious penalty by the state of California or federal government. The state of California has changed how it calculates the academic indicator for schools on the California Dashboard. California is now required to apply a penalty to the calculation of the Academic Indicator for any school that does not reach that 95% requirement. The state will assign the Lowest Obtainable Scale Score (LOSS) to each scholar needed to bring the participation rate of the school, district, and/or student group to 95%. This is akin to assigning a score of zero to each scholar who doesn't take the CAASPP. Please note, though, that scholars who did not test will NOT receive a LOSS on their individual California Assessment of Student Performance and Progress (CAASPP) student score reports - this impacts the school as a whole, not the individual scholar or the CAASPP Student Score Data File. Our state test scores are shared with our authorizing school districts that, under recent legislation, have the ability to deny the renewal of a charter school without further intervention. If a charter school's state test participation rate is low, the authorizer may be more likely to decline charter renewal.

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

Tests Proctored by Agencies Other Than CCS

Advanced Placement (AP)

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

Preliminary Scholastic Aptitude Test (PSAT/NMSQT)

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

Scholastic Aptitude Test (SAT)

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

American College Test (ACT)

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

California Proficiency Program (CPP)

A test for scholars who need to verify high school level skills to earn the legal equivalent of a high school diploma. Scholars eligible to take the CPP must have at least one academic year of enrollment in the 10th grade at the end of the semester during which the CPP administration will be conducted. Prior to registering for the exam, please contact your counselor. For more information, visit cde.ca.gov/ta/tg/cp.as.

College Level Examination Program (CLEP)

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

General Educational Development Test (GED)

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

High School Equivalency Test (HiSET)

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

Contact Information & Communication Procedures

Methods of Communication

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

Email Expectations

- **For the protection and safety of our staff and scholars, all scholars must use their school-issued CCS scholar email for all communication, access to live sessions via Zoom, CCS online platforms, such as Google Classroom, virtual workshops, engagement events, and more.**
- The CCS issued email address is to be the primary email for all scholar communications (including 6-12). Learning coaches will need to use their own email addresses for email communication and cannot use the scholar's email address to communicate.
- All scholars are expected to communicate respectfully with school staff and peers through all methods of communication by using appropriate language. Failure to do so may result in disciplinary action.
- Scholars are expected to reply to communication from school personnel within 24 hours.
- All scholars should include their name and grade when they are emailing school staff.

Notification Regarding Change of Contact Information

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

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

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

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

Proof of Residency

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

Academic Program

AVID

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

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

Scholar Recognition

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

be considered for this achievement.

- Scholar of the Month is awarded by teacher recommendation based on demonstration of CCS' ARTIC values.
- State Seal of Biliteracy (12th) - The State Seal of Biliteracy is an award given in recognition of scholars who have attained a high level of proficiency in two or more languages. The State Seal of Biliteracy takes the form of a gold seal that appears on the transcript or diploma of the graduating senior, and is a statement of accomplishment for college admissions and future employers. Seal will be awarded to qualifying scholars per California Education Code sections 51460–51464.
- State Seal of Civic Engagement (11-12th) - The State Seal of Civic Engagement is an award given in recognition of scholars who demonstrate excellence in civics education and participation, and an understanding of the United States Constitution, the California Constitution, and the democratic system of government. The State Seal of Civic Engagement takes the form of a seal that appears on either the scholar's transcript or diploma and is a statement of accomplishment for college admissions and future employers. The State Seal of Civic Engagement will be awarded to qualifying scholars per Education Code sections 51470–51474.
- Teacher (ST) recognition awards will be determined based on recommendations and will highlight additional scholar success.

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

Educational Support Materials

The materials provided by Compass Charters School are the property of the school. Purchased with state Educational Support Funds are the property of Compass Charter Schools. The materials are loaned to the scholar while they are enrolled in the Charter School and are for their use for educational purposes. Once the scholar withdraws, the non-consumable materials must be paid for or returned within one (1) week; otherwise, the family will be billed for the cost of the materials. If any item purchased by the Charter School for instructional use is lost or broken by a scholar, the scholar must pay to replace the item.

Options Learning Program

Demonstration of Learning

Scholars must regularly share their educational experiences with their ST in the SIS. The assignments submitted should be a collection of experiences and work that is a source of pride for the scholar aligned to the assigned standard, should be at the scholar's grade level and be a representation of the scholar's true level of learning. This will help guide the learning coach, scholar, and ST discussions on the scholar's progress and will help the ST determine final grades, as well as indicate if there is a need for additional support. It also provides insight regarding a scholar's interest or passion so that the ST can provide additional resources or support in those areas, when applicable.

Acceptable Assignments:

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

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

Assignment Guidelines

All grades: Scholars must submit work in accordance to the standard(s) assigned by the ST. Submitted assignment amounts may vary. The LC may be required to submit additional assignments at the ST's discretion. Assignment criteria may include but are not limited to:

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

Educational Support Funds (Options Learning)

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

Scholars have access to funds through Compass to obtain core content curriculum and educational materials and services needed to help the scholar reach grade-level standard mastery. In collaboration with the Supervising Teacher, a plan shall be developed and implemented to allow funds to obtain materials and services that are appropriate for the scholar, courses taken, time of the year, enrollment date, attendance, school year and semester pacing, and other factors. Due to Compass processing needs, freezes on purchases around holiday breaks and ordering deadlines should be considered when planning, so learning coaches should plan and schedule accordingly.

The Master Agreement and Family Order Agreement (FOA) must be completed, signed and on file with Compass before any order can be placed. Further, orders will not be placed for scholars in violation of the Master Agreement (missing required or requested items from the body of work, missing logs, and/or unable to contact).

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

For service providers learning coach are responsible for:

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

For material providers, learning coaches are responsible for:

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

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

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

Requesting Services and Materials

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

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

Learning coaches should instruct their scholars on how to care for and respect any materials purchased by the Charter School for scholar use. LCs shall monitor their scholar's use of the loaned materials, including computers, to ensure appropriate use for educational purposes. Be advised that computers and tablets remain school property, with no reasonable expectation of privacy.

Guidelines for Using Educational Support Funds

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

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

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

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

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

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

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

Faith-based: No religious services or materials of any type are allowed, including but not limited to: books, publications, online subscriptions, CD/DVDs, videos, posters, programs, activities, curriculum, etc. Compass Charter Schools' assessment on whether services or materials fall under this category is final.

Ethical use of Funds: Families are expected to use educational funds wisely and ethically to meet the education, service and program needs of their scholars. Needs may vary between scholars and families. It is at the ST's discretion to reject or modify the order as deemed appropriate. The Community Providers Department determines final approval of all orders and reserves the right to cancel any issued services deemed excessive or inappropriate.

The list below is not an all-inclusive list, but rather is provided to give some guidelines to help with your orders. More details are provided in the Educational Support Funds Guidelines that are shared with each family. The ST, Community Providers Department, and/or Administration may deny an item not listed here if they feel it puts the school's compliance into question with the state or authorizing district.

Acceptable:

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

Not Acceptable:

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

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

Requesting New Providers

If there is a service or materials provider that you would like added to our Approved Providers List, we will do our best to accommodate. Please ask the potential provider to complete the Pre-Application for Interested Businesses form:

<https://goo.gl/ebnsRc>. This link can also be found on our website. We recommend that families send the link directly to their provider of choice via email. Please double check that the potential provider is not already an approved provider.

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

Progress Monitoring

Progress monitoring can be viewed in the SIS, specifically within the parent/scholar portal. Once assigned, a grade shall be final unless it comes to light that the scholar engaged in fraud, cheating, academic dishonesty, or if a mistake was made by the teacher assigning the grade. If the scholar or learning coach wants to challenge a grade, they may follow the process outlined within the School's Educational Records and Scholar Information Policy which is located within the CCS Board Policy Manual.

Multi-Tiered System of Support

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

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

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

The three components within the CCS MTSS framework are:

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

High-Quality, Evidence-Based Instruction

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

Data-Based Decision Making

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

Scholar Study Team Meetings (SST)

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

Grades

The grade, in any given course, represents the degree to which the scholar has met the standards and achieved the goals of the course. Grades reflect the quality of the scholar's work and the scholar's degree of mastery of academic standards. The semester grade reflects the cumulative achievement for the entire semester. Attendance and participation are contributing factors in meeting the standards and earning a grade.

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

TK-5 Grading Policy

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

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

6-8 Grading Policy

Middle School Course Placement

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

Middle School Course Scheduling

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

Middle School Grading Scale

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

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

W Withdrawn: Assigned when a scholar withdraws from CCS prior to completing 100% of the coursework.

Middle School Subject Requirements

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

9-12 Grading Policy

High School Graduation Requirements

Subject Requirements	Total Credits
English (4 Years Required)	40
Science (2 Years Required: Life & Physical Science)	20
Mathematics (3 Years Required; minimum Geometry)	30
History/Social Science (3 Years Required)	30
Foreign Language (1 Year Required)	10
Visual and Performing Arts (1 Year Required)	10
Physical Education (2 Years Required)	20
Health (1 Semester Required)	5
Electives	55
Total	220

Alternative Diploma:

Scholars with disabilities are entitled to a course of study that provides them with a Free Appropriate Public Education. A scholar with a disability receiving special education who has entered high school as a ninth grader

in the 2022/23 school year and later may be exempt from all coursework and other requirements adopted by the Board (Education code 51225.31). If the scholar is eligible to take the alternative assessment, CAA and the student complete state standards aligned coursework to meet the statewide coursework specified in 5122.31. Scholars who received the Alternative diploma will be eligible to participate in all graduation ceremonies and school activities. Scholars who receive an alternative diploma may continue to receive a Free Appropriate Public Education after graduation (Education Code 5122.31).

Subject Requirements	Total Credits
English (3 Years Required)	3
Science (2 Years Required: Life & Physical Science)	20
Mathematics (2 Years Required; including one year of Algebra I)	20
History/Social Science (3 Years Required)	30
Foreign Language or Visual and Performing Arts (1 Year Required)	10
Physical Education (2 Years Required)	20
Total	130

For information on the statewide course requirements, please visit the CDE Graduation Requirement web page at <https://www.cde.ca.gov/ci/gc/hs/hsgmin.asp>.

Certificate of Education Completion

A student with a disability may be awarded a certificate of completed if the student has met one of the following requirements (Education Code 56390):

1. Satisfactorily completed a prescribed alternative course of study approved by the board of the district in which the student attended school or the district with jurisdiction over the student as identified in the student's IEP. Compass requires a minimum of 130 credits or courses attended and completed.
2. Satisfactorily met the student's IEP goals and objectives during high school as determined by the IEP team.

3. Satisfactorily attended high school, participated in the instruction as prescribed in the student's IEP, and met the objectives of the statement of transition services.
4. A student with a disability who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate (Education Code 56391).

High School Course Scheduling

When selecting courses each year, remember that course selection is a collaborative process that involves the scholar, Learning Coach, and counselor to ensure proper placement. High school scholars are eligible to enroll in up to three Accelerate Education Online course(s) as well as the AVID elective with the use of educational support funds.

High School Grading Scale

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

Letter Grade Unweighted GPA	Percentage Weighted GPA	College Prep	Honors/AP
A	90-100	4	5
B	80-89	3	4
C	70-79	2	3
D	60-69	1	1
F	Below 60	0	0

Withdrawn (W): This grade is assigned when a scholar withdraws from CCS prior to completing 100% of coursework.

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

Final Exam Policy

All scholars in grades 6-12 are required to take semester final examinations or complete a culminating/final project in all courses, as appropriate. Scholars may not “test out” of courses by only taking a final examination.

Repeat Policy

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

High School Course Placement Guidelines

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

Course Placement

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

Middle school scholars (6-8) are required to enroll in four (4) academic courses (language arts, mathematics, science, social science), one (1) physical education, and one (1) elective course each semester of the academic school year. High school (9-12) course placement is based upon counselors' review of scholar's assessments and transcripts. All scholars must meet specific course prerequisites for all subject areas. High school scholars will be placed into courses according to the credits the scholar has earned at his/her previous school(s) and takes into account the courses needed in order to meet graduation requirements. Selecting courses at Compass each year is a *team process* that involves the scholar, learning coach, and counselor to ensure proper placement.

For all grade levels, the academic program utilizes a semester scheduling model.

9th Grade Mathematics Placement Policy

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

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

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

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

Course Schedule Changes

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

Acceptable reasons for course schedule changes:

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

ACOP – Accelerated Course Options Learning Program

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

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

Counselor approval is required to participate in the program.

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

Community College Courses

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

A-G Requirements

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

California College Admission Information

University of California and California State University "A-G" Admission Requirements

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

Courses descriptions can be found on the UCOP website: hs-articulation.ucop.edu/agcourselist.

All courses must be on the College Preparatory, Honors, or AP level with a grade of "C" or better. Honors-level courses are specialized, advanced courses designed for 10th-, 11th- or 12th-graders only who have already completed foundation work in the subject area. High school courses offered at the grade 9 level that schools might locally designate as "honors" are not eligible for the UC honors designation.

Cal Grant Program for College

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

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

Late Start Enrollment

In cases where enrollment occurs late in a semester, course enrollment will follow Compass’ late start guidelines.

Information Regarding Financial Aid

The Charter School shall ensure that each of its scholars receives information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application, as appropriate, at least once before the scholar enters 12th grade. The FAFSA form and information regarding the FAFSA is available at studentaid.gov/h/apply-for-aid/fafsa and the California Dream Act Application and information regarding the California Dream Act is available at csac.ca.gov/post/resources-california-dream-act-application.

Each 12th grade scholar is required to complete and submit a FAFSA or CADAA application per ed code 51225.7, enacted in 2021, unless the scholar is determined to be exempt or an opt-out form is completed by a legally emancipated scholar, a scholar who is 18 years or older, a legal guardian, or parent, or a local educational agency on a scholar’s behalf.

CCS CEEB Codes

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

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

NCAA – The National Collegiate Athletic Association

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

Enrollment, Credits, and Records

TK-12 Concurrent Enrollment

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

Transfer Credits

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

Homeschool Credit Transfer

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

International Records

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

Transcripts/Records

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

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

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

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

Work Permits

Scholars under the age of 18 must obtain a work permit from CCS after securing an opportunity for employment. Please visit [Work Permits for Students](#) or [Application for Entertainment Work Permit for Minor](#) for more information. You can also see the School's complete Work and Entertainment Permit Policy for additional information about obtaining a work permit. The complete policy can be found on the school's website in the Board Policy Manual. Reach out directly to the College Career Readiness Counselor for more information.

Emergent Multilingual Scholars (EMS) Support and Services

Compass Charter Schools has adopted the terminology Emergent Multilingual Scholar (EMS) for our English Learner (EL) scholars as an asset-based alternative. The shift to **EMS** highlights that scholars are building proficiency in more than one language which is a strength.

Compass will meet all applicable legal requirements for EMS as they pertain to annual notification to parents, scholar identification, placement, program options, ELD and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Compass will implement policies to assure proper placement, evaluation, and communication regarding EMS and the rights of scholars and parents.

In California, any scholar whose primary language is other than English, as determined by the home language survey, and who has not previously been identified as an EMS by a California public school or for whom there is no record of results from an administration of an English language proficiency test, must be assessed for English language proficiency with the English Language Proficiency Assessments for California (ELPAC). The initial ELPAC identifies scholars as either EMS or initial fluent English proficient (IFEP). The Summative ELPAC is taken annually and is required for all EMS.

Language Acquisition Program

Compass Charter Schools offers a **Structured English Immersion** (SEI) program (EC Section 305[a][2]) for our EMS/ELs. Our SEI program is tailored to meet the diverse needs of our scholars, whether they are EMS or seeking to enhance their English proficiency. Through engaging activities, interactive lessons, and supportive guidance, scholars in our SEI program gain the language skills and confidence needed to succeed academically and thrive in an English-speaking environment. We are committed to providing a nurturing and inclusive learning environment where all scholars have the opportunity to excel.

Per the CDE, Structured English Immersion Program is a language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for scholars who are learning English.

English Language Development (ELD) Curriculum

Support will be offered via integrated and designated English Language Development (ELD). Integrated ELD will be supported within the academic instruction provided by the Content/Supervising Teachers.

Designated ELD is provided via the ELD course that uses Lexia online curriculum and live instruction by EL tutors for English language acquisition and development to support the ELPAC. The ELD Course is offered to all TK-12 EMS/ELs as a Pass/Fail course. EMS/ELs in grades 9-12 earn 5 credits toward electives with a Pass. EMS/ELs are expected to make progress in Lexia and attend all live sessions with their EL tutor.

EMS/EL Reclassification (RFEP)

Reclassification is the process whereby a scholar is reclassified from Emergent Multilingual Scholar (EMS) or English Learner (EL) status to Fluent English Proficient (RFEP). California Education Code Section 313[f] and Title 5 California Code of Regulations (5 CCR) section 11303 identify four required criteria for reclassification, but allow other measures to be included. The four required criteria are:

Criteria	Area/Subtest/Subject
1. ELPAC: Assessment of English language proficiency	Overall score of Level 4 (established as the statewide standardized ELP criterion)
2. Teacher Evaluation <ol style="list-style-type: none"> a. Curriculum Mastery b. ELD Curriculum Mastery c. If applicable, IEP Team evaluation 	Teacher evaluation of scholar curriculum mastery <ol style="list-style-type: none"> a. English grade (75%/C/3) b. Lexia grade of Pass (P) c. IEP evaluation and determination
3. Parent/Learning Coach Opinion and Consultation	Consultation (Y or N)
4. Comparison of Basic Skills in ELA	CAASPP (Standard Nearly Met or Above) Local Benchmark (Tier 1- At/Above or On-Watch)

English Learner Advisory Committee (ELAC)

A committee of parents, staff, and community members designated to advise district officials on EMS programs and services. Each California public school with 21 or more EMS scholars must form an ELAC. The ELAC will be responsible for the following tasks:

- Advise school administrators and staff in the development of a site plan for EMS
- Assist in developing a school wide needs assessment
- Be a way for learning coaches/parents to become aware of the importance of school attendance

ELAC members will receive training to assist them in carrying out their advisory duties. Training is planned in full consultation with committee members. If you want to learn more about the ELAC at CCS, contact our English Learner Coordinator.

Adult Scholars (18 Years of Age and Older)

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

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

California Healthy Youth Act

The California Healthy Youth Act requires that comprehensive sexual health education and human immunodeficiency virus ("HIV") prevention education be taught to scholars at least once in middle school and once in high school, beginning no later than grade seven. Instruction and materials must be medically accurate, objective, age-appropriate and inclusive of all scholars, as defined by law. The law requires that instruction and materials must encourage scholars

to communicate with parents, guardians or other trusted adults about human sexuality. Learning coaches can preview the School Health course syllabus and scope and sequence by request.

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

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

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

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

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

Scholars with Special Needs

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

Compass operates in accordance with CA Education code 51745 (c) which states “An individual with exceptional needs, as defined in Section 56026, may participate in independent study, if the pupil’s individualized education program developed pursuant to Article 3 (commencing with Section 56340) of Chapter 4 of Part 30 specifically provides for that participation. If a parent or guardian of an individual with exceptional needs requests independent study pursuant to paragraph (5) of subdivision (a), the pupil’s individualized education program team shall make an individualized determination as to whether the pupil can receive a free appropriate public education in an independent study

placement. A pupil's inability to work independently, the pupil's need for adult support, or the pupil's need for special education or related services shall not preclude the individualized education program team from determining that the pupil can receive a free appropriate education in an independent study placement.

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

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

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

Education of Homeless Scholars

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

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

Homeless status is determined collaboratively with the learning coach and confirmed by the school liaison. In the case of unaccompanied youth, status is determined by the School Liaison.

School Liaison

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

Karla Gonzalez | Scholar Community Advocate

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

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

- Homeless scholars are identified by school personnel and through coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School.
- Homeless scholars enroll in and have a full and equal opportunity to succeed at CCS.
- Homeless scholars and families receive educational services for which they are eligible including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by CCS, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.

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

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

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

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

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

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

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

The Charter School shall not require any scholar who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the scholar enrollment in, or the ability to complete, courses for which the scholar is otherwise eligible. The Charter School shall not

revoke an exemption and shall grant an eligible scholar's request for the exemption at any time if the scholar qualifies, regardless of whether the scholar previously declined the exemption. An eligible scholar's exemption from the Charter School's additional graduation requirements will continue to apply while the scholar is enrolled in the Charter School or if the scholar transfers to another school even after the scholar no longer meets the definition of a homeless child.

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

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

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

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

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

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

Education of Foster and Mobile Youth

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

1. "Foster youth" refers to any of the following:
 - a. A child who is the subject of a petition filed has been removed from their home pursuant Welfare and Institutions Code ("WIC") section 309 (whether or not the child has been removed from the child's home by juvenile).
 - b. A child who is the subject of a petition filed pursuant to WIC section 602, has been removed from the child's home by the juvenile court, and/or is in foster care.
 - c. A nonminor the subject of a petition filed under the transition jurisdiction of the juvenile court, as

described in WIC section 450, who satisfies all of the following criteria:

- i. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
 - ii. The nonminor is in foster care under the placement Welfare and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, Institutions Code section 300 or tribal organization.
 - iii. The nonminor is participating in a transitional independent living case plan.
 - d. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization 602. This includes children who are the subject of a petition filed in the tribal cases in dependency court and juvenile justice court.[1]
 - e. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
2. "Former juvenile court school pupils" refers to a scholar who, upon completion of the scholar's second year of high school, transfers from a juvenile court school to the Charter School.
 3. "Child of a military family" refers to a scholar who resides in the household of an active duty military member.
 4. "Currently Migratory Child" refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, in order that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
 5. "Pupil participating in a newcomer program" means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

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

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

Karla Gonzalez | Scholar Community Advocate

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

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

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

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

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking re-enrollment in the Charter School as the scholar's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a

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

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

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

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

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

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

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

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

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

If a scholar who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the scholar's fourth

year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the scholar graduate before the end of the scholar's fourth year of high school.

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

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

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

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

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

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

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

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

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

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

Academic Integrity and Plagiarism

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

Some examples include:

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

What is Plagiarism?

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

To plagiarize means:

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

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

How to Avoid Plagiarism

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

Find more information about plagiarism and how to avoid it at owl.english.purdue.edu/owl/resource/589/01/.

Consequences for Academic Dishonesty

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

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

1st Offense - Warning

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

2nd Offense

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

3rd Offense

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

4th Offense

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

Academic Probation

Any scholar failing to meet minimum academic standards in his/her courses, or participating in academic dishonesty, as determined by the Program Director, may be placed on academic probation. Scholars on academic probation will be expected to participate in academic interventions as determined by their teacher or director. Scholars on academic probation may not be permitted to attend field trips or participate in scholar clubs until off academic probation.

Field Trips

Participation

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

Permission Slips

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

Supervision

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

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

Transferring Tickets

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

Role of Volunteer Learning Coaches on Field Trips

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

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

Scholar Organizations and Clubs

Scholar Leadership Council

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

Scholar Clubs

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

Approval

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

Fundraising

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

Revocation of Privileges

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

Nondiscrimination Statement

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

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

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

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

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

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

Elizabeth Brenner | Superintendent & CEO

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

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

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

Scholar Grievances

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

General Complaint Policy

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

Uniform Complaint Procedure (Annual Notice)

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

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

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any CCS program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
 - a. Accommodations for Pregnant, Parenting, or Lactating Scholars;
 - b. Adult Education;
 - c. Career Technical and Technical Education;
 - d. Career Technical and Technical Training;
 - e. Child Care and Development Programs;
 - f. Consolidated Categorical Aid;
 - g. Education of Scholars in Foster Care, Scholars who are Homeless, former Juvenile Court Scholars now enrolled in a public school;
 - h. Every Student Succeeds Act;
 - i. Migrant Education Programs;
 - j. Regional Occupational Centers and Programs;
 - k. School Safety Plans; and/or
 - l. State Preschool Programs.
3. Complaints alleging noncompliance with laws relating to pupil fees. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited

to, all of the following:

- a. A fee charged to a pupil as a condition for registering for school or courses, or as a condition for participation in a course or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
- b. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, course apparatus, musical instrument, clothes, or other materials or equipment.
- c. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

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

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

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

Elizabeth Brenner | Superintendent & CEO

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

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

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which Charter School’s Board of Directors approved the LCAP or the annual update was adopted by Charter School.

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

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

1. Charter School failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, Charter School’s decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in Charter School’s decision are not supported by substantial evidence.

4. The legal conclusion in Charter School's decision is inconsistent with the law.
5. In a case in which Charter School's decision found noncompliance, the corrective actions fail to provide a proper remedy.

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

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

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

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

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the Complainant's right to file a complaint in accordance with 5 CCR 4622.

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

Title IX, Harassment, Intimidation, Discrimination & Bullying Policy

Board Policy #:37

Adopted/Ratified: October 3, 2019

Revision Date: N/A

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

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

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

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

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

Elizabeth Brenner | Superintendent & CEO

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

Definitions

Prohibited Unlawful Harassment

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

Prohibited Unlawful Harassment under Title IX

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

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

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

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

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a scholar to unwelcome sexual attention or conduct or intentionally making the scholar's academic performance more difficult because of the scholar's sex.
- Sexual or discriminatory displays or publications anywhere in the educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the educational environment.
 - Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms).

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

Prohibited Bullying

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

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

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

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

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

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

4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Grievance Procedures

1. Reporting

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

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

Elizabeth Brenner | Superintendent & CEO

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

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

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

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

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

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

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

2. Investigation

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

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

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

3. Consequences

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

4. Uniform Complaint Procedures

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

5. Right of Appeal

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

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

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

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

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

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

One exception, which permits disclosure without consent, is disclosure to CCS officials with legitimate educational interests. A CCS official is a person employed by CCS as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors. A CCS official also may include a volunteer, consultant, vendor, or contractor outside of

CCS who performs an institutional service or function for which CCS would otherwise use its own employees and who is under the direct control of CCS with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms and/or services; a parent or scholar volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, scholar, or other volunteer assisting CCS official in performing an institutional service or function. A CCS official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

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

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

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:
Student Privacy Policy Office | U.S. Department of Education | 400 Maryland Avenue, SW Washington, DC 20202
5. The right to request that the Charter School not release scholar names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

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

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a scholar seeks or intends to enroll so long as the disclosure is for purposes related to the scholar's enrollment or transfer. When a scholar transfers schools, the Charter School will mail the original or a copy of a scholar's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the scholar intends to enroll. The Charter School will make a reasonable attempt to notify the parent or eligible scholar of the request for records at the parent's or eligible scholar's last known address, unless the disclosure is initiated by the parent or eligible scholar. Additionally, Charter School will give the parent or eligible scholar, upon request, a copy of the record that was disclosed and give the parent or eligible scholar, upon request, an opportunity for hearing;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a scholar's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent scholar as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible scholar of the order or subpoena in advance of compliance, so that the parent or eligible scholar may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former scholar, a short-term residential treatment program staff responsible for the education or case management of a scholar, and a caregiver

(regardless of whether the caregiver has been appointed as the scholar's educational rights holder) who has direct responsibility for the care of the scholar, including a certified or licensed foster parent, an approved relative or unrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Charter School for scholar and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by Charter School; and/or

12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School disclose the final results of the disciplinary proceeding, regardless of whether Charter School concluded a violation was committed.

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

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

If you do not want CCS to disclose directory information from your scholar's education records without your prior written consent, you must notify the School in writing at the time of enrollment or re-enrollment. Please notify the Superintendent & CEO at ebrenner@compasscharters.org. A copy of the complete Policy is available upon request at the Central Office and on the School's website within the CCS Board Policy Manual.

Withdrawal from CCS

1. If a scholar decides to withdraw, the scholar's learning coach communicates the decision through their ST and/or counselor.
2. The teacher notifies the Registrar who sends the learning coach an email and form to confirm the withdrawal.
3. Once the withdrawal is completed the Attendance Coordinator will email the Learning Coach a letter showing the scholar has been withdrawn that can be given to the scholar's new school.
4. If a scholar willfully damages CCS' property or the personal property of a CCS employee, or fails to return a textbook, library book, computer/tablet or other CCS property that has been loaned to the scholar, the scholar's parents/guardians are liable for all damages caused by the scholar's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the scholar's parent or guardian in writing of the scholar's alleged misconduct and affording the scholar due process, CCS may withhold the scholar's grades, transcripts, and diploma until the damages have been paid. If the scholar and the scholar's parent/guardian are unable to pay for the damages or to return the property, CCS will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the scholar's grades and diploma will be released.

5. If a scholar and/or a learning coach makes the decision to withdraw from CCS prior to the end of the semester, they are automatically forfeiting their right to a letter grade for any courses still in progress, and will receive a withdrawn (W) on their transcript. Any coursework completed for courses still in progress during a withdrawal will be lost, and cannot be transferred to a new academic institution. If the course has been 100% completed and letter grade provided by the instructor, the scholar will be awarded the credits earned. Please contact your counselor before you choose to withdraw from CCS.

Involuntary Removal Process

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

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

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

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

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

Parent and Family Engagement Policy

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

Employee Interactions with Scholars

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

Corporal Punishment

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

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

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

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

Acceptable and Unacceptable Staff/Scholar Behavior

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

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

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

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

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

Duty to Report Suspected Misconduct

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

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Scholar Behaviors (Violations of this Policy)

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

Unacceptable Staff/Scholar Behaviors without Parent and Supervisor Permission

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

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

Cautionary Staff/Scholar Behaviors

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

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

Acceptable and Recommended Staff/Scholar Behaviors

- Getting parents' written consent for any after-school activity.
- Obtaining formal approval to take scholars off school property for activities such as field trips or competitions.
- E-mails, text, phone and instant messages to scholars must be very professional and pertaining to school activities or courses (Communication should be limited to school technology.)
- Keeping the door open when alone with a scholar.
- Keeping reasonable space between you and your scholars.
- Stopping and correcting scholars if they cross your own personal boundaries.
- Keeping parents informed when a significant issue develops about a scholar.
- Keeping after-course discussions with a scholar professional and brief.

- Asking for advice from fellow staff or Administrators if you find yourself in a difficult situation related to boundaries.
- Involving your supervisor if conflict arises with the scholar.
- Informing your supervisor or the Superintendent & CEO about situations that have the potential to become more severe.
- Making detailed notes about an incident that could evolve into a more serious situation later.
- Recognizing the responsibility to stop unacceptable behavior of scholars or coworkers.
- Asking another staff member to be present if you will be alone with any type of special needs scholar.
- Asking another staff member to be present when you must be alone with a scholar after regular school hours.
- Giving scholars praise and recognition without touching them.
- Pats on the back, high fives and handshakes are acceptable.
- Keeping your professional conduct a high priority.
- Asking yourself if your actions are worth your job and career.

Suicide Prevention Policy

Board Policy #: 23

Adopted/Ratified: October 3, 2019

Revision Date: August 11, 2021

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

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

Prevention and Instruction

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

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

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

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

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide.
2. Identify alternatives to suicide and develop coping, self-esteem, and resiliency skills.

3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent.
4. Identify trusted adults, CCS resources, and/or community crisis intervention resources where youth, including those at high risk, such as youth bereaved by suicide; youth with disabilities, mental illness, or substance use disorders; youth experiencing homelessness or in out-of-home settings such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth can get help, and recognize that there is no stigma associated with seeking mental health, substance abuse, gender identity, or other support services.

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

Staff Development

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

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

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

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

Employee Qualifications and Scope of Services

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

Intervention and Emergency Procedures

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

1. Director of Counseling Services
2. School Counselor

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

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

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

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

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

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

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

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

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

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

6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

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

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

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

Supporting Scholars during or after a Mental Health Crisis

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

Responding After a Suicide Death (Postvention)

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

The suicide prevention liaison shall:

1. Coordinate with the Superintendent & CEO to:
 1. Confirm death and cause;
 2. Identify a staff member to contact the deceased's family (within 24 hours);
 3. Enact the Suicide Postvention Response; and
 4. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
2. Coordinate an all-staff meeting, to include:
 1. Notification (if not already conducted) to staff about suicide death;
 2. Emotional support and resources available to staff;

3. Notification to scholars about suicide death and the availability of support services (if this is the protocol that is decided by administration); and
4. Share information that is relevant and that which you have permission to disclose.
3. Prepare staff to respond to the needs of scholars regarding the following:
 1. Review of protocols for referring scholars for support/assessment;
 2. Talking points for staff to notify scholars; and
 3. Resources available to scholars (on and off campus).
4. Identify scholars significantly affected by suicide death and other scholars at risk of imitative behavior.
5. Identify scholars affected by suicide death but not at risk of imitative behavior.
6. Communicate with the larger school community about the suicide death.
7. Consider funeral arrangements for the family and school community.
8. Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other scholars should be considered.
9. Identify media spokesperson if needed.
10. Include long-term suicide postvention responses:
 1. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
 2. Support siblings, close friends, teachers, and/or scholars of deceased
 3. Consider long-term memorials and how they may impact scholars who are emotionally vulnerable and at risk of suicide

Scholar Identification Cards

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

Suspension and Expulsion Policy (Full Board Policy)

Board Policy #: 25

Adopted/Ratified: October 3, 2019

Revision Date: N/A

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

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

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

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

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

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

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

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

Procedures

A. Grounds for Suspension and Expulsion of Scholars

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

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Scholars may be suspended when it is determined the scholar:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a scholar.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall apply to scholars in any of grades 9 to 12, inclusive.
 - l) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
 - m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - n) Harassed, threatened, or intimidated a scholar who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that scholar from being a witness and/or retaliating against that scholar for being a witness.
 - o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a scholar organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective scholar. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
 - q) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for their immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to scholars in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to scholars in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a scholar or group of scholars to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or scholar(s) by creating an intimidating or hostile educational environment. This provision shall apply to scholars in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- v) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a scholar or group of scholars which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more scholars that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable scholar (defined as a scholar, including, but is not limited to, a scholar with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of his or her age with exceptional needs) or scholars in fear of harm to that scholar's or those scholars' person or property.
 - ii. Causing a reasonable scholar to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable scholar to experience substantial interference with their academic performance.
 - iv. Causing a reasonable scholar to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 1. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual scholar for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a scholar for the purpose of bullying the scholar and such that another scholar would reasonably believe, or has reasonably believed, that the scholar was or is the scholar who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious scholar or a profile using the likeness or attributes of an actual scholar other than the scholar who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a scholar to another scholar or to school personnel by means of an electronic act

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

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

2. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- w) A scholar who aids or abets, as defined in Section 31 of the Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a scholar who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to provisions a) and b), above.
- x) Possessed, sold, or otherwise furnished any knife or other dangerous object of not reasonable use to the scholar unless, in the case of possession of any object of this type, the scholar had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Scholars must be suspended and recommended for expulsion when it is determined the scholar:

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

3. Discretionary Expellable Offenses: Scholars may be recommended for expulsion when it is determined the scholar:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This

section does not prohibit the use of the scholar's own prescription products by a scholar.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a scholar who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that scholar from being a witness and/or retaliating against that scholar for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a scholar organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective scholar. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to scholars in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to scholars in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a scholar or group of scholars to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or scholar(s) by creating an intimidating or hostile educational environment. This provision shall apply to scholars in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a scholar or group of scholars which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more scholars that has or can be reasonably predicted to have the effect of one or more of the following:
 1. Placing a reasonable scholar (defined as a scholar, including, but is not limited to, a scholar with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or scholars in fear of harm to that

- scholar's or those scholars' person or property.
 - 2. Causing a reasonable scholar to experience a substantially detrimental effect on their physical or mental health.
 - 3. Causing a reasonable scholar to experience substantial interference with their academic performance.
 - 4. Causing a reasonable scholar to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- ii. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- 1. A message, text, sound, video, or image.
 - i. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual scholar for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a scholar for the purpose of bullying the scholar and such that another scholar would reasonably believe, or has reasonably believed, that the scholar was or is the scholar who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious scholar or a profile using the likeness or attributes of an actual scholar other than the scholar who created the false profile.
 - ii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a scholar to another scholar or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - 2. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- iii. A scholar who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a scholar who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to provisions(a)-(b), above.
- iv. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the scholar unless, in the case of possession of any object of this type, the scholar had obtained written permission to possess the item from a certificated school employee, with the Superintendent

or designee's concurrence.

- 4) Non-Discretionary Expellable Offenses: Scholars must be recommended for expulsion when it is determined that the scholar:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the scholar had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.
 - b) Brandished a knife at another person[LAC1] .
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

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

The following terms shall have the following definitions:

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

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

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

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

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Placement/Expulsion

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

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

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

4. Homework Assignments During Suspension

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

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

D. Authority to Expel

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

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

E. Expulsion Procedures

Scholars recommended for expulsion are entitled to a hearing to determine whether the scholar should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the

Superintendent or designee determines that the scholar has committed an expellable offense and recommends the scholar for expulsion.

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

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

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

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. CCS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, CCS must present evidence that the witness' presence is both desired by the witness and will be helpful to CCS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the scholar being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

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

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

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

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

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel the scholar shall immediately be returned to their previous educational program.

J. Written Notice to Expel

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

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

K. Disciplinary Records

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

L. No Right to Appeal

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

M. Expelled scholars/Alternative Education

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

N. Rehabilitation Plans

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

O. Readmission or Admission of a Previously Expelled Scholar

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

P. Notice to Teachers

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

Q. Involuntary Removal for Truancy

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after

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

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

1. Procedural Safeguards/Manifestation Determination

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

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the IEP/504 Team determines that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and CCS agree to a change of placement as part of the modification of the behavioral intervention plan.

The Superintendent or designee may remove a scholar to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the scholar's disability in cases where a scholar:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

If the IEP/504 Team determine that the behavior was not a manifestation of the scholar's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then CCS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to scholars without disabilities.

2. Interim Alternative Placement

Any Scholar with special needs who is removed from their educational placement for more than 10 days consecutive (suspensions) or demonstrates a pattern of removals that equals more than 10 days in or a school year shall continue to receive services so as to enable the scholar to continue to participate in the general education curriculum and progress toward their goals and objective in an interim alternative setting.

3. Due Process Appeals

When an appeal relating to the placement of the scholar or the manifestation determination has been requested by either the parent/guardian or CCS, the scholar shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and CCS agree otherwise.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

4. Procedures for Scholars Not Yet Eligible for Special Education Services

A scholar who has not been identified as an individual with disabilities pursuant to IDEA and who has violated CCS' disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if CCS had knowledge that the scholar was disabled before the behavior occurred.

CCS shall be deemed to have knowledge that the scholar had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to CCS supervisory or administrative personnel, or to one of the child's teachers, that the scholar is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other CCS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other CCS supervisory personnel.

If CCS knew or should have known the scholar had a disability under any of the three (3) circumstances described above, the scholar may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If CCS had no basis for knowledge of the scholar's disability, it shall proceed with the proposed discipline. CCS shall conduct an expedited evaluation if requested by the parent/guardian; however, the scholar shall remain in the education placement determined by CCS pending the results of the evaluation.

CCS shall not be deemed to have knowledge that the scholar had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the scholar has been evaluated and determined to not be eligible.

Right to Refrain from Harmful Use of Animals

Students with a moral objection to dissecting or otherwise harming animals may opt out of such activities by notifying the school of their objection.

Firearm Safety Memorandum

To: Parents and Guardians of Scholars in the Compass Charter Schools

From: Elizabeth Brenner

Subject: California Law Regarding Safe Storage of Firearms

Compass Charter Schools holds the safety of its scholars as its primary priority and responsibility. The purpose of this memorandum is to inform and to remind parents and legal guardians of all scholars in Compass Charter Schools of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

To help everyone understand their legal responsibilities, this memorandum spells out California law regarding the storage of firearms. Please take some time to review this memorandum and evaluate your own personal practices to assure that you and your family are in compliance with California law.

California makes a person criminally liable for keeping a loaded firearm, under their custody and control, where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian and the child obtains access to the firearm and thereby: (1) causes death or great bodily injury to the child or any other person; (2) carries the firearm to a public place, including to any preschool or school grades kindergarten through twelfth grade, including to any school-sponsored event, activity, or performance; or (3) brandishes a firearm to others. The criminal penalty may be greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.

As of 2014, California makes a person criminally liable if they negligently store or leave any loaded firearm on their premises where a child is likely to gain access to it—regardless of whether or not the child brings the gun to a public place.

A parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward. These damages may be up to \$30,000 per victim.

Note: Gun owners may avoid criminal liability under California Penal Code Section 25100 by keeping their firearm in a locked container or secured with a locking device that renders the firearm inoperable. 3

Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

Sincerely,

Elizabeth Brenner

Technology Acceptable Use Policy

Board Policy #37: Scholar use of Technology

Adopted/Ratified: October 3, 2019 Revision Date: June 12th, 2023

The Board of Directors of Compass Charter Schools finds that new technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and scholar learning. The Charter School offers scholars access to technologies that may include reimbursement of Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. By its adoption of this Policy, the Board intends that technological resources provided by the Charter School be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of scholar learning.

Educational Purpose

Use of Charter School equipment and access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Scholar use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. Scholars and staff have a duty to use Charter School resources only in a manner specified in the Policy.

“Educational purpose” means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

“Inappropriate use” means a use that is inconsistent with an educational purpose or that is in clear violation of this policy and the Acceptable Use Agreement.

Notice and Use

The Charter School shall notify scholars and parents/guardians about authorized uses of Charter School computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a scholar is authorized to use the Charter School's technological resources, the scholar and his/her parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the scholar and his/her parent/guardian shall agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

Safety

The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the Charter School is able to exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

To reinforce these measures, the Superintendent & CEO or designee shall implement rules and procedures designed to restrict scholars' access to harmful or inappropriate matter on the Internet and to ensure that scholars do not engage in

unauthorized or unlawful online activities. Staff shall monitor scholars while they are using online services and may have teacher aides, scholar aides, and volunteers assist in this monitoring.

The Superintendent & CEO or designee also shall establish regulations to address the safety and security of scholars and scholar information when using email, chat rooms, and other forms of direct electronic communication.

The Superintendent & CEO or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services.

Such instruction shall include, but not be limited to, maintaining the scholar's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying as defined in the Charter School's charter. Scholars are expected to follow safe practices when using Charter School technology.

Scholars shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, other scholars, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Scholar use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Superintendent & CEO or designee shall block access to such sites on Charter School computers with Internet access.

The Superintendent & CEO or designee shall oversee the maintenance of the Charter School's technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising scholar use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Scholar use of Charter School's computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is

mandatory. Scholars who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

ACCEPTABLE USE AGREEMENT

The Charter School believes that providing access to technology enhances the educational experience for scholars. However, scholar use of Charter School computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, scholars must abide by the following terms and conditions:

1. **Security.** Scholars shall not impair the security of Charter School technology resources. Scholars are expected to:
 - a. Safeguard all personal passwords. Scholars should not share passwords with others and should change passwords frequently. Scholars are expected to notify an administrator immediately if they believe their scholar account has been compromised.
 - b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.

2. **Authorized Use.** Scholars may use Charter School technology resources when directed by a teacher, when technology has been designated for open scholar use (e.g., computers in the library), and for other educational purposes.

3. **Protection Measures.** While the Charter School is able to exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. The scholar and parent agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. They also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

4. **Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Scholars are provided access to the Charter School technology primarily for educational purposes. Scholars shall not use Charter School technology or equipment for personal activities or for activities that violate Charter School policy or local law. These include but are not limited to:
 - a. Playing games or online gaming.
 - b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
 - c. Installing software on Charter School equipment without the permission of a educational facilitator or other authorized Charter School staff person.
 - d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
 - e. Conducting any activity that is in violation of Charter School policy or local, state or federal law.
 - f. Engaging in any activity that is harmful to other scholar(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
 - g. Conducting for-profit business.
 - h. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
 - i. Using any software or proxy service to obscure either the scholar's IP address or the sites that the scholar visits.

- j. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
 - k. Accessing or attempting to access material or systems on the network that the scholar is not authorized to access.
5. **No Expectation of Privacy.** Scholar acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to scholars for educational purposes. The Charter School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the scholars. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the scholar is engaging in an inappropriate use.
6. **Disruptive Activity.** Scholars should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.
7. **Unauthorized Networks.** Scholars may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.
8. **Consequences of Inappropriate Use.** Scholars who violate this Agreement will be subject to discipline, which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the Charter School Policy and applicable laws.
9. **Technology Systems/Equipment Care.** Scholars are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

After reading the Scholar Use of Technology Policy and the Acceptable Use Agreement, please complete this form to indicate that you agree with the terms and conditions provided. The signature of both the scholar and parent/guardian are mandatory before access may be granted to the technologies available. This document, which incorporates the Acceptable Use Procedure, reflects the entire agreement and understanding of all parties.

As a user of Charter School technologies, I have read Scholar Use of Technology Policy and hereby agree to comply with it and the Acceptable Use Agreement.

I understand that computer use is a privilege and not a right. I understand that if I violate this policy in any way, I will be subject to a referral and possible suspension. I understand that the parent or guardian of a minor scholar shall be liable for the replacement cost for property the Charter School loaned to the scholar that the scholar fails to return or that is willfully cut, defaced or otherwise damaged, up to an amount not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. When the minor and parent are unable to pay for the damages, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. A scholar over the age of majority shall be liable for the same. (Ed. Code 48904).

Coversheet

Review and Approve Prop 28 Plan

Section: XI. Academic Services
Item: C. Review and Approve Prop 28 Plan
Purpose: Vote
Submitted by:
Related Material: Compass Prop 28 Plan Report_ 2024_06_14_BOD.pdf

Compass Prop 28 Plan

Submitted to Compass Board of Directors June 22, 2024.

One teacher per charter will be the PROP 28 funded specialist (Arts, Music and Coding/Computer Science).

Prop 28 funds will be used to pay Supervising Teachers to:

1. Enrich, Improve and Teach Online Classes for all grades. Previously, online art classes were taught by the supervising teacher (teacher of record).
2. Review requirements of classes facilitated by a vendor when necessary, and assign standards and evaluate work.
3. Develop and/or improve beginning courses that may be provided both synchronously and/or asynchronously.
4. Host Elementary, MS and/or HS Art, Music and Coding clubs and/or special events.
5. In applicable situations, serve as supervising teacher for art/music/coding scholars.

Additional funds will be used to purchase materials, curriculum, resources and/or services.

Yolo

Supplement Not Supplant Requirement Worksheet Proposition 28 Arts and Music in Schools

LEA Name:

Compass Charter School of Yolo

County:

Winters Joint Unified

Audit Year:

2025-2026

Description	Line	Amount
Total Expenditures for arts education programs in the prior audit year	A-1	\$ 189,542.00
Expenditures identified in A-1 from Resource 6770	A-2	\$ 28,431.00
Expenditures identified in A-1 from non-Proposition 28 funding sources not available for arts education programs in the audit year	A-3	\$ -
Revenue from resources newly available for arts education programs in the audit year, excluding Resource 6770	A-4	\$ -
Existing non-AMS funds for arts education programs in the audit year (A-1 - A-2 - A-3 + A-4)	A-5	\$ 161,111.00
Expenditures for arts education programs in the audit year	B-1	\$ 94,771.00
Expenditures from Resource 6770 in the audit year	B-2	\$ 14,216.00
Non-AMS expenditures on arts education programs in the audit Year (B-1 - B-2)	B-3	\$ 80,555.00
AMS funds were used to supplement existing funds for arts education programs (If B-3 is greater than or equal to A-5, then yes)	C-1	No
Unallowable AMS expenditures (A-5 - B-3)	C-2	\$ 14,216.00

Instructional Costs Expenditure Requirement Worksheet

Proposition 28 Arts and Music in Schools

LEA Name:

Compass Charter School of Yolo

County:

Winters Joint Unified

Audit Year:

2025-2026

Description	Line	Second Prior Year	Prior Year	Audit Year
Allocation Year	A-1	2023-24	2024-25	2025-26
Enrollment in the Allocation Year [Line B-2 of the Funding Exhibit for the Allocation Year]	A-2	743	369	387
Has waiver issued pursuant to EC 8220[h]? [Enter Yes or No]	A-3			
Subject to Audit Requirement (if A-2 is greater than or equal to 500 or A-3 is "Yes", then Yes)	A-4	Yes	No	No
Total Allocation	A-5	\$ 126,045	\$ 189,542	\$ 94,771
Allocation Fully Expended in Audit Year [Enter Yes or No]	A-6	No	Yes	Yes
Year 1 Instructional Cost Expenditures	B-1	\$ -	\$ 161,111.00	\$ 80,555.00
Year 2 Instructional Cost Expenditures	B-2	\$ -	\$ -	Leave Blank
Year 3 Instructional Cost Expenditures	B-3	\$ -	Leave Blank	Leave Blank
Total Instructional Cost Expenditures (B-1 + B-2 + B-3)	B-4	\$ -	\$ 161,111.00	\$ 80,555.00
Year 1 Non-Instructional Cost Expenditures	C-1	\$ -	\$ -	\$ 14,216.00
Year 2 Non-Instructional Cost Expenditures	C-2	\$ -	\$ 94,771.00	Leave Blank
Year 3 Non-Instructional Cost Expenditures	C-3	\$ -	Leave Blank	Leave Blank
Total Non-Instructional Cost Expenditures (C-1 + C-2 + C-3)	C-4	\$ -	\$ 94,771.00	\$ 14,216.00
Year 1 Expenditures	D-1	\$ -	\$ -	\$ 28,431.00
Year 2 Expenditures	D-2	\$ -	\$ 94,771.00	Leave Blank
Year 3 Expenditures	D-3	\$ -	Leave Blank	Leave Blank

Total Expenditures (D-1 + D-2 + D-3)	D-4	\$ -	\$ 94,771.00	\$ 28,431.00
Minimum Required Instructional Costs (D-4 x 80%)	E-1	\$ -	\$ 75,816.00	\$ 22,744.00
Total Instructional Cost Expenditures (B-4)	E-2	\$ -	\$ 161,111.00	\$ 80,555.00
Instructional Costs Shortfall (E-1 - E-2)	E-3	\$ -	\$ -	\$ -
Maximum Allowable Non-Instructional Costs Based on Actual Instructional Cost Expenditures (E-2 / 80% * 20%)	E-4	\$ -	\$ 40,278.00	\$ 20,139.00
Total Non-Instructional Cost Expenditures (C-4)	E-5	\$ -	\$ 94,771.00	\$ 14,216.00
Unallowable Non-Instructional Costs (E-5 - E-4)	E-6	\$ -	N/A	N/A

Administrative Costs Maximum Worksheet
Proposition 28 Arts and Music in Schools

LEA Name:

Compass Charter School of Yolo

County:

Winters Joint Unified

Audit Year:

2025-2026

Description	Line	Second Prior Year	Prior Year	Audit Year
Allocation Year	A-1	2023-24	2024-25	2025-26
Allocation Amount	A-2	\$ 126,045	\$ 189,542	\$ 94,771
Allocation Fully Expended in Audit Year [Enter Yes or No]	A-3	No	Yes	Yes
Amount of Allocation that May be Used for Administrative Costs (A-2 * 1%)	A-4	1,261.00	1,896.00	948.00
Expenditures for Administrative Costs in Year 1	B-1	\$ -	\$ -	\$ -
Expenditures for Administrative Costs in Year 2	B-2	\$ -	\$ -	Leave Blank
Expenditures for Administrative Costs in Year 3	B-3	\$ -	Leave Blank	Leave Blank
Total Expenditures (B-1 + B-2 + B-3)	B-4	\$ -	\$ -	\$ -
Exceeds 1% Allowance (If B-4 is greater than A-4, then Yes)	C-1	No	No	No
Unallowable Administrative Costs (B-4 - A-4)	C-2	\$ -	\$ -	\$ -

San Diego

Supplement Not Supplant Requirement Worksheet Proposition 28 Arts and Music in Schools

LEA Name:

Compass Charter School of San Diego

County:

Mountain Empire

Audit Year:

2025-26

Description	Line	Amount
Total Expenditures for arts education programs in the prior audit year	A-1	\$ 246,874.00
Expenditures identified in A-1 from Resource 6770	A-2	\$ 37,031.00
Expenditures identified in A-1 from non-Proposition 28 funding sources not available for arts education programs in the audit year	A-3	\$ -
Revenue from resources newly available for arts education programs in the audit year, excluding Resource 6770	A-4	\$ -
Existing non-AMS funds for arts education programs in the audit year (A-1 - A-2 - A-3 + A-4)	A-5	\$ 209,843.00
Expenditures for arts education programs in the audit year	B-1	\$ 123,437.00
Expenditures from Resource 6770 in the audit year	B-2	\$ 18,516.00
Non-AMS expenditures on arts education programs in the audit Year (B-1 - B-2)	B-3	\$ 104,921.00
AMS funds were used to supplement existing funds for arts education programs (If B-3 is greater than or equal to A-5, then yes)	C-1	No
Unallowable AMS expenditures (A-5 - B-3)	C-2	\$ 18,516.00

Instructional Costs Expenditure Requirement Worksheet

Proposition 28 Arts and Music in Schools

LEA Name:

Compass Charter School of San Diego

County:

Mountain Empire

Audit Year:

2025-26

Description	Line	Second Prior Year	Prior Year	Audit Year
Allocation Year	A-1	2023-24	2024-25	2025-26
Enrollment in the Allocation Year [Line B-2 of the Funding Exhibit for the Allocation Year]	A-2	869	912	958
Has waiver issued pursuant to EC 8220[h]? [Enter Yes or No]	A-3	No	No	No
Subject to Audit Requirement (if A-2 is greater than or equal to 500 or A-3 is "Yes", then Yes)	A-4	Yes	Yes	Yes
Total Allocation	A-5	\$ 164,171	\$ 246,874	\$ 123,437
Allocation Fully Expended in Audit Year [Enter Yes or No]	A-6	No	Yes	Yes
Year 1 Instructional Cost Expenditures	B-1	\$ -	\$ 209,843.00	\$ 104,921.00
Year 2 Instructional Cost Expenditures	B-2	\$ -	\$ -	Leave Blank
Year 3 Instructional Cost Expenditures	B-3	\$ -	Leave Blank	Leave Blank
Total Instructional Cost Expenditures (B-1 + B-2 + B-3)	B-4	\$ -	\$ 209,843.00	\$ 104,921.00
Year 1 Non-Instructional Cost Expenditures	C-1	\$ -	\$ -	\$ 18,516.00
Year 2 Non-Instructional Cost Expenditures	C-2	\$ -	\$ 37,031.00	Leave Blank
Year 3 Non-Instructional Cost Expenditures	C-3	\$ -	Leave Blank	Leave Blank
Total Non-Instructional Cost Expenditures (C-1 + C-2 + C-3)	C-4	\$ -	\$ 37,031.00	\$ 18,516.00
Year 1 Expenditures	D-1	\$ -	\$ 209,843.00	\$ 123,437.00

Year 2 Expenditures	D-2	\$ -	\$ 37,031.00	Leave Blank
Year 3 Expenditures	D-3	\$ -	Leave Blank	Leave Blank
Total Expenditures (D-1 + D-2 + D-3)	D-4	\$ -	\$ 246,874.00	\$ 123,437.00
Minimum Required Instructional Costs (D-4 x 80%)	E-1	\$ -	\$ 197,499.00	\$ 98,749.00
Total Instructional Cost Expenditures (B-4)	E-2	\$ -	\$ 209,843.00	\$ 104,921.00
Instructional Costs Shortfall (E-1 - E-2)	E-3	\$ -	\$ -	\$ -
Maximum Allowable Non-Instructional Costs Based on Actual Instructional Cost Expenditures (E-2 / 80% * 20%)	E-4	\$ -	\$ 52,461.00	\$ 26,230.00
Total Non-Instructional Cost Expenditures (C-4)	E-5	\$ -	\$ 37,031.00	\$ 18,516.00
Unallowable Non-Instructional Costs (E-5 - E-4)	E-6	\$ -	\$ -	\$ -

Administrative Costs Maximum Worksheet
Proposition 28 Arts and Music in Schools

LEA Name:

Compass Charter School of San Diego

County:

Mountain Empire

Audit Year:

2025-26

Description	Line	Second Prior Year	Prior Year	Audit Year
Allocation Year	A-1	2023-24	2024-25	2025-26
Allocation Amount	A-2	\$ 164,171	\$ 246,874	\$ 123,437
Allocation Fully Expended in Audit Year [Enter Yes or No]	A-3	No	yes	yes
Amount of Allocation that May be Used for Administrative Costs (A-2 * 1%)	A-4	1,642.00	2,469.00	1,235.00
Expenditures for Administrative Costs in Year 1	B-1			
Expenditures for Administrative Costs in Year 2	B-2			Leave Blank
Expenditures for Administrative Costs in Year 3	B-3		Leave Blank	Leave Blank
Total Expenditures (B-1 + B-2 + B-3)	B-4	\$ -	\$ -	\$ -
Exceeds 1% Allowance (If B-4 is greater than A-4, then Yes)	C-1	No	No	No
Unallowable Administrative Costs (B-4 - A-4)	C-2	\$ -	\$ -	\$ -

LA

**Supplement Not Supplant Requirement Worksheet
Proposition 28 Arts and Music in Schools**

LEA Name:

Compass Charters of Los Angeles

County:

Acton-Aqua Dulce

Audit Year:

2025-26

Description	Line	Amount
Total Expenditures for arts education programs in the prior audit year	A-1	\$ 272,002.00
Expenditures identified in A-1 from Resource 6770	A-2	\$ 40,800.00
Expenditures identified in A-1 from non-Proposition 28 funding sources not available for arts education programs in the audit year	A-3	\$ -
Revenue from resources newly available for arts education programs in the audit year, excluding Resource 6770	A-4	\$ -
Existing non-AMS funds for arts education programs in the audit year (A-1 - A-2 - A-3 + A-4)	A-5	\$ 231,202.00
Expenditures for arts education programs in the audit year	B-1	\$ 136,001.00
Expenditures from Resource 6770 in the audit year	B-2	\$ 20,400.00
Non-AMS expenditures on arts education programs in the audit Year (B-1 - B-2)	B-3	\$ 115,601.00
AMS funds were used to supplement existing funds for arts education programs (If B-3 is greater than or equal to A-5, then yes)	C-1	No
Unallowable AMS expenditures (A-5 - B-3)	C-2	\$ 20,400.00

**Instructional Costs Expenditure Requirement Worksheet
Proposition 28 Arts and Music in Schools**

LEA Name:

Compass Charters of Los Angeles

County:

Acton-Aqua Dulce

Audit Year:

2025-26

Description	Line	Second Prior Year	Prior Year	Audit Year
Allocation Year	A-1	2023-24	2024-25	2025-26
Enrollment in the Allocation Year [Line B-2 of the Funding Exhibit for the Allocation Year]	A-2	1,022	1,008	1,058
Has waiver issued pursuant to EC 8220[h]? [Enter Yes or No]	A-3	No	No	No
Subject to Audit Requirement (if A-2 is greater than or equal to 500 or A-3 is "Yes", then Yes)	A-4	Yes	Yes	Yes
Total Allocation	A-5	\$ 180,881	\$ 272,002	\$ 136,001
Allocation Fully Expended in Audit Year [Enter Yes or No]	A-6	No	Yes	Yes
Year 1 Instructional Cost Expenditures	B-1	\$ -	\$ 231,202.00	\$ 115,601.00
Year 2 Instructional Cost Expenditures	B-2	\$ -	\$ -	Leave Blank
Year 3 Instructional Cost Expenditures	B-3	\$ -	Leave Blank	Leave Blank
Total Instructional Cost Expenditures (B-1 + B-2 + B-3)	B-4	\$ -	\$ 231,202.00	\$ 115,601.00
Year 1 Non-Instructional Cost Expenditures	C-1	\$ -	\$ -	\$ 20,400.00
Year 2 Non-Instructional Cost Expenditures	C-2	\$ -	\$ 40,800.00	Leave Blank
Year 3 Non-Instructional Cost Expenditures	C-3	\$ -	Leave Blank	Leave Blank

Total Non-Instructional Cost Expenditures (C-1 + C-2 + C-3)	C-4		\$ - 40,800.00	\$ 20,400.00
Year 1 Expenditures	D-1		\$ - 231,202.00	\$ 136,001.00
Year 2 Expenditures	D-2		\$ - 40,800.00	Leave Blank
Year 3 Expenditures	D-3		Leave Blank	Leave Blank
Total Expenditures (D-1 + D-2 + D-3)	D-4		\$ - 272,002.00	\$ 136,001.00
Minimum Required Instructional Costs (D-4 x 80%)	E-1		\$ - 217,601.00	\$ 108,800.00
Total Instructional Cost Expenditures (B-4)	E-2		\$ - 231,202.00	\$ 115,601.00
Instructional Costs Shortfall (E-1 - E-2)	E-3		\$ - \$ -	\$ -
Maximum Allowable Non-Instructional Costs Based on Actual Instructional Cost Expenditures (E-2 / 80% * 20%)	E-4		\$ - 57,801.00	\$ 28,900.00
Total Non-Instructional Cost Expenditures (C-4)	E-5		\$ - 40,800.00	\$ 20,400.00
Unallowable Non-Instructional Costs (E-5 - E-4)	E-6		\$ - \$ -	\$ -

**Administrative Costs Maximum Worksheet
Proposition 28 Arts and Music in Schools**

LEA Name:

Compass Charters of Los Angeles

County:

Acton-Aqua Dulce

Audit Year:

2025-26

Description	Line	Second Prior Year	Prior Year	Audit Year
Allocation Year	A-1	2023-24	2024-25	2025-26
Allocation Amount	A-2	\$ 180,881	\$ 272,002	\$ 136,001
Allocation Fully Expended in Audit Year [Enter Yes or No]	A-3	No	No	No
Amount of Allocation that May be Used for Administrative Costs (A-2 * 1%)	A-4	1,809.00	2,721.00	1,361.00
Expenditures for Administrative Costs in Year 1	B-1	\$ -	\$ -	\$ -
Expenditures for Administrative Costs in Year 2	B-2	\$ -	\$ -	Leave Blank
Expenditures for Administrative Costs in Year 3	B-3	\$ -	Leave Blank	Leave Blank
Total Expenditures (B-1 + B-2 + B-3)	B-4	\$ -	\$ -	\$ -
Exceeds 1% Allowance (If B-4 is greater than A-4, then Yes)	C-1	No	No	No
Unallowable Administrative Costs (B-4 - A-4)	C-2	\$ -	\$ -	\$ -

Coversheet

Scholar Wellness Policy - Review and Approve

Section: XII. Operations Division
Item: C. Scholar Wellness Policy - Review and Approve
Purpose: Vote
Submitted by:
Related Material: BOD Policy #32 Wellness.pdf

Board Policy #: 32

Adopted/Ratified: October 3, 2019

Revision Date: June 22, 2024

SECTION 32 – SCHOLAR POLICY – SCHOLAR WELLNESS POLICY

Compass Charter Schools (CCS) recognizes the essential link between scholar well-being and academic success. With a firm dedication to fostering a culture of health, CCS is committed to implementing a comprehensive program that encourages healthy eating habits and regular physical activity among our scholars. To achieve this goal, Compass Charter Schools will establish a coordinated school health system focused on promoting health literacy. This system will encompass various elements, including health education, physical education and extracurricular activities, health services, nutrition services, psychological and counseling support, initiatives to support staff wellness, creation of a socially and emotionally supportive school environment, and active involvement from parents/guardians and the wider community.

GENERAL POLICY STATEMENT To ensure consistent health communication between home and school, CCS or their representatives may share health information and the school's student wellness policy with parents/guardians through multiple channels such as school newsletters, handouts, parent/guardian meetings, the school website, and other communication platforms. These outreach endeavors will emphasize the connection between student health, academic performance, and overall success in school. As outlined in the charter petition, Compass Charter Schools advocates responsibility to our community and ourselves, ensuring:

1. Support for Healthy Eating Habits: The school environment will promote and support healthy eating habits.
2. Environmental Education and Stewardship: Environmental education initiatives will prepare scholars for success in the green economy of the future.

Compass Charter Schools Health and Safety Committee

1. Participation and Review:

1.1 CCS, shall actively encourage parents/guardians, students, Board members, school administrators and staff, and members of the public to engage in the development, implementation, and periodic review and update of the school's student health and safety policy.

1.2 Advisory Role:

1.2 Compass Charter School and Safety Committee shall provide guidance to the school on health-related issues, activities, policies, and programs. At the discretion of the Superintendent, or their designate, the committee may also undertake responsibilities such as planning, implementing, and evaluating activities aimed at promoting health within the school or community.

1.3 Cultural Consideration:

1.3 The Health and Safety Committee shall make recommendations that respect and embrace the cultural differences of our school and families. These recommendations shall be developed from the perspective that children's health is of paramount importance.

2. Goals for Wellness Activities:

2.1 Nutrition Promotion: Compass Charter School's nutrition education shall encompass information about the benefits of healthy eating for learning, disease prevention, weight management, and oral health. Nutrition education shall be integrated into the health education curriculum and, where appropriate, woven into other academic subjects, before and after school programs, naturalist activities, and school garden programs.

2.2 Physical Activity: All scholars shall have regular opportunities for physical activity. These opportunities shall include physical education classes, recess, extracurricular programs, and encouragement for active commuting to and from school, in-class physical activity breaks, and other structured and unstructured activities. Scholars in grades 5, 7 & 9 will participate in the Physical Fitness test for students in California, aimed at fostering lifelong habits of regular physical activity.

Social and Emotional Health:

Teachers and support staff will model and support students in developing conflict resolution skills. Integration of social and emotional health education into the curriculum will be prioritized, ensuring students receive comprehensive support in this crucial aspect of their development.

Professional Development

3.1 Compass Charter Schools shall regularly offer professional development opportunities to enhance the knowledge and skills of staff, classroom teachers, and other relevant staff members. These sessions will focus on areas related to scholar health and wellness.

3.2 Promotion of Health Behaviors: Professional development sessions may include instructional strategies aimed at assessing health knowledge and skills, as well as promoting positive health behaviors among students.

Promotion of Staff Well-being:

4. The Superintendent, or their designate, shall actively encourage staff members to serve as positive role models for healthy eating, physical fitness, and emotional well-being. They shall promote worksite wellness initiatives and may provide opportunities for regular physical activity among employees.

Safety and Well-being:

5. The Board recognizes that fostering a safe and positive school environment is crucial for scholar's physical and mental health. Therefore, the school strictly prohibits bullying and harassment of all scholars, including instances based on weight or health condition.

Nutritional Guidelines for Foods Available at School

6. Promotion of Student Health:

6.1 Compass Charter Schools shall adopt nutritional guidelines for all foods available on campus during the school day. These guidelines will be designed to promote student health and reduce childhood obesity. The school believes that foods and beverages sold or provided to students should align with the health curriculum and contribute to optimal health, considering the needs of students with special dietary requirements.

6.2 Participation in Federal Nutrition Programs: To enhance the provision of nutritious meals and snacks, the school shall actively participate in available federal school nutrition programs, including the National School Lunch Program, maximizing its ability to support student health and wellness.

6.3 Access to Drinking Water: Students and staff members will have access to free, safe, and fresh drinking water throughout the school day, provided through water filtration filling stations. Additionally, students are permitted to bring bottled water from home for their convenience.

6.4 Healthy Fundraising Initiatives: A coordinator shall promote the use of healthy food items or non-food items for fundraising purposes by school organizations, fostering a culture of wellness and supporting healthy lifestyle choices.

6.5 Nutritional Quality of Donated Snacks: School staff shall encourage parents/guardians and volunteers to support the school's education program by prioritizing nutritional quality when selecting snacks to donate for occasional class parties.

6.6 Portion Size and Nutritional Goals: School staff shall further encourage parents/guardians and volunteers to support healthy eating habits by providing snacks in portion sizes of 3-4 ounces when possible, aiming for no more than 200 calories per serving and low in fat and sugar content. Any snacks or items intended for classroom celebrations must be approved by the classroom teacher at least 24 hours in advance, ensuring alignment with nutritional guidelines and promoting a healthy school environment.

7. School Day Fundraising Programs:

7.1 From midnight until one-half hour after the end of the official school day, all foods sold or given to students by any entity must adhere to food restrictions. "Sold" refers to the exchange of food for money, coupons, vouchers, or order forms, when any part of the transaction occurs on a school campus.

8. Program Implementation and Evaluation:

8.1 Compass Charter Schools or designee, shall be responsible for preparing and maintaining the necessary documentation and records required for the administrative review of the school's wellness policy by the California Department of Education (CDE) every three years.

9. Notifications:

9.1 Compass Charter Schools or designee, shall ensure that the public is informed about the content and implementation of the school's wellness policy. The policy and any updates shall be made available to the public on an annual basis. Information dissemination shall be conducted through the most effective communication methods consistent with School practice.

10. Records:

10.1 Compass Charter Schools or designee, shall retain records documenting compliance with 7 CFR 210.30, including but not limited to, the written student wellness policy and documentation of the administrative review process.

The school's wellness policy, which undergoes an administrative review by the CDE every three years, along with documentation illustrating adherence to community involvement standards, including the obligation to disclose the policy and review outcomes to the public.

Non-Compliance with Policy: Failure to comply with this policy by CCS personnel may lead to disciplinary measures in accordance with Board disciplinary policy and administrative regulations.

Responsibility for Governance: The Superintendent is accountable for ensuring the school's adherence to the school wellness policy.

Coversheet

People Division Update

Section: XIII. People Division
Item: A. People Division Update
Purpose: FYI
Submitted by:
Related Material: People Division Report - June 2024.pdf
CCS Additions Report - June 2024.pdf
CCS Terminations Report - June 2024.pdf



People Division Report

June 22, 2024

This report highlights for the Board of Directors, areas the People Division Team has completed throughout the 2023-24 school year and outlines goals for the upcoming year:

- **Staffing and Recruitment:** The Human Resources team remains dedicated to addressing our current staffing needs. Currently, our efforts are concentrated on filling the following vacancies for the 2024-25 school year
 - Director of Special Education
 - Educational Specialist Mild/Mod
 - Resource Specialist (*pending acceptance*)
 - Supervising Teacher - Arts and Music (Prop 28 Funded)
 - Tutor (*offer pending*)

There were 17 new hires this school year. The HR Manager successfully used our new HRIS system and competency-based inventory (CBI) process, updating and creating inventories with input from hiring managers and leadership.

- **2024-25 Intent to Return Survey:** All staff responses were received to the 2024-25 Intent to Return Survey, 99.5% of staff have indicated they will be returning for the upcoming school year.
- **Employee Handbook Updates:** There have been minor changes to the 2024-25 Employee Handbook. An updated copy and list of changes are included for Board approval. Once approved, the handbook will be published and shared with all staff.
- **2024-25 Salary Memos:** Salary memos are pending approval of the 2024-25 operating budget. 12-month staff will receive memos after the June 2022 board meeting and 11-month staff will receive memos in early July.
- **2024-25 Benefits:** As the 2025 benefit year approaches, the HR Manager is focusing on benefit renewals. A staff committee will be formed to review options, aiming to identify cost-effective plans that ensure access to in-network providers statewide.
- Staff **Growth and Development Plans** have concluded for the 203-24 school year. Looking into the year ahead:
 - **Community of Practice (Classified Staff):** Our Training and Development Manager, in collaboration with Dr. Danielle Gamez, Director of Operations, is now overseeing the classified program independently from the Learning Center Collaborative (LCC). Two classified staff volunteers are reviewing surveys to identify needs and interests, with sessions focused on Trust and Inspire, SDI

- Core Values, and Restorative Justice Practices to create meaningful learning opportunities for classified staff.
 - There will be implementation of an evaluation process for all staff in addition to the growth and development plans.
- Our partnership with the **Riverside County Office of Education's Center for Teacher Innovation** continues to move forward after another successful year. Our five candidates fulfilled their program goals in the 2023-24 school year, with three (3) candidates meeting their early completion option goals.
- **Training and Development:** Our professional learning and training objectives for the 2023-24 school year were built upon three pillars: Trust and Inspire, the SDI, and Restorative Justice Practices. This is a long-range plan that contains the seeds of professional learning here at Compass through the 2024-25 school year.
- **Trust and Inspire:** Covey's Trust and Inspire principles were launched for all staff at the 2023-24 all staff retreat, the teachings were integrated into management training and a book study throughout the school year.
 - In 2024-25, our focus continues on implementing our learning and building trust relationships across the organization.
 - Professional learning sessions throughout the year will cascade trust competencies to all Compass employees, integrating trust and SDI insights for improved communication and connection.
- **SDI Core Strengths** This year SDI was integrated across the organization through keynote sessions and team-building exercises led by Training and Development Manager, Debra LaCroix. These initiatives successfully engaged 20 teams, including Cabinet and Leadership, revealing a common conflict resolution pattern that inhibits effective communication.
 - Moving forward into 2024-25, the focus will expand to individual staff strengths within the SDI framework, aiming to enhance relationship dynamics and trust through targeted training sessions and use of potential coaching programs integrated into Core Strengths online platform.
- **Restorative Justice Practices** the Compass Restorative Justice team completed training in community building and climate circles, aiming to enhance communication and connectedness among staff and leadership. Training continues for restorative circles which repair harm, with an official launch planned for All-Staff Retreat this August.
 - Two sessions at the Retreat will introduce Restorative Circles' purposes to staff, followed by ongoing availability throughout the school year to address issues and foster positive interactions. The focus is on integrating Circles into daily practices to resolve conflicts in real-time, promoting a stress-reducing and productive organizational culture, supported by trust strategies and SDI principles.
- **October In-Service Day 2024-25:** The next In-service Day is being developed, with staff surveys to determine Professional Learning needs. Topics from the All Staff Retreat will be aligned with staff interests.

Organizational changes have transpired since the last meeting. *Please see the enclosed worksheets titled CCS Additions Report (June 2024), CCS Terminations Report (June 2024), 2024-25 Employee Handbook (June Updates), and 2024-25 Employee Handbook Changes (June Update).*

2023-24 Employee Additions Report (ADP)

5/11/2024 - 6/14/2024

Company Code	Payroll Name	File Number	Job Title	Hire Date	Rehire Date	Years of Service	Hire Source	Education Level
43S	Ellison, Autumn	005413	Enrollment Specialist	05/28/2024		0 year, 0 month	Ed Join	
Report Totals:	Count Of Employees In Report:1							

2023-24 Employee Terminations Report (ADP)

5/11/2024 - 6/14/2024

CO CODE	POSITION ID	NAME	HOME DEPARTMENT	JOB TITLE	HIRE DATE	TERMINATION DATE	REASON	YEARS OF SERVICE	REPORTS TO
43S	43S227748 USA	Harvey, Laura	000117 - Options Program	160 - Supervising Teacher	08/01/2019	06/14/2024	H - Layoff	4:10	Bee, Jason
43S	43S009727 USA	Missner, Jill	000100 - Academic Services	126 - Educational Specialist	02/22/2022	06/14/2024	R - Resigned	2:3	Jeffries, Lauren
Report Totals:	Count Of Employees In Report:2								

Coversheet

Review and Approve the Updated 2024-25 Employee Handbook

Section: XIII. People Division
Item: B. Review and Approve the Updated 2024-25 Employee Handbook
Purpose: Vote
Submitted by:
Related Material: 2024-25 Compass Employee Handbook - June 2024 Update.pdf
2024-25 Employee Handbook Changes - June 2024 Updates.pdf



Employee Handbook 2024-25

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<http://www.compasscharters.org>

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ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE HUMAN RESOURCES DEPARTMENT.

EMPLOYEE NAME: _____

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook. I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from the School.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the Superintendent & CEO of the School, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Superintendent & CEO has the authority to make any such agreement and then only in writing signed by the Superintendent & CEO.

Employee's Signature: _____ Date: _____

Please sign/date and return the electronic acknowledgment form to Human Resources. Retain this Handbook for your reference.

ACCEPTABLE USE POLICY AND AGREEMENT

The Board of Directors of Compass Charter Schools finds that new technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and scholar learning. The Charter School offers staff and scholars access to technologies that may include reimbursement of Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. By its adoption of this Policy, the Board intends that technological resources provided by the Charter School be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of scholar learning.

Educational Purpose

Use of the school's equipment and access to the Internet via school equipment and resource networks is intended to serve and pursue educational goals and purposes. Staff and scholar use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. Staff have a duty to use Charter School resources only in a manner specified in the Policy.

“Educational purpose” means classroom activities, research in academic subjects, career or professional development activities, School approved personal research activities, or other purposes as defined by the CCS from time to time.

“Inappropriate use” means a use that is inconsistent with an educational purpose or that is in clear violation of this policy and the Acceptable Use Agreement.

Notice and Use

The Charter School shall notify employees and scholars about authorized uses of Charter School computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before an employee is authorized to use the Charter School's technological resources, they shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities.

Safety

The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the Charter School is able to exercise reasonable control over content created and purchased by the school, it has limited control over content accessed via the internet and no filtering system is 100% effective. The school shall not be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence.

To reinforce these measures, the Superintendent & CEO or designee shall implement rules and procedures designed to restrict access to harmful or inappropriate matter on the Internet and to ensure that staff and scholars do not engage in unauthorized or unlawful online activities. Staff shall monitor scholars while they are using online services and may have teacher aides, scholar aides, and volunteers assist in this monitoring.

The Superintendent & CEO or designee also shall establish regulations to address the safety and security of scholars and scholar information when using email, chat rooms, and other forms of direct electronic communication.

The Superintendent & CEO or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the scholar's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying as defined in the Charter School's charter. Staff and scholars are expected to follow safe practices when using school technology.

Staff and scholars shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, scholars, staff, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Staff and scholar use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the Superintendent & CEO or designee shall block access to such sites on Charter School computers with Internet access.

The Superintendent & CEO or designee shall oversee the maintenance of the school's technological resources and may establish guidelines and limits on their use. All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising scholar use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Staff and scholar use of Charter School's computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Staff who violate these policies and rules may be subject to discipline, including but not limited to termination.

ACCEPTABLE USE AGREEMENT

The School believes that providing access to technology enhances the educational experience for scholars. However, scholar use of CCS computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, scholars must abide by the following terms and conditions:

1. **Security.** Staff and scholars shall not impair the security of Charter School technology resources. Staff and scholars are expected to:
 - a. Safeguard all personal passwords. Scholars should not share passwords with others and should change passwords frequently. Scholars are expected to notify an administrator immediately if they believe their scholar account has been compromised.
 - b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.
2. **Authorized Use.** Scholars may use School technology resources when directed by a teacher, when technology has been designated for open staff and scholar use (e.g., computers in the library), and for other educational purposes.
3. **Protection Measures.** While the School is able to exercise reasonable control over content created and purchased by the School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. Staff, parents and scholars agree not to hold the Charter School or any it's staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. They also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.
4. **Inappropriate Use.** School technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Scholars are provided access to the Charter School technology primarily for educational purposes. Scholars shall not use Charter School technology or equipment for personal activities or for activities that violate Charter School policy or local law. These include but are not limited to:
 - a. Playing games or online gaming.
 - b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
 - c. Installing software on school equipment without the permission of a supervising teacher or other authorized school staff person.
 - d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
 - e. Conducting any activity that is in violation of Charter School policy or local, state or federal law.
 - f. Engaging in any activity that is harmful to other scholar(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
 - g. Conducting for-profit business.
 - h. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
 - i. Using any software or proxy service to obscure either the scholar's IP address or the sites that the scholar visits.
 - j. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
 - k. Accessing or attempting to access material or systems on the network that the scholar is not authorized to access.

5. **No Expectation of Privacy.** Staff and scholars acknowledge that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by the school and provided to scholars for educational purposes. The school may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the scholars. The school reserves the right to access stored computer records and communications, files, and other data stored on school equipment or sent over schoolnet works. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the scholar is engaging in an inappropriate use.
6. **Disruptive Activity.** Scholars should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.
7. **Unauthorized Networks.** Scholars may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.
8. **Consequences of Inappropriate Use.** Scholars who violate this Agreement will be subject to discipline, which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with the Charter School Policy and applicable laws.
9. **Technology Systems/Equipment Care.** Scholars are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

As a user of Charter School technologies, I have read of the school's Technology Policy and herby agree to comply with it and the Acceptable Use Agreement.

I understand that computer use is a privilege and not a right. I understand that if I violate this policy in any way, I will be subject to disciplinary action and possible termination

FOR SCHOOL EMPLOYEES ONLY

I have read, understand and agree to abide by the Policy and the Acceptable Use Agreement. I understand that the school's policies, procedures, rules, and regulations which apply to scholars also apply to me as an employee and adult user of the school's technology, in addition to any separate policies governing employee use of technology.

Employee's Name: _____

Employee's Signature: _____

Date: _____

INTRODUCTION TO THE HANDBOOK

This Handbook is designed to help employees get acquainted with Compass Charter Schools (hereinafter referred to as “CCS” or the “School”). It explains some of our philosophies and beliefs, and describes some of our employment guidelines in general terms. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at the School. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of the School or its employees. In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Due to the fact that the School is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. CCS also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Superintendent & CEO or Board of Directors has the authority to enter into any employment or other agreement that modifies School policy. Any such modification *must* be in writing.

This Handbook is the property of the School, and it is intended for personal use and reference by employees of the School. Circulation of this Handbook outside of the School requires the prior written approval of the Superintendent & CEO.

Employees must sign and date the acknowledgment form at the beginning of this Handbook, please complete the electronic acknowledgment form via the Human Resources Information System (HRIS), ADP. This will provide the School with a record that each employee has received this Handbook.

CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Is Our Policy

CCS is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including reproductive health decision-making, pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation, and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she

needs to perform the job, or if unknown, what job duties the disability impairs. CCS will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. CCS will identify possible accommodations if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

Employment At-Will

Except if stated expressly otherwise by an employment contract, it is the policy of the School that all employees are considered “at-will” employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require the School to have “cause” to terminate an employee or otherwise restrict the School’s right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School’s right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School’s policy regarding “at-will” employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices, shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

CCS will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in county jail, or by a fine of one thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Handbook, employees acknowledge they are childcare custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Criminal Background Checks

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of scholars taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Similarly, convictions involving crimes of moral turpitude (e.g., fraud), child abuse or neglect, violence, or any offense which may make the employee unsuitable/undesirable to work around students may also serve as a bar to employment at the School. Additionally, should an employee, be arrested for, charged with, or convicted of any offense during his/her employment with the School, the employee must immediately report as much to the Chief People Officer.

Tuberculosis Testing

All employees of the School must submit written proof from a health care provider of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing scholar services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School scholars.

Immigration Compliance

CCS will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, CCS will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (e.g., threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law.

Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant. If a search of employee records is authorized by a valid subpoena or judicial warrant, the School will give employees notice of the inspection both before and after it has occurred as required by law.

Employment Qualifications

CCS's certificated staff (i.e., supervising teachers, counselors, academic administrators) are required, as a condition of initial and continued employment, to hold a current California Commission on Teacher Credentialing certificate, permit, or another document equivalent to that which a teacher in other public schools would be required to hold.

It is the responsibility of each certificated staff member to ensure that all appropriate credentials and permits are cleared and/or renewed in a timely manner and remain current. Any certificated employee whose credential lapses will be placed on unpaid leave until the credential is renewed and may be terminated if the credential is not renewed in a timely manner. Upon renewal, a copy of the original document is to be submitted to the Human Resources department to be filed in the employee's personnel file.

Professional Boundaries: Staff/Scholar Interaction Policy

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

Corporal Punishment

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

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

Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a scholar from fighting with another scholar;
2. Preventing a scholar from committing an act of vandalism;

3. Defending yourself from physical injury or assault by a scholar;
4. Forcing a scholar to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a scholar as a means of control;
2. Making unruly scholars do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Scholar Behavior

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

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

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

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a scholar or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and scholars, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct. Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with scholars certainly fosters learning, scholar/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

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

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Scholar Behaviors (Violations of this Policy)

1. Giving gifts to an individual scholar that are of a personal and intimate nature.
2. Kissing of any kind.
3. Any type of unnecessary physical contact with a scholar in a private situation.
4. Intentionally being alone with a scholar away from the school.
5. Making or participating in sexually inappropriate comments.
6. Sexual jokes.
7. Seeking emotional involvement with a scholar for your benefit.
8. Listening to or telling stories that are sexually oriented.
9. Discussing inappropriate personal troubles or intimate issues with a scholar in an attempt to gain their support and understanding.
10. Becoming involved with a scholar so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Scholar Behaviors without Parent and Supervisor Permission

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

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

Cautionary Staff/Scholar Behaviors

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

1. Remarks about the physical attributes or development of anyone.
2. Excessive attention toward a particular scholar.
3. Sending emails, text messages, or letters to scholars if the content is not about school activities.

Acceptable and Recommended Staff/Scholar Behaviors

1. Getting parents' written consent for any after-school activity.
2. Obtaining formal approval to take scholars off school property for activities such as field trips or competitions.
3. Emails, texts, phone calls, and instant messages to scholars must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
4. Keeping the door open when alone with a scholar.
5. Keeping reasonable space between you and your scholars.
6. Stopping and correcting scholars if they cross your own personal boundaries.
7. Keeping parents informed when a significant issue develops about a scholar.
8. Keeping after-class discussions with a scholar professional and brief.

9. Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
10. Involving your supervisor if conflict arises with the scholar.
11. Informing the Human Resources Manager about situations that have the potential to become more severe.
12. Making detailed notes about an incident that could evolve into a more serious situation later.
13. Recognizing the responsibility to stop unacceptable behavior of scholars or coworkers.
14. Asking another staff member to be present if you will be alone with any type of special needs scholar.
15. Asking another staff member to be present when you must be alone with a scholar after regular school hours.
16. Giving scholars praise and recognition without touching them.
17. Pats on the back, high fives, and handshakes are acceptable.
18. Keeping your professional conduct is a high priority.
19. Asking yourself if your actions are worth your job and career.

Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

CCS is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. CCS's policy prohibits unlawful harassment, discrimination, and retaliation based upon race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including reproductive health decision-making, pregnancy, childbirth, breastfeeding, and related medical conditions); sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

CCS does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other persons with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Human Resources Manager.

When CCS receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the Superintendent & CEO) or the Human Resources Manager will conduct a fair,

timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. CCS is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment

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

Prohibited Unlawful Sexual Harassment

CCS is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

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

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action

should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Human Resources Manager. See **Appendix A** for the “Harassment/Discrimination/Retaliation Complaint Form.” See **Appendix B** for the general “Internal Complaint Form.”

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, or poking another’s body.

- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person’s sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee’s job more difficult because of the employee’s sex.

- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
 - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
 - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate CCS policy.

Code of Ethics

General

The following Code of Ethics applies to all members of the School Community including volunteers and members of all decision-making teams, as well as all staff of CCS (collectively referred to as “members”).

Preamble

All members believe in the worth and dignity of human beings. All members recognize the supreme importance of the pursuit of truth, devotion to excellence, and the nurturing of democratic citizenship. All members regard as essential to these goals the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. All members accept the responsibility to practice “education” according to the highest ethical standards.

Principle I: Commitment to the Scholar

All members must work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfilling these goals, all members should:

- Encourage the scholars to take independent action in the pursuit of learning and provide access to varying points of view, and entrepreneurial goals and vision.
- Prepare subjects carefully, incorporating entrepreneurial curriculum and 21st century life skills. Present them to the scholar without distortion, and, within the limits of time and curriculum, give all points of view a fair hearing.
- Protect the health and safety of scholars.
- Honor the integrity of scholars and influence them through constructive criticism rather than by ridicule and harassment.
- Provide for participation in educational programs without regard to race, color, creed, sex, gender, orientation, national origin or any other protected classification - both in what is taught and how it is taught.
- Neither solicit nor involve scholars or their parents in schemes for commercial gain thereby ensuring that professional relationships with scholars shall not be used for private advantage.
- Keep in confidence from third parties (outside of CCS) information that has been obtained in the course of professional service, including scholar/parent’s address, phone number or any other contact information, unless disclosure serves professional purposes or is required by law.
- Not post on the website or share with others pictures or depictions of scholars unless a photo school waiver is on file with the School.

Principle II: Commitment to the Public

All members believe that democratic citizenship in its highest form requires dedication to the principles of our democratic heritage. All members share with all other citizens the responsibility for the development of sound public policy and assume full political and citizenship responsibilities. All members of staff bear particular responsibility for the development of policy relating to the extension of educational opportunities for all, and for interpretation of educational programs and policies to the public. In fulfilling these goals, all members:

- Have an obligation to support education and CCS, and not to misrepresent them in public discussion. When being critical in public, all members have an obligation not to distort the facts.

When speaking or writing about policies, all members must take adequate precautions to distinguish members' private views from the official position of the charter school.

- Do not interfere with a colleague's exercise of political and citizenship rights and responsibilities.
- Ensure that institutional privileges shall not be used for private gain. Do not exploit scholars, their parents, colleagues, or the school system itself for private advantage. Do not accept gifts or favors that might impair or appear to impair professional judgment nor offer any favor, service, or thing of value to obtain special advantage.

Principle III: Commitment to the Profession

All members will exert every effort to raise standards, to improve service, to promote a climate in which the exercise of sound personal and professional judgment is encouraged, and to achieve conditions, which attract person's worthy of trust to careers in education. In fulfilling these goals, all members will:

- Accord just and equitable treatment to all members in the exercise of their rights and responsibilities.
- Not use coercive means or promise special treatment in order to influence the professional decisions of colleagues.
- Not misrepresent one's own professional qualifications.
- Not misrepresent the professional qualifications of their colleagues; discuss these qualifications fairly and accurately when discussion serves professional purposes. · Apply for, accept, offer, and assign positions or responsibilities on the basis of professional preparation and legal qualifications.
- Use honest and effective methods of administering educational responsibilities; conduct professional business through proper channels; use time granted for its intended purposes; not misrepresent conditions of employment; live up to the letter and spirit of contracts.

In-Person/In-Home Visit Policy

School administrators, counselors, and/or supervising teachers may find it necessary to conduct an in-person or in-home visit for scholars. Home visits usually take place at the established residence, however, visits can take place anywhere that is convenient for everyone involved. Staff should be adequately prepared for a visit and ensure they are following the protocols for safety.

Preparation

- All staff conducting these visits should complete training on how to successfully hold an in-person or in-home visit.
- Determine if an in-person or home visit is required.
- Schedule your visit. Notify the Learning Coach/Family before your visit. Send letters describing the purpose of the in-person/home visit.
- Notify your direct supervisor of home visit time and time that you are expected to return.
- Complete a travel request that details the travel and expenses that will be incurred and submit to your supervisor for approval.
- Bring your school ID (ID 1-2-3) - download a copy or keep the app open.

Safety:

- Conduct the in-person/home visit with a colleague, school administrator, or partner agency staff member; do not bring non-school-related staff with you.

- Only enter a residence where the parent/guardian is present.
- Meet with a scholar in a room with the parent or guardian present with access doors open.
- Only agree to meet in a safe location.
- End the meeting and leave the location if any safety concerns arise.

During the Visit:

- Staff are expected to follow all departmental protocols for conducting the various types of visits, ensuring consistency and professionalism.
- Maintain respectful and professional communication during the visit, fostering an environment conducive to collaboration and understanding.
- Respect student confidentiality rights by ensuring communications during the visit are not overheard by third parties, with the exception of parents/guardians.

After the Visit

- Notify supervisor once you have returned and document in Contact Manager that the visit was completed (date and time).
- After you have concluded your visit, send an email summarizing the visit, agreed upon action steps, concerns the Learning Coach shared, and/or agreed upon resolutions.
- Submit a comprehensive post-visit report via email promptly after the visit, including key takeaways, agreed-upon action steps, concerns expressed by the Learning Coach, and resolutions reached.
- Follow the travel guidelines for your department to receive reimbursement in accordance with the reimbursement policy.

Whistleblower Policy

CCS requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another

employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

Drug- and Alcohol-Free Workplace

CCS complies with applicable Federal and State law regarding drug use while on the job with respect to all School employees. The School is concerned about the use of alcohol and drugs as it affects the workplace, the School community and the scholars which CCS serves. Use of these substances whether on or off the job can adversely affect an employee's work performance, efficiency, safety, and health, and therefore seriously impair the employee's value to the School and its scholars. In addition, the use or possession of these substances on the job constitutes a potential danger to the welfare and safety of other employees and scholars and exposes the School to the risks of property loss or damage or injury to other persons.

Furthermore, the use of prescription and/or over-the-counter drugs also may affect an employee's job performance and seriously impair the employee's value to CCS. Any employee who is using prescription or over-the-counter drugs that may impair the employee's ability to safely perform the job, or affect the safety or well-being of others, must notify a supervisor of such use immediately before starting or resuming work.

The following rules and standards of conduct apply to all employees either on CCS property or during the workday (including meal and rest periods). Behavior that violates this policy includes:

- Driving a School vehicle while under the influence of alcohol or drugs.
- Distribution, sale or purchase of any drug while on the job, or in the presence of scholars.
- Possession or use of alcohol or drugs while on the job, or in the presence of scholars.
- Being under the influence of alcohol or drugs while on the job.

Notwithstanding recent changes in California law and over-the-counter availability, marijuana (including all cannabis extracts such as CBD) remains an illegal Schedule I substance under federal law. As a result, and regardless of the drug or substance, employees who violate the aforementioned prohibitions will be subject to disciplinary action up to and including termination. CCS may also bring the matter to the attention of the appropriate law enforcement authorities.

In order to enforce this policy, CCS reserves the right to conduct searches of School property and to implement other measures necessary to deter and detect abuse of this policy. As such, employees do not have a reasonable expectation of privacy while on School property.

Smoking

All School buildings and facilities are non-smoking facilities.

Confidential Information

All information relating to scholars, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties, including other CCS parents unless permission is on file.

All records concerning special education scholars shall be kept strictly confidential and maintained in a separate locked cabinet. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

Conflict of Interest

All employees must avoid situations involving actual or potential conflict of interest. A conflict of interest is a situation in which an employee's personal interests (or those of the employee's friends or family) are inconsistent with the interests of CCS, so that the employee's ability to act solely in the best interests of CCS is placed in doubt, giving recognition to the frailties of human conscience and the instinctive force of self-interest.

An employee involved in any relationships or situations, which may constitute a conflict of interest, should immediately and fully disclose the relevant circumstances to the Superintendent & CEO, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances.

In the case of outside employment, all full-time and part-time employees may not work or consult for other entities involved in the field of education without written authorization from the Superintendent & CEO. No outside employment may impede the staff member's ability to fulfill their job duties and responsibilities. Outside employment may not take place during regular employee hours. Failure to disclose facts shall constitute grounds for disciplinary action that may involve action up to and including release from at-will employment.

Nepotism Policy

CCS is committed to a policy of employment and advancement based on qualifications and performance. Due to potential for perceived or actual conflicts, such as favoritism or personal conflicts from outside the work environment, which can be carried into the daily working relationship, CCS will hire or consider other employment actions concerning relatives of persons currently employed only if:

1. Candidates for employment will not be working directly for or supervising a relative;
2. The relative will not be working within the same department, division and/ or reporting to the same Supervisor; and
3. Candidates for employment will not occupy a position in the same line of authority in which employees can initiate or participate in decisions involving a direct benefit to the relative. Such decisions include hiring, retention, transfer, promotion, wages, and leave requests. This policy applies to all current employees and candidates for employment, unless prior approval has been granted by the Superintendent & CEO.

Definitions: "Family member" is defined as one of the following: relationships by blood - parent, child, grandparent, grandchild, brother, sister, uncle, aunt, nephew, niece, and first cousin; and relationships by marriage - husband, wife (as defined by state law), stepparent, stepchild, brother-in-law, sister-in-law, father-in-law, mother-in-law, son-in-law, daughter-in-law, half-brother, half-sister, uncle, aunt, nephew,

niece, spouse/partner of any of the above and cohabitating couples or significant others. The hiring supervisor is responsible for ensuring policy compliance.

Department directors are responsible for monitoring changes in employee reporting relations after initial hire to ensure compliance with this policy. Employees are responsible for immediately reporting any changes to their supervisor. If any employee, after employment or change in employment, enters into one of the above relationships, one of the affected individuals must seek a transfer or a change in the reporting relationship. Such changes must be approved by the Superintendent & CEO. If a decision cannot be made by the affected employees within fourteen (14) days of reporting, reassignment will be made on direction of the department director and the Superintendent & CEO. No exception to this policy will be made without the written consent of the Superintendent & CEO.

Promotion and Position Creation Policy

CCS defines "Promotion" as a move to a position or title with greater responsibility in a higher salary step schedule. The policy is designed to make the process fair and equitable to all.

- Promotions must meet or address a need within the organization.
- A promotion cannot occur if the budget cannot support a salary increase.
- When considering an employee's experience and education, the employee must meet at least the minimum requirements for the position level they are being considered.

Eligibility

Any employee in good standing is eligible for promotion consideration, assuming they meet the minimum qualifications for the position.

Criteria for Promotion

Promotions entail greater job expectations, the addition of significant duties and/or key areas of responsibility within the organization. This may also include the potential for additional direct reports. Generally, a change is significant when 25-40% or more of a position's duties increase in level.

When considering a promotion or adding a new role, the first two items to review are:

- Does a need exist within the organization/division/department for a higher-level position?
- Is there money available in the budget to fund a promotional increase or new position?

A promotion must be supported by performance, experience, and/or education. When considering an employee's performance, supervisors are expected to consider criteria that reflect the larger picture of an employee's work. These include:

- Skillset: ensuring their skillset matches the requirements of the position
- Sustained Performance: meeting goals in recent growth and development plan cycles. Consider any disciplinary actions.
- Demonstrated steps taken to gain new skills and continued growth
- Personal motivation and willingness for an increase in level and responsibility

Timeline

The CCS deadline for supervision submission will be annually in January. Unless otherwise stated, promotions and new positions will be effective for the following school year.

THE WORKPLACE

Employment Categories

The following are categories of employees that are used within this Handbook (herein “Employee Category”). More than one (1) Employee Category may apply to an employee.

Full-Time Employee

A full-time employee is an employee whose regular working hours are more than thirty-five (35) hours per week. Full-time employees are hired for an indefinite and unspecified duration of time. Full-time employees are eligible for all School employment benefits, as specified in the Employment Benefits provision of this Handbook.

Part-Time Employee

A part-time employee is an employee whose regular working hours are thirty-five (35) or fewer hours per week. Part-time employees are hired for an indefinite and unspecified duration of time. Part-time employees may be eligible for employment benefits (e.g., prorated), as specified in the Employment Benefits provision of this Handbook.

Temporary Employee

A temporary employee is an employee who is hired for a limited, but unspecified, period of time or for a specific project or set of projects. The introductory period is not applicable to temporary employees. Temporary employees are generally ineligible for School employment benefits, as specified in the Employment Benefits provision of this Handbook.

Exempt Employee

An exempt employee is an employee whose employment is not subject to the overtime and recordkeeping provisions of applicable law.

Nonexempt Employee

A nonexempt employee is an employee whose employment is subject to the overtime and recordkeeping provisions of applicable law.

Salaried Nonexempt Employee

The designation of an employee as “salaried, nonexempt” means that the employer is paying the employee a consistent salary that meets applicable minimum wage requirements instead of paying an hourly rate based on actual hours worked. In addition, and most importantly, the designation means the School determined that the employee’s primary job duties fail to meet the requirements for an exemption under applicable law and is classifying the employee as nonexempt.

Inactive Employee

An inactive employee is an employee who is currently on a leave of absence. When an inactive employee returns to work, the employee becomes an active employee.

Vacant Positions

CCS believes in providing opportunities for employees to advance within the organization. All new and vacant positions will be announced for internal applicants through the School's intranet and posted on the School website, including any job boards, for external applicants.

An employee in good standing will be considered as eligible if they meet the minimum qualifications for the position.

Work Schedule

Business Hours

Regular business hours will be between the hours of 8:00 am and 5:00 pm, Monday through Friday. The expectation for all staff is that they work eight (8) hours a day and are available to our educational partners (scholars, learning coaches, and staff) during regular business hours.

Any changes to an employee's work schedule for one to two days should be approved by their direct supervisor and reflected on their school calendar; any longer term changes require Human Resources approval.

Employees are expected to attend all required meetings during regular business hours, including but not limited to 504/IEP meetings, team meetings, professional learning, and the like. Additional requirements for meeting expectations may be referenced in the School's expectations guidelines (e-mail, calendar, meeting, etc.) shared by Human Resources and are subject to change.

Nonexempt Employees

Full-time: The regular workday schedule for full-time nonexempt employees is eight (8) hours; the regular workweek schedule is forty (40) hours per week, Monday through Friday.

Part-time: The regular workday schedule for part-time nonexempt employees will vary based on the position requirements and range from two (2) to six (6) hours; the regular workweek schedule is not to exceed thirty (30) hours per week, Monday through Friday.

All nonexempt employees: Any overtime must be approved in writing by the Superintendent & CEO per occurrence.

Exempt Employees: Twelve-month

Twelve-month exempt employees are expected to be available during regular business hours of 8:00 a.m. - 5:00 p.m. and to commit whatever additional time is necessary to satisfactorily complete all job requirements. The School reserves the right to alter schedules as it may require.

Exempt Employees: Eleven-month

All teachers/educational facilitators, coordinators, and counselors are exempt employees as defined by applicable law. Work schedules will be reflective of their current scholar roster, will generally coincide with regular school hours, and may require a flexible work schedule, including work on weekends, as well as before and after the regular work year or hours of the workday. Work schedules may need to be

adjusted throughout the school year to accommodate changes and to best serve the needs of their scholars.

Meal and Rest Periods

CCS provides nonexempt employees with ten (10) minute paid rest periods as required by applicable law. Nonexempt employees receive one (1) rest period for each four (4) hour work period or a “major fraction” of a work period (i.e., greater than two [2] hours). However, any nonexempt employee who works less than three and one-half (3½) hours in a day is not eligible to take a rest period. The number of rest periods received is as follows:

- Nonexempt employees who work between three and one-half (3½) and six (6) hours are entitled to one (1), ten (10) minute rest period.
- Nonexempt employees who work more than six (6) and up to ten (10) hours are entitled to two (2), ten (10) minute rest periods. Nonexempt employees who work more than ten (10) and up to twelve (12) hours are entitled to three (3), ten (10) minute rest periods.

A rest period is paid time when employees are relieved of all work duties and responsibilities. Rest periods may not be combined, added to a meal period, or taken at the very beginning or very end of the day. Insofar as practicable, rest periods should be in the middle of each work period. Employees must self-police their rest periods and ensure that they take their rest periods every day.

CCS also requires its employees in non-exempt positions to take a mandatory unpaid, uninterrupted meal period in accordance with California law, sixty (60) minutes per CCS policy. A meal period is an unpaid period when employees are relieved of all work duties and responsibilities, generally for the purpose of consuming a meal. During the meal period, employees may not perform any work-related activities. The meal period must be taken approximately in the middle of the workday but by no later than the end of the 5th hour of work. An employee may waive this meal period if the day’s work will be completed in no more than six (6) hours, provided the employee and CCS mutually consent to the waiver in writing.

If a nonexempt employee is unable to take their meal or rest periods, or take them in a timely manner, the employee must notify their supervisor before or at the time the employee is unable to take the meal or rest period. Failure to follow this notification requirement may lead to discipline, at the School’s discretion.

Lactation Accommodation

CCS accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the nonexempt employee shall be unpaid.

CCS will make reasonable efforts to provide employees who need lactation accommodation with the use of a room or other private location that is located close to the employee’s work area. Such a room/location shall not be a bathroom, and shall have electricity. Employees shall also be given access to a sink with

running water and a refrigerator. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

Attendance and Tardiness

All employees, whether exempt or nonexempt, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affect the School's ability to implement its educational program and disrupts consistency in scholars' learning.

If it is necessary to be absent or late for the start of the workday or any other work functions, including but not limited to required meetings or trainings, employees are expected to notify their immediate supervisor as soon as possible but no later than one-half (1/2) hour before the start of the workday. If an employee is absent from work longer than one (1) day, he or she is expected to keep their immediate supervisor sufficiently informed of the situation. Time off requests must be entered using the HRIS (ADP) system.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with the School. Absence for more than three (3) consecutive days without notifying the Chief People Officer will be considered a voluntary resignation from employment.

Timecards/Records

By law, CCS is obligated to keep accurate records of the time worked by nonexempt employees. Such employees are required to utilize the School's timecard system.

Nonexempt employees must accurately submit their hours worked on the day they worked via Time Tracking, as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The Time Tracking indicates when the employee arrived and when the employee departed. All nonexempt employees must submit their hours worked on the day they worked, for all paid work time including lunch.

Nonexempt employees are solely responsible for ensuring accurate timekeeping in the HRIS (ADP) system and remembering to record time worked. If an employee misses a time punch, the employee must complete a Punch Correction Form, be signed by the employee, their immediate supervisor, and submitted to the Chief Operations Officer at the end of each pay period.

Nonexempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

No one may record hours worked on another's timecard. Any employee who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with the School.

Adjunct Duties

All exempt employees will be assigned adjunct duties at the School's discretion. Satisfactory performance of these duties is a condition of continued employment.

School Events

Exempt Employees

Exempt employees may work during School events including but not limited to field trips, testing, and family engagement events, provided they are the type of events open to staff. Approval must come from the employee's direct supervisor via ADP, the Human Resources Information System (HRIS).

Supervisors and exempt employees must ensure the following:

- All meal and rest periods are being met in accordance with the School's policies
- Travel time to and from events are included in work hours

Nonexempt Employees

Nonexempt (hourly) employees may work to staff School events including but not limited to day field trips, testing, and family engagement events. Advance approval must come from the employee's direct supervisor via the Human Resources Information System (HRIS).

Supervisors and nonexempt employees must ensure the following:

- All meal and rest periods are being met in accordance with the School's policies
- Travel time to and from events are included in work hours, and
- No overtime will be approved without advance written permission from the Superintendent & CEO.

Use of Email, Voicemail, and Internet Access

CCS permits employees to use its electronic mail, voicemail systems, and Internet access subject to the following:

- Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols during work hours.
- The email system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.
- The Internet may not be accessed on any school device outside of the United States.
- Employees may not attempt to gain access to another employee's personal file of email or voicemail messages or voicemail messages without the latter's express permission.
- School staff will not enter an employee's personal email files or voicemail unless there is a business need to do so. CCS retains a copy of all passwords; passwords unknown to the School may not be used. System security features, including passwords and delete functions, do not neutralize the School's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.

- Employees may not change any preset usernames and/or passwords established by CCS for access to School email, voicemail, or software provided to the employee by the School. Employees may not change or alter in any way the email signature for school email as determined by the School. No additional extraneous content may be added to the email signature unless requested by the Superintendent & CEO.
- Employees should not use personal devices or personal email accounts for School-related communications. Such communications should only take place using School-issued devices and via the employee's CCS email account/CCS issued Zoom phone number.
- For information and expectations for staff use of school email (Gmail) and calendars (Google calendars) employees should reference the guideline/etiquette documents, which are available on the Human Resources guidesite and are subject to change.

Social Media Policy

Permissions

At CCS, we believe in open communication and encourage you to share your work and passion with family, friends, co-workers, and your professional networks around the world. Whether you do so by participating in a blog, wiki, any social media platform, or any other form of online publishing or discussion is up to you. In order to assist you in making responsible decisions in your use of social media, and to avoid any conflicts or misunderstandings, we have come up with a few guidelines to provide helpful and practical advice for you when operating on the Internet as an identifiable employee of CCS and its brands.

This policy applies to all full-time staff, part-time staff, and external contractors employed or providing services at CCS. Each and every employee and/or contractor should use the supplemental [CCS Social Media Handbook](#) provided by the Community Relations Coordinator for additional guidance in administering the policy.

Guidelines

In the rapidly expanding world of electronic communication, social media can mean many things. Social media includes all means of communicating or posting information or content of any sort on the Internet, including to your own or someone else's web log or blog, journal or diary, personal website, social networking or affinity website, web bulletin board or a chat room, whether or not associated or affiliated with CCS, as well as any other form of electronic communication. Before creating any online content, please consider the following main guidelines:

- All employees and contractors must familiarize themselves with the CCS Social Media Policy prior to posting any content on our social media platforms.
- You are personally responsible for the content you publish on your blog, website, or any other form of user-generated media.
- If an item features the statement "For Internal Use Only," please do not forward it to anyone outside of CCS or publish it on any social media channel.
- Do not comment on work-related legal matters unless you are an official spokesperson, and have prior written authorization from the Superintendent & CEO.
- Please remember that the Internet never forgets, meaning everything you publish will be available for the world to see for a very long time and may come back to haunt you at a later

time. If you are about to publish something that makes you even the slightest bit uncomfortable, please contact the Community Relations Coordinator for guidance and approval.

Always remember to consider some of the risks and rewards that are involved with posting content to social media. Keep in mind that any of your conduct that adversely affects your job performance, the performance of co-workers or contractors, or otherwise adversely affects people who work on behalf of CCS or CCS's legitimate business interests may result in disciplinary action up to and including termination.

Know and Follow the Rules

Carefully read these guidelines and the CCS Social Media Policies and ensure your postings are consistent with these policies. Always make sure to respect your audience. Any and all inappropriate postings, including but not limited to discriminatory remarks, harassment, threats of violence, or similar inappropriate or unlawful conduct that would not be acceptable in the CCS workplace, will not be tolerated and may warrant disciplinary action, up to and including termination.

Be Respectful

Always be fair and courteous to fellow staff, scholars, and families of scholars, or people who work on behalf of or provide services to CCS. Also, keep in mind that you are more likely to resolve work-related complaints by speaking directly with your co-workers or a supervisor than by posting complaints to a social media outlet. Using your public voice to harass or embarrass your co-workers, CCS, scholars, families, or any other CCS educational partner is unacceptable and may subject you to disciplinary action, up to and including termination. Examples of such unacceptable conduct include but is not limited to: offensive posts meant to intentionally harm someone's personal or professional reputation, that belittles, degrades, harasses a co-worker, or posts that could contribute to a hostile work environment on the basis of race, sex, disability, religion, or any other status protected by applicable law.

Make sure you are always honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Be open about any previous posts you have altered.

Please respect copyright laws. If the material is not yours, don't use it as it is that person's choice to share his or her material with the world, not yours. Before posting someone else's work, please check with the owner first and make sure you have the right to use or publish any data, images, videos, etc. When you make a reference to someone's work, where possible, link back to the source.

Respect Confidentiality and Professional Boundaries

Maintain the confidentiality of all of CCS's trade secrets, as well as private or confidential information. Trade secrets may include information regarding the development of systems, processes, products, know-how, and technology. Do not post internal reports, policies, procedures, or other internal business-related, personnel, or scholar information that is or may be confidential in nature.

Do not create a link from your blog, website, or other social networking sites to any CCS website without identifying yourself as a CCS staff member. Please remember that anything you publish about CCS can potentially harm the School, including all internal media as well, like the intranet or any newsletters you send out. As soon as you act on the School's behalf by distributing information, you are responsible for upholding the School's image and fully complying with School policies. Please act responsibly when

posting materials and if in doubt, contact the Community Relations Coordinator before you post or send said material.

Express only your personal opinions. Never represent yourself as a spokesperson for CCS. If CCS is a subject of the content you are creating, be clear and open about the fact that you are an employee and make it clear that your views do not represent those of CCS, fellow employees, scholars, parents, suppliers or people working on behalf of or providing services to CCS. If you publish a blog or post online related to the work you do or subjects associated with CCS, you must clearly state that you are not speaking on behalf of CCS. It is best to include a disclaimer such as “The postings on this site are my own and do not necessarily reflect the views of CCS.”

Using Social Media at Work

You are prohibited from using your personal social media while on work time or on the equipment we provide, unless it is work-related as authorized by your immediate supervisor or consistent with the CCS Employee Handbook. All work-related posts should be made through social media accounts established for the posting of work-related posts only, separate from your personal social media accounts. Do not use CCS email addresses to register on social networks, blogs or other online tools utilized for personal use. Do not use your work social media accounts to post non-work related material including but not limited to personal family information or photos.

Retaliation is Prohibited

CCS prohibits retaliation against any employee for reporting a possible violation of this policy or for cooperating in an investigation. Any employee who engages in retaliation of any sort will be subject to disciplinary action, up to and including termination.

Technology Policy

Purpose

CCS may, in its sole discretion, provide computers and laptop computers or other hand-held or similar computing devices, as well as mobile devices, to certain employees for the express purpose of enhancing the productivity and operational efficiency of School-based and administrative activities, functions and instruction. The purpose of this policy is to establish general guidelines for the issuance and utilization of all such devices by officials, management, and personnel within the School.

Guidelines

1. All computers and devices shall be used for the sole and express purpose of conducting official business and maintaining the operations of the School. Use of all such computers and devices is subject to the School's Computing and Internet Acceptable Use Policy.
2. An employee may be issued a computer or device for the performance of specific job-related duties and responsibilities and as determined by the Superintendent & CEO or their designee and has an “active” employment status; and the employee’s job-related duties and responsibilities require regular and systematic use of a computer or device; or the employee is required to perform the majority of their duties away from their primary work location.
3. Persons not directly employed by the School, including but not limited to volunteers, retired employees, employees hired on a per diem basis, consultants, vendors, or employees on

- extended leave or with an employment status of "inactive" shall not be eligible for the issuance of any computer or device.
4. Although issued to an individual employee, all computers or devices are considered the property of CCS and shall be returned upon termination of employment with the School, or immediately upon request at any time by an official of the School.
 5. Employees must take all appropriate measures and precautions to prevent the loss, theft, damage, and/or unauthorized use of services and shall include the following:
 - a. Keep all computers and devices in a locked and secured environment when not being used;
 - b. Do not leave the computer or device for prolonged periods of time in a vehicle, especially in extreme temperatures;
 - c. Keep food and drinks away from all computers and devices and work areas;
 - d. Do not leave the computer or device unattended at any time in an unsecured location;
 - e. Keep the computer or device in sight at all times while in public places, such as public transportation, airports, restaurants, etc.
 6. Should an employee's computer or device be lost or stolen, the employee MUST: (i) immediately report the incident to their immediate supervisor and the Director of IT; (ii) obtain an official police report documenting the theft or loss; and (iii) provide a copy of the police report to the Director of IT. If the employee fails to adhere to these procedures, the employee will be held legally and financially responsible to the School for the replacement of such equipment.
 7. For all warranty and non-warranty repairs and maintenance of all such computers and devices, the employee must contact the School IT Help Desk. All repairs and maintenance will and must be performed in accordance with the School's current repair and maintenance policies and procedures issued by the Office of Information Technology. For damage that is not covered by the School's warranty, the employee may be held responsible.
 8. The School is under no legal, financial or other obligation to provide for a replacement computer or device to any employee whose computer or device is lost, stolen or damaged.
 9. The School may add security and other tracking technology to any and all computers and devices issued by it and any and all such usage is subject to management review, monitoring, and auditing by the School. Other audits may be performed on the usage and internal controls.
 10. The IT Department will be responsible for issuance of all such computers and devices and shall:
 - a. Maintain direct oversight of the inventory of equipment, software, service contracts, and internal controls for all computers and devices;
 - b. Fully enforce the specifications of this policy and other similar IT policies and procedures setting forth the parameters for the eligibility, approval, assignment, utilization, maintenance, and financial oversight of all such computers, devices, and software under their direct control and supervision; and
 - c. Ensure compliance with regulatory policies and procedures as applicable.
 11. Non-compliance with any policies or procedures regarding computers, devices, and software issued by the School will result in appropriate disciplinary action and/or reimbursement of any and all costs to the School.
 - a. Employees are prohibited from changing any of the settings programmed into the computer or device itself, or the computer or device software, without prior approval from the Information Systems Specialist. This includes (without limitation) changing desktop settings, screensaver settings, clock settings, software settings, and the like. This also

includes checking the “Remember Password” box to save a password in the computer, file server, and the like.

- b. Employees are prohibited from downloading software of any kind without prior approval from the Information Systems Specialist. This includes desktop backgrounds, screensavers, anti-virus software, and the like. Employees may submit a request with the School IT Help Desk to get certain programs reviewed and whitelisted if they feel these programs are necessary or beneficial to their work.
- c. Employees are expected not to save documents or files to any locations other than the CCS Google Drive. This includes saving to the desktop, local drives, USB drives, memory cards, CDs, DVDs, and the like. Files that must be downloaded to a device in order to be edited or moved should be removed from that device as soon as possible. In the event your computer crashes, files not saved to Google Drive cannot be recovered. Under no circumstances should files containing CCS information be uploaded to private cloud storage systems or drop boxes (e.g., personal Google Drive accounts), nor should such files be transferred using private email accounts (e.g., personal Gmail accounts).
- d. Employees are prohibited from accessing any school files from unsecured internet connections or internet connections outside the United States.

Employees acknowledge upon receipt of their computer or device, the computer or device is the property of CCS. Employees will agree to pay all costs associated with user-inflicted damage (as determined by the manufacturer) to the computer or device, or its associated peripheral equipment, or its replacement costs should it be lost or stolen. The replacement cost for a laptop computer and/or mobile device will be determined by the fair market value replacement cost of comparable equipment to that which the employee was provided by the School.

CCS reserves the right to use and disclose any electronic, non-privileged communication on its Computer and Communications Systems without the permission of or any prior notice to any user, including disclosure to law enforcement officials. Any person who discovers misuse of any of the Charter School’s Computer and Communications Systems should immediately contact the Superintendent & CEO or their designee. Any user who violates any part of this policy will be subject to discipline, up to and including termination.

Computer and Device Care and Maintenance

- All computer stations are to be clean and well organized.
- All computers and devices must be maintained clean and damage-free.
 - There is to be no food or liquid on surfaces that share a computer or device.
 - Care should be taken to prevent animal hair, dirt, fine substances, and kids from damaging computers or devices.
- Mousepads on stationary computers are to be used.
- Cleaning of equipment is to be conducted regularly.

Software License

Agreement Software is to be used according to the provisions of the license agreements. Unauthorized copies of software will not be made under any circumstances. Copying software other than for backup purposes is subject to administrative and/or disciplinary action, up to and including termination.

Employees should be aware that civil and criminal penalties up to \$250,000.00 per work copied are possible. Any known misuse of software is to be reported to the Superintendent & CEO immediately.

Electronic Accounts

CCS also provides electronic accounts where an Employee can access the School Internet connection, email addresses, software programs, and the like for authorized business purposes (herein "Electronic Accounts"). Electronic Accounts and all data stored on such are considered School property, even if the data is personal in nature. The School reserves the right to access, inspect, and monitor Electronic Accounts and any data stored on or transmitted through such, with or without notice. An Employee should not have any expectation of privacy or confidentiality in Electronic Accounts.

The School does not condone or endorse any material encountered on the Internet. An Employee accessing the Internet does so at the Employee's own risk and the School is not responsible for material encountered, viewed, or downloaded by the Employee from the Internet.

1. Usernames and Passwords
 - a. An Employee must take all necessary precautions to safeguard the integrity and confidentiality of usernames or passwords related to the Employee's Electronic Accounts, whether the Electronic Account is created by the School or by the Employee.
2. Email Signatures
 - a. Each Employee is required to use the School-owned email signature and email disclaimer assigned to the Employee when sending email messages from Employee's School-owned email address. In addition, an Employee may not amend any verbiage, graphic formatting, or text formatting in the Employee's email signature or email disclaimer without approval of the Superintendent & CEO.

Phone/Voicemail

1. All employees have an assigned Compass phone number via the Zoom web-based platform. Zoom can be used to make and receive calls and texts on school-provided devices such as laptops and tablets.
2. Employees have the option to download the Zoom application on their school-provided tablet (i.e. iPad), or personal phones (at their own expense).
3. Employees are not required to use their personal phone numbers to conduct Compass business with educational partners including staff, scholars, and families.
 - a. Professional communication should go through the Zoom application
 - b. Use of personal devices (computers, laptops, tablets, and/or phones) may be considered discoverable evidence in the event of a legal or litigious situation.
 - i. Please note any staff choosing to use their personal mobile device or laptop may be subject to providing information from those devices during a Public Records Act request or in any pending litigation. A litigant could issue a subpoena to you demanding the information on your personal phone or laptop relevant to their case.
 - ii. If the School or you are parties to a lawsuit, you can also be required to provide information through what is called a "request to produce" issued by one party to another party without a subpoena, and under general information disclosure requirements in some lawsuits that apply to parties and people affiliated with them.

- iii. It doesn't matter who owns the phone or laptop. Usually, the subpoena will apply to all accounts and devices within your possession, custody, and control. So, even if you don't have the phone in your possession when you are served with the subpoena (e.g. your son borrowed it for the week), and even if you made a call on your spouse's phone or laptop if you have the legal right or practical ability to get the information, you must provide it.
4. The apps installed on the phone don't matter. What matters is whether there is information relevant to the case (or potentially relevant to the case) that can be accessed with your phone OR laptop and whether the subpoena has asked for it.

Mobile Devices

CCS distributes School-owned mobile devices to employees as needed. Each employee who receives a mobile device:

1. Must keep the mobile device battery charged at all times; and
2. May not alter any settings on any mobile device as outlined above. Although employees use mobile devices for work-related matters, whether these devices belong to the employee or are issued by CCS, employees are prohibited from using such devices for work-related matters while driving due to safety reasons. Employees may use hands-free equipment to make or answer calls while driving without violating this policy. However, safety must always be the employee's first priority. If, because of weather, traffic conditions, or any other reason, an employee is unable to concentrate fully on the road, the employee must either end the conversation, or pull over and safely park their vehicle before resuming the call. Employees must also utilize the password protection feature on mobile devices in order to safeguard any confidential School data which may be stored on their mobile device.
3. Staff experiencing any issues with their school own device should submit a ticket to ZOHO help desk CCS Support.

Requests for mobile devices should be directed to the IT department.

Internet Access

Employees who are authorized to work remotely are required to have adequate internet access to enable remote work. The employee is responsible for the setup, installation, support, and maintenance of internet service at their off-campus location. Compass will reimburse employees a proportionate amount based on the average cost for internet speeds of 50 to 100 mbps and the number of working days from their off-campus location.

Remote staff should procure internet services that deliver a download speed of at least 50 Mbps and an upload speed of at least 5 Mbps to facilitate online web conferencing calls, software updates, and automated backups. Service will degrade below this level. Higher connection speeds may be required if there are multiple devices and/or multiple people simultaneously using the same connection. In-home Wi-Fi Routers may also have an impact on your actual connection speeds.

Maintaining an adequate internet connection is the responsibility of the Employee. While the Internet Service Provider (ISP) can promise to provide speeds that meet Compass requirements, the connection setup and number of users connected to the network at the remote work site must also be taken into

consideration when procuring the needed bandwidth to support your remote work arrangement. You can test the speed of your connection by visiting [speedtest.net](https://www.speedtest.net).

Service (internet, phone, systems) may be interrupted due to weather or system demand. Some employees may be dependent on the internet for their cellular connection, depending on the cellular coverage where they live. Discuss with your supervisor what work you should do if your personal internet service goes down.

Personal Business

CCS facilities for handling mail and telephone calls are designed to accommodate School business. All personal mail must be directed to your home address and limit personal telephone calls to an absolute minimum. Long-distance toll calls may not be made from the School's telephone system or your school-issued mobile phone. If you need to make a personal call it should be made on a personal calling card or mobile phone. The School's material, time or equipment may not be used for personal projects.

Personal Appointments: Whenever possible, personal appointments should be made for either first thing in the morning or late in the afternoon. Appointments should have minimal impact on office hours and availability.

Personal Purchases/Orders: Employees will not have any personal purchases, orders, invoices, bank statements or mail sent to the School. No one is permitted to use the School's name or address for personal purchases, orders, invoices or mail. "Personal" is defined as purchases, orders, invoices or mail that is non-educational and is not intended for classroom use. This excludes items purchased for use at the School.

Personal Appearance/Standards of Dress

As educators, our commitment to excellence should be reflected in our appearance. In general, a business casual style is appropriate for all employees. It is understood that different clothing may be appropriate under certain circumstances and for different work assignments. Differences may be necessary because of the type of activity done, special days, office area assignments, and other circumstances.

However, clothing that reveals cleavage, back, chest, stomach, or underwear is not appropriate for a place of business. Overall attention to modesty, professionalism, cleanliness and safety will be expected and required. Appropriate attire will demonstrate a high regard for education and the teaching profession, and will present an image consistent with job responsibilities and CCS's values and expectations.

Employees who report to work in unacceptable attire may be requested to leave work and return in acceptable attire.

Academic Freedom

Teachers must be free to think and to express ideas, free to select and employ materials and methods of instruction within the School's curriculum framework, free from undue pressures of authority, and free to act within their professional group. Such freedom should be used judiciously and prudently to the end

that it is in concert with established community standards and promotes the free exercise of intelligence and scholar learning. Academic freedom is not absolute. It must be exercised within the basic ethical responsibilities of the teaching profession.

Those responsibilities include:

- An understanding of our democratic traditions and methods.
- A concern for the welfare, growth, maturity, and development of children.
- The use of accepted scholastic methods.
- Application of good taste and judgment in selecting and employing materials and methods of instruction.
- Teachers must follow the California State Standards.

Professional Learning

CCS believes in the continuing education of our staff. Professional Learning funds will be allocated in the budget by division for the employees in that Division to use for either Professional Learning, Conferences, Workshops, or Tuition Reimbursement. In order to qualify for these funds, the employee must agree to the following.

- All Professional Learning Conferences or Workshops must directly relate to the employee's current assignment, and serve as a benefit to the School.
- Employees will be expected to create a Professional Learning presentation and or webinar from their conference/workshop within thirty (30) days of completion.

Employees may not leave early to attend courses unless prior approval is granted by the direct supervisor. Courses taken must directly relate to the employee's current position and the employee must be prepared to create projects on how their coursework will assist CCS in the future.

All-Staff Retreat

The Compass All-Staff Retreat is an annual opportunity for professional learning and team building prior to the start of the academic (scholars) school year. As part of the job requirements, all full-time employees, whether certificated or classified, are required to attend the school's in-person annual All-Staff Retreat during regular working hours. All necessary travel accommodations and expenses will be arranged and paid for by the school.

Compass provides substantial advance notice to employees by or before May 30th (annually) of the retreat dates to ensure that all employees have ample time to prepare their schedule. Employees with any medical issues or limitations that may interfere with their attending the in-person event may be entitled to an accommodation by submitting a request and a medical certification in writing to the Human Resources Manager or Chief People Officer. Certification should be submitted no later than June 30th, annually.

The All-Staff Retreat dates are considered blackout dates and no conflicting absences or events will be approved at the same time.

Media Contacts

Employees are prohibited from speaking to the media on CCS's behalf without contacting the Community Relations Coordinator. All media inquiries must be directed to the Superintendent & CEO.

Health and Safety Policy

CCS is committed to providing and maintaining a healthy and safe work environment for all employees. Employees are required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices at all times. Employees are required to report any potential health or safety hazards, and all injuries or accidents immediately to the Chief Operating Officer.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Security Protocols

CCS has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances, exits, and service areas. Report any suspicious persons or activities to the Chief Operating Officer. Employee work areas or offices must be secured at the end of the day. When an employee is called away from his or her work area for an extended length of time, valuable or personal articles should not be left around a workstation that may be accessible. The security of facilities, as well as the welfare of employees, depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify the Chief Operating Officer when keys are missing or if security access codes or passes have been breached.

Key Procedures: When an employee loses a school office key, the following guidelines will be followed:

- 1st Incident: Written Warning
- 2nd Incident: Employee will pay for lost keys and all costs for re-keying
- 3rd Incident: Violation of Code of Ethics and appropriate disciplinary action

Occupational Safety

CCS is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every school supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. CCS's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times. Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

Work Environment

All employees are entitled to work in an environment that is safe and conducive to a happy and productive workflow while following all district policies, administrative regulations, work schedules, and job assignments. For that reason, employees are expected to work from a specific, pre-approved home office location that is safe, ergonomic, secure, and appropriate. The home office location must be located in California.

Employees working remotely are expected to conduct their work in a location that is safe and free of obstructions, hazards, and distractions. Such employees shall report to their supervisor any serious injury or illness occurring in the home workspace in connection with their employment as soon as practically possible. Employees must report to the School if they intend to work from San Francisco as the rules for their work conditions may differ based on San Francisco-specific municipal laws/ordinances.

Employees must separate vacation/away time and work time and may not schedule an overlap of vacation and work time (e.g., going on vacation but working as needed without taking leave) as it can be distracting and disruptive to the workflow and place the employee in a non-approved work location not covered by the School's workers' compensation insurance coverage. For the employee's own safety and the continuity of school operations, such an overlap should be avoided.

Military or Government Agency Relocation Requests

Requests to work out-of-state based on military or other government agency relocation orders or change of station must be submitted to the Chief People Officer at least ninety (90) days prior to the estimated move date. Employees must include the date, location, and any other applicable details so information can be reviewed and submitted for approval from the Superintendent & CEO.

Employees will be required to submit annual certification confirming active status and location.

Temporary Relocation Requests

Requests for temporary out-of-state work must be submitted in writing to the Human Resources Team for review and approval by the Superintendent & CEO. The location address, working dates and hours must be included with the request.

Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

Incidents can be reported directly to Human Resources or to an employee's supervisor, which should be communicated with the Human Resources department as soon as practicably possible.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by contacting a member of the Human Resources

department or management. In addition, all employees should know the local emergency numbers such as 911.

EMPLOYEE WAGES AND HEALTH BENEFITS

Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security for nonexempt employees, State Teachers' Retirement System (STRS) for Teachers/Administration, and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. State Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount. .
3. Non-exempt employees: The Federal Insurance Contribution Act (FICA) requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School, for purposes of funding Social Security and Medicare. Teachers do not contribute to Social Security because they are members of STRS.
4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.
5. Exempt employees: Full-time administrators, teachers, and other employees performing creditable service as defined by applicable law are required to participate in STRS via payroll withholdings.

Employees may also have deductions made to their paychecks when a wage overpayment occurs. The School will provide the employee with a written notice which describes the wage overpayment and will afford the employee an opportunity to respond before commencing any recoupment action. If the employee disputes the wage overpayment, the School shall initiate a legal action to validate the overpayment before proceeding with recoupment. The School may require the employee to reimburse an overpayment through a mutually agreeable method, including through cash repayment or a deduction of the employee's payroll check, among other options. An employee who is separated from employment before full repayment of the overpayment amount shall have any remaining amounts withheld from their final check. The School also reserves the right to exercise any and all other legal means to recover any additional amounts owed. The School shall provide employees with advance written notice of the deduction prior to the pay period where it will go into effect.

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, he or she should ask the Payroll or HR Team to explain them.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to both the Payroll and HR Teams. The office maintains a supply of these forms or a pdf version can be found on the HR Guidesite.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 (Federal) and DE-4 (State) forms. The W-4 and DE-4 forms should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Payroll and HR Team and to fill out a new W-4 and/or DE-4 form.

At the end of the calendar year, a “withholding statement” (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns, an electronic copy is also available in the payroll system, ADP. The W-2 shows Social Security information, taxes withheld and total wages.

Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee’s job description. All salaried staff are considered to be exempt employees unless otherwise indicated. California overtime laws – as well as other wage and hour laws requiring meal and rest breaks – do not apply to exempt employees. Nonexempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek apply in calculating overtime for nonexempt employees. Company Holidays or any Paid Time off is not included in the overtime pay calculation. CCS will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the Superintendent & CEO. CCS provides compensation for all overtime hours worked by nonexempt employees in accordance with state and federal law as follows:

For employees subject to overtime: all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee’s regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Paydays

All full and part-time employees of CCS are paid semi-monthly on the 10th and 25th of each month. When either of these days falls on a weekend or holiday, employees are paid on the first workday preceding the weekend or Holiday. Employees should report any errors in their paychecks to the Chief Operations Officer as soon as possible.

Pay Periods

Paydays are ten (10) days following the closing of each pay period. The schools pay periods are as follows:

- 1st of the month – 15th of the month (paid on the 25th of that month)
- 16th of the month – months end (paid on the 10th of the next month)

Wage Attachments and Garnishments

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee's earnings in their favor. Employees are strongly encouraged to avoid such wage attachments and garnishments. If the school is presented with a second garnishment request concerning an employee, the payroll administrator will discuss the situation with the employee.

Administrative Fees

CCS may charge employees up to \$1.50 per deduction as administrative costs are associated with the enforcement of a garnishment order. This charge shall be deducted from the employee's wages, and not the deduction made for the garnishment order.

Expenses

Please note that any items (i.e. non consumable office supplies or any pre-approved books) that you have purchased and have been reimbursed become the property of CCS and must have CCS Property written on them.

The following items are purchased in bulk by the School and will not be reimbursed: ink cartridges; toner cartridges, books (unless with prior approval); copy paper; office supplies; construction paper; transparency sheets and markers; wall clocks; facial tissue; paper towels; bandages.

Classroom Materials

Staff members who need to purchase classroom materials that cannot be ordered through the School's Amazon account are required to properly fill out a Purchase Request Form and to submit it along with an estimate of the purchase expense to their Supervisor prior to making any purchases. Following the approved purchase, reimbursement information should be entered onto the reimbursement form for exempt and nonexempt employees. The form and instructions can be found on the Financial Services guidesite. Expense reimbursements should be completed and signed by the employee, and submitted to the approving supervisor (this would be the party responsible for approving the events budget) for signature and submission to the payroll department.

Reimbursements for classroom materials must be submitted as a single PDF file with required back up such as a copy of an original itemized receipt within fourteen (14) days of the purchase dates. The School will not honor reimbursement requests if submitted after the deadline. School-related purchases should not be combined with any personal purchases. Separate receipts for school purchases are required. Purchase Request Forms are available on the Financial Services guidesite and should be filled out electronically.

Before submitting your reimbursement and receipts as a PDF, please follow the naming conventions below:

Employee first initial and last name - Event Name - Pay Date

H Granger - Marshmallows- 08-25-25

Travel Policies

A travel request form must be completed and approved by the supervisor and the administrator responsible for the travel prior to any staff travel.

The School incurs the actual cost of travel expenses when (i) the School requests that the Employee travel to a conference; (ii) the expense is incurred within the scope of Employee's employment; and (iii) the expense was made on behalf of the Employee (and no other persons) unless approved in advance and in writing by the Superintendent & CEO. Each Employee must provide original receipts for travel expenses to the School's Payroll Finance Office within fourteen (14) five (5) calendar days of the Employee's return from travel.

The School incurs the actual cost of lodging and applicable taxes, but not the cost of gratuity or incidental items. Lodging is arranged by the School, at the School's discretion.

Mileage Reimbursement

Mileage will only be reimbursed for official school business that has been approved in advance by the supervisor. At times employees may be required to use their personal car for business purposes. Reimbursement for the operating expenses of the car will be calculated by multiplying the number of miles traveled by the currently approved Standard Mileage Rate published by the IRS. Other expenses must be substantiated by receipts. The costs of commuting (travel between home and the work site) will not be reimbursed. Any employee participating in approved, work-related travel in excess of sixty-five (65) miles each way may request a rental vehicle at the School's expense.

All CCS employees who use their cars for business purposes must have current and adequate automobile/liability insurance coverage. A copy of current car insurance must be uploaded to the travel request form. Employees must not transport volunteers or scholars in their personal vehicles. If transportation of this type is necessary, a rented vehicle must be used.

Other expenses such as parking will be reimbursed at the actual costs. Original, itemized receipts must be provided. Only pre-approved mileage will be reimbursed. Mileage reimbursement includes gas, so no additional reimbursement will be provided for gas that is purchased for the travel.

The reimbursement form and instructions can be found on the Financial Services guidesite. Expense reimbursements should be completed and signed by the employee, and submitted to the approving supervisor (this would be the party responsible for approving the events budget) for signature and submission to the finance department.

Staff members are required to properly fill out a Reimbursement Form and to enter the information along with the original receipts within fourteen (14) days of the business trip. The School will not honor mileage reimbursement requests if submitted after the deadline.

Required Work Locations and Events

The school reserves the right to determine if staff will be reimbursed for mileage to a required in-person work location or event if the option for carpooling is available.

Meals and Incidental Expenses

Employees in travel status on School business are reimbursed up to the per diem rate for travel-related meal expenses for their travel destination. Receipts are required for reimbursement of travel meals using per diem rates.

Meals

The School does not reimburse meals included with a conference or if the hotel provides a meal with the cost of a room. If a conference includes meals, then the School reimburses only the meals where the traveler incurred an expense. If the meal provided is on the first or last day of travel the per diem should be reduced by the meal provided, then multiplied by 75%.

The School either incurs the cost or reimburses the employee for the actual cost of breakfast not to exceed \$20.00 per day; lunch not to exceed \$25.00 per day, and dinner not to exceed \$30.00 per day, including the actual cost of tax and gratuity for such. The School incurs the actual cost of these items, not to exceed \$75.00 per day, non-cumulative and non-compounding. The School does not reimburse the Employee for the purchase of any alcohol or snacks in addition to their meals. Employee receipts for meals must not include food for anyone outside of CCS staff. Any purchase of alcohol must be on a separate receipt and is not eligible for reimbursement.

If an employee has agreed to attend a conference, the fee has been paid by the School, and the employee cannot attend he/she must: (1) advise their supervisor as soon as possible; and (2) assist in arranging for another employee to attend in their place. An employee who fails to attend conferences that have been paid for by the School shall lose their ability to attend such conferences Exceptions will be made at the discretion of the Superintendent & CEO or their designee.

Payment for Meals

Tips should be no more than 20% of the bill, any tips over 20% will not be reimbursed. Also, employees must check their receipt prior to adding a tip to avoid over-tipping. Expense invoices must include an itemized business meal receipt, which includes the total amount plus tip.

Incidentals

Employees may include the daily incidental amount of \$5.00 when determining the maximum rates. Gratuities for baggage carriers, porters, hotel staff (bellhops and house cleaners), as well as ATM fees, bank fees, and check cashing fees are included in the daily incidental amount. As applicable, receipts must be provided to obtain reimbursement.

Employees will be required to submit a written itemized summary of their incidentals on behalf of business for CCS. An explanation for the incidental expense must be listed on the school reimbursement form to be reimbursed.

Reimbursement Claim Process

All employees must comply with the Reimbursement Claim process for any material purchases or travel expenses. Prior to making a purchase, employees must complete the purchase request form, include the reason for purchase, estimated cost, and include an amount not to exceed, and submit to the

supervisor no less than five (5) days prior to purchase. EMPLOYEES ARE PROHIBITED FROM MAKING A PURCHASE UNTIL THEY HAVE RECEIVED PRIOR APPROVAL.

Employees should complete a Reimbursement Form in its entirety including After you have received approval and purchased items, complete the description section for items purchased, attach a clear copy of an original receipt (uploaded as a PDF) (copies shall not be accepted), sign and submit the claim form to your supervisor for approval. If the supervisor approves, the form will be routed to the Finance Department for review and final processing. Reimbursements are made directly through payroll.

Lost Receipts

All reimbursements must be accompanied by the original itemized receipt and "total" receipt. If you do not have the original receipt you must complete a Lost Receipt affidavit form.

Health Care Insurance Coverage for Regular, Full-Time Employees

CCS offers certain insurance benefits that may include medical, dental, vision, and long-term disability insurance benefits to its regular, full-time employees. Regular, full-time employees can access the summary descriptions of the School's benefit plans through the online benefit enrollment system. Available benefit plans may vary and may change from time to time. Affected employees will be advised of any such changes as required by applicable law.

All new employees will become eligible for medical benefits on the first of the month following thirty (30) days of employment. Part-time employees may be eligible for benefits per the School's policy and applicable laws.

Employer Contributions

Compass contributes up to \$11,400 per year for all eligible employees who elect medical coverage (including dental, vision, and/or supplemental) towards benefits coverage.

- 11-month staff will receive up to \$1,036.36/month or \$518.18/per pay period for 11 months (22 pay periods).
- 12-month staff will receive up to \$950.00/month or \$475.00/per pay period for 12 months (24 pay periods).

For staff who do not elect medical coverage, but choose vision, dental, and/or supplemental benefits the employer contribution will be \$2,400.00 per year.

- 11-month staff receive \$218.18/month or \$109.09/per pay period.
- 12-month staff receive \$200.00/month or \$100.00/per pay period.

Additionally, Compass provides employer-paid Life/AD&D and Long Term Disability coverage for all eligible employees. Compass does not offer cash in lieu of benefits.

Compass does not offer cash in-lieu of benefits.

Employee Contributions

Any employee contributions due for benefits will be automatically deducted from the correlating pay period.

State Disability Insurance

Each employee contributes to the State of California to provide disability insurance Contributions are made through payroll deduction. Disability insurance is payable when you cannot work because of illness or injury not caused by employment at the School or when you are entitled to temporary workers' compensation at a rate less than the daily disability benefit amount. Specific rules and regulations governing disability are available from the Chief People Officer.

Retirement, Life Insurance, and Other School-Sponsored Benefits

CCS offers certain school-sponsored benefits that may include retirement and life insurance to its regular, full-time employees. Regular, full-time employees can access summary descriptions of the School's benefit plans through the online benefits enrollment system, the HRIS, or the Human Resources guidesite.

Available benefit plans may vary and may change from time to time within the sole discretion of the School. Affected employees will be advised of any such changes as required by applicable law.

COBRA Benefits

When coverage under the School's medical and/or dental plans ends, employees or dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the School's previous contribution plus a possible administrative charge.

- Medical coverage for an employee, their spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:
- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time, employee or part-time, making an employee ineligible for the plan.
- This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.
- An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:
- The employee dies while covered by the plan;
- The employee and their spouse become divorced or legally separated; · The employee becomes eligible for Medicare coverage, but their spouse has not yet reached age sixty-five (65), or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.
- Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

- CCS will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, dies,
- or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. CCS will then notify the employee or their dependents of the employee's rights.
- Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage or within sixty (60) days after the event causing the loss, whichever is later.
- There are certain circumstances under which coverage will end automatically. This happens if:
 - Premiums for continued coverage are not paid within thirty (30) days of the due date;
 - The employee (or their spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;
- CCS stops providing group health benefits;
- The employee (or the employee's spouse or child) becomes entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

PERSONNEL EVALUATION AND RECORD-KEEPING

Employee Reviews and Evaluations

Employees will utilize the school's growth and development plan process to set, and manage performance goals. Employees will meet with their supervisor to set performance goals and schedule follow-up meetings throughout the school year. Growth and Development plans are intended to make employees aware of their progress, areas for improvement, objectives or goals for future work performance, and provide coaching, support, and resources as needed. The School's evaluation system will in no way alter the employment at-will relationship.

Due dates for employee Growth & Development Plan submission can be found on the School's master calendar.

Personnel Files and Record-Keeping Protocols

At the time of employment, an electronic personnel file is established for each employee. It is each employee's responsibility to keep the Human Resources Department advised of changes that should be reflected in their personnel file. Such changes include: change in address, telephone number, marital status, number of dependents, and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact an employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. CCS will restrict disclosure of personnel files to authorized individuals within the School. A request for information contained in the personnel file must be directed to the Chief People Officer. Only the Chief People Officer or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state, or federal agencies conducting official investigations or as otherwise legally required. Copies of an employee's personnel file can be provided upon request. A fee of .25 cents per page will be charged to the employee. Requests for digital copies of an employee file will be provided at no cost.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

HOLIDAYS, VACATIONS, AND LEAVES

Holidays

An employee who qualifies to receive pay for a holiday will receive one (1) day of pay at the employee's regular rate of pay. To qualify to receive pay for a holiday, an employee must meet the following conditions:

1. Be a full-time employee scheduled to work on the date of the School holiday;
2. Work all hours that the employee is scheduled to work on the last regular working day before and after the holiday or using a paid sick leave day (except for employees inactive on leave). Employees on leaves of absence (FMLA, CFRA, ADA, FEHA, etc.) are considered inactive and are ineligible for holiday pay.

Qualifying regular full-time and salaried exempt employees will receive the following paid holidays:

- Labor Day
- Columbus/Indigenous People's Day
- Veteran's Day
- Thanksgiving Break
- Winter Break
- Martin Luther King Jr.'s Birthday
- President's Day
- Spring Break
- Memorial Day
- Juneteenth (specific eleven-month staff, all twelve-month staff)
- Summer Break (twelve-month staff)

When a holiday falls on a Saturday, the preceding Friday will be celebrated as the holiday; if it falls on a Sunday, the following Monday will be celebrated as the holiday.

Employee holidays, professional development, and school days are outlined in the Employee Calendars.

Vacation

While the School recognizes the importance of vacation time as a period of rest and rejuvenation away from the job, vacations must be scheduled with due consideration for "peak traffic periods" in the school.

For full-time twelve (12) month employee vacation will accrue as follows:

- One (1) to four (4) years of employment: Ten (10) days of paid vacation per year (3.33 hours per pay period)
- Five (5) years or more: Fifteen (15) days of paid vacation per year (5.0 hours per pay period)

No employee will receive pay in lieu of vacation during employment. Vacation does not accrue during an unpaid leave of absence or on disability salary continuation.

Employees cannot use paid vacation leave until the ninetieth (90th) calendar day following the employee's start date. Employees must request the use of vacation days through the ADP system at least two (2) weeks prior to scheduled use in one (1) hour increments. It is advised to wait to book travel until the immediate supervisor has granted the use of vacation time.

Vacation time may not be utilized before it is earned. An employee whose employment terminates will be paid for accrued unused vacation days. Vacation can accrue up to a maximum of one and a half times (1.5) their annual vacation accrual for full-time twelve (12) month employees. Once this cap is reached, no further vacation will accrue until some vacation is used. When some vacation is used, vacation compensation will begin to accrue again. There is no retroactive grant of vacation compensation for the period of time the accrued vacation compensation was at the cap.

Sick Leave

CCS offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition.

Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings), or a designated person (i.e., a person identified by the employee at the time the employee requests sick leave), who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees are limited to one (1) designated person per twelve (12) month period. Employees may also take paid sick leave to receive medical care or other assistance to address instances of mental health, domestic violence, sexual assault, or stalking. Paid sick leave is also available for bone marrow or organ donation by an employee or their family member, to provide care for a guide, signal or service dog of an employee of their family member, or if CCS or an employee's child care provider's business is closed due to a public health emergency, an accident involving the employee's person or property or the person or property of an immediate family member, adoption of a child, or the birth of child making it necessary for an employee who is the parent of the child to be absent from their position during work hours.

Paid sick leave is available to all CCS employees. All full-time employees shall accrue one day per month which will accrue at the rate of four (4) hours per pay period. Part-time employees will accrue sick leave on a pro-rated basis but will never receive less than forty (40) hours or five (5) days of sick leave per year.

Employees cannot use paid sick leave until the ninetieth (90th) calendar day following the employee's start date. Sick leave must be taken by eligible employees in increments of one (1) hour. Unused, accrued sick leave carries over from year to year for full-time employees and caps at one hundred and sixty (160) hours, and eighty (80) hours for all other employees.

Employees absent five (5) or more consecutive days due to illness are required to submit medical evidence of an employee's fitness to return to work. If an employee is unable or unwilling to provide medical evidence of their fitness to return to work, they will be placed on an unpaid leave of absence until the time they can provide said medical release.

Submission of medical evidence of an employee's fitness to return to work can be submitted directly to the Human Resources Manager, the Chief People Officer, or via the Time Off Certification form, a link may be found on the Human Resources guidesite.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave.

Sick leave is not to be used as vacation leave. Unused sick leave will not be paid out upon termination of employment.

Transfer of Sick Leave

The School does not transfer sick leave credit from other districts. Sick leave hours will be tracked for retirement reporting purposes. Employees should provide an official letter from the previous district(s) certifying the total days and/or hours available for transfer to CalSTRS.

If accepted, accrued and unused sick time can be transferred from the School to another district upon the termination of the employee-employer relationship.

Personal Necessity Leave

Full-time employees will receive forty (40) hours of Personal Necessity Leave per school year. Uses of personal necessity leave may include but are not limited to: death or serious illness of a member of the employee's immediate family (this is in addition to Bereavement Leave), an accident involving the employee's person or property or the person or property of an immediate family member, school appearance and activities for a school-aged child, personal legal matters, religious observances, an employee's birthday, and business matters that cannot be conducted outside of the workday.

Employees requesting the use of personal necessity leave must do so by submitting a request through the payroll platform (ADP) at least two (2) weeks in advance unless an emergency situation occurs. If there is an emergency, please reach out to your direct supervisor to communicate the need for use of personal necessity leave so they may make the necessary approval in the payroll platform.

Personal necessity leave days are not considered the same as time worked, days used in conjunction with five (5) or more sick days will require medical certification of an employee's fitness to return to work, same as the Compass Sick Time policy.

Personal necessity leave is not vacation, does not roll over, and is not paid out upon termination of employment.

Catastrophic Injury/Illness Leave

Catastrophic injury or illness is defined as a life-threatening injury or illness of an employee which totally incapacitates the employee from work, or of an employee's family member (e.g., spouse/partner, child, or parent), as verified by a licensed physician and which forces the employee to exhaust all leave time earned by that employee, resulting in the loss of compensation for the employee. Conditions that are short-term in nature (e.g., the flu, back pain, a broken limb, etc.) are not catastrophic. Acute chronic

illnesses or injuries, such as cancer or major surgery, which result in intermittent absences from work, and which are long-term in nature and require long recuperation periods, may be considered catastrophic. The catastrophic leave program shall be implemented as follows:

1. Eleven (11) month employees may donate up to two (2) sick leave days per fiscal year and twelve (12) month employees may donate up to three (3) sick leave days per fiscal year to a sick leave bank for employees suffering a catastrophic illness/injury; however, each eleven (11) month employee must retain at least six (6) sick leave days, and each twelve (12) month employee must retain at least ten (10) sick leave days, for their own account. All transfers of sick leave are irrevocable.
2. Catastrophic leave requests must be submitted in writing to the School. Any employee requesting to receive donated sick leave under this program shall first exhaust all paid leave he/she has accrued.
3. The Superintendent & CEO shall determine whether or not to grant a request for catastrophic leave based on verification by a medical doctor as to the nature of the illness or injury, anticipated length of absence, and the prognosis for recovery. There is no right to receive catastrophic leave donations. The Superintendent & CEO may in their unreviewable discretion decline an employee's request for catastrophic leave benefits for any reason.
4. All information provided by the employee requesting catastrophic leave shall be held in strict confidence by the School and shall be isolated from other employment records as required by applicable law.
5. The number of sick days that can be received by an employee from the catastrophic leave bank is limited to twenty (20) per fiscal year.
6. If an employee is also receiving any form of disability benefits, which is paid on a weekly basis, the total amount of catastrophic leave pay the employee may receive on a weekly basis, when added to the amount of disability benefits the employee is receiving, shall not exceed the employee's total weekly salary. Employees must disclose to the School whether they are receiving any such disability benefits.
7. Any reinstatement rights for employees utilizing catastrophic leave shall be in accordance with applicable law.
8. Participation in this program is voluntary. Recipient employees shall not offer anything of value to another employee in exchange for donating leave. Likewise, donating employees shall not receive anything of value from another employee in exchange for donating leave.
9. Sick pay accrued during any period of unpaid leave only until the end of the month in which unpaid leave began.

Unpaid Leave of Absence

CCS recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant an employee a leave of absence. Any unpaid leave of absence must be approved thirty (30) days in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins. If an employee fails to return from leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave. No vacation time is accrued during any type of unpaid leave of absence.

Employment During Leave

No employee, including employees on Catastrophic Illness/Injury leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

Employees on a leave of absence are prohibited from performing work duties during their leave. This includes but is not limited to answering emails, grading, responding to surveys, and communication with staff or other stakeholders. Employees in violation of this policy may be subject to restricted email access until their official return date and/or disciplinary action.

Family Care and Medical Leave (FMLA) and California Family Rights Act (CFRA)

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA/CFRA leave in any twelve (12) month period for the purposes enumerated below.

FMLA and CFRA will run concurrently when applicable.

Employee Eligibility Criteria

To be eligible for FMLA/CFRA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of CFRA where the School must only have at least five (5) employees).

Events That May Entitle an Employee to FMLA/CFRA Leave

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA/CFRA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they each will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.
2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by

pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).

- i. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment,
 - ii. including, but not limited to, treatment for substance abuse.
 - iii. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
 - iv. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
 - v. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.
2. To care for a spouse, domestic partner, child, or parent with a serious health condition. A qualifying family member may also include a parent-in-law, grandparent, grandchild, sibling, or designated person for CFRA purposes. "Designated person" refers to any individual related by blood or whose association with the employee is the equivalent to a family relationship. Employees are limited to one (1) designated person per twelve (12) month period.
 3. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of additional FMLA leave in a single twelve (12) month period to provide said care. CFRA does not provide leave specific to caring for a service member.
 4. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call
 5. or order to active duty, in the Armed Forces. For CFRA purposes, this may also include a domestic partner.

Amount of FMLA/CFRA Leave Which May Be Taken

1. FMLA/CFRA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.
2. In addition to the twelve (12) workweeks of FMLA/CFRA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member may also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the service member.

3. The “twelve-month period” in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.
4. If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA leave. If, however, the School’s business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School’s activities have ceased do not count against the employee’s FMLA or CFRA leave entitlement. Similarly, if an employee uses FMLA/CFRA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee’s leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

Pay during FMLA/CFRA Leave

1. An employee on FMLA/CFRA leave because of their own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA/CFRA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.
2. An employee on FMLA/CFRA leave for baby-bonding or to care for a qualifying family member with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave.
3. If an employee has exhausted their sick leave, leave taken under FMLA/CFRA shall be unpaid leave.
4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA or CFRA leave. Sick pay accrues during any period of unpaid FMLA or CFRA leave only until the end of the month in which unpaid leave began.

Health Benefits

The provisions of the School’s various employee benefit plans govern continuing eligibility during FMLA/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA/CFRA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of their group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

CCS may recover the health benefit costs paid on behalf of an employee during their FMLA/CFRA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have “failed to return from leave” if he/she works less than thirty (30) days after returning from FMLA/CFRA leave; and
2. The employee’s failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/CFRA leave, or other circumstances beyond the control of the employee.

Seniority

An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA/CFRA leave will return with the same seniority he/she had when the leave commenced.

Medical Certifications

1. An employee requesting FMLA/CFRA leave because of their own or a relative’s serious health condition must provide medical certification from the appropriate healthcare provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School’s request for certification) may result in denial of the leave request until such certification is provided.
2. The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee’s health care provider to authenticate a certification as needed.
3. If the School has reason to doubt the medical certification supporting a leave because of the employee’s own serious health condition, the School may request a second opinion by a healthcare provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, healthcare provider to provide a final and binding opinion
4. Recertifications are required if leave is sought after the expiration of the time estimated by the health care provider. Failure to submit required recertification can result in termination of the leave.

Procedures for Requesting and Scheduling FMLA/CFRA Leave

1. An employee should request FMLA/CFRA leave by completing a Request for Leave form and submitting it to the Chief People Officer. An employee asking for a Request for Leave form will be given a copy of the School’s then-current FMLA/CFRA leave policy.
2. Employees should provide not less than thirty (30) days’ notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or their qualifying family member. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School’s operations.
4. If FMLA/CFRA leave is taken because of the employee’s own serious health condition or the serious health condition of the employee’s qualifying family member, the leave may be taken

intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.

5. If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA/CFRA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
7. The School will respond to an FMLA/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

1. Upon timely return at the expiration of the FMLA/CFRA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA/CFRA leave.
2. When a request for FMLA/CFRA leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
3. Before an employee will be permitted to return from FMLA/CFRA leave taken because of their own serious health condition, the employee must obtain a certification from their healthcare provider that he/she is able to resume work.
4. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If an accommodation cannot be made, the employee will be medically separated from the School.

Employment during Leave

No employee, including employees on FMLA/CFRA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

Employees on a leave of absence are prohibited from performing work duties during their leave, This includes but is not limited to answering emails, grading, responding to surveys, and communication with staff or other stakeholders. Employees in violation of this policy may be subject to restricted email access until their official return date and/or disciplinary action.

Pregnancy Disability Leave

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

Events That May Entitle an Employee to Pregnancy Disability Leave

The four (4) month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro-rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
3. Vacation and sick pay accrue during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

Health Benefits

CCS shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12)-month period. CCS can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee's failure to return from leave is for a reason other than the following:
 - a. The employee is taking leave under the California Family Rights Act.
 - b. There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
 - c. There is a non-pregnancy related medical condition requiring further leave. Any other circumstance beyond the control of the employee.

Seniority

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
2. Recertifications are required if leave is sought after the expiration of the time estimated by the healthcare provider. Failure to submit the required recertification can result in termination of the leave.

Requesting and Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Chief People Officer. An employee asking for a Request for Leave form will be referred to the School's then-current pregnancy disability leave policy.
2. Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
6. The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing, and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position; she must be reinstated to a comparable position unless one of the following is applicable:
 - a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.
 - b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.
 - c. A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.
2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
3. In accordance with CCS policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from their healthcare provider that they are able to resume work.
4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If an accommodation cannot be made, the employee will be medically separated from the School.

Employment during Leave

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

Employees on a leave of absence are prohibited from performing work duties during their leave, This includes but is not limited to answering emails, grading, responding to surveys, and communication with staff or other stakeholders. Employees in violation of this policy may be subject to restricted email access until their official return date and/or disciplinary action.

Industrial Injury Leave (Workers' Compensation)

CCS, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure employees receive any worker's compensation benefits to which they may be entitled, employees will need to:

- Immediately report any work-related injury to the Chief Operating Officer;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Chief of Staff, and
- Provide the School with a certification from a health care provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. CCS, with the help of its insurance carrier, has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high-quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Chief Operating Officer and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of their shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by their personal physician at their own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Military and Military Spousal Leave of Absence

CCS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Reemployment Rights Act of 1994 (“USERRA”). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee’s health benefits. For service of more than thirty (30) days, employees shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, CCS will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

CCS shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee’s military spouse will be on leave from deployment, and (2) documentation certifying that the employee’s military spouse will be on leave from deployment during the time that the employee requests leave.

Bereavement Leave

Each employee will be provided with five (5) total bereavement days for the death of a covered family member (spouse, child, parent, sibling, grandparent, grandchild, domestic partner, or parent-in-law) per year. Three (3) days will be paid, and two (2) days will be unpaid. Employees have the option of subsidizing accrued Sick Time or Vacation Time (when applicable) in place of unpaid bereavement.

If an employee requires more than five (5) days off for bereavement leave, the employee may use accrued sick and/or vacation days. Please contact a member of the Human Resources department if you wish to utilize accrued sick, vacation, or personal necessity leave days for bereavement.

Bereavement leave must be utilized within three (3) months of the covered family member's date of death. Bereavement pay will not be used in computing overtime pay. Upon request, an employee may be required to provide documentation of the death of a covered family member.

Reproductive Loss Leave

All employees who have worked for the School for at least thirty (30) days shall be eligible to take up to five (5) days of leave upon the employee experiencing a reproductive loss event. A reproductive loss event includes any failed adoption, failed surrogacy, miscarriage, stillbirth, or unsuccessful assisted reproduction. Reproductive loss leave must be used within three (3) months of a reproductive loss event. Employees may take up to twenty (20) days of leave due to qualifying reproductive loss events within a twelve (12) month period. Reproductive loss leave shall be unpaid unless the employee elects to use available accrued/unused paid leave. Reproductive loss leave shall not be used in computing overtime pay.

Jury Duty or Witness Leave

Jury and Witness leave is provided for any employee who is called to serve jury or witness duty in any court during regularly assigned working hours. Prior notification to and approval by the Human Resources Department is required. The School will pay an employee up to fifteen (15) days paid per jury service term.

If an employee is asked to use the call-in jury system and he/she is not selected to appear the next morning, the employee must report to work. The employee must notify HR if he/she has been selected to serve on a jury and if possible to notify how long the trial may last in order to plan ahead.

As a reminder as of August 2004, in an effort to avoid duplicate payment of public funds, California Superior Court jurors employed by a government entity (including school districts) who receive their regular compensation during jury service may not be paid daily jury duty fees by the court (California Code of Civil Procedure, Section 215). Hence, when completing the juror affidavit questionnaire, it is your responsibility to check the "Government/Public Employee" box (rather than "Employed"). This alerts the court to withhold payment of jury fees (although you will still receive mileage reimbursement, unless you have elected to waive it).

Note: Employees summoned to United States District Court are entitled to jury fees. Therefore, in accordance with current employee agreements, an amount equal to the jury fees paid by the court will automatically be withheld from the employee's subsequent pay.

Employees must provide a copy of Jury Summons or Witness Subpoena when requesting Jury Duty Leave and must submit employer paperwork received from the court at the completion of jury service. Employees must request time off for Jury Service using the HRIS.

Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time

taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give their immediate supervisor at least two (2) days' notice.

School Appearance and Activities Leave

As required by law, CCS will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of CCS, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation, personal necessity, or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a twelve (12) month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

Victims of Abuse Leave

CCS provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, stalking or other crimes. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, that of the employee's child or children or when a person whose immediate family member is deceased as the direct result of a crime. A crime includes a crime or public offense that would constitute a misdemeanor or felony if the crime had been committed in California by a competent adult, an act of terrorism against a resident of California (whether or not such act occurs within the state), and regardless of whether any person is arrested for, prosecuted for, or convicted of, committing the crime. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide CCS with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide CCS one (1) of the following certifications upon returning back to work:

- a. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
- b. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
- c. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.
- d. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized under the law.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, CCS will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact Human Resources.

Returning from Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization. When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement.

An employee should give the Human Resources department thirty (30) days' notice prior to returning from leave. Whenever the School is notified of an employee's intent to return from leave, the School will attempt to place the employee in their former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If employees need further information regarding Leaves of Absence, they should be sure to consult the Chief People Officer.

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Rules of Conduct

The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only and applies to all employees of the School; other types of conduct that threaten security, personal safety, employee welfare, and the School's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of the School. If an employee is working under a contract with the School which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Unprofessional conduct or violation of the schools established ARTIC values.
3. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties, or responsibilities.
4. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property or via the school intranet (i.e. Workplace, guidesite) by employees and non-employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
5. Acceptance, from any source, of a reward, gift, or other forms of remuneration in excess of \$100.00, in addition to regular compensation to all staff.
6. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
7. Fighting or instigating a fight on School premises.
8. Violations of the drug and alcohol policy include using, possessing, dealing, distributing, or being under the influence of intoxicating beverages, non-prescribed drugs or any unlawful drugs while on duty or at a work location.
9. Actions which constitute an unwholesome influence on scholars or other staff members, such as harassment, which includes but is not limited to sexual harassment.
10. Using or possessing firearms, weapons, or explosives of any kind on school premises.
11. Gambling on school premises.
12. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and timecards.
13. Electronically clocking for another employee or permitting or arranging for another employee to record your clock time.
14. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
15. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
16. Excessive absenteeism or tardiness excused or unexcused.
17. Posting any notices on School premises without the prior written approval of management, unless posting is on a School bulletin board designated for employee postings.

18. Immoral or indecent conduct.
19. Conviction of a criminal act, especially a felony, or conviction of a misdemeanor involving moral turpitude.
20. Engaging in sabotage or espionage (industrial or otherwise).
21. Violation of the unlawful harassment, discrimination, and retaliation policy.
22. Violation of the School's policies regarding discrimination, harassment, or retaliation.
23. Failure to report a job-related accident to the employee's manager, school administrator, or failure to take or follow prescribed tests, procedures or treatment.
24. Sleeping during work hours.
25. Release of confidential information relating to staff, scholars or CCS without prior authorization from the Human Resources Department and/or the Superintendent & CEO.
26. Any other conduct detrimental to other employees or the School's interests or its efficient operations.
27. Any willful act of conduct undertaken in bad faith, either during or outside of duty hours, which is of such a nature that causes discredit to the School.
28. Violation of any federal, state or local laws affecting the School or the employee's employment or fitness for employment with the School.
29. Failure to comply with the School's safety protocols and procedures.
30. Refusal to speak to supervisors or other employees.
31. Dishonesty.
32. Failure to possess or maintain the credential/certificate required of the position.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

Off-Duty Conduct

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.

- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using School facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. CCS shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Employee Improvement Opportunities and Progressive Disciplinary Process

Situations may arise where an employee's conduct and performance needs to be addressed by the school's progressive disciplinary process. All situations will be reviewed by the Human Resources Team when determining the appropriate actions. Use of progressive discipline remains within the sole and unreviewable discretion of CCS and in no way alters or impairs the at-will nature of employment at the School.

Coaching and Mentoring

Compass believes in the importance of holding crucial conversations regarding performance and mentoring opportunities whenever possible. Supervisors should address concerns of employee performance directly with the employee in either their regular recurring check-in (one-on-one) meetings or a scheduled meeting.

Coaching Support Plan (CSP)

This document is meant to identify and address opportunities for growth. Employees and supervisors are expected to collaborate on completion of the CSP.

A CSP usually follows a verbal warning, but may be issued with a written warning.

Performance Improvement Plan (PIP)

The Performance Improvement Plan (PIP) is an escalation from a CSP, this is a detailed plan for improvement based on requirements and regular duties based on an employees role and job description. This can include daily or weekly check-ins, and may be used in conjunction with a written warning.

Subject to the at-will nature of employment, employees are expected to meet conditions of a PIP on an immediate and sustained basis but by no later than within thirty (30) days.

30-Day Follow-up to Performance Improvement Plan:

Conditions Met: Update notes on the PIP documentation and additional support through regular check-in (one-on-one) meetings.

Significant Improvement: Update notes on the PIP documentation and re-visit within an agreed upon timeline, usually one (1) to two (2) weeks.

Conditions Not Met or No Improvement: Termination of employment.

Progressive Discipline Procedures

Although employment with the School is “at-will,” meaning that either the employee or the School may terminate the employment relationship at any time, with or without cause or advance notice, the School shall generally utilize a discipline process which includes the following progression: verbal warning; written reprimand; suspension without pay; and release.

Verbal Warning: A verbal warning may result in a post-conference summary or memorandum. The employee shall have the right to have a written response attached to the warning and retained in the file.

Written Warning: Unless conduct warrants a written warning/reprimand in the first instance, a written reprimand shall not be used unless the employee has been verbally warned about similar actions within the last three (3) years. The School, in its discretion, may also issue a performance improvement plan (“PIP”) concurrent with the written reprimand. The employee shall have the right to have a written response attached to the reprimand and retained in the file.

Suspension: The School, in its discretion, may choose to place the employee on unpaid suspension in lieu of a releasing the employee. However, placement on unpaid suspension does not bar the School from releasing the employee should disciplinary issues continue.

Release from At-Will Employment: Release from at-will employment shall be the final step of progressive discipline and shall generally be used only when prior steps of progressive discipline have failed, or unless the basis for the release constitutes misconduct or significant unsatisfactory job performance.

The School reserves the right in all instances to determine the appropriate level of disciplinary action, where progressive steps may not always be taken. Neither this policy nor any action taken or not taken by the School in relation to employee discipline alters the at-will nature of relationship at the School.

Misconduct

For the purposes of this policy, “misconduct” includes but is not limited to employee actions or inactions which: tend to threaten the safety of School students, families and staff; violate the terms of the School’s charter, Employee Handbook, or any other policies/procedures; violate federal, state, or local law; or tend to damage the School’s reputation within the community. The School shall have the sole authority to determine when a disciplinary matter rises to the level of constituting “misconduct.”

Administrative Leave with Pay

The Superintendent & CEO or their designee, at his or her discretion, may place any employee on administrative leave with pay for the purpose of investigating charges or complaints against such employee. Full benefits shall remain in force pending the completion of an investigation. Such leave will not be considered disciplinary in nature.

Termination of Employment

Should it become necessary for an employee to terminate their at-will employment with the School, employees should notify the Human Resources Manager or Chief People Officer regarding their intention as far in advance as possible. At least two (2) weeks’ notice is expected whenever possible.

When an employee terminates their at-will employment, they will be entitled to all earned but unused vacation pay. If an employee is participating in the medical and/or dental plan, they will be provided information on their rights under COBRA.

Employees are expected to return all School equipment/property upon termination of employment.

INTERNAL COMPLAINT REVIEW

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Human Resources Team or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School’s “Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation.”

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a coworker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Human Resources Team:

1. The complainant will bring the matter to the attention of a member of the Human Resources Team as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed, or if not appropriate.
2. The complainant will reduce their complaint to writing, indicating all known and relevant facts. The Human Resources Team will then investigate the facts and provide a solution or explanation.
3. If the complaint is about the Chief People Officer, the complainant may file their complaint in writing to the Superintendent & CEO. The Superintendent & CEO or designee will then investigate the facts and provide a solution or explanation.
4. If the complaint is about the Superintendent & CEO, the complainant may file their complaint in writing to the Chair of the Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third-party investigator on behalf of the Board. The Board Chair or investigator will report his or her findings to the Board for review and action, if necessary.
5. This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, the School values each employee’s ability to express concerns and the need for resolution without fear of adverse consequences to employment.

Policy for Complaints Against Employees

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with a member of the Human Resources Team or Superintendent & CEO (if the complaint concerns the Chief People

Officer) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Human Resources Team shall abide by the following process:

1. The Human Resources Team shall use their best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Human Resources Team finds that a complaint against an employee is valid, the Human Resources Team) may take appropriate disciplinary action against the employee. As appropriate, a member of the Human Resources Team may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. A member of the Human Resources Team decision relating to the complaint shall be final unless it is appealed to the Superintendent & CEO. The decision of the Superintendent & CEO shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances, absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board (if a complaint is about the Superintendent & CEO) or member of the Human Resources Team will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

CCS reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

APPENDIX A - Harassment/Discrimination/Retaliation Complaint Form

It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

If you are an employee of the School, you may file this form with the Human Resources Manager or Superintendent & CEO.

Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

CCS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else:

List any witnesses that were present: _____

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant: _____ Date: _____

Print Name: _____

To be completed by School Representative:

Received by: _____ Date: _____

Title: _____

APPENDIX B - Internal Complaint Form

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name and title of person(s) you have a complaint against:

List any witnesses that were present: _____

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct

and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant: _____ Date: _____

Print Name: _____

To be completed by School Representative:

Received by: _____ Date: _____

Title: _____

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2024-25 Employee Handbook Changes

- + Updates to Work Environment (page 45)
 - + Added "Government Agencies" to relocation requests
 - + Added language to require annual recertification

- + Updates to Catastrophic Illness and Injury Policy (page 58)
 - + Increase to number of hours that may be donated per school year
 - + 11-month from 8 hours to 16 hours
 - + 12-month from 16 hours to 24 hours

Coversheet

Approval of the 2024-2025 Board Calendar

Section: XVII. Closing Items
Item: B. Approval of the 2024-2025 Board Calendar
Purpose: Vote
Submitted by:
Related Material: Board of Directors Annual Calendar - 2024-2025.docx.pdf



Annual Governance Calendar (Tentative Dates)
2024-2025

September 28, 2024	December 7, 2024
<ul style="list-style-type: none"> ● Approve 2024-25 Unaudited Actual Reports ● Approve 2024-25 CDE Consolidated Applications ● Committee Presentations ● Scholar Highlight ● Division Reports 	<ul style="list-style-type: none"> ● Approve 2023-24 Annual Audit ● Approve First Interim Reports ● Williams Report ● Committee Presentations ● Scholar Highlight ● Division Report ● 2023-24 Annual Report
January 25, 2025	March 8, 2025
<ul style="list-style-type: none"> ● Approve 2023-24 School Accountability Report Cards ● Approve 2025-26 Academic Calendar ● Mid-year LCAP report ● Committee Presentations ● Scholar Highlight ● Division Report 	<ul style="list-style-type: none"> ● Approve 2025-26 Staff Handbook ● Approve Second Interim Reports ● Committee Presentations ● School Safety Plan ● Scholar Highlight ● Division Report ● Annual LCAP review ● <i>Superintendent's Evaluation</i>
May 17, 2025	June 21, 2025
<ul style="list-style-type: none"> ● Committee Presentations ● Scholar Highlight ● Division Report Public Hearing on 2024-25 LCAPs ● Public Hearing on FY25 Budget ● Approval of Curriculum ● Approval of Salary Schedules 	<ul style="list-style-type: none"> ● Committee Presentation ● Approve 2024-25 LCAPs ● Approve Local Indicators ● Approve FY25 Operating Budget ● Approve 2025-26 Scholar Handbooks ● Committee presentations ● Election of Officers/Term Renewals
Standing Agenda Items	



Consent Items:

- Approval of Agenda & Meeting Minutes

Reports:

- Parent Advisory Council Report
- Scholar Leadership Council Report
- Superintendent's Report
- Academic Services Report
- Operations Report
- People Report
- [Committee](#) report