



Compass Charter Schools

Meeting of the Compass Board of Directors

Date and Time

Saturday January 25, 2025 at 10:00 AM PST

Location

Location:

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

This meeting is available for public viewing as a webinar: <https://compasscharters-org.zoom.us/j/81949864888>

If you have special needs because of a disability or you require assistance or auxiliary aids to participate in the meeting, please contact the school's Executive Assistant via email at twrigley@cmpasscharters.org or call (805) 405-5898 at least twenty four (24) hours before the meeting. The school will use reasonable best efforts to accommodate your disability. This agenda is available for public inspection at the school's main office and at <https://app2.boardontrack.com/public/vlrxGa/year>.

Agenda

	Purpose	Presenter	Time
I. Opening Items			10:00 AM
Opening Items			
A. Call the Meeting to Order		Thomas Arnett	2 m

	Purpose	Presenter	Time
B. Record Attendance		Tami Wrigley	2 m
II. Consent Items			10:04 AM
A. Consent Items	Vote	Thomas Arnett	4 m
<p>Consent Items – Items under Consent Items will be voted on in one motion unless a member of the Board requests that an item be removed and voted on separately, in which case, the Board Chair will determine when it will be called and considered for action. Due to the set-up of BoardOnTrack, approval of any meeting minutes will be done through consent, unless removed and voted on separately as noted above, using the same vote count.</p> <ul style="list-style-type: none"> • Approval of the January 25, 2025 Annual Meeting Agenda • Approval of the December 7, 2024 Regular Meeting Minutes 			
B. Approval of December 7, 2024 Regular Meeting Minutes	Approve Minutes	Thomas Arnett	1 m
<p>Approve minutes for Meeting of the Compass Board of Directors on December 7, 2024</p>			
III. Public Comment			10:09 AM
A. Public Comment	FYI	Thomas Arnett	10 m
<p>Addressing the Board – Board meetings are meetings of the Board of Directors and will be held in a civil, orderly and respectful manner. All public comments or questions should be addressed to the Board through the Chair of the Board. To ensure an orderly meeting and an equal opportunity for each speaker, persons wishing to address the Board must complete a Speaker Request Card (https://forms.gle/wP1s15iB6xRSEzP8) and submit it to Tami Wrigley. The Speaker Request Card must contain speaker name, contact number or email, and subject matter and submitted to the Executive Assistant to the Superintendent prior to the start of the meeting. Members of the public may address the Board on any matter within the Board’s jurisdiction and have 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>			

	Purpose	Presenter	Time
<p>The Board may not deliberate or take action on items that are not on the agenda. However, the Board may give direction to staff following a presentation. The Chair is in charge of the meeting and will maintain order, set the time limits for the speakers and the subject matter, and will have the prerogative to remove any person who is disruptive of the Board meeting. The Board of Directors may place limitations on the total time to be devoted to each topic if it finds that the numbers of speakers would impede the Board's ability to conduct its business in a timely manner. The Board of Directors may also allow for additional public comment and questions after reports and presentations if it deems necessary.</p>			
IV. Closed Session			10:19 AM
A. Enter Closed Session	Discuss	Thomas Arnett	35 m
<p>CONFERENCE WITH LEGAL COUNSEL--ANTICIPATED LITIGATION Significant exposure to litigation pursuant to paragraph (2) of subdivision (d) of Section 54956.9: Four Cases</p>			
V. Reconvene from Closed Session			10:54 AM
A. Closed Session Report			5 m
VI. Communications			10:59 AM
A. Board Member Communication	Discuss	Thomas Arnett	10 m
<ul style="list-style-type: none"> • Thomas Arnett • Therese Christopher • Samantha Herrod • Dr. Minita Clark • Corey Riley • Heather Hardy • Dr. William Stinde 			
B. Parent Advisory Council Update	Discuss	Samantha Herrod	5 m
C. Scholar Leadership Council Report	Discuss	Zahra Grihma	5 m
VII. Scholar Spotlight			11:19 AM

	Purpose	Presenter	Time
A. Scholar Spotlight Options Scholar Spotlight	FYI	Kimberly Aguilar	1 m
VIII. Superintendent's Report			11:20 AM
A. Superintendent's Report	Discuss	Elizabeth Brenner	15 m
IX. Mid-year LCAP Report			11:35 AM
A. Mid-year LCAP presentations	Discuss	Elizabeth Brenner	30 m
X. Academic Services			12:05 PM
A. Academic Division Update	FYI	Greg Cohen	5 m
B. Day in the Life of an Options Scholar	FYI	Greg Cohen	5 m
C. 2025-26 Curriculum List	Vote	Greg Cohen	5 m
XI. Operations Division			12:20 PM
A. Division Update	FYI	Lisa Fishman	5 m
B. Review and Approval of the November and December 2024 Financial Statements	Vote	Lisa Fishman	5 m
C. School Accountability Report Card (SARC)	Vote	Danielle Gamez	10 m
<p>Since November 1988, state law has required that schools receiving state funding are to prepare and distribute a SARC. The purpose of the report card is to provide important information about each school so parents/caregivers can make meaningful comparisons between public schools that will enable them to make informed decisions on the school in which to enroll their children.</p>			
D. 2024-2025 Comprehensive School Safety Plan	Discuss	Danielle Gamez	10 m
<p>AB1747 specifically states the following: The Charter Schools Act of 1992 provides for the establishment and operation of charter schools, including countywide charter schools, and requires a petition for the establishment of a charter</p>			

	Purpose	Presenter	Time
<p>school to contain comprehensive descriptions of various matters and procedures, including procedures that the charter school will follow to ensure the health and safety of pupils and staff.</p>			
E.	Approve Board Policy 18 update -School Safety Plan	Vote	Danielle Gamez 5 m
XII.	People Division		12:55 PM
A.	People Division Update	FYI	Sophie Trivino 5 m
	Attachments:		
	<ul style="list-style-type: none"> • People Division Report • Additions Report • Terminations Report 		
B.	2024-25 Employee Handbook Update	Vote	5 m
XIII.	Closing Items		1:05 PM
A.	Upcoming Meetings	FYI	Elizabeth Brenner 1 m
	Saturday, March 8, 2025 Board of Directors Meeting: 10:00 a.m. - 2:00 p.m.		
B.	Adjourn Meeting	FYI	Thomas Arnett 1 m

Coversheet

Approval of December 7, 2024 Regular Meeting Minutes

Section: II. Consent Items
Item: B. Approval of December 7, 2024 Regular Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Meeting of the Compass Board of Directors on December 7, 2024

APPROVED



Compass Charter Schools

Minutes

Meeting of the Compass Board of Directors

Date and Time

Saturday December 7, 2024 at 10:00 AM

Location

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

1536 Bradbury Road, San Marino, CA 91108

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Directors Present

C. Riley, H. Hardy, M. Clark, S. Herrod, T. Arnett, T. Christopher, W. Stinde (remote)

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. Wrigley called a meeting of the board of directors of Compass Charter Schools to order on Saturday Dec 7, 2024 at 10:10 AM.

B. Record Attendance

II. Consent Items

A. Consent Items

S. Herrod made a motion to approve the consent items.
T. Christopher seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Herrod	Aye
W. Stinde	Aye
M. Clark	Aye
T. Christopher	Aye
T. Arnett	Aye
C. Riley	Aye
H. Hardy	Aye

B. Approval of September 28, 2024 Regular Meeting Minutes

S. Herrod made a motion to approve the minutes from Meeting of the Compass Board of Directors on 09-28-24.
T. Christopher seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

W. Stinde	Aye
T. Arnett	Aye
C. Riley	Aye
M. Clark	Aye

Roll Call

T. Christopher Aye
S. Herrod Aye
H. Hardy Aye

III. Organization of the Board of Directors

A. Confirmation of Scholar Representative

T. Christopher made a motion to Confirm the Scholar Representative.
M. Clark seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

C. Riley Aye
W. Stinde Aye
H. Hardy Aye
M. Clark Aye
T. Christopher Aye
S. Herrod Aye
T. Arnett Aye

IV. Public Comment

A. Public Comment

Autumn Shaw made public comments regarding negative school culture.
Keileigh Houston made comments regarding the Board Complaint Policy.

V. Communications

A. Board Member Communication

Therese Christopher asked for an item to be placed on a future agenda regarding a letter received by each of the Board members.

B. Parent Advisory Council Update

Samantha Herrod presented the Parent Advisory Council update.

C. Scholar Leadership Council Report

Zahra Grihma introduced herself and gave a summary of the last meetings.

VI. Scholar Spotlight

A. Scholar Spotlight

The Scholar Spotlight was shown during the meeting.

VII. Superintendent's Report

A. Superintendent's Report

Elizabeth Brenner presented the Superintendent's Report and the board discussed the report.

There was a discussion regarding how Compass receives parent feedback.

B. Approval of Updated Vision Statement

S. Herrod made a motion to approve the updated Vision Statement.

T. Christopher seconded the motion.

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

Roll Call

S. Herrod	Aye
T. Arnett	Aye
W. Stinde	Aye
M. Clark	Aye
C. Riley	Aye
T. Christopher	Aye
H. Hardy	Aye

C. Update to Board Policy #40 Scholar Policy- Uniform Complaint Policy and Procedures

T. Christopher made a motion to approve the update to Board Policy #40 Scholar Policy - Uniform Complaint Policy and Procedures.

H. Hardy seconded the motion.

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

Roll Call

T. Christopher	Aye
T. Arnett	Aye
H. Hardy	Aye
W. Stinde	Aye
S. Herrod	Aye
M. Clark	Aye
C. Riley	Aye

D. Approval of unconditional commitment

S. Herrod made a motion to approve Unconditional Commitment Resolution.

C. Riley seconded the motion.

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

Roll Call

T. Christopher	Aye
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Roll Call

T. Arnett	Aye
M. Clark	Aye
S. Herrod	Aye
H. Hardy	Aye
C. Riley	Aye
W. Stinde	Aye

VIII. Academic Services

A. Academic Division Update

Greg Cohen presented the Academic Division update. The Board asked questions and discussed the data presented.

B. Williams Update LA and SD

Greg Cohen presented the Williams Sufficiency update in Los Angeles and San Diego.

C. Approval of 2025-2026 Academic Calendar

H. Hardy made a motion to approve the 2025-2026 Academic Calendar.

T. Arnett seconded the motion.

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

Roll Call

C. Riley	Aye
T. Arnett	Aye
H. Hardy	Aye
M. Clark	Aye
W. Stinde	Aye
T. Christopher	Aye
S. Herrod	Aye

IX. Operations Division

A. Division Update

Lisa Fishman presented the Operation Division update.

Thomas Arnett announced a break at 12:24 p.m.

The Board reconvened at 12:37 p.m..

B. Review and Approval of the October 2024 Financial Statements

W. Stinde made a motion to approve the Aug, Sept, and October 2024 Financial Statements.

S. Herrod seconded the motion.

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

Roll Call

M. Clark Aye
H. Hardy Aye
T. Christopher Aye
W. Stinde Aye
S. Herrod Aye
T. Arnett Aye
C. Riley Aye

C. Review and Approval of the 2024 1st Interim Budget

T. Arnett made a motion to approve the Yolo 2024 1st Interim Budget.

T. Christopher seconded the motion.

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

Roll Call

T. Christopher Aye
H. Hardy Aye
W. Stinde Aye
S. Herrod Aye
M. Clark Aye
C. Riley Aye
T. Arnett Aye

T. Arnett made a motion to approve the Los Angeles 2024 1st Interim Budget.

M. Clark seconded the motion.

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

Roll Call

C. Riley Aye
M. Clark Aye
T. Arnett Aye
W. Stinde Aye
T. Christopher Aye
S. Herrod Aye
H. Hardy Aye

T. Arnett made a motion to approve the San Diego 2024 1st Interim Budget.

S. Herrod seconded the motion.

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

Roll Call

T. Arnett Aye
W. Stinde Aye
M. Clark Aye
H. Hardy Aye
T. Christopher Aye
S. Herrod Aye

Roll Call

C. Riley Aye

D. Review and Approval of the 23-24 Annual Audit Draft

W. Stinde made a motion to approve the 23-24 Annual Audit Draft.

S. Herrod seconded the motion.

William Stinde stated that in the future he would like to be part of the audit firm review process and would like to review the draft audit before it is sent out to the Board for review, as he is the Board Treasurer.

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

Roll Call

S. Herrod Aye

T. Christopher Aye

M. Clark Aye

T. Arnett Aye

W. Stinde Aye

C. Riley Aye

H. Hardy Aye

E. New Audit Firm Selection

Lisa Fishman announced CLA (CliftonLarsonAllen) as the new Audit Firm. Lisa Fishman summarized the process used to find the new auditor, and the Board discussed this process.

F. Central Office Lease Renewal

Lisa Fishman announced the current central office lease would be renewed.

X. People Division

A. People Division Update

Sophie Trivino presented the People division update.

B. 2024-25 Employee Handbook Update

M. Clark made a motion to approve the 2024-25 Employee Handbook.

C. Riley seconded the motion.

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

Roll Call

C. Riley Aye

T. Christopher Aye

T. Arnett Aye

H. Hardy Aye

M. Clark Aye

Roll Call

W. Stinde	Abstain
S. Herrod	Aye

XI. Closing Items

A. Upcoming Meetings

The next Board of Directors meeting is January 25, 2024.

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 1:26 PM.

Respectfully Submitted,
T. Wrigley

Coversheet

Parent Advisory Council Update

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



November Parent Advisory Council Meeting - January 17, 2024

Prepared for January 25, 2024 Board Meeting

Meeting Recording [Link](#)

AI Summary:

Dashboard Report Overview @ 0:00 Elizabeth presented an overview of the school's academic performance dashboard, covering English language arts, math, science, and college/career readiness. She highlighted areas of progress and disparity across student subgroups, and discussed the school's efforts to address achievement gaps and improve participation rates.

Parent Feedback on Dashboard Presentation @ 13:00 The group provided feedback on the level of detail in the dashboard presentation, with Leah and Samantha suggesting that the granular subgroup data may be overwhelming for many parents. They recommended focusing the video on the high-level results and key takeaways, while making the full dashboard available upon request.

Importance of Assessment Participation @ 16:41 Elizabeth explained the importance of high student participation in state assessments, as low participation can negatively impact the school's performance ratings and renewal prospects. The group discussed ways to better communicate this to parents and encourage participation.

Establishing a Parent Communication Forum @ 35:02 The group discussed the idea of creating an online forum or communication platform to facilitate ongoing dialogue between parents and the school, beyond the scheduled PAC meetings. This was seen as a way to increase parent engagement and gather more feedback.

Concerns about Changes to Curriculum and Ordering @ 53:14 Leah raised concerns about recent changes to the school's curriculum, ordering processes, and other policies, expressing a desire for more transparency and parent input on these decisions. Elizabeth acknowledged the challenges of balancing state requirements with the school's personalized learning model, and committed to facilitating more parent feedback opportunities.

Recap and Next Steps @ 1:04:23 The group reviewed action items and announced the date of the next PAC meeting. Samantha thanked the participants for their valuable input and adjourned the meeting.

Coversheet

Scholar Leadership Council Report

Section: VI. Communications
Item: C. Scholar Leadership Council Report
Purpose: Discuss
Submitted by:
Related Material: Leadership Council Report - December 2024.pdf
Leadership Council Report - January 2025.pdf



December Scholar Leadership Council Report

Prepared for January 25, 2024 Board Meeting

Scholar Leadership Council Meeting - December 10, 2024

Summary paragraph by Scholar Leadership Council Secretary, Tallulah Woolsey

Zahra began the meeting and Tallulah took attendance. Then, after minor technical issues, Zahra hosted an icebreaker— a Kahoot! game of Would You Rather. Ms. Moeller led the group through this month's Scholar Communication Update, which highlighted Google Classroom and how it can be used for scholar communication with different clubs and groups. The Leadership Council was added to a Google Classroom, and the group explored the program's various features for interaction. Ms. Moeller also explained that scholars' ability to create private G-chat groups had been disabled, but G-chat is still available for interaction through teacher-created group messages. Ms. Brenner reviewed the Comprehensive School Safety Plan and the changes applied for the 2024-25 school year. Ms. Moeller offered an open-ended question for suggestions of different scholar groups/clubs, and Zahra adjourned the meeting at 2:57 pm.

Meeting Recording [Link](#)

AI Summary:

Icebreaker activity @ 0:01 Tallulah took role through the participant function of zoom. Zahra led an icebreaker activity with the group using Kahoot after dealing with some minor technical difficulties.

Google Classroom platform overview @ 22:52 Krisha provided an overview of the Google Classroom platform that will be used as a communication and collaboration tool for the Scholar Leadership Council. She explained the key features, including the ability to create announcements, discussion boards, and collaborative projects. The group discussed giving additional scholars the ability to create content beyond just the council chair.

G-Chat functionality and limitations @ 39:16 The group discussed the ability for scholars to directly message each other via G-Chat. Krisha explained that the ability for scholars to create groups had to be disabled, but that staff-moderated G-Chat groups could still be used for group communication.

School safety plan review @ 43:57 Elizabeth reviewed updates to the school's safety plan, including new requirements around providing Narcan/naloxone, enhanced cybersecurity measures, and the school's mandatory reporting policies for suspected abuse or neglect. The group discussed how these policies are implemented.

Recap and next steps @ 53:16 Zahra recapped the key topics covered and adjourned the meeting. The group discussed ideas for creating additional social groups and clubs within the Google Classroom platform to facilitate peer-to-peer interaction and socialization.



January Scholar Leadership Council Report

Prepared for January 25, 2025 Board Meeting

Scholar Leadership Council Meeting - January 14, 2025

Summary paragraph by Scholar Leadership Council Secretary, Tallulah Woolsey

Zahra began the meeting and led the group through a Kahoot! icebreaker with some fun questions. Afterward, Ms. Brenner reviewed the school's standardized test performance and the academic growth regarding such assessments. Key points included the ELA and Math scores increasing by over 20 points, improvement in subgroups, and overall testing rates as well, with last year's testing rates reaching 89-90% for both ELA and Math. College and career readiness was also examined, showing that the school has climbed to a 79.7% graduation rate, exceeding the 70% standard. Other key statistics on student success were looked over including a 7% dropout rate, no suspensions or expulsions, and only 4% chronic absenteeism. The group then looked back at the Leadership Council attendance rates and considered possible ways to improve the attendance of other members and to invite kids to join. Zahra and Tallulah discussed presenting the Scholar Leadership Council at the upcoming Club Rush, and the group looked over Zahra's plan for a Google Classroom communication platform for scholars. As the meeting came to a close, a possible vice chair election discussion took place before Zahra adjourned the meeting at 3:01.

Meeting Recording [Link](#)

AI Summary:

Academic performance update @ 0:00 Elizabeth Brenner provided an overview of the school's academic performance on state assessments. Key points in her review were ELA and Math scores increased by over 20 points. Scholar subgroups also saw improvement, and testing rates were 90% for ELA and 89% for math. Compass is aiming to increase this to 95% to avoid penalties.

English learner progress @ 7:05 Elizabeth discussed the school's English learner progress, noting that while overall progress was good, the school saw a dip in the number of students reclassified as English proficient, as the remaining students are the ones still working to progress.

College and career readiness @ 11:32 The school's college and career readiness metrics were reviewed, highlighting a 79.7% graduation rate, which exceeds the 70% threshold for being considered a "school improvement" school. The school's college/career preparedness indicator is also in the green.

Other student outcomes @ 15:33 Other key student outcome metrics were discussed, including a 7% dropout rate, no suspensions or expulsions, and 4% chronic absenteeism, with the school working to further improve attendance for African American students.

SLC attendance and recruitment @ 18:44 The school discussed strategies to improve Scholar Leadership Council (SLC) attendance, including having SLC members present at the upcoming club rush event. Zahra also mentioned plans to create a Google Classroom for SLC members to communicate outside of meetings.

Recap and next steps @ 34:29 The meeting concluded with a recap of upcoming dates and action items, including the next SLC meeting on February 11th and the upcoming vice chair election.

Coversheet

Scholar Spotlight

Section: VII. Scholar Spotlight
Item: A. Scholar Spotlight
Purpose: FYI
Submitted by:
Related Material: The Zivney Family Spotlight.png

Compass Family

Spotlight



The Zivney Family!

We are a family deeply committed to learning, exploring, and spending quality time together. As parents, we understand that we have approximately 98,550 waking hours with our children, with only around 1,000 of those hours spent each year in public school. Ollie, our only child, was a miracle baby, with doctors advising us that we would not be able to have any more children. Given this, it was essential for us to take an active role in guiding and teaching him as he grows into adulthood.

Ollie is an energetic 7-year-old who thrives in a hands-on, interactive learning environment. We knew a traditional, textbook-based approach would not suit his learning style, so we found Compass Charter Schools. This decision allows us the flexibility to tailor his education to his unique strengths and interests, focusing on the learning process rather than standardized test outcomes.

To learn more about the Zivney Family, look out for our Compass Chronicle, which will be posted on Wednesday, January 29!

Coversheet

Superintendent's Report

Section: VIII. Superintendent's Report
Item: A. Superintendent's Report
Purpose: Discuss
Submitted by:
Related Material: Superintendent's Report BOD Jan 2025 (1).pdf



Superintendent's Report
to the
Board of Directors
January 25, 2025



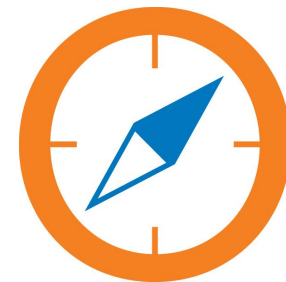
COMPASS

CHARTER SCHOOLS

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


Our **vision** is to create an innovative, collaborative learning environment that supports the diverse needs and goals of each scholar, nurtures a love of learning, and prepares them for 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.



Superintendent's Goals



WIG 1



100% of staff will report improved school culture

This goal will be met through continued professional learning as a leadership team around the 4 Essential Roles of Leadership (4ERLS). The roles are Inspire Trust, Create Vision, Execute Strategy, and Coach Potential. This work builds on the Trust and Inspire work that was done last year. Success will be measured by results on the Leadership 360 and the annual staff survey that includes questions specifically about trust.

Tasks

- Administer the annual survey and evaluate the trust questions. 📅 Feb 28, 2025
- Execute Strategy Professional Learning 📅 Mar 10, 2025

Add a Task

- Continue Coaching Skills development based on 360 results 📅 Jan 13, 2025
- Lead all management staff in completing the Leadership 360 Evaluation 📅 Nov 15, 2024
- Develop Coaching skills for all leaders 📅 Nov 04, 2024
- Introduction to the 4ERLS 📅 Sep 09, 2024
- Roll Out the 4 Essentials Roles of Leadership to all management staff 📅 Aug 06, 2024

THE 4 ESSENTIAL ROLES OF LEADERSHIP ASSESSMENT OVERVIEW



How likely are you to recommend Elizabeth as a good leader to work for?

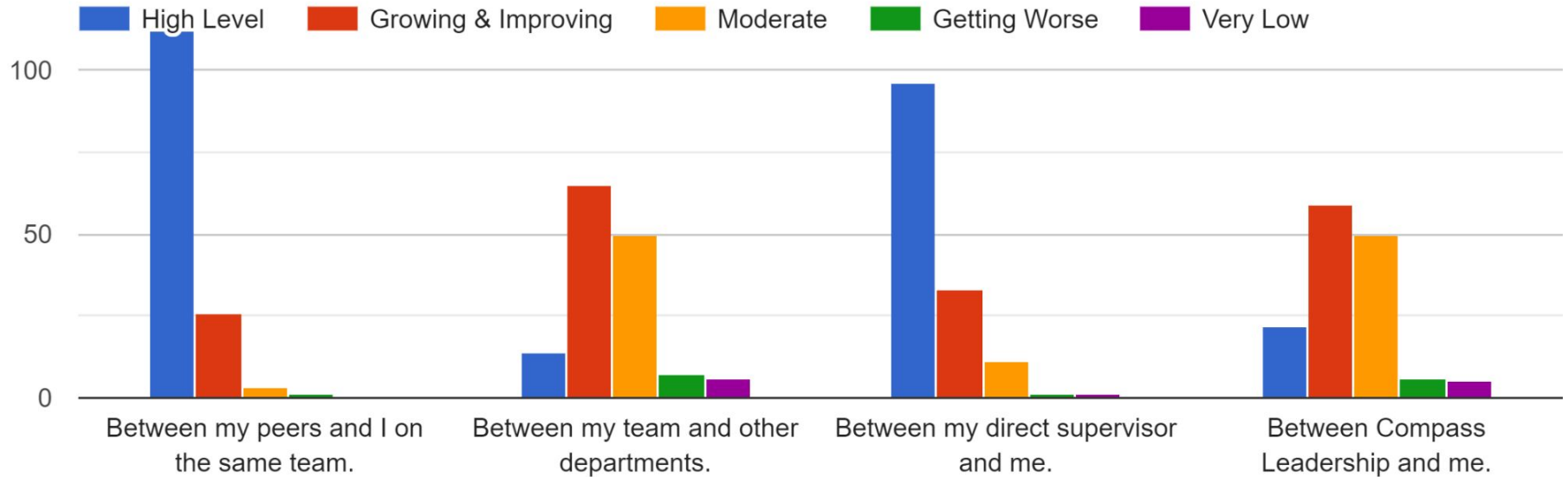


Your LEADERSHIP NET PROMOTER SCORE (LNPS) is a separate measure (not included as part of your overall assessment score) that indicates other people's willingness to recommend you as a leader. This question asks, "How likely are you to recommend Elizabeth as a good leader to work for?" It is calculated on a 10-point scale by subtracting the percentage of people who marked 0 to 6 from the percentage of people who marked 9 or 10. It is possible to have a negative score on this question. Detailed information for this question is found starting on page 17.

Trust & Inspire



Think of the trust you extend and are given with different components within our school. Then please indicate the level of trust in the following scenarios:





Rank the level of trust you extend and are given by the following leadership teams:

 High Level  Growing & Improving  Moderate  Getting Worse  Very Low

Superintendent

Chief

Director

Coordinator/ Manager





Strategic Priority- Compliance



Position Compass to meet the growing demand for personalized virtual learning while proactively adapting to political changes.

The superintendent will lead key projects that improve the efficiency, transparency, and compliance of systems to ensure that the school operates effectively. Each new system will improve access to information that will also contribute to an increase in trust throughout the organization.

Tasks

- Lead the implementation of the Clarity Strategic Planning Platform for LCAP and WASC plans.   May 09, 2025
- Lead the implementation of the Abre data system  May 17, 2025
- Lead the implementation of improved attendance documentation systems that meet audit requirements.  May 17, 2025

Strategic Priority- Advocacy



Become a recognized leader in personalized virtual learning within California and across the US.

Serve as a member of the APlus Advisory Committee to support protections for non-classroom based charter schools. Serve as a board member on the Reaching At-Promise Students (RAPSA) board to connect with policymakers at the state and local level around providing alternative educational models for at-promise scholars. Connect with local, state, and federal legislators to tell the story of schools like Compass and to advocate for change in current law and influence pending legislation. Participate in CCSA and CSDC advocacy meetings.

Tasks

- Attend bi-monthly Small School District Association (SSDA) meetings. 📅 May 17, 2025
- Attend Quarterly APlus Advisory Council Meetings 📅 May 17, 2025
- Attend quarterly RAPSA Board Meetings 📅 May 17, 2025
- Visit at least two new legislators who might support NCB schools as they enter office to provide information about how schools like Compass provide education options for all scholars. 📅 May 17, 2025
- Develop an Advocacy plan that drives messaging and identifies opportunities to advocate for personalized learning. 📅 Jan 25, 2025

Add a Task

- Attend the RAPSA Conference 📅 Nov 06, 2024
- Attend the APlus Annual Advisory Committee meeting 📅 Oct 22, 2024
- Attend the CSDC Conference 📅 Nov 18, 2024
- Attend the APlus Advisory Committee Meeting 📅 Sep 04, 2024



Updates- SD Renewal

The San Diego Charter was renewed on December 17th.

This charter is now in effect through June 30, 2030.

Updates- Santa Ana Charter



The public hearing was on December 17, 2024.

We received the Charter Petition Findings letter on January 14th.

The decision will be announced on January 28, 2025.

We will have 10 minutes to respond to the findings.

Any Questions?



Coversheet

Mid-year LCAP presentations

Section: IX. Mid-year LCAP Report
Item: A. Mid-year LCAP presentations
Purpose: Discuss
Submitted by:
Related Material: Yolo Midyear LCAP January 2025 (1) (1).pdf
SD Midyear LCAP presentation January 2025 (1).pdf
LA Midyear LCAP presentation January 2025 (1).pdf



Mid-year LCAP | January 25, 2025

Yolo





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 **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

CA Dashboard-Yolo

Chronic Absenteeism



Blue

Suspension Rate



Blue

English Learner Progress



No Performance Color

Graduation Rate



No Performance Color

College/Career



No Performance Color

English Language Arts



Yellow

Mathematics



Yellow

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of Study

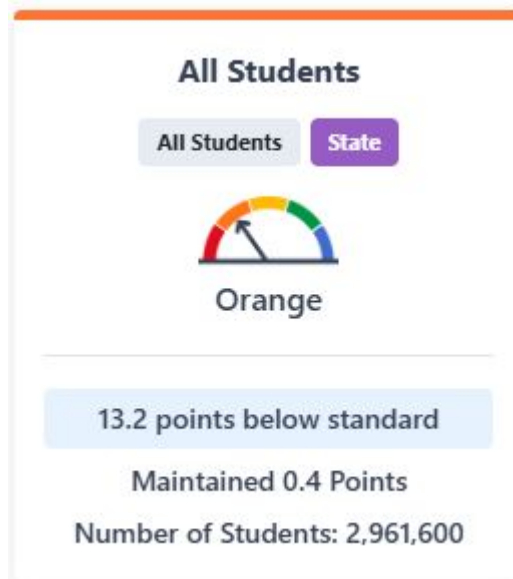
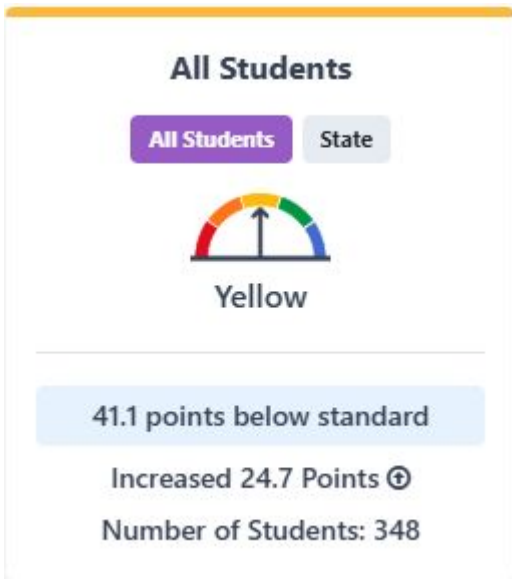
STANDARD MET

Goal 1 Metrics Update-ELA

Metric #	Metric	Baseline	Year 1 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5	CAASPP ELA % of students in grades 3-8 and 11 who meet or exceed standards in ELA CAASPP.	Schoolwide 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%	Schoolwide SBAC ELA (3-8) 51% SBAC ELA (11) 58% SED SBAC ELA (3-8) 41% SBAC ELA (11) 67% SpEd SBAC ELA (3-8) 29% SBAC ELA (11) 20%	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%	Schoolwide SBAC ELA (3-8) -1% SBAC ELA (11) +10% SED SBAC ELA (3-8) +7% SBAC ELA (11) +37% SpEd SBAC ELA (3-8) -4% SBAC ELA (11) +20%

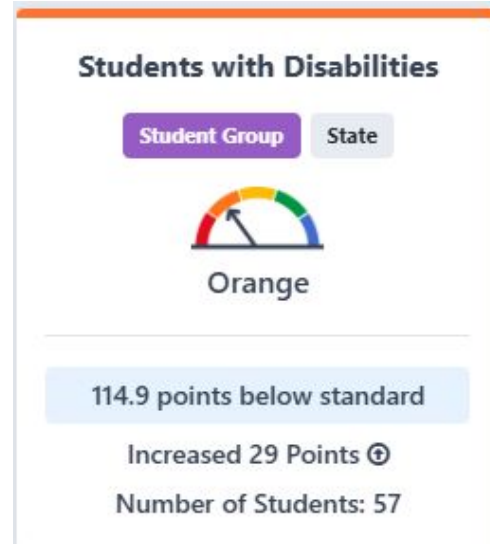
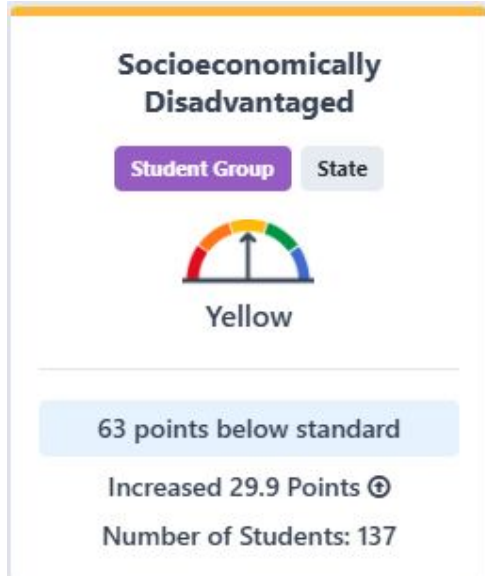
Dashboard Data - ELA

All Students Performance: 348 students, 41.1 points below standard
+24.7 Points



Dashboard Data - ELA

SED scholars moved from red to yellow

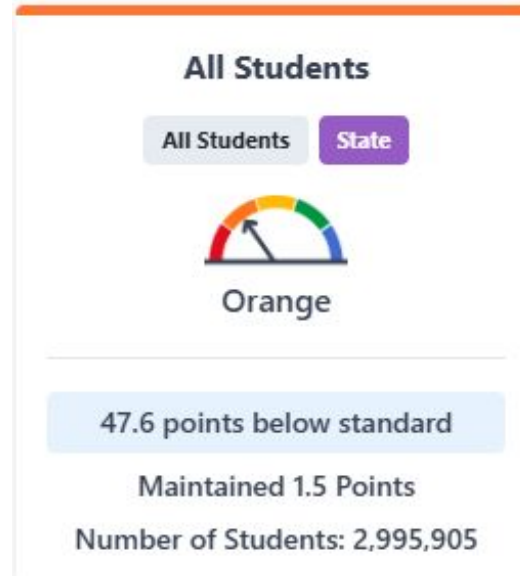
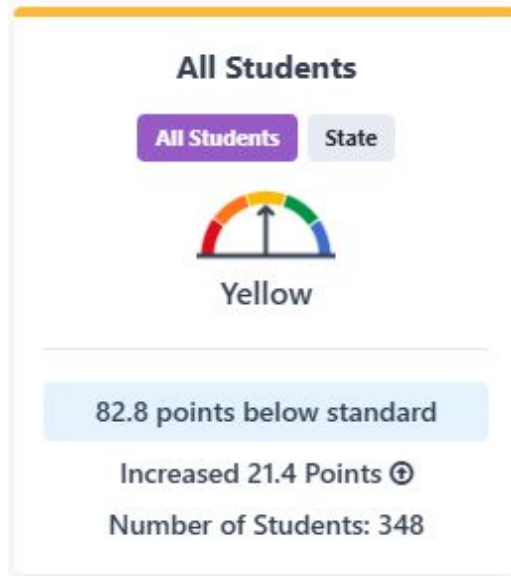


Goal 1 Metrics Update- Math

Metric #	Metric	Baseline	Year 1 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6	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) 36% SBAC Math (11) 21% SED SBAC Math (3-8) 23% SBAC Math (11) 0% SpEd SBAC Math (3-8) 18% 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%	Schoolwide SBAC Math (3-8) +2% SBAC Math (11) -11% SED SBAC Math (3-8) +5% SBAC Math (11) -11% SpEd SBAC Math (3-8) -9% SBAC Math (11) 0%

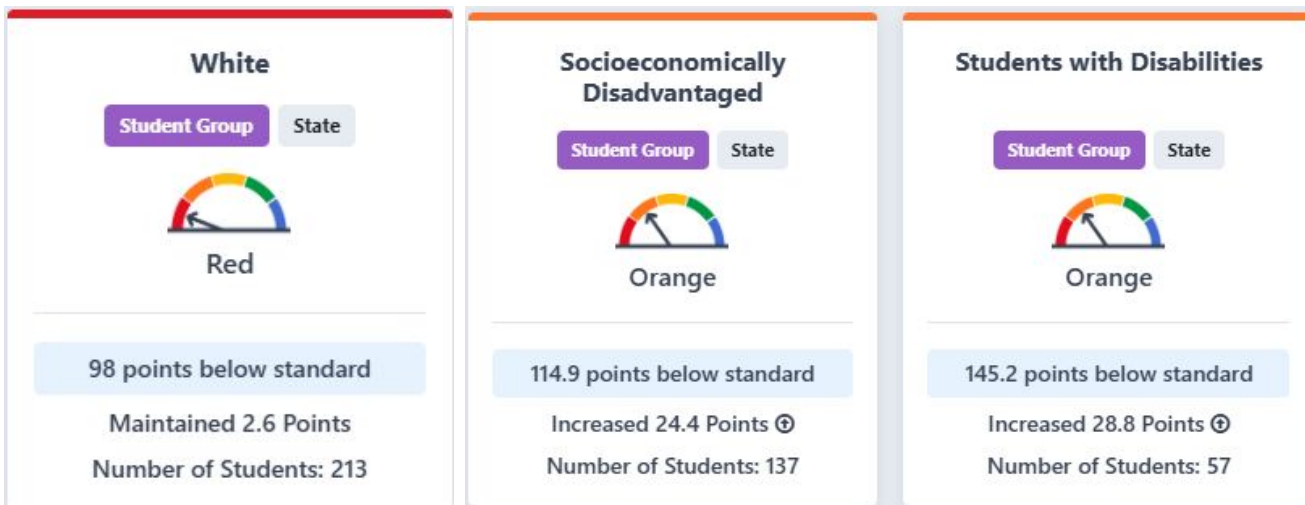
Dashboard Data - Math

All Students' Performance: 348 students, 82.8 points below standard
+21.4 Points



Dashboard Data - Math

SED scholars moved from red to orange.
White scholars dropped into the red.

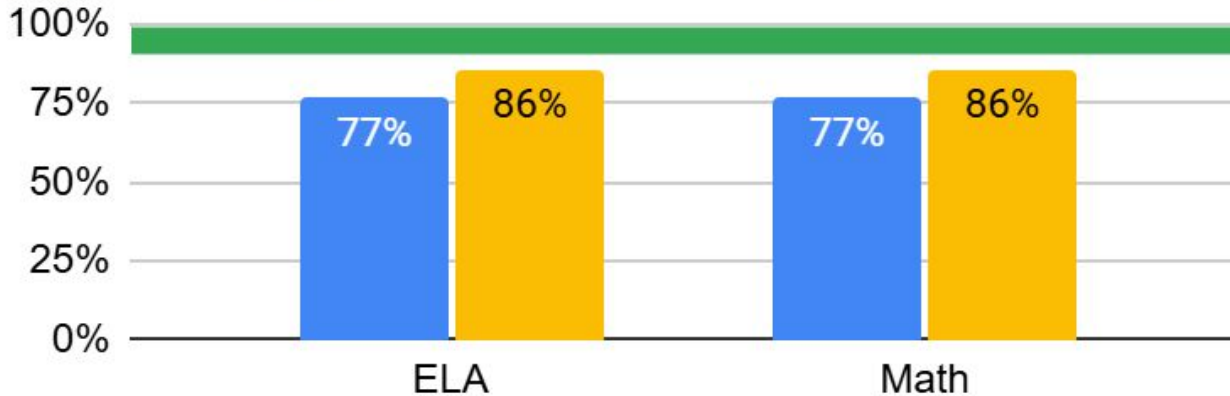


Goal 1 Metrics Update

CAASPP Participation Rate

Compass Charter School of Yolo

■ Baseline ■ Year 1 Outcome ■ Target for Year 3 Outcome

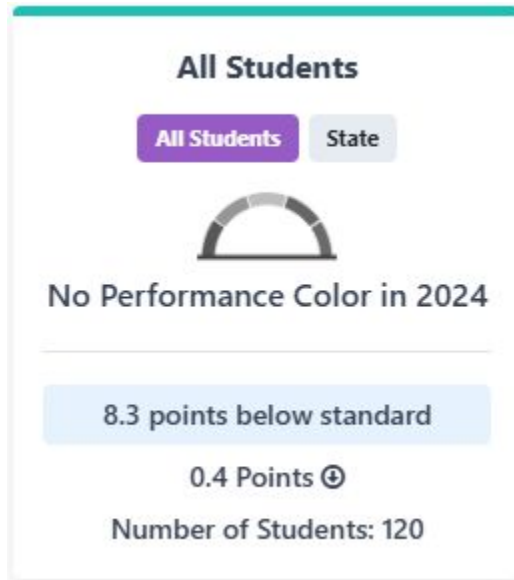


Goal 1 Metrics Update- Science

Metric #	Metric	Baseline	Year 1 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10	CAST	Schoolwide CAST 38%	Schoolwide CAST 40%	Schoolwide CAST 40%	Schoolwide CAST +2%
		SED CAST 21%	SED CAST 31%	SED CAST 40%	SED CAST +10%

Dashboard Data - Science

CAST Scores- Informational Purposes Only



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





Academic Performance

Action Update

Teachers continue to identify scholars who are struggling and provide interventions in accordance with our MTSS process as needed.

We increased our participation rate from 77% to 86% through an information campaign and teachers working with families to remove barriers to participation which helped reduce the LOSS penalty, but we are still incurring a large penalty due to parent opt outs. We will continue this practice this year.

The academic team will update the Approved Curriculum List to ensure that all scholars continue to have access to standards-aligned instructional materials.

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

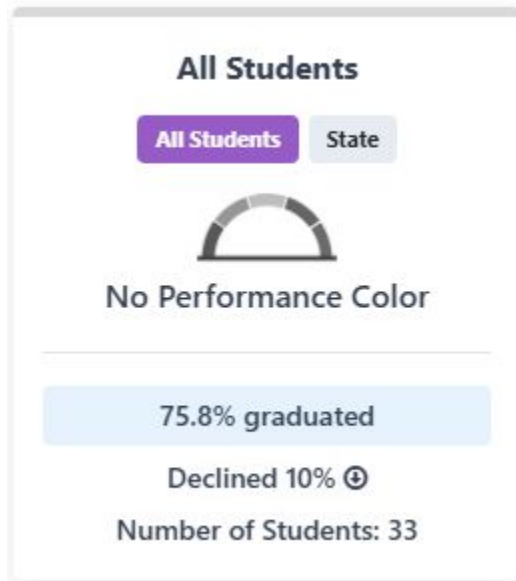
Increase college and career readiness for scholars.	
State Metrics	
HS Graduation Rate	Graduates a-g Course Completion
College credit courses completed	Scholars “Prepared” for College/Career
Access to a broad course of study	CTE Pathway completion
Both CTE and a-g completion	Graduates earning the Golden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

Goal 3 Metrics Update

Metric #	Metric	Baseline	Year 1 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2	% of students prepared for college	37%	18%	50%	-19%
3	HS Graduation Rate	86%	76%	>75%	-10%
4	a-g completion	6%	15%	50%	+9%
5	CTE Pathway Completion	0	0	10%	0
6	Both CTE & a-g Completion	0	0	10%	0
7	College credit courses completed	27%	24%	50%	-3%
8	% of graduates earning a Golden State Seal Merit Diploma	42%	45%	35%	+3%

Dashboard Data - Graduation Rate

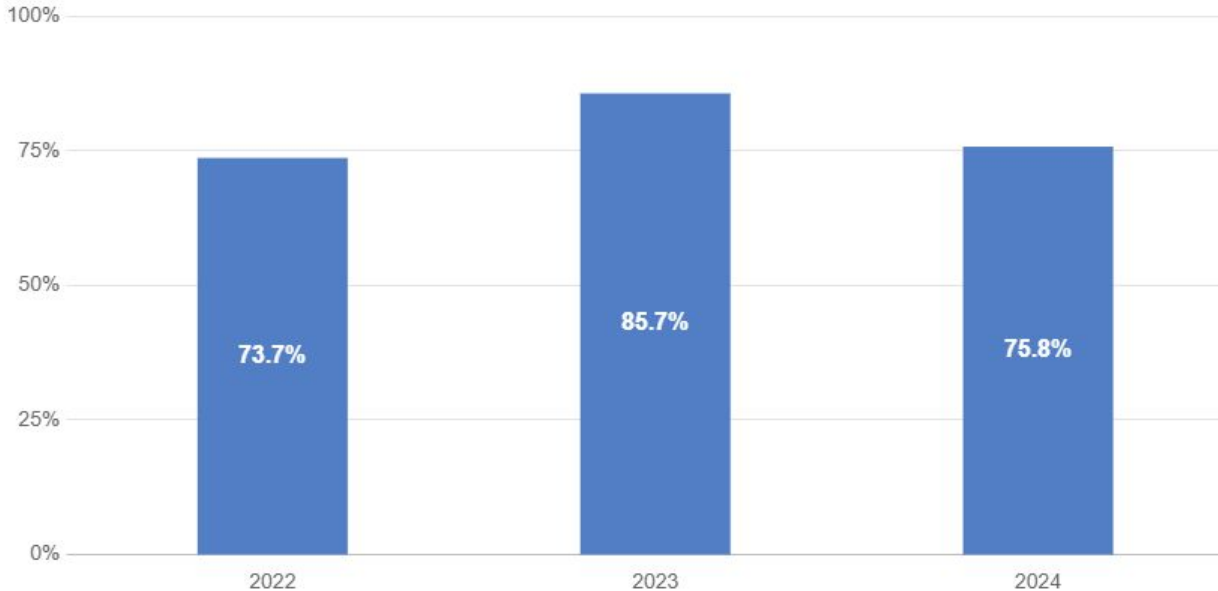
Graduation rate overall declined by 10%.



Goal 3 Metrics Update

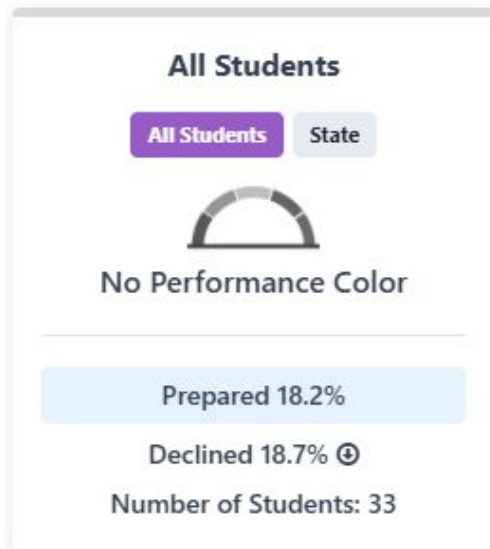
Graduation Rate By Year

Percentage of students who received a high school diploma within four or five years of entering ninth grade



Dashboard Data - College/Career

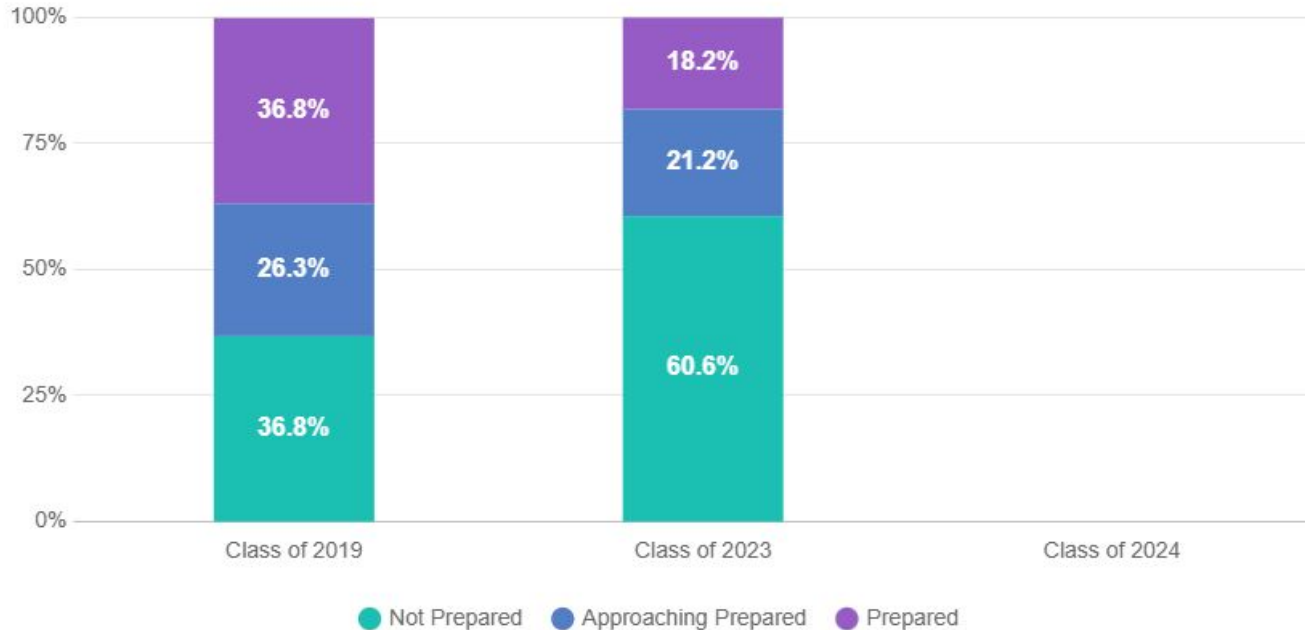
Overall decrease of 18.7%.



Goal 3 Metrics Update

College/Career

The percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



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 3

Action Update

Our counseling department identifies scholars who are behind in their graduation requirements early and provides opportunities for scholars to get back on track.

This year, we added a counselor to provide more individualized support for high school scholars by reducing the scholar-to-counselor ratio and broadening expertise in areas such as college admissions, financial aid, college/career readiness, and concurrent enrollment. In addition, it improves our personalized guidance for diverse populations and accessibility for one-on-one appointments to better serve our scholar population.

Our summer school program has been very successful in providing opportunities for scholars to make up credits to stay on track.

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 Metrics Update

Metric #	Metric	Baseline	Year 1 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	HS Dropout Rate	10%	10%	<10%	0
2	Middle School dropout	10%	1.49%	<10%	-8.5%

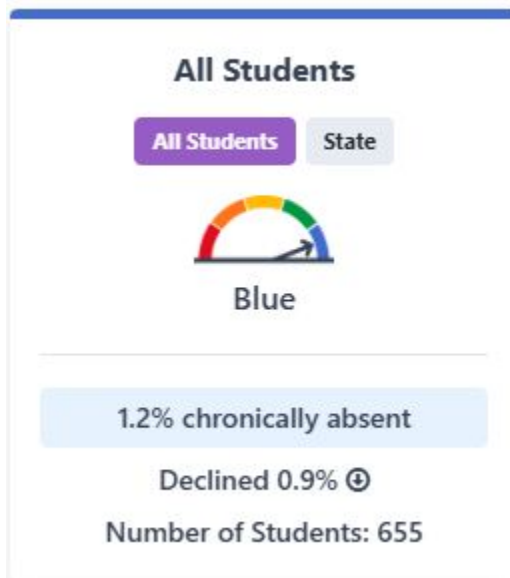
Name	Cohort Students	Regular HS Diploma Graduates	CPP Completers	Adult Education H.S. Diploma	Special Education Certificate of Completion	GED Completers	Other Transfers	Still Enrolled	Dropouts
Compass Charter School of Yolo	33	25	1	0	0	0	0	4	3

Goal 4 Metrics Update

Metric #	Metric	Baseline	Year 1 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3	Suspension Rate*	0	0	0	No Change
4	Expulsion Rate*	0	0	0	No Change
5	Chronic Absenteeism Rate*	Overall 2.1%	Overall 1.2%	Overall <5%	-.9%

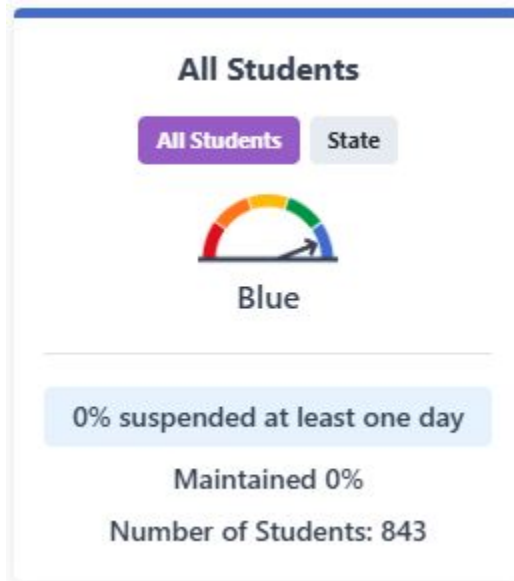
Dashboard Data - Chronic Absenteeism

Overall decline- all subgroups are blue



Dashboard Data - Suspension

Maintained



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



Goal 4

Scholars identified as chronically absent remain low.

Staff are implementing a new process called “Whatever It Takes” to identify barriers for scholars who are struggling and implementing solutions to further reduce the chronic absenteeism rate.



Budget



Budget Update

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	7,829,828	4,289,321
LCFF Supplemental/Concentration Grants	576,734	333,167



Mid-year LCAP | January 25, 2025
San Diego





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


Our **vision** is to create an innovative, collaborative learning environment that supports the diverse needs and goals of each scholar, nurtures a love of learning, and prepares them for 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.

LCAP Timeline





LCAP

Goals, Metrics, and Actions



Compass Goals

2024-2028 LCAP



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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

CA Dashboard

Chronic Absenteeism



Blue

Suspension Rate



Blue

English Learner Progress



Red

Graduation Rate



Red

College/Career



Orange

English Language Arts



Yellow

Mathematics



Yellow

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of Study

STANDARD MET

Goal 1 Metrics Update

Facilities

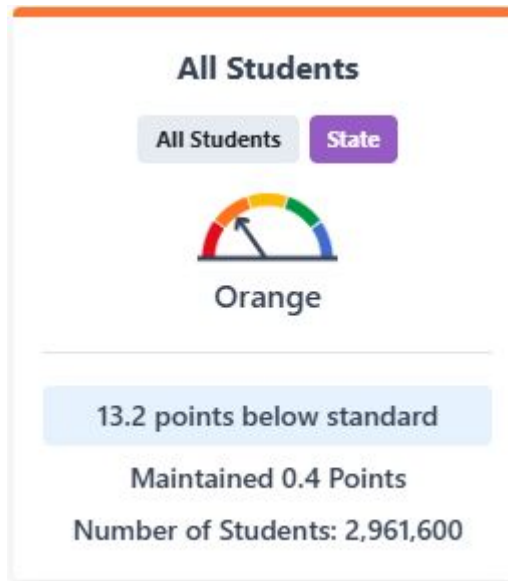
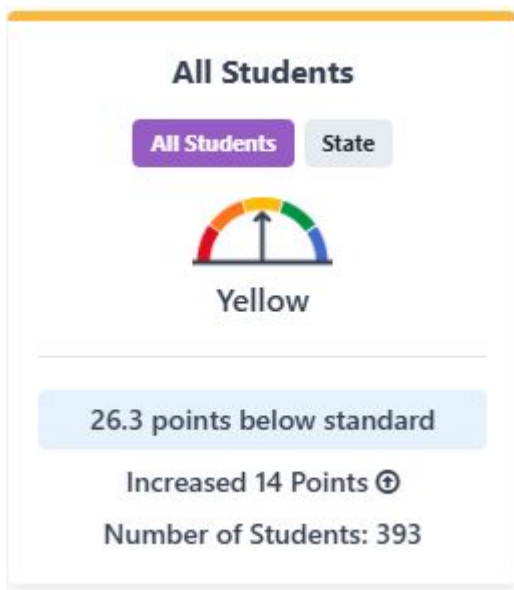
Metric #	Metric	Baseline	2024-2025 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2	% of students who have access to standards-aligned instructional materials according to the Williams' Textbook Sufficiency Report	Sufficient	Sufficient	Sufficient	Goal Met
3	Facilities in "Good" Repair as Measured by Facility Inspection Tool (FIT)	Good	Good	Exemplary	Goal Maintained

Goal 1 Metrics Update- ELA

Metric #	Metric	Baseline	Year 1 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5	CAASPP ELA % of students in grades 3-8 and 11 who meet or exceed standards in ELA CAASPP.	<p>Schoolwide SBAC ELA (3-8) 48% SBAC ELA (11) 53%</p> <p>SED SBAC ELA (3-8) 36% SBAC ELA (11) 57%</p> <p>SpEd SBAC ELA (3-8) 44% SBAC ELA (11) 40%</p> <p>EL SBAC ELA (ALL GRADES) 10%</p> <p>Homeless SBAC ELA (3-8) 17% SBAC ELA (11) 67%</p>	<p>Schoolwide SBAC ELA (3-8) 46% SBAC ELA (11) 52%</p> <p>SED SBAC ELA (3-8) 41% SBAC ELA (11) 43%</p> <p>SpEd SBAC ELA (3-8) 29% SBAC ELA (11) 0%</p> <p>EL SBAC ELA (ALL GRADES) 12%</p> <p>Homeless SBAC ELA (3-8) 38% SBAC ELA (11) 38%</p>	<p>Schoolwide SBAC ELA (3-8) 60% SBAC ELA (11) 60%</p> <p>SED SBAC ELA (3-8) 60% SBAC ELA (11) 60%</p> <p>SpEd SBAC ELA (3-8) 60% SBAC ELA (11) 60%</p> <p>EL SBAC ELA (3-8) 60% SBAC ELA (11) 60%</p> <p>Homeless SBAC ELA (3-8) 60% SBAC ELA (11) 60%</p>	<p>Schoolwide SBAC ELA (3-8) -2% SBAC ELA (11) -1%</p> <p>SED SBAC ELA (3-8) +5% SBAC ELA (11) -14%</p> <p>SpEd SBAC ELA (3-8) -15% SBAC ELA (11) -40%</p> <p>EL SBAC ELA (ALL GRADES) +2%</p> <p>Homeless SBAC ELA (3-8) SBAC ELA (11)</p>

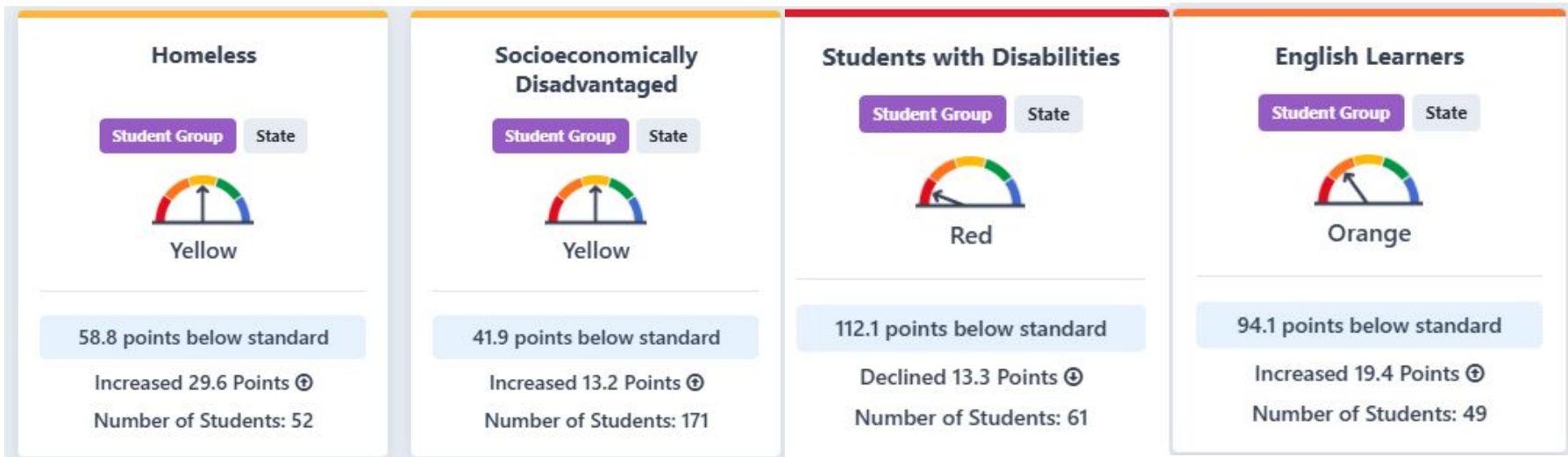
Dashboard Data - ELA

All Students Performance: 393 students, 26.3 points below standard
+14 Points



Dashboard Data - ELA

EL and Homeless populations are out of the red
Students with disabilities dropped into the red

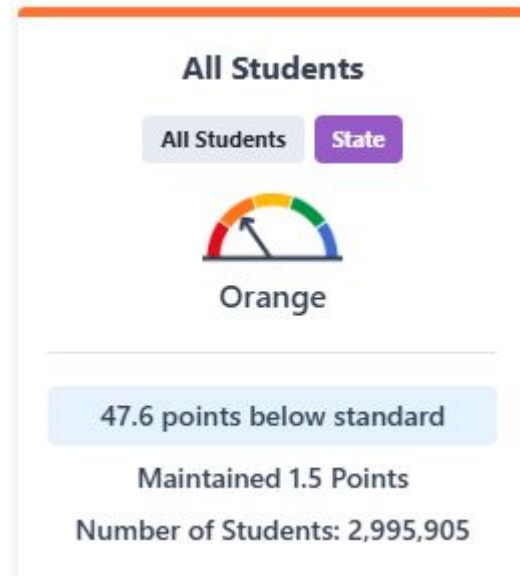
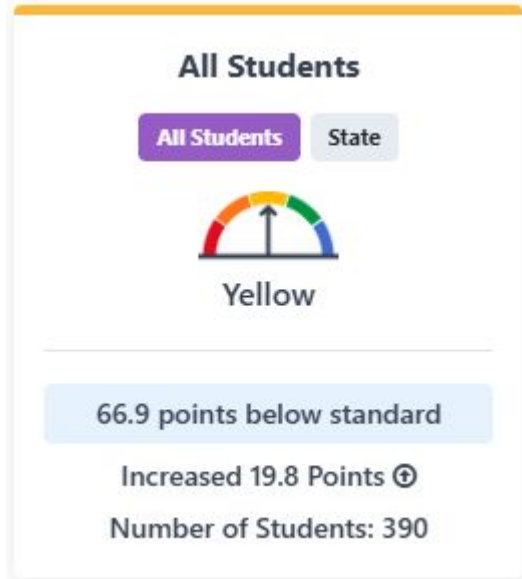


Goal 1 Metrics Update- Math

Metric #	Metric	Baseline	Year 1 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6	CAASPP Math % of students in grades 3-8 and 11 who meet or exceed standards in Math CAASPP.	<p>Schoolwide SBAC Math (3-8) 27% SBAC Math (11) 13%</p> <p>SED SBAC Math (3-8) 17% SBAC Math (11) 19%</p> <p>SpEd SBAC Math (3-8) 30% SBAC Math (11) 0%</p> <p>EL SBAC Math (all grades) 5%</p> <p>Homeless SBAC Math (3-8) 6% SBAC Math (11) 22%</p>	<p>Schoolwide SBAC Math (3-8) 31% SBAC Math (11) 19%</p> <p>SED SBAC Math (3-8) 25% SBAC Math (11) 19%</p> <p>SpEd SBAC Math (3-8) 29% SBAC Math (11) 0%</p> <p>EL SBAC Math (all grades) 3%</p> <p>Homeless SBAC Math (3-8) 21% SBAC Math (11) 17%</p>	<p>Schoolwide SBAC Math (3-8) 50% SBAC Math (11) 50%</p> <p>SED SBAC Math (3-8) 50% SBAC Math (11) 50%</p> <p>SpEd SBAC Math (3-8) 50% SBAC Math (11) 50%</p> <p>EL SBAC Math (all grades) 50%</p> <p>Homeless SBAC Math (3-8) 50% SBAC Math (11) 50%</p>	<p>Schoolwide SBAC Math (3-8) +4% SBAC Math (11) +6%</p> <p>SED SBAC Math (3-8) +8% SBAC Math (11) =</p> <p>SpEd SBAC Math (3-8) -1% SBAC Math (11) =0</p> <p>EL SBAC Math (all grades) -2%</p> <p>Homeless SBAC Math (3-8) +15% SBAC Math (11) -5%</p>

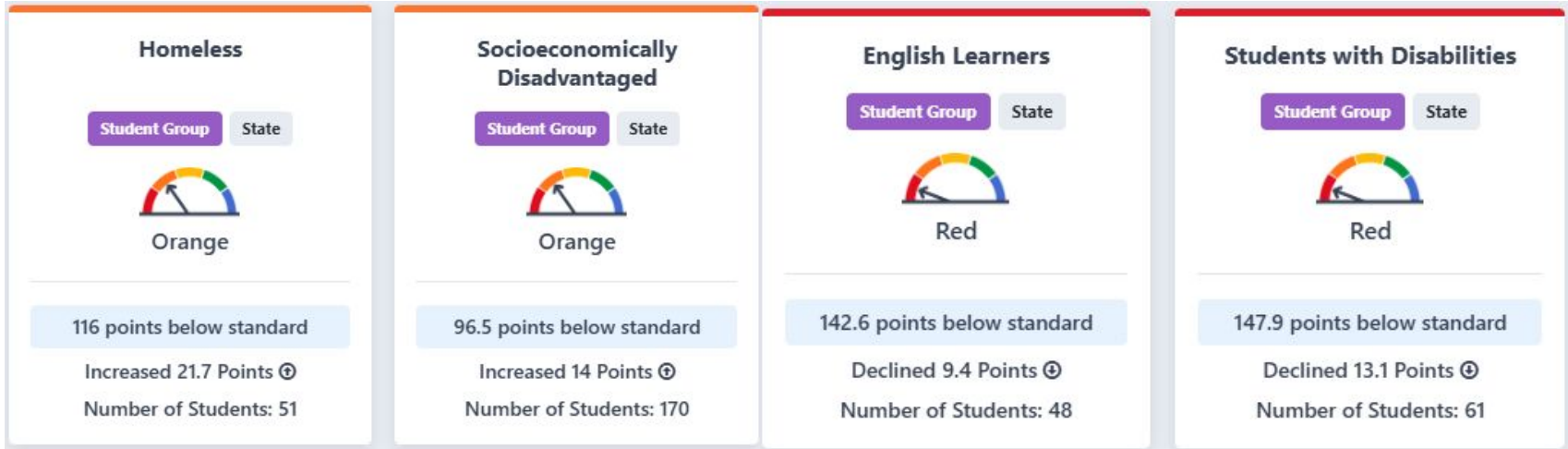
Dashboard Data - Math

All Students' Performance: 390 students, 66.9 points below standard
+19.8 Points



Dashboard Data - Math

SED and homeless scholars moved from red to orange
EL and Scholars with Disabilities fell into the red

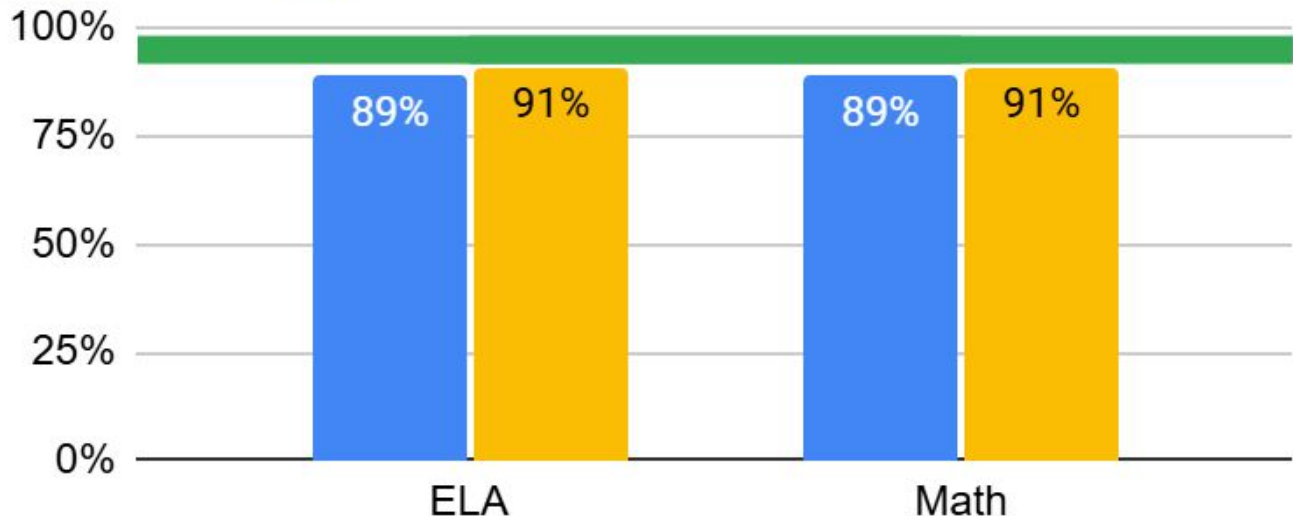


Goal 1 Metrics Update

CAASPP Participation Rate

Compass Charter Schools of San Diego

■ Baseline ■ Year 1 Outcome ■ Target for Year 3 Outcome

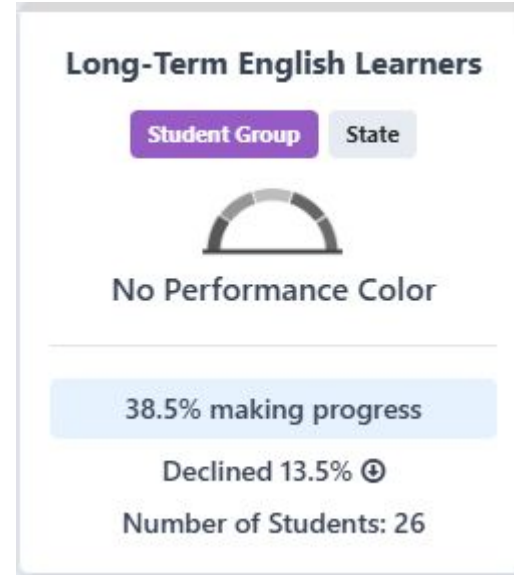
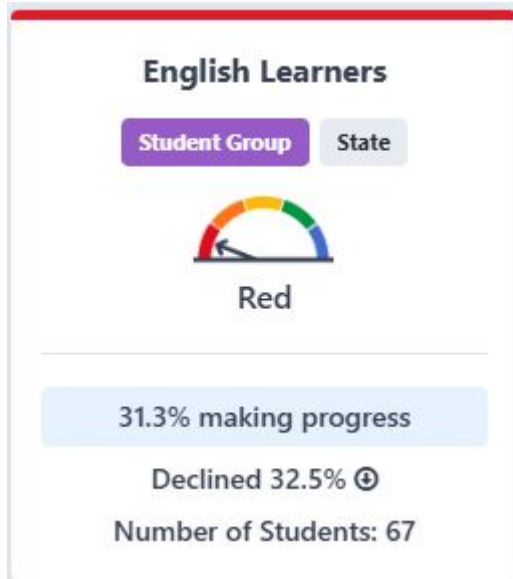


Goal 1 Metrics Update-ELPI

Metric #	Metric	Baseline	Year 1 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8	Percentage of English Learner who made progress toward English Proficiency measured by ELPAC	64% making progress	31% making progress	60% making progress	-33%

Dashboard Data - ELPI

EL Scholars moved into the red due to decline



Dashboard Data - ELPI

Student English Language Acquisition Results

Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

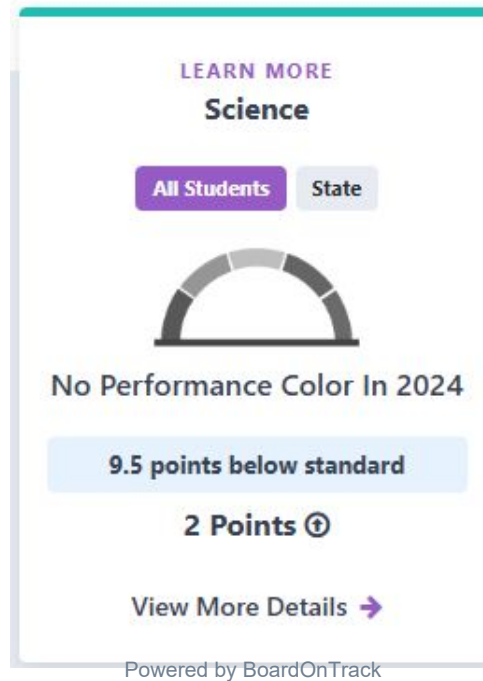


Goal 1 Metrics Update- Science

Metric #	Metric	Baseline	Year 1 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10	CAST	Schoolwide CAST 30%	Schoolwide CAST 34%	Schoolwide CAST 40%	Schoolwide CAST +4%
		SED CAST 19%	SED CAST 34%	SED CAST 40%	SED CAST +15%

Dashboard Data - Science

CAST Scores- Informational Purposes Only



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





Academic Performance

Action Update

Teachers continue to identify scholars who are struggling and provide interventions in accordance with our MTSS process as needed.

The CAASPP participation rate for Scholars with special needs increased from 77% to 80% which continues to be low. The Special Education Department will continue to work with families to remove barriers to participation to reduce the LOSS penalty. Scholars who qualify to take the CAA will be provided with the resources necessary to participate.

The academic team will update the Approved Curriculum List to ensure that all scholars continue to have access to standards-aligned instructional materials.



Academic Performance

Action Update

In our continued efforts to support the academic growth of our EMS scholars, we are implementing a comprehensive approach to enhance English Language Proficiency (ELPI) levels next year. In addition to utilizing Lexia Core 5 for grades TK-5 and Lexia PowerUp for grades 6-12, all scholars in grades TK-5, as well as Newcomers and Long-Term English Learners (LTELs) for grades 6-12, now have access to Lexia English.

We are also providing professional learning for teachers and tutors that is designed to prepare our English Learner scholars for the ELPAC Summative assessments and meet the expectations for growth in their ELPI scores. The strategies provided for each of the four domains will help ensure that all scholars receive the focused support they need to improve their language proficiency across these critical areas.

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

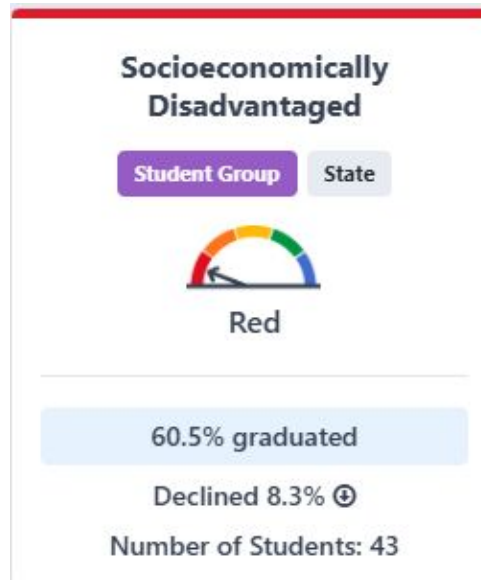
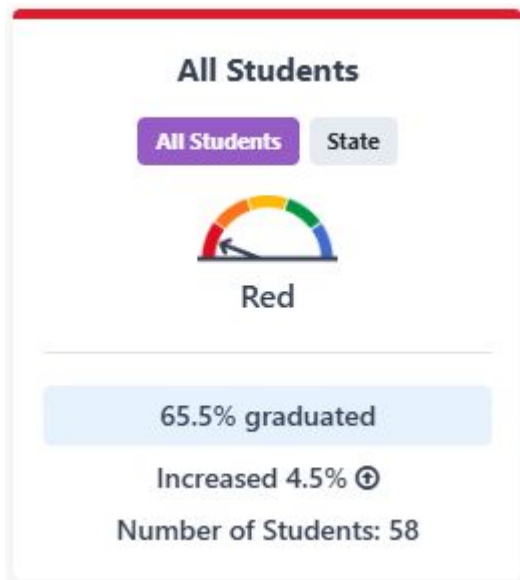
Increase college and career readiness for scholars.	
State Metrics	
HS Graduation Rate	Graduates a-g Course Completion
College credit courses completed	Scholars “Prepared” for College/Career
Access to a broad course of study	CTE Pathway completion
Both CTE and a-g completion	Graduates earning the Golden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

Goal 3 Metrics Update

Metric #	Metric	Baseline	Year 1 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2	% of students prepared for college	27%	22%	50%	-3%
3	HS Graduation Rate	62%	66%	>75%	+5%
		SED 49%	SED 61%		+12%
4	a-g completion	12%	15%	50%	+3%
5	CTE Pathway Completion	0	0	10%	0
6	Both CTE & a-g Completion	0	0	10%	0
7	College credit courses completed	12%	18%	50%	+6%
8	% of graduates earning a Golden State Seal Merit Diploma	29%	31%	35%	+2%

Dashboard Data - Graduation Rate

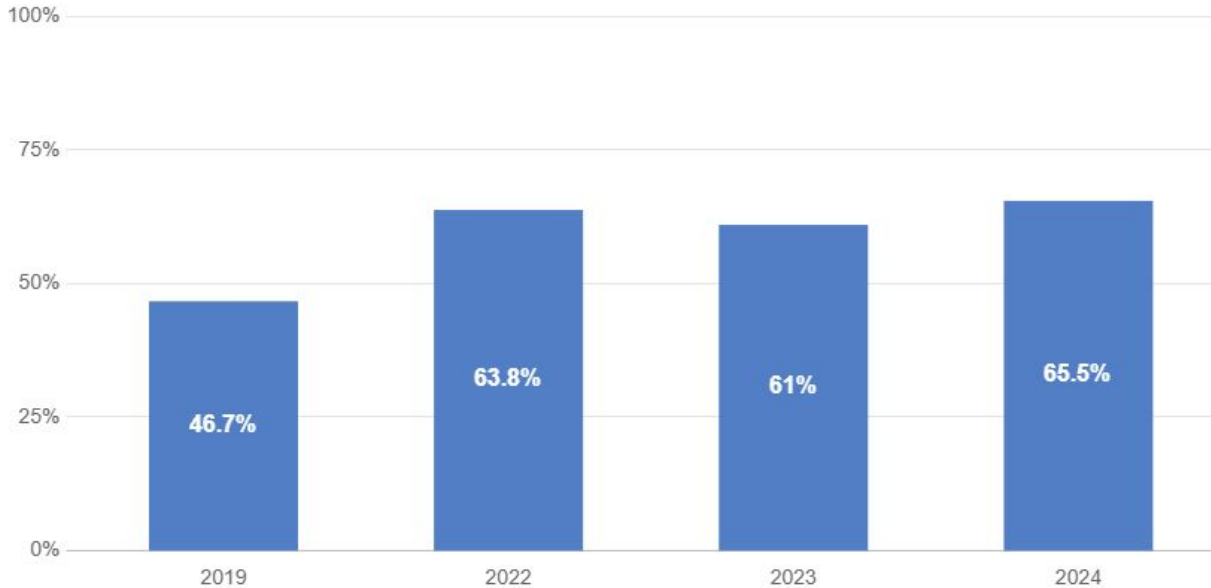
Although there was an increase, the overall metric is red. SED scholars declined and fell from orange to red.



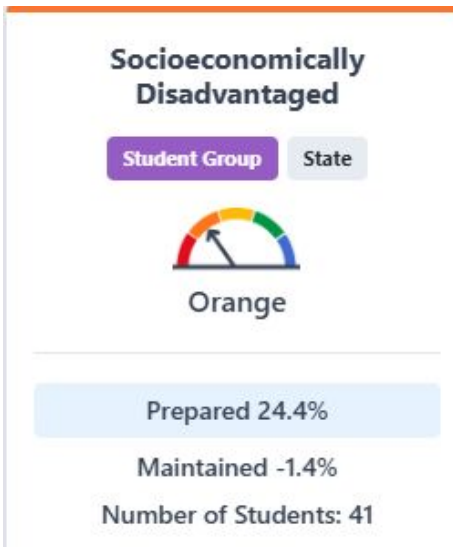
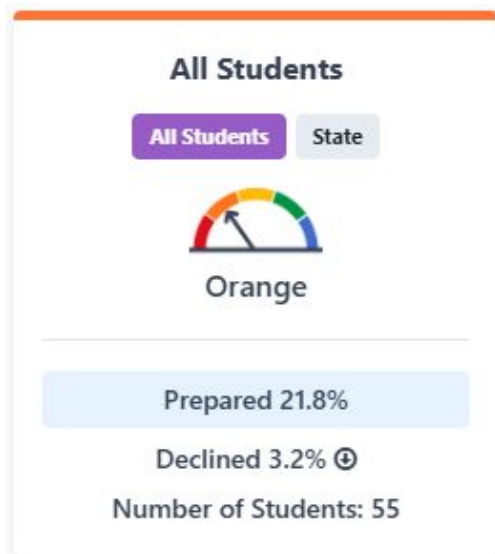
Goal 3 Metrics Update

Graduation Rate By Year

Percentage of students who received a high school diploma within four or five years of entering ninth grade



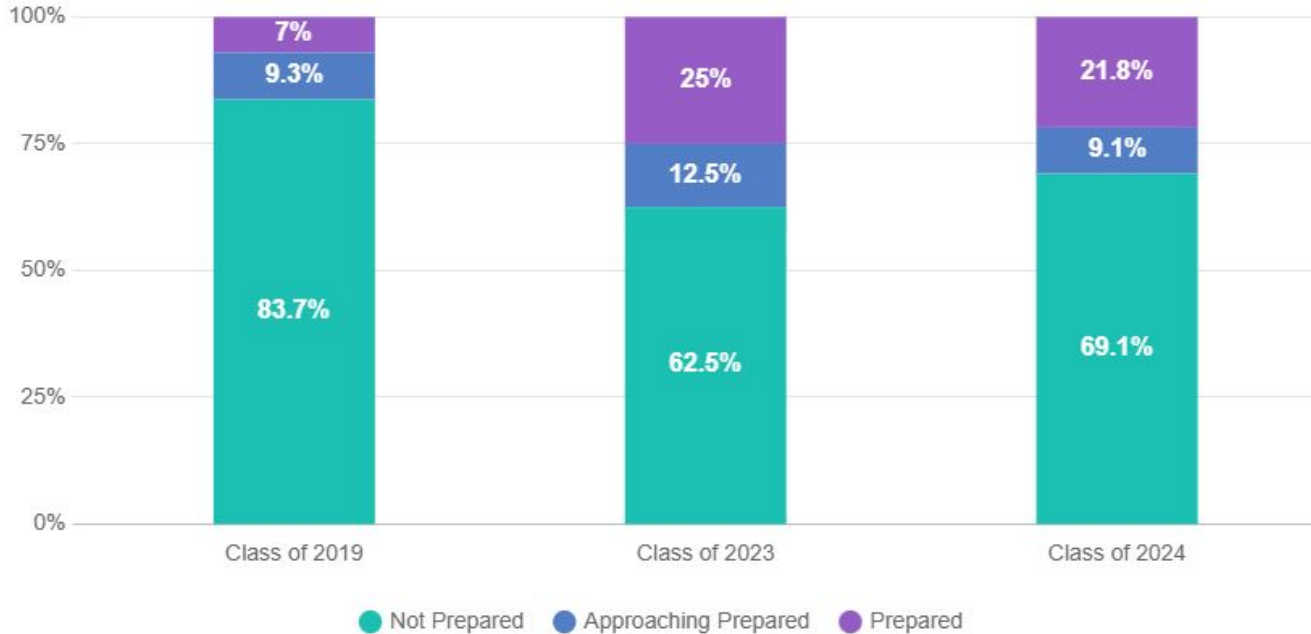
Dashboard Data - College/Career



Goal 3 Metrics Update

College/Career

The percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



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 3

Action Update

Our counseling department identifies scholars who are behind in their graduation requirements early and provides opportunities for scholars to get back on track.

This year, we added a counselor to provide more individualized support for high school scholars by reducing the scholar-to-counselor ratio and broadening expertise in areas such as college admissions, financial aid, college/career readiness, and concurrent enrollment. In addition, it improves our personalized guidance for diverse populations and accessibility for one-on-one appointments to better serve our scholar population.

Our summer school program has been very successful in providing opportunities for scholars to make up credits to stay on track.

Goal 4 Metrics

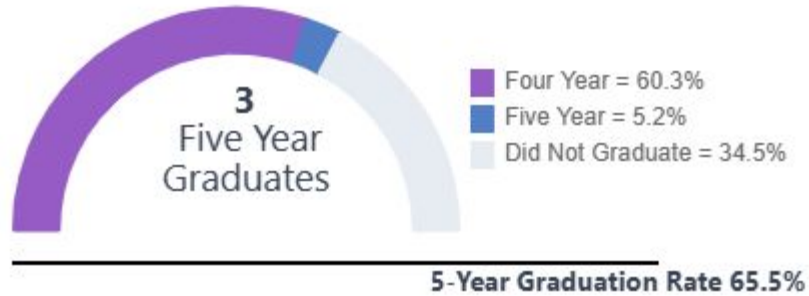
Metric #	Metric	Baseline	Year 1 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	HS Dropout Rate	20%	24%	<10%	+4%
2	Middle School dropout rate	3.9%	1.69%	<10%	-2.21%

Name	Cohort Students	Regular HS Diploma Graduates	CPP Completers	Adult Education H.S. Diploma	Special Education Certificate of Completion	GED Completers	Other Transfers	Still Enrolled	Dropouts
Compass Charter Schools of San Diego	55	35	0	0	1	0	2	4	13

Goal 4 Metrics Update

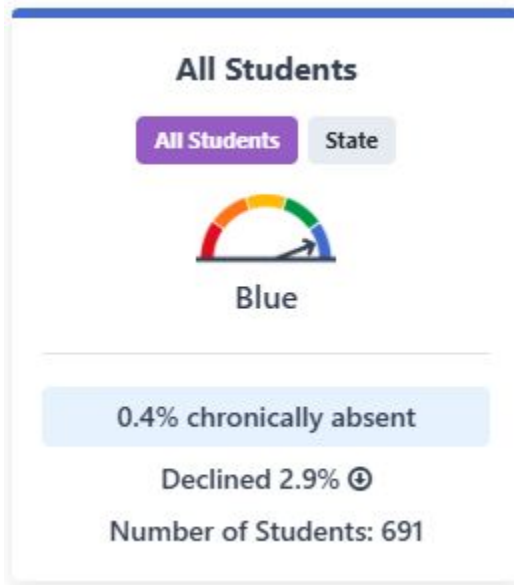
Metric #	Metric	Baseline	Year 1 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3	Suspension Rate*	0	0	0	No Change
4	Expulsion Rate*	0	0	0	No Change
5	Chronic Absenteeism Rate*	Overall 3.3%	Overall .4%	Overall <5%	-2.9%

Dashboard Data - 5 Year Cohort



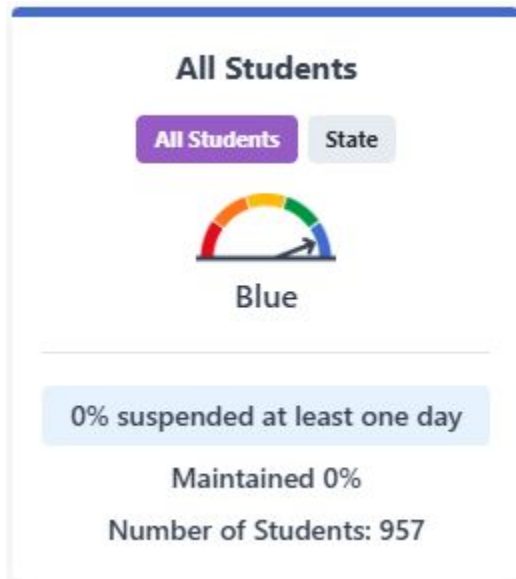
Dashboard Data - Chronic Absenteeism

Overall decline



Dashboard Data - Suspension

Maintained



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



Goal 4

The DataQuest report showing 13 dropouts highlights the challenges we face, including socio economic hardships, academic struggles, and high scholar mobility. Frequent transitions disrupt learning continuity, making it harder for students to stay engaged and connected. To address this, we are leveraging early identification systems by monitoring our cohort student data cross-departmentally and providing academic and social-emotional supports.

Staff are implementing a new process called “Whatever It Takes” to identify barriers for scholars who are struggling and implementing solutions to further reduce the chronic absenteeism rate.



Budget



Budget Update

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	8,656,000	9,256,706
LCFF Supplemental/Concentration Grants	884,359	910,789



Mid-year LCAP | January 25, 2025
Los Angeles





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


Our **vision** is to create an innovative, collaborative learning environment that supports the diverse needs and goals of each scholar, nurtures a love of learning, and prepares them for 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.

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

CA Dashboard-LA

Chronic Absenteeism



Green

Suspension Rate



Blue

English Learner Progress



No Performance Color

Graduation Rate



Yellow

College/Career



Green

English Language Arts



Yellow

Mathematics



Yellow

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of Study

STANDARD MET

Goal 1 Metrics Update

Facilities

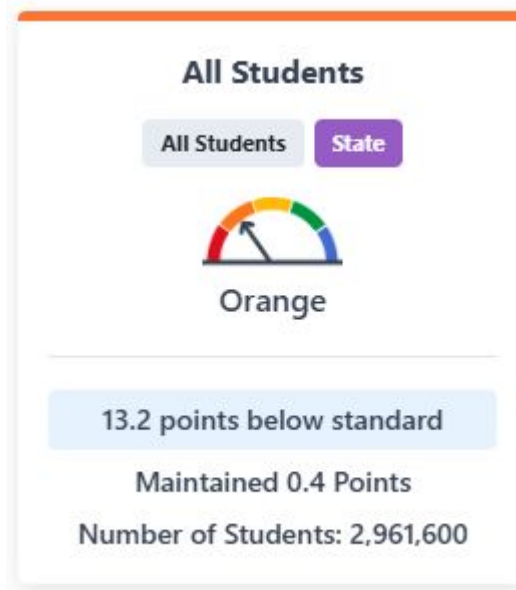
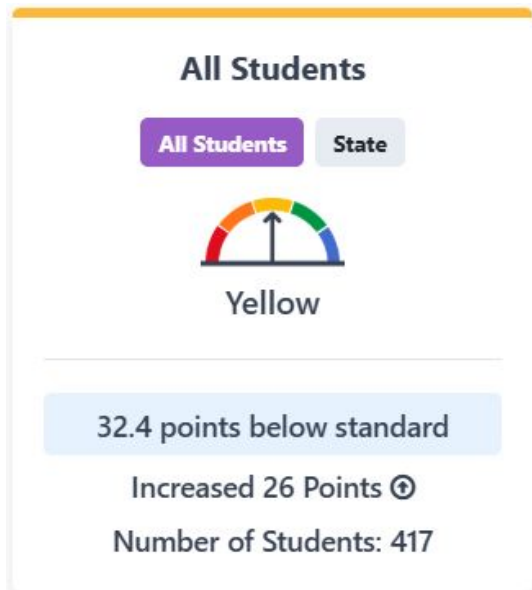
Metric #	Metric	Baseline	2024-2025 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2	% of students who have access to standards-aligned instructional materials according to the Williams' Textbook Sufficiency Report	Sufficient	Sufficient	Sufficient	Goal Met
3	Facilities in "Good" Repair as Measured by Facility Inspection Tool (FIT)	Exemplary	Exemplary	Exemplary	Goal Met

Goal 1 Metrics Update- ELA

Metric #	Metric	Baseline	Year 1 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5	CAASPP ELA % of students in grades 3-8 and 11 who meet or exceed standards in ELA CAASPP.	<p>Schoolwide SBAC ELA (3-8) 38% SBAC ELA (11) 63%</p> <p>SED SBAC ELA (3-8) 33% SBAC ELA (11) 58%</p> <p>African American SBAC ELA (3-8) 32% SBAC ELA (11) 67%</p> <p>SpEd SBAC ELA (3-8) 19% SBAC ELA (11) 50%</p>	<p>Schoolwide SBAC ELA (3-8) 44% SBAC ELA (11) 64%</p> <p>SED SBAC ELA (3-8) 42% SBAC ELA (11) 54%</p> <p>African American SBAC ELA (3-8) 43% SBAC ELA (11) 83%</p> <p>SpEd SBAC ELA (3-8) 25% SBAC ELA (11) 33%</p>	<p>Schoolwide SBAC ELA (3-8) 60% SBAC ELA (11) 60%</p> <p>SED SBAC ELA (3-8) 60% SBAC ELA (11) 60%</p> <p>African American SBAC ELA (3-8) 60% SBAC ELA (11) 60%</p> <p>SpEd SBAC ELA (3-8) 60% SBAC ELA (11) 60%</p>	<p>Schoolwide SBAC ELA (3-8) +6% SBAC ELA (11) +1%</p> <p>SED SBAC ELA (3-8) +9% SBAC ELA (11) -4%</p> <p>African American SBAC ELA (3-8) +11% SBAC ELA (11) +16%</p> <p>SpEd SBAC ELA (3-8) +6% SBAC ELA (11) -17%</p>

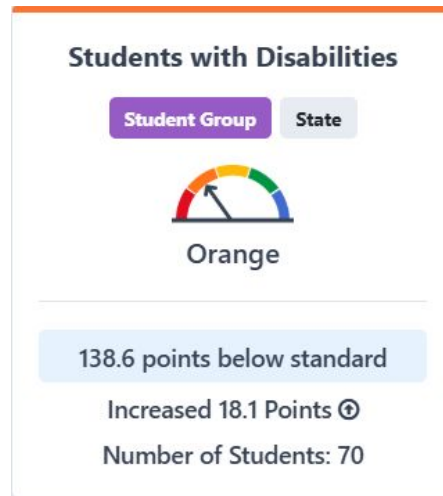
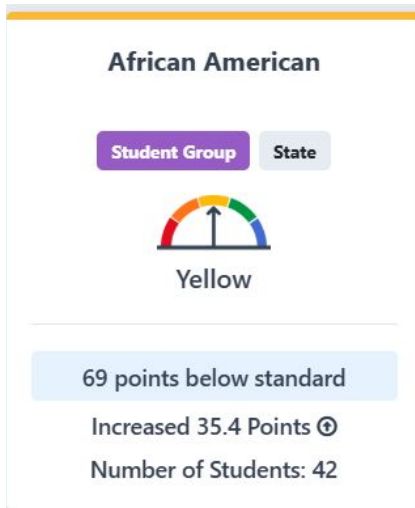
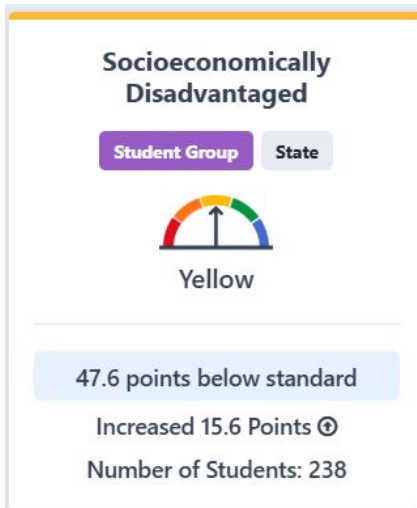
Dashboard Data - ELA

All Students Performance: 417 students, 32.4 points below standard
+26 Points



Dashboard Data - ELA

African American scholars moved from red to yellow

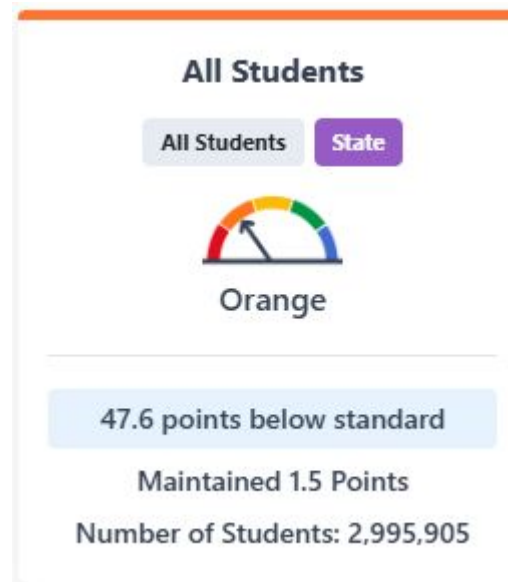
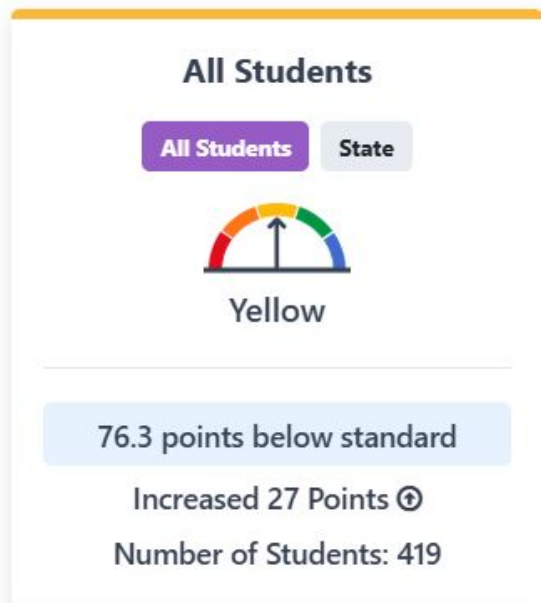


Goal 1 Metrics Update- Math

Metric #	Metric	Baseline	Year 1 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6	CAASPP Math % of students in grades 3-8 and 11 who meet or exceed standards in Math CAASPP.	<p>Schoolwide SBAC Math (3-8) 28% SBAC Math (11) 28%</p> <p>SED SBAC Math (3-8) 21% SBAC Math (11) 25%</p> <p>African American SBAC Math (3-8) 16% SBAC Math (11) 33%</p> <p>SpEd SBAC Math (3-8) 18% SBAC Math (11) 0%</p>	<p>Schoolwide SBAC Math (3-8) 31% SBAC Math (11) 25%</p> <p>SED SBAC Math (3-8) 30% SBAC Math (11) 11%</p> <p>African American SBAC Math (3-8) 25% SBAC Math (11) 17%</p> <p>SpEd SBAC Math (3-8) 17% SBAC Math (11) 0%</p>	<p>Schoolwide SBAC Math (3-8) 50% SBAC Math (11) 50%</p> <p>SED SBAC Math (3-8) 50% SBAC Math (11) 50%</p> <p>African American SBAC Math (3-8) 50% SBAC Math (11) 50%</p> <p>SpEd SBAC Math (3-8) 50% SBAC Math (11) 50%</p>	<p>Schoolwide SBAC Math (3-8) +3% SBAC Math (11) -3%</p> <p>SED SBAC Math (3-8) +9% SBAC Math (11) -14%</p> <p>African American SBAC Math (3-8) +9% SBAC Math (11) -16%</p> <p>SpEd SBAC Math (3-8) -1% SBAC Math (11) 0%</p>

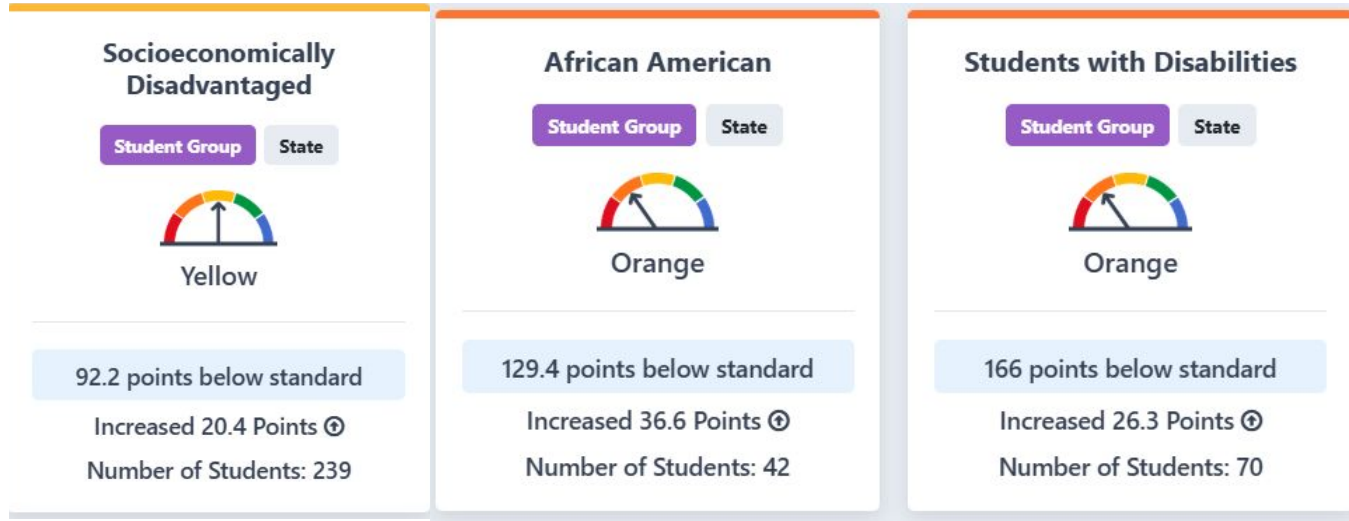
Dashboard Data - Math

All Students' Performance: 419 students, 76.2 points below standard
+27 Points



Dashboard Data - Math

African American scholars moved from red to orange.

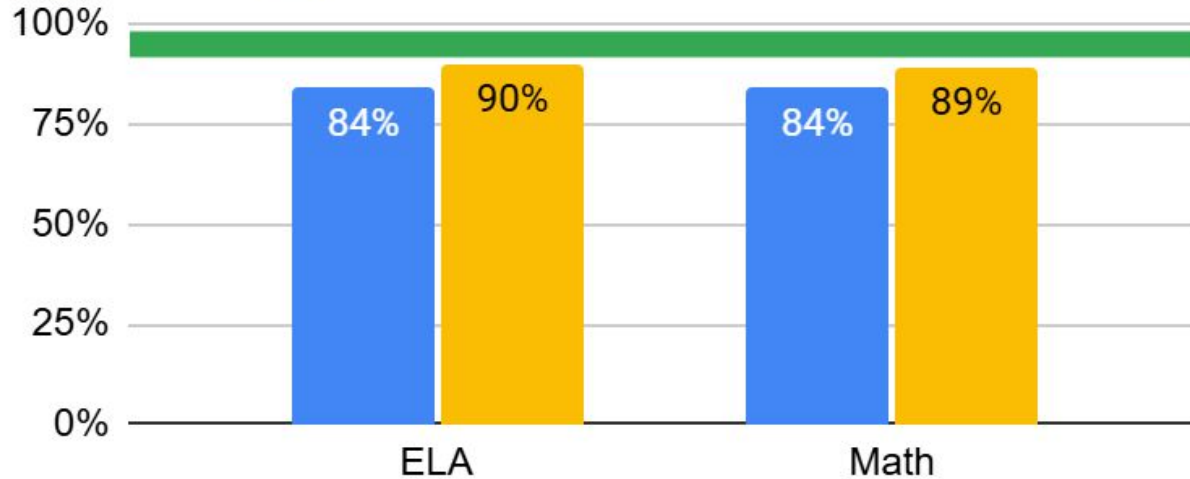


Goal 1 Metrics Update

CAASPP Participation Rate

Compass Charter Schools of Los Angeles

■ Baseline ■ Year 1 Outcome ■ Target for Year 3 Outcome

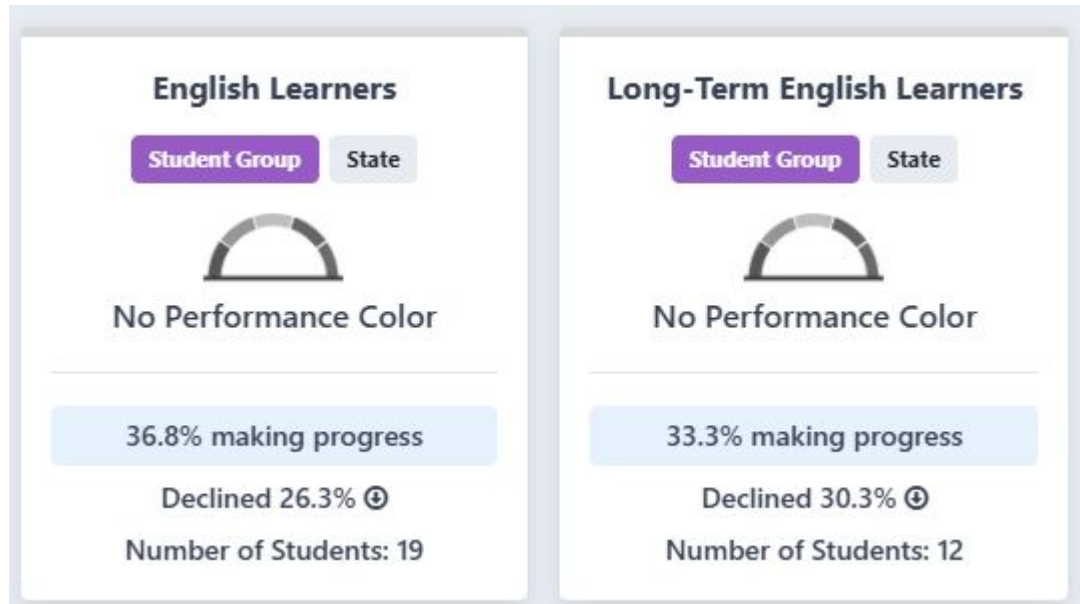


Goal 1 Metrics Update

Metric #	Metric	Baseline	Year 1 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8	Percentage of English Learners who made progress toward English Proficiency measured by ELPAC	63% making progress	37% making progress	60% making progress	-26%

Dashboard Data - ELPI

No Performance Color due to the low number of scholars



Dashboard Data - ELPI

Student English Language Acquisition Results

Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

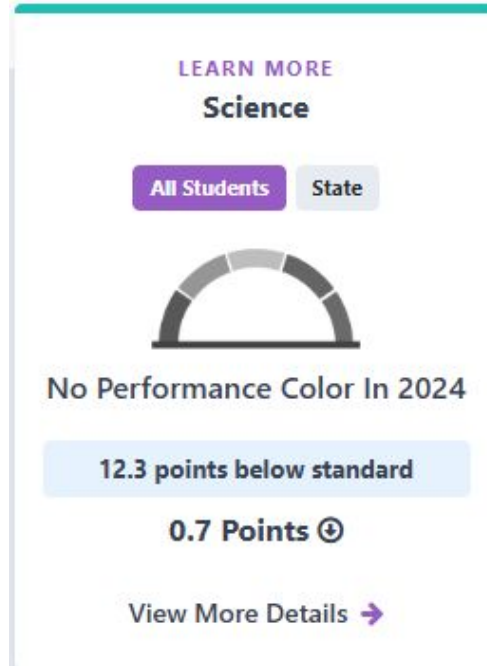


Goal 1 Metrics Update- Science

Metric #	Metric	Baseline	Year 1 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10	CAST	Schoolwide CAST 32%	Schoolwide CAST 30%	Schoolwide CAST 40%	Schoolwide CAST -2%
		SED CAST 21%	SED CAST 34%	SED CAST 40%	SED CAST +13%

Dashboard Data - Science

CAST Scores- Informational Purposes Only



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





Academic Performance

Action Update

Teachers continue to identify scholars who are struggling and provide interventions in accordance with our MTSS process as needed.

We increased our participation rate for African American Scholars from 78% to 87% through an information campaign and teachers working with families to remove barriers to participation which helped reduce the LOSS penalty. We will continue this practice this year.

The academic team will update the Approved Curriculum List to ensure that all scholars continue to have access to standards-aligned instructional materials.



Academic Performance

Action Update

In our continued efforts to support the academic growth of our EMS scholars, we are implementing a comprehensive approach to enhance English Language Proficiency (ELPI) levels next year. In addition to utilizing Lexia Core 5 for grades TK-5 and Lexia PowerUp for grades 6-12, all scholars in grades TK-5, as well as Newcomers and Long-Term English Learners (LTELs) for grades 6-12, now have access to Lexia English.

We are also providing professional learning for teachers and tutors that is designed to prepare our English Learner scholars for the ELPAC Summative assessments and meet the expectations for growth in their ELPI scores. The strategies provided for each of the four domains will help ensure that all scholars receive the focused support they need to improve their language proficiency across these critical areas.

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

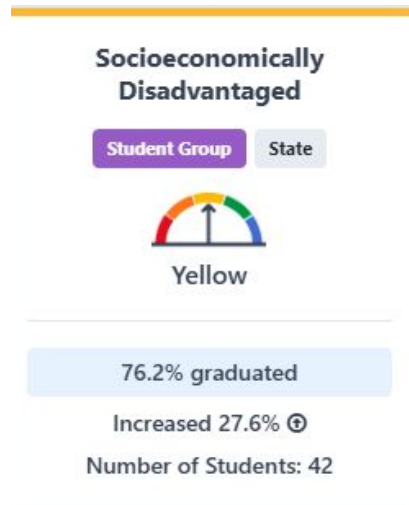
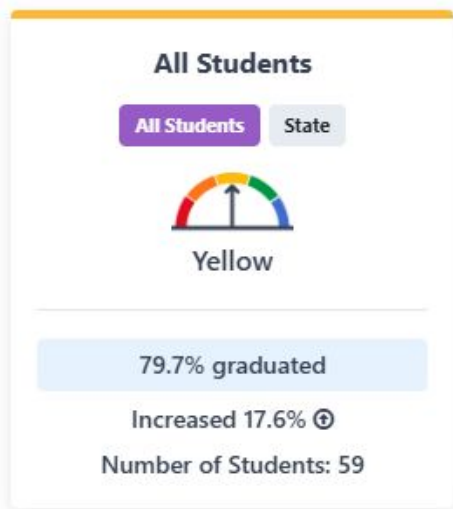
Increase college and career readiness for scholars.	
State Metrics	
HS Graduation Rate	Graduates a-g Course Completion
College credit courses completed	Scholars "Prepared" for College/Career
Access to a broad course of study	CTE Pathway completion
Both CTE and a-g completion	Graduates earning the Golden State Seal Merit Diploma

Goal 3 Metrics Update

Metric #	Metric	Baseline	Year 1 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2	% of students prepared for college	27%	42%	50%	+15%
3	HS Graduation Rate	62% SED 48.6%	80% SED 76%	>75%	+18% SED +27.4%
4	a-g completion	24%	32%	50%	+8%
5	CTE Pathway Completion	0	0	10%	0
6	Both CTE & a-g Completion	0	0	10%	0
7	College credit courses completed	38.5%	33%	50%	-5.5
8	% of graduates earning a Golden State Seal Merit Diploma	58%	55%	35%	-3

Dashboard Data - Graduation Rate

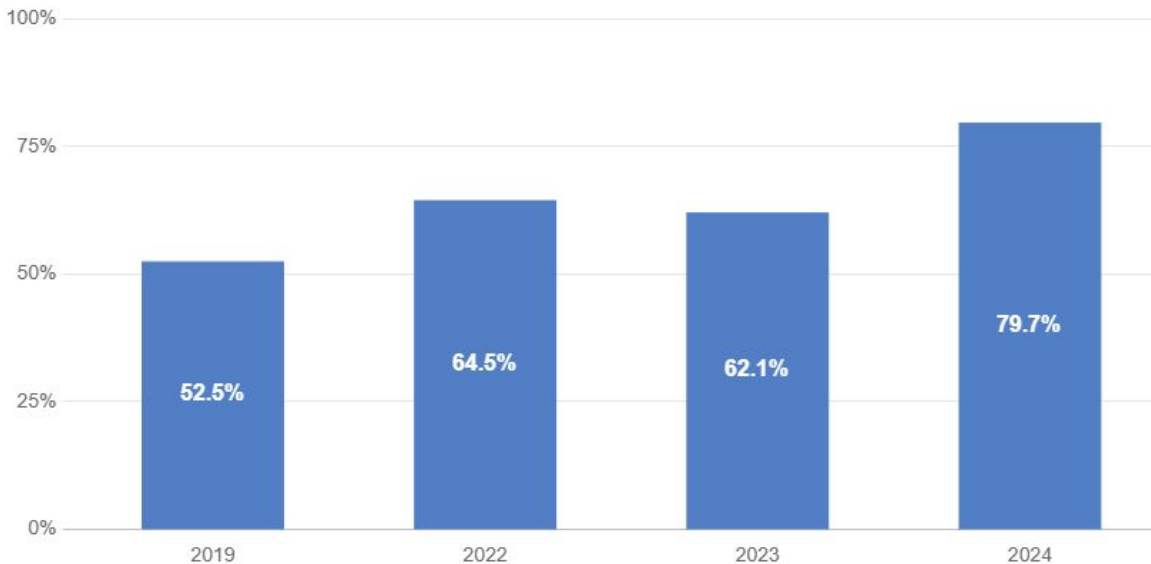
Increase in graduation rate overall and for SED sub-group.



Goal 3 Metrics Update

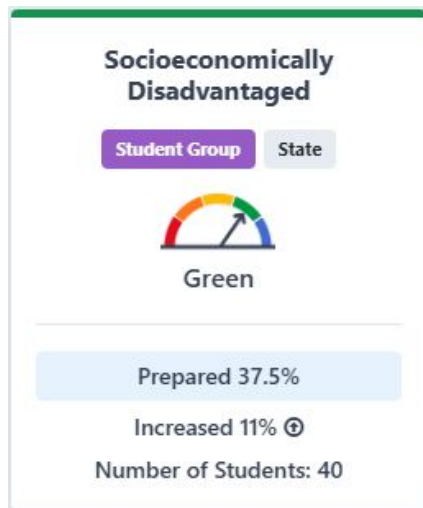
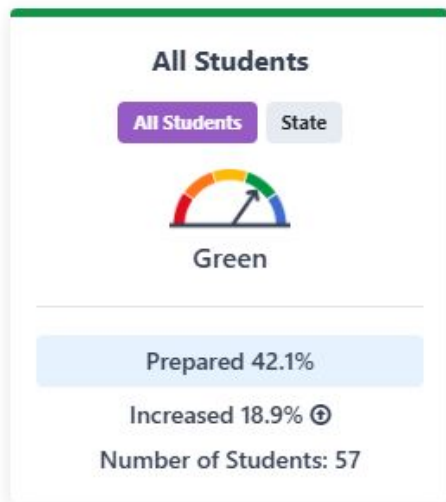
Graduation Rate By Year

Percentage of students who received a high school diploma within four or five years of entering ninth grade



Dashboard Data - College/Career

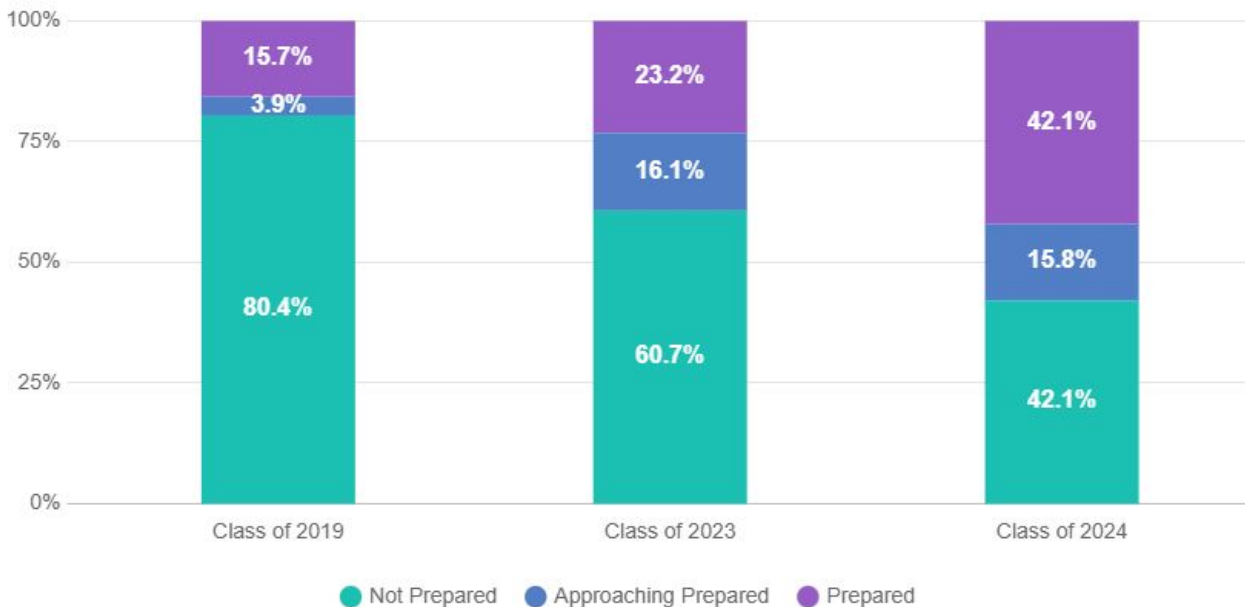
Overall increase for all scholars and SED sub-group.



Goal 3 Metrics Update

College/Career

The percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



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 3

Action Update

Our counseling department identifies scholars who are behind in their graduation requirements early and provides opportunities for scholars to get back on track.

This year, we added a counselor to provide more individualized support for high school scholars by reducing the scholar-to-counselor ratio and broadening expertise in areas such as college admissions, financial aid, college/career readiness, and concurrent enrollment. In addition, it improves our personalized guidance for diverse populations and accessibility for one-on-one appointments to better serve our scholar population.

Our summer school program has been very successful in providing opportunities for scholars to make up credits to stay on track.

Goal 4 Metrics

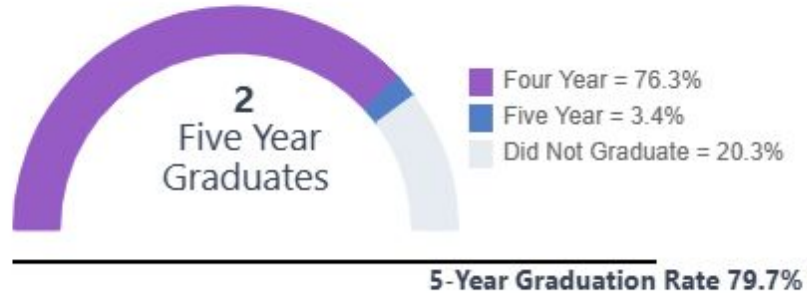
Ensure that at-promise scholars are making progress toward earning a high school diploma.	
Metrics	
State	State
Suspension Rate	Extended Graduation (5+ years to earn diploma)
Expulsion Rate	HS Dropout rate
Chronic Absenteeism rate	Middle School dropout rate

Goal 4 Metrics Update

Metric #	Metric	Baseline	Year 1 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	HS Dropout Rate	20%	7%	<10%	-13%
2	Middle School dropout rate	6.94%	1.4%	<10%	-5.5%

Name	Cohort Students	Regular HS Diploma Graduates	CPP Completers	Adult Education H.S. Diploma	Special Education Certificate of Completion	GED Completers	Other Transfers	Still Enrolled	Dropouts
Compass LA	57	45	0	0	2	0	4	2	4

Dashboard Data - 5 Year Cohort

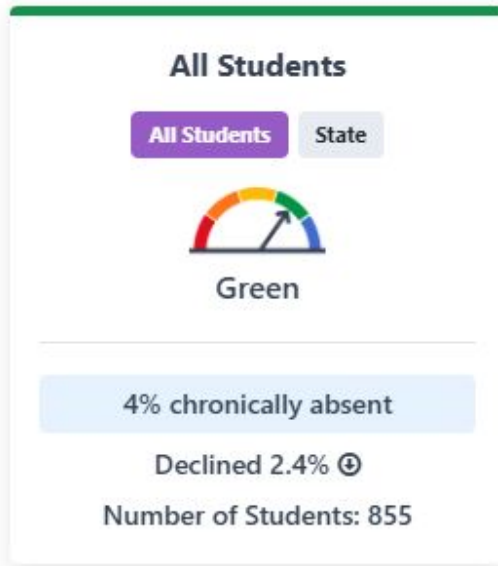


Goal 4 Metrics Update

Metric #	Metric	Baseline	Year 1 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3	Suspension Rate*	0	0	0	No Change
4	Expulsion Rate*	0	0	0	No Change
5	Chronic Absenteeism Rate*	Overall 6.4%	Overall 4%	Overall <5%	Declined 2.4%
		African American 22.2%	African American 12.3%	African American <5%	Declined 9.9%

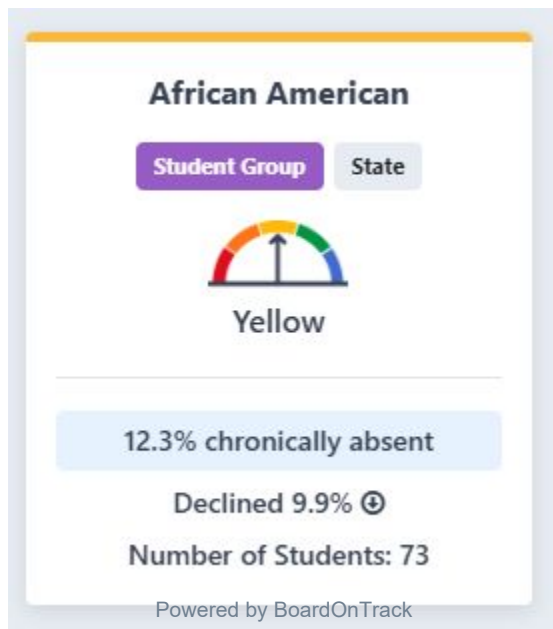
Dashboard Data - Chronic Absenteeism

Overall decline



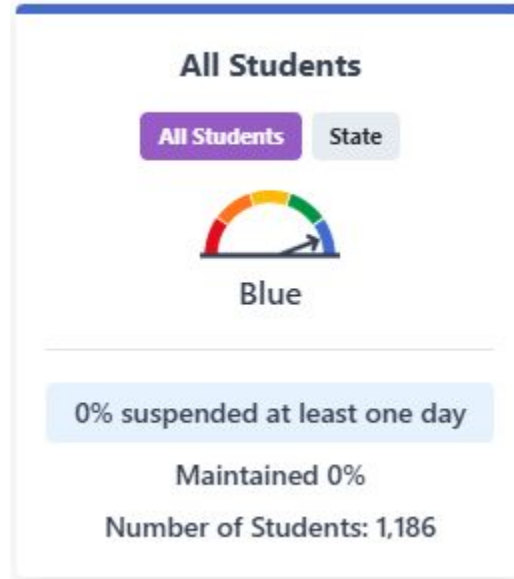
Dashboard Data - Chronic Absenteeism

African American subgroup declined and is no longer in the red.



Dashboard Data - Suspension

Maintained



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



Goal 4

Scholars identified as chronically absent have reduced in the overall population and in the African American subgroup.

Staff are implementing a new process called “Whatever It Takes” to identify barriers for scholars who are struggling and implementing solutions to further reduce the chronic absenteeism rate.



Budget



Budget Update

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	10,509,979	11,401,186
LCFF Supplemental/Concentration Grants	1,187,915	1,394,103

Coversheet

Academic Division Update

Section: X. Academic Services
Item: A. Academic Division Update
Purpose: FYI
Submitted by:
Related Material: Academic Division Board Report 2025_01_25.pdf



Academic Services Division | Board Report | January 25, 2025





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


Our **vision** is to create an innovative, collaborative, learning environment that supports the diverse needs and goals of each scholar, nurtures a love of learning, and prepares them for 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.

Academic Division Overview

Summaries of the Six Academic Departments



Academic Support Overview



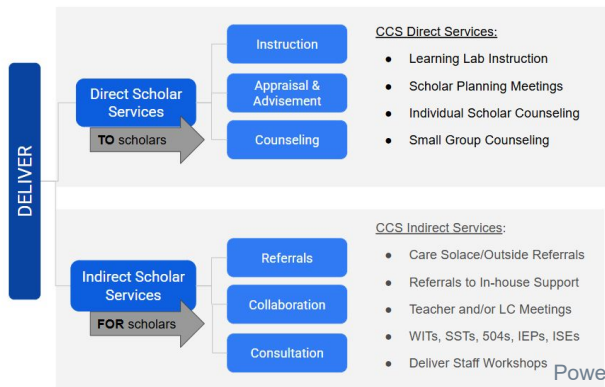
- ❑ **Director:** Erin Smith
- ❑ **Leadership:** Dawn Lothringer (Scholar Support Coordinator), Melissa Mayer (Scholar Success Coordinator), & Christy Saez (English Learner Coordinator)
- ❑ **Purpose:** The Academic Support department develops, oversees, and monitors schoolwide scholar support programs to increase scholar achievement.
- ❑ **How we help:** The Academic Support department helps students by providing targeted support through the CCS MTSS framework, offering personalized academic interventions, ensuring accommodations and support for students with disabilities under Section 504, and fostering language development for English Learners. This comprehensive approach helps students succeed academically, meet their individual needs, and reach their full potential.
- ❑ **For more,** watch these parent facing videos on [ELL](#) or [Scholar Success Support](#).

Counseling Department Overview



- ❑ **Director:** Debra Stephan
 - ❑ School Counselors: Gabriela Ayala (A-CL), Stephen Duarte (Co-Ha), Jacob Samples (He-Me), Mandi Schwartzberg (Mi-R), Michelle Bateman (S-Z)
 - ❑ College Career Readiness Counselors: Mataya Olson (CCS of San Diego & CCS of Yolo) and Jazmine Mejia (CCS of Los Angeles)
- ❑ **Purpose:**
 - ❑ School Counselors: To provide comprehensive support that helps scholars succeed academically, socially, emotionally, and behaviorally.
 - ❑ College Career Readiness Counselors: To guide scholars in exploring, planning, and preparing for postsecondary education and career pathways.

❑ What we do: School Counselors



College Career Readiness Counselors

- Concurrent Enrollment (6th-12th)
- Work Permits (K-12th)
- Career Exploration
- College Preparation
- Postsecondary Planning
- Workplace Readiness

❑ For more, see this [parent facing video](#).

Engagement Department Overview



- ❑ **Director:** Rebecca MacAlpine
- ❑ **Leadership:** Danielle DelNegro (Engagement Coordinator)
Christina Vert (Orientation Coordinator)
- ❑ **Purpose:** Create activities that foster connectedness and build community for our scholars and learning coaches.
- ❑ **How we help:** Creates, plans, implements and manages events that foster community and support retention for our scholars and learning coaches. Engagement Department events include but are not limited to field trips, virtual scholar workshops, scholar recognition, matriculation celebrations, back to school park days, community meet-ups, weekly orientations, weeks of welcome, mini-weeks of welcome, learning coach academy and scholar clubs.
- ❑ **For more,** visit [this page](#) on our website or watch this parent facing [video](#).

Online Learning Department Overview



- ❑ **Director:** Janae Smith
- ❑ **Leadership:** Jennifer Tatum (Online K-8 Coordinator) and Michelle Woods (Online High School Coordinator)
- ❑ **Purpose:** Our Online program utilizes Accelerate Education as our curriculum partner along with a number of tools which provide rigorous instruction for scholars in an online learning environment.
- ❑ **What we do:** The Online Learning team personalizes scholar learning through data analysis, research-based instructional strategies, and course customization to help scholars beyond a prescriptive online, independent study curriculum.
- ❑ **For more,** visit [this page](#) on our website or watch this parent facing [video](#).

Options Learning Department Overview



- ❑ **Director:** Ke'Len Armstrong
- ❑ **Leadership:** Jason Bee, Alix Domino, Alysia Hurtado, Linda Larson, Karle Roberts, Tara Winberry Litt
- ❑ **Purpose:** The purpose of the Options Learning Program is to empower families with the tools, guidance, and flexibility needed to create personalized educational experiences. We are dedicated to supporting students in developing independence, creativity, and a lifelong love of learning through a collaborative partnership between families and educators.
- ❑ **What we do:** The Options Learning program at Compass Charter Schools offers flexible, personalized education for K-12 students. Families lead learning with support from supervising teachers, customized curricula, and enrichment opportunities. This program fosters creativity, independence, and critical thinking, providing a tailored approach to meet each student's unique needs.
- ❑ **For more,** visit [this page](#) on our website or watch this parent facing [video](#).



Special Education Overview

- ❑ **Director:** Dr. Barbara Wolford
- ❑ **Leadership:** Leslie Sharma and Lauren Jefferies (Special Education Coordinators) and Roya Daizadeh (Program Specialist)
- ❑ **Purpose:** The purpose of special education is to provide specialized services, supports, and interventions to students with disabilities in the least restrictive environment to receive educational benefit.
- ❑ **Focus Area:** This year the Special Education Department has had two main areas of focus.
 - ❑ Increase collaboration between general education and special education to improve services to our scholars.
 - ❑ Ensure standards-based instruction for our students who receive alternative curriculum with the implementation of TeachTown Curriculum.
- ❑ **How we help:** The Special Education Department helps scholars by implementing a scholars Individualized Education Program (IEP). We hold IEP meetings at least once annually to ensure parent involvement, and that the scholar is making progress. The Special Education Department collaborates with general education teachers and staff to support the scholar in their general education setting.
- ❑ **For more,** watch this parent facing [video](#) on the Special Education department.

Staff Support Department Overview

- **Director:** Kasey Wingate
- **Leadership:** Beth Sneyd - Assessment and Data Coordinator
- **Purpose:** To provide unparalleled support to our staff by utilizing data-driven professional learning to inspire collaboration, in order to prepare to meet the diverse and expanding needs of our scholars within CCS and beyond.
- **Focus Areas:** Data and Assessment, Instructional Coaching, Implementing AVID schoolwide
- **How we help:** We offer resources, training, professional learning, and guidance tailored to staff needs. By supporting onboarding and instructional coaching, we help with Edtech, instructional practices, and school policies, ensuring that STs can effectively manage their responsibilities. We also ensure that all staff have access to relevant data to enhance scholar success.

Academic Division Updates





CAO Highlights

- ❑ Successful transition in Special Education Leadership
- ❑ Updating relevant board policies for next board meeting
- ❑ Attending CCIS Conference this month
- ❑ Working with Academic Departments to assign single subject credentialed teachers to be STs & teachers of record for HS courses for 25-26 to increase quality and efficiency of support for HS scholars



Academic Support

- ❑ EMS Current Enrollment: 133 or 6.11%
- ❑ 23/24 Census Day: 108 or 4.4%
- ❑ Two ELAC meetings held 11/14/24 and 1/16/25
 - ❑ Topics include: Hispanic Heritage Assembly, Lexia English, a presentation by Karla Gonzalez (Scholar Community Advocate), and a Summative ELPAC & test prep training.
- ❑ As of Jan 16, we have one (1) scholar that has Reclassified Fluent English Proficient (RFEP) and one (1) more eligible based on MOY STAR Scores (scheduled for 1/24/25)

Counseling



Counseling Services has finalized the course offerings for the 2025/26 school year. Please see course lists below:

- [Elementary](#)
- [Middle School](#)
- [High School](#)



Engagement

- ❑ Baseline Data as of 1/17/25 for Engagement Registrations of Special Populations within the 24-25 School Year
 - ❑ 15% of **SED** Scholars Registered for 1 or more Engagement Offerings
 - ❑ 21% of **EL** Scholars Registered for 1 or more Engagement Offerings
 - ❑ 50% of **Foster** Scholars Registered for 1 or more Engagement Offerings
 - ❑ 29% of **MKV** Scholars Registered for 1 or more Engagement Offerings

Engagement event satisfaction rates are consistently high, and the department is continuously reviewing data looking to increase participation.

- ❑ 12th Grade Graduation and 8th Grade Promotion (In-Person) sites/dates have been confirmed:
 - ❑ June 11, 2025 - Poway | Maderas Golf Club
 - ❑ June 12, 2025 - Carson | Carson Event Center
 - ❑ June 13, 2025 - Sacramento | Harper Alumni Center (New Location)



Online Learning

- ❑ The Online Learning team surveyed and gathered feedback regarding elective offerings from scholars, teachers, and learning coaches.
- ❑ The feedback is highlighted in this [2024-25 Online Elective presentation](#)
- ❑ Overall, Online educational partners agreed that the current Online elective offerings met scholar needs.
- ❑ Based on the feedback, the team is going to add middle school world languages, high school theater studies, and high school animation.



Options Learning

- With input from parents and teachers, Options has reviewed and updated curriculum choices the 2025/2026 SY.
- Option Leadership is leading efforts to review academic standards and standards aligned assignment work records to ensure that families and scholars are equipped and well prepared to progress through the standards.
- Options Leadership has collaborated with Counseling Department to review all course offerings for the 2025/2026 school year.



Special Education

- ❑ Congratulations to retiring director, Amy Foody.
- ❑ Congratulations to new Director of Special Education, Dr. Barbara Wolford.
- ❑ Compass has 355 scholars with IEPs as of 1/16
A year ago, we had 360 (but w/higher enrollment).
- ❑ Welcome: Mild to Moderate Education Specialist Rachel Finneran
- ❑ Preparing for in person California Alternative Assessment this spring.

Staff Support



- ❑ The Instructional Coaches have completed their first cycle of observations with Supervising Teachers (STs) and will assist in onboarding two new STs this month.
- ❑ AVID's first quarterly focus was on Writing from WICOR, with weekly resources provided in the ASU by the Site Team to model effective implementation. The next focus will be on Reading.
- ❑ In partnership with our Training and Development manager, the Staff Support Director facilitated 2 professional learning sessions on Radical Candor - 1 session for management, and 1 for staff. Approximately 20% of staff completed the post-session survey, rating the effectiveness at 4 out of 5 and engagement at 4.4 out of 5.



Staff Support

Data as of 1/17/25

- ☐ STAR MOY Participation
 - ☐ Early Lit: 94.7%
-1.7% decrease in participation from BOY
 - ☐ Math: 93%
+.83% increase in participation from BOY
 - ☐ Reading: 92.9%
+.98% increase in participation from BOY

We hope for 100% participation, with a 95% minimum, which is required by the CDE in order to meet verified data benchmark qualifications.



Staff Support

- ☐ STAR MOY 23-24, 24-25 Participation Comparison
 - ☐ Early Lit: +3.1 increase for 24-25
 - ☐ Reading: +2.4 increase for 24-25
 - ☐ Math: +2.1 increase for 24-25

STAR makeups start the week of 1/13/25 to capture scholars who are still outstanding. If scholars do not participate during the makeup window, independent study evaluations will be initiated by the programs. Academics is working to understand why our participation rates aren't closer to 100%.

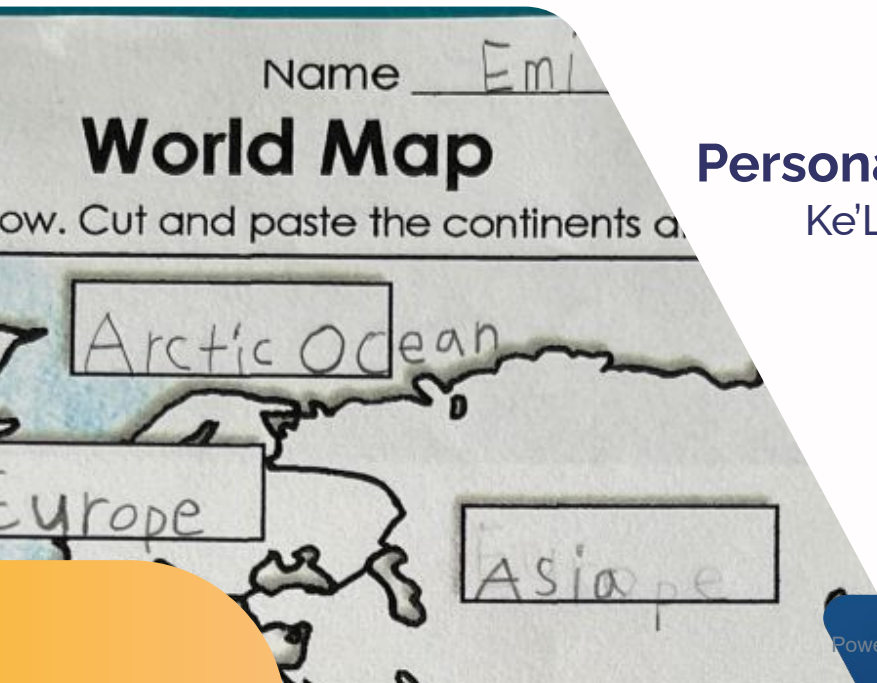
Coversheet

Day in the Life of an Options Scholar

Section: X. Academic Services
Item: B. Day in the Life of an Options Scholar
Purpose: FYI
Submitted by:
Related Material: Day in the Life_ Options Scholars.pdf

Options Learning Daily Scholar Experience

Personalizing Learning One Scholar at a Time
Ke'Len Armstrong, Director of Options Learning



What is the **Options Learning Program?**

The Options program is our home study/independent program for grades TK-12. Our program supports parents to facilitate their child's daily education. Our dedicated credentialed teachers support parents to:

1. Select & implement appropriate curriculum from approved community provider list.
2. Create a compelling learning environment every school day.
3. Provide challenging lessons and experiences for learning according to the scholar's personalized learning plan.
4. Strive to be the best learning facilitator for their scholars.

SIMPLE PROFESSIONAL VIRTUAL MEETING

Options Program

Early Explorers



Dedicated program centered on play based learning in a virtual setting for Transitional Kindergarten and Kindergarten.

Options Learning 1-12



Our traditional independent study program centered around supporting families to administer independent study at home.

Orange County Learning Center



A hybrid learning program where scholars attend school in person for 2 days a week and Supervising Teachers curate learning experiences for Science and History.

TEAMWORK MAKES THE DREAM WORK

Compass Charter School School Support System



Work cooperatively with all persons involved in your education.
“Teamwork makes the Dreamwork.”

We support a variety of scholars

- Athletes
- Performing Arts Scholars
- Medically Sensitive Scholars
- Scholars with IEPs
- Military Families
- Scholars experiencing homelessness (McKinney Vento)
- Multilingual Learners

Options Elementary Scenario

Morning

Live Sync and Studying

- Scholar attends live sync
- Engage with peers and supervising teacher
- After class the learning coach proceeds with an engaging cooking lesson to work on fractions

Afternoon

Music Class and PE

- Scholar attends a music class where she continues to develop her love for piano.
- After, they engage in a lesson on the heart and engage in 30 minutes of exercising at the park

Evening

Reading and Writing

- The family completely a nightly reads activity
- the scholar journals from the perspective of the main character.
- The family discusses the plot of the story

Options Middle School Scenario

Morning ELD and Math

- In the morning, the scholar begins their day with a live English Language Development (ELD) tutoring session, focusing on improving reading comprehension and vocabulary skills.
- After the session, they tackle a math assignment using hands-on manipulatives to deepen their understanding of the mountainous regions of California.

Afternoon Science

- The scholar participates in an online science workshop on ecosystems where they build a mini terrarium as part of the lesson.
- Later, they visit a local park with their family to explore real-world examples of ecosystems, applying what they learned earlier in the day.

Evening Language and science

- The scholar practices their vocabulary using flashcards and a digital app recommended by their tutor.
- They end the day by reading a science-themed book and logging reflections about the day's learning in their journal.

Options High School Scenario

Morning Science and Hist

- The high school scholar starts their morning with a live U.S. History class, engaging in a discussion that involves analyzing primary sources.
- Following the class, they complete a lab simulation from Home Science Tools, carefully recording their observations for a lab report.
- The scholar takes a picture of the work and submits it to School pathways.

Afternoon Electives and PE

- They attend a leadership workshop where they work collaboratively on communication and problem-solving activities.
- Then they attend a scholar club to play chess with fellow compass scholars
- Afterward, they take a break to play basketball at a local court, using the time to recharge.

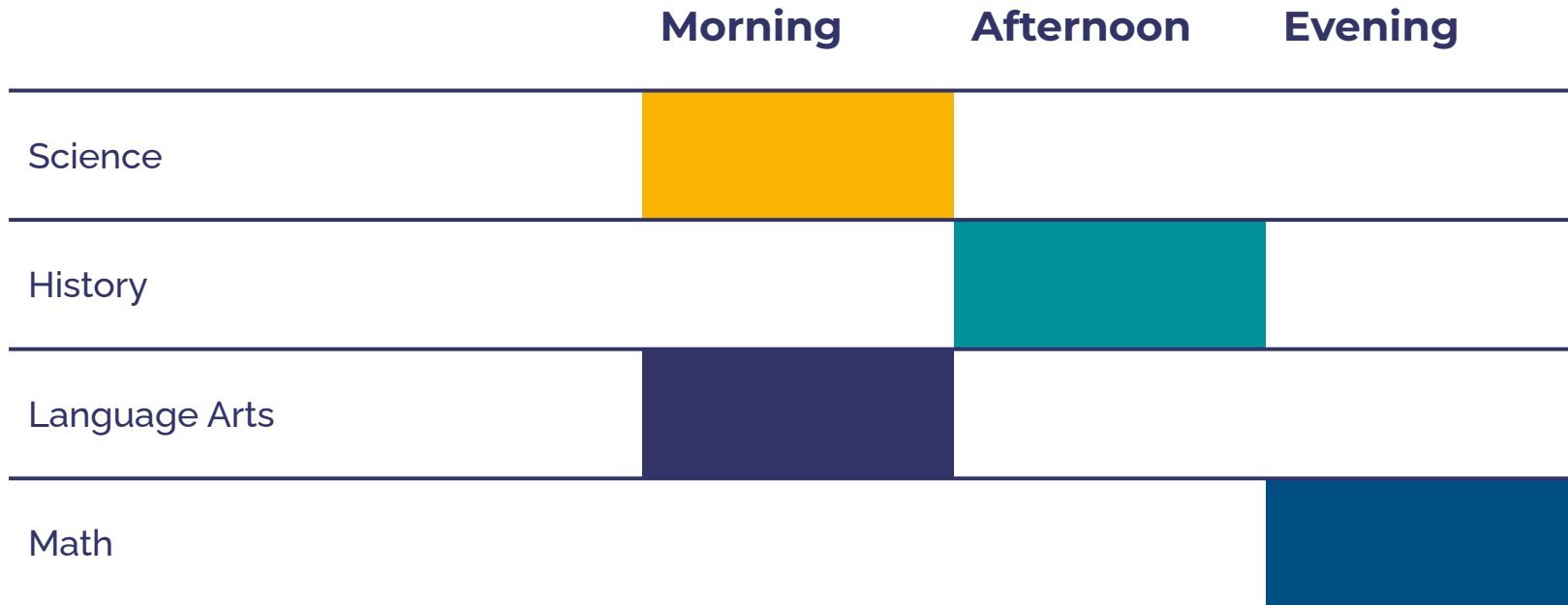
Evening History

- The scholar focuses on drafting a history essay. He works with peers from a co-op to share ideas and receive feedback.
- They watch a history documentary recommended by their teacher, taking notes to enhance their understanding of the subject.

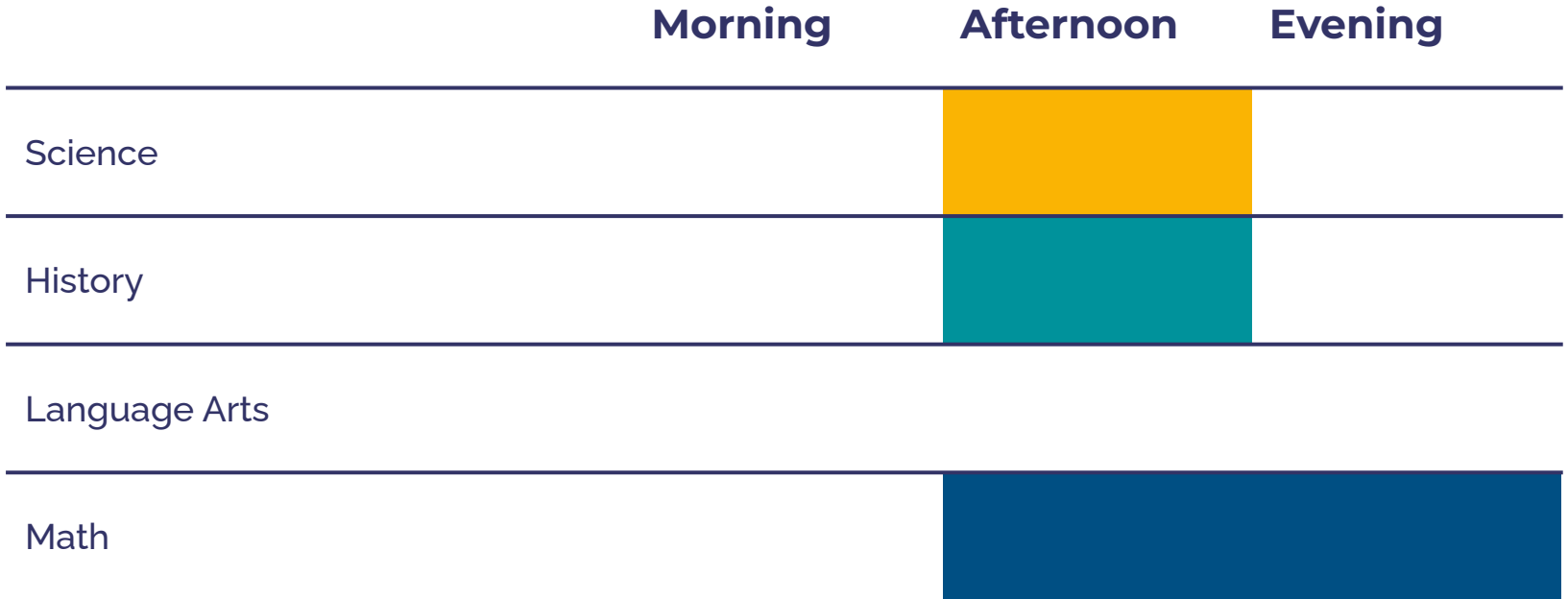
Options Parent Daily Experience

- Review instructional materials
 - Scope and sequence
 - rubrics for learning
 - Vendor guidelines
 - Assignments and standards
- Organizing learning spaces
- Review and facilitating learning with scholars
- Attend meetings
- Assess scholars
- Complete daily learning log
- Attend classes or support sessions

The Scholar's Daily Experience **Varies**



The Scholar's Daily Experience **Varies**



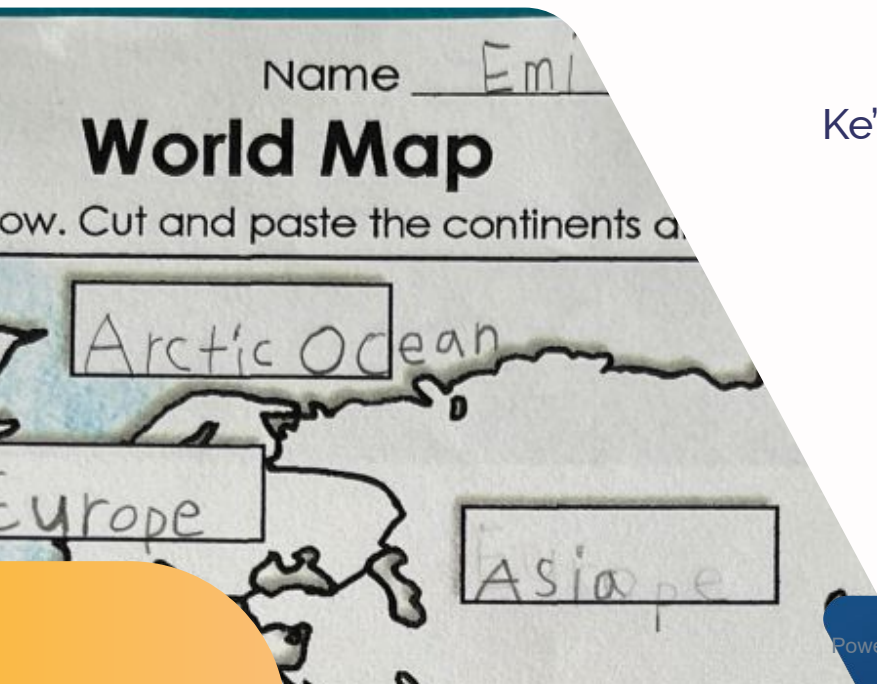
Daily Expectations

Scholars are expected to:

- Engage in a minimum of 4 hours of daily instruction as outlined by the California Consortium of Independent Study
- Attend required meetings with STs and support staff
- Check-email and review communication (with support form LC)
- Attend required assessments
- Log on to School pathways/Clever
- Submit completed work

Thank you for reading.

Ke'Len Armstrong, Director of Options Learning



Coversheet

2025-26 Curriculum List

Section: X. Academic Services
Item: C. 2025-26 Curriculum List
Purpose: Vote
Submitted by:
Related Material: 2025 Board Approval of Curriculum.pdf



Amazing Presentation | January 25, 2025





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


Our **vision** is to create an innovative, collaborative, learning environment that supports the diverse needs and goals of each scholar, nurtures a love of learning, and prepares them for future success.








OUR ARTIC VALUES

 **Achievement** Engage in and take charge of your learning.

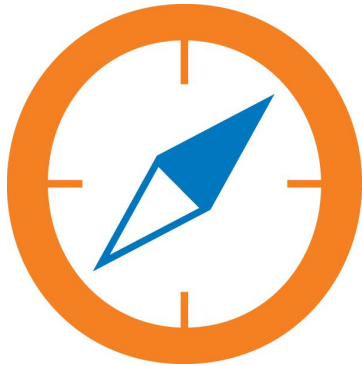
 **Respect** Be respectful in all interactions with fellow scholars, learning coaches, faculty, and staff.

 **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.

Compass Agreements



We are present. We reduce or eliminate distractions for ourselves and others.



We are learners. We are all learners and engaged in the learning process.



We are inclusive. We respect one another and value the inclusion of multiple perspectives.



We are considerate. We consider how our words and actions impact others and take responsibility for our impact.



We assume positive intent. We act with grace and generosity toward each other.



Purpose

Per CA Educ Code § 240 (2023)

Governing boards of school districts shall adopt instructional materials in accordance with the provisions of Section 60040.

Academics is seeking annual board approval of core curriculum.



Change

Objective | To more accurately portray the diversity of Compass curriculum choices for scholars in Options, Online, Special Ed, and Emergent Multilingual Learners, Compass will recognize core and vetted approved curriculums.

Process | Staff collaboratively...

1. solicited feedback from parents and staff
2. updated and applied rubrics
3. reviewed new and existing curriculum
4. made recommendations

Rubric used for initial evaluation

Alignment w/CA CCS	1: Limited alignment with few or no connections to standards.	2: Partial alignment with some connections to standards.	3: Substantial alignment with most standards clearly addressed.	4: Excellent alignment with all standards explicitly covered.
Grade-Level Appropriateness	Inappropriate for grade level; material too advanced or too basic	Marginally appropriate; may need adjustments.	Mostly appropriate; meets developmental needs effectively can be used to meet needs of scholar at current grade or accommodated level.	Highly appropriate; well-matched to grade level, engaging students effectively.
Academic Rigor	Curriculum or vendor material has minimal rigor; lacks challenging activities or critical thinking components. Lacks consideration for diverse learning needs. Not able to accommodate or adapt curriculum.	Curriculum or vendor material presents some rigor; needs improvement in depth and complexity. Limited accommodations available. Needs lots of extra work by ST/LC to enhance accessibility.	Curriculum or vendor material presents good rigor; challenges students adequately with clear evidence of critical thinking, offering challenging activities and assessments and provides opportunities to extend learning in multiple modalities. It includes reasonable accommodations, supports, and adaptations, making it accessible to a broad range of students.	Curriculum or vendor material presents excellent rigor; consistently promotes critical thinking, offering challenging activities and assessments and provides opportunities to extend learning in multiple modalities. Exceptionally designed and offers a variety of accommodations, supports, and adaptations, ensuring accessibility for all students, regardless of their learning abilities.
Accessibility	The curriculum lacks consideration for diverse learning needs. It is not accessible to students with varying abilities, and there are no evident accommodations or adaptations.	The curriculum shows limited consideration for diverse learning needs. While some accommodations may be present, they are insufficient, and improvements are needed to enhance accessibility.	The curriculum demonstrates a moderate level of consideration for diverse learning needs. It includes reasonable accommodations, supports, and adaptations, making it accessible to a broad range of students.	The curriculum is exceptionally designed to be accessible to students with diverse learning needs. It incorporates a variety of accommodations, supports, and adaptations, ensuring optimal accessibility for all students, regardless of their learning abilities.

Criteria used for this year's revisions

What is the name of the curriculum to be added? | Please share the website where this curriculum can be viewed. | What subject(s) is(are) covered by this curriculum?

What grade levels does this curriculum cover? | Through which provider can it be purchased? (ex. Rainbow Resource, Amazon, direct website) | Is this provider already a vendor with CCS?

Is it standards aligned? "Standards-aligned" means that the instructional materials, assessments, and teaching practices you use are directly connected to the learning goals outlined in your grade-level content standards. These standards define what students should know and be able to do at each grade level, ensuring consistency and rigor across classrooms. When something is standards-aligned, it supports students in achieving specific, measurable outcomes and helps ensure that your teaching is focused, intentional, and aligned with district, state, or national expectations.

Does it include answer keys?

Is there a standards aligned scope and sequence already established? A standards-aligned scope and sequence is a detailed framework that outlines the topics, skills, and concepts to be taught over a specific period, such as a semester or school year. It ensures that instruction is aligned with grade-level standards by: **Scope:** Defining the breadth of content and skills students need to learn, based on the standards. **Sequence:** Organizing this content into a logical order that builds on prior knowledge and prepares students for future learning. This tool helps teachers plan lessons, pacing, and assessments, ensuring consistency, rigor, and alignment with district, state, or national standards.

Are there assessments embedded or aligned with the curriculum?

Does this curriculum meet any special learning needs (e.g., advanced learners, improving learners, learners with challenges, ELL, dyslexia)? If so, please describe.

Is this a complete curriculum for the above listed subject (e.g., complete writing curriculum, complete math curriculum)? | If you answered no above, please explain further how this resource would be utilized.

If this is an ELA curriculum, select all the categories it covers.

Do you have any other notes or comments that should be considered when reviewing this curriculum?

Are there any curricula on the current Board Approved list that you feel should be removed? Please list them here AND share a quick note as to why each should be considered for removal.

Any other comments you'd like to share regarding curriculum on the board approved list?



Memorandum

To: Elizabeth Brenner, Superintendent and CEO of Compass Charter Schools and The Compass Charter Schools Board of Directors
From: Janae Smith, Director of Online Learning
Date: January 25, 2025
RE: Online Curriculum for the 2025-26 School Year

Proposed curriculum recommendation: The Director of Online Learning and the Online Learning team is continuing to recommend **Accelerate Education (AE)** learning management system (LMS) for the Online Learning Program core curriculum for the 2025-26 school year. This online curriculum is utilized by the Online K-12 scholars for their primary, standards-based curriculum and for Options High School scholars to complete up to 3 online courses to earn A-g credits towards graduation. Further, Options scholars in middle school and high school who enroll in the AVID course elective utilizes the AE AVID course to participate in this elective. With the new Ethnic Studies requirement for high school graduation, Accelerate Education provides a robust Ethnic studies course that all 9th grade scholars can complete to meet this requirement.

In addition to AE, the Online Learning team is also recommending **The Animation Course** online curriculum that will be housed within AE to provide a new, high school Visual Performing Arts (VPA) pathway using the Animation 1 and 2 courses provided by this online animation curriculum vendor.

Curriculum Audit: Through a thorough [curriculum audit](#) conducted during the 2024-25 school year that utilized the Nation Standards for Quality Online Learning (NSQOL) that focus on the quality online curriculum standards, the Director of Online Learning and the Online Learning team has concluded that AE continues to provide a common-core aligned, standards-based online curriculum that meets the needs of scholars at Compass Charters. Likewise, The Animation Course online curriculum is aligned with the NSQOL and VPA standards to ensure scholars earn these specific graduation requirement course credits.

Within these curriculum providers, Online teachers can continue to personalize learning through various customization tools (features that even include customization for a single scholar) for alignment with Compass' mission and vision. Further, to meet our Local Control and Accountability goal, LCAP 1.1b, AE provides scholar access to core curriculum aligned to Common-Core standards. Research supports that familiarity with an online learning system supports scholar success, so continuing to use this system will be a benefit to our scholars (Darby & Lang, 2019).

In addition to the AE LMS, AE also provides physical workbooks that help enrich the curriculum and provide additional hands-on learning opportunities for scholars in grades K-5. The Online K-5 team collected and analyzed data to determine the efficacy of these workbooks and the impact on scholar academic achievement. The team determined that there was a continued need to provide the English/Language Arts and math workbooks through AE for this additional learning for scholars in grades K-5.

References:

Darby, F. and Lang, J. (2019). Small teaching online: Applying learning science in online classes. Wiley & Sons

Online Learning Accelerate Ed Process

Online Learning went
through a similar audit,
detailed in this [memo](#).



Proposal

Seeking approval of the curriculum vetted by Compass, on this [list](#).

Note: new offerings are in bold font.

Seeking Approval List 2025		
ELA		
Activate the Core	Imagine It	New York Times
All About Reading	Great Books	Our Writing
All About Spelling	Handwriting Without Tears	Open Up
Amplify	Happy Chalk!	País Stories
Arms Learning	Armed on Florida	País Reading Explorer
Assess & Go	Assessing Writing Progress	Reading Informational Text - País Moon
Blue Text	EW	Reading A-Z
Bookzoo Literacy	Bookzoo Army of Language - Reading	ReadWorks (PwE)
Bookzoo	Bookzoo Learning	Reading Informational Text - High School Inc.
Bookzoo Writing	Write	ReadWorks
Bookzoo Academics	Class Academics	Sketch (Free Amazon App)
CA Independent Study	Learning Act 1 (Reading)	Sketches Press
CA Preschool Curriculum Framework, Volume 1	Learning Without Tears	Success International Academics
Core Knowledge	Let's Read Literacy	Timberline
Daily Language Practice (Open Moon)	Logic of English - Foundations	Time 4 Learning
Daily Reading Comprehension (Open Moon)	Logic of English Intermediate and Transitions	UC Sound
Dear Diary: All in One (Intermediate)	Mad About Me! Literacy	Wild Reading
Education.com	McGraw Hill (Set of Voices)	Words Alive 2000
Engage New York	McGuffey Third	Write In Number
Essential in Writing	Essential in Writing (Intermediate) - Vertical	Write Source
Essays the Code (Beyond the Code)	Essays (Miscellaneous)*	WriteWellness
Essays (WRITING/Grammar)	Essays	Write The World
Essays Moon Daily A - Task Writing	Essays Beyond the Page	Writing with Ease
Five Text	Go 2 Math (English Language)	Write Now (OpenWorks)
First Copycat	Go/View Literacy Home School Bundle	Zoe Phonics
Global Student Network	Go/View Literacy	ZE
Math		
Alpha Math - Mathbox.com	Alpha Math	Primary Math Common Core Edition
Alpha Math	Illustrative Math	Reading Resource Stack: Curriculum
AT&T Math	Imagine Learning	Reading Math - Mathbox.com
Art of Problem Solving	IM 1	Reading Math
Assess Academics	Class Academics	Reading Math Intermediate A-Z
Blue Text	Class Online Math	Reason
CA Independent Study	Math in Focus	Reading Moon Night
CA Preschool Curriculum Framework, Volume 1	Math Moments	Reading Moon High School Inc.
CK-12	Math U See	Reading Math Link
Core Knowledge	Math with Confidence	Reading Primary Math
Arms Learning	Math with Me - Fun	Reading Secondary Math
Arms Math	McGuffey Math	Reading
Arms Home Book	Mindsets (Miscellaneous)*	Reading Press
Arms Math	MathPw	Reading Textbooks
Arms Moon Homeschool Bundle	Arms Beyond the Page	The Content Teacher Co.
Arms Math	Mr. D. Math	Time 4 Learning
Arms Math	Our Writing	UC Sound
Arms Math	Open Up	Wild Math
Arms Math	Open Up	Zero
Science		
Assess Academics	Arms Science Science	3rd - 5th Science Atlas
Assess Math	Engineering in Elementary	MathPw
Assess Math	Open Moon Daily Science	Reading Beyond the Page
Assess Academics	Research Science	Mystery Science (All your ST)
Arms Science Atlas	Reading Textbooks	My Data and Data Science
Arms Study of Science	Reading Textbooks: The Study of Science	Reading Science Science
ATI Independent Study	Science Science Tools	OCG Science Curriculum
CA Preschool Curriculum Framework, Volume 3	Imagine Learning	Open Up
California Science Science - Middle Hill	Inquisitive Science	Science Moon (Science)
California Science Curriculum	Class Academics	Sketches Press
CK-12	Learning Act 2	Studies Weekly
Classical Science - Elemental Science	McGraw Hill (Reading Science: Principles of Risk)	StudyForward Science
Class Knowledge	McGuffey Third	Tea Street
Classical Science	Meet the Scientists (K-12/Book)	UC Sound
EL	Mini Science	Zurubi! (Houghton Mifflin) Chemistry 2005
Elemental Science	Mindsets (Miscellaneous)*	
SPED/History		
Accelerate Ed Learning Ethnic Studies Curriculum	Global Student Network	Anthology Interactions
Accelerate Ed Learning	History of US	OCG History Curriculum
Accelerate Ed Learning	History Journal	Open Up
Accelerate Ed Learning	Imagine Learning (History)	País Press
Accelerate Ed Learning	Imagine Learning	Reading Resource Stack: Curriculum
ATI Independent Study	Imagine Learning	SSE Model Curriculum for Ethnic Studies
CA Preschool Curriculum Framework, Volume 3	Imagine Learning	Reading Moon High School Inc.
California Curriculum	Class Academics	Sketches Press
CK-12	Learning Act 2	Story of the World
Classical Science - Elemental Science	Learning Act 2	Sketches Press
Class Knowledge	McGraw Hill (Reading Science: Principles of Risk)	TO - History Atlas
Class Knowledge	Mindsets (Miscellaneous)*	The National Professor
Class Knowledge	MathPw	Timberline
Class Knowledge	Math with Confidence	Time 4 Learning
Daily Reading Comprehension (Open Moon)	Math Beyond the Page	UC Sound
Daily Reading Science	Mr. D. Math (Science)	UC Sound
Daily Reading Science	Open - Reading Psychology	UC History Detective Book
SPED	Online Learning	ELD
Accelerate Ed Learning	Accelerate Ed Learning	ELD



Thank you.

Questions & Comments.



Coversheet

Division Update

Section: XI. Operations Division
Item: A. Division Update
Purpose: FYI
Submitted by:
Related Material: Operations Division Report - Jan 2025.pdf



Operations Division Report January 25, 2025

Happy New Year! I am proud to share some of the highlights, key achievements, ongoing initiatives, and future plans of the Operations Division. This report reflects the collective dedication of our team in driving efficiency, supporting organizational goals, and making a meaningful impact for those we serve.

- **The Community Providers Department managed by Jeanne Hlebo**
 - The Community Providers Department continues to expand its network by approving and onboarding new providers to support our scholars. During this period, 89 service providers and 17 materials providers were added to the approved list. These additions reflect valuable recommendations from both our CCS families and Supervising Teachers. Additionally, Jeanne, as a member of the Options Instructional Leadership Team (ILT), has been instrumental in ensuring providers offer curriculum aligned with the California Department of Education's requirements for the ethnic studies course.
 - The CP Department, in partnership with the Options Team, is actively working on the Amazon Parent Solutions Portal project. This initiative will create a convenient "one-stop shop" for families to order supplies for scholars from a pre-approved list, streamlining the ordering process. Additionally, families who re-enroll in May will have the opportunity to place orders for the 2025–2026 school year before the summer break, ensuring a smoother start to the academic year.
- **The IT team under the direction of Krisha Moeller is working on several schoolwide projects including**
 - The IT department is working with the Engagement department to plan a ParentSquare "relaunch" for teachers in mid- to late-February. ParentSquare is currently used by specific departments to send communications to parents and families. However, our goal is to have teachers, tutors, and other academic staff begin to use ParentSquare as their primary vehicle for sending mass communications to scholars and their families moving forward. IT has already prepared the rostering system in the backend for teachers, and scholar information is being automatically ported over from our SIS system and is sortable by charter, grade level, instructional program, and other special programs (e.g., SPED, ELL, etc.). This will allow other academic staff without rosters (like counselors, tutors, etc.) to sort and create their own scholar groups for communications. We have two training sessions for academic staff scheduled in the last 2 weeks of February, and staff will be able to select which of the 2 live sessions they wish to attend.

- **The Finance team**

- Brooklynn Coney, Finance Clerk, is thriving in her role at CCS and consistently expanding her contributions. She has taken on several impactful projects, including collaborating with PARSEC to enhance the Clarity platform. Brooklynn is also actively pursuing professional growth by attending LCAP webinars hosted by the CDE and enrolling in the CASBO Budgets Basics & Beyond seminar, further strengthening her knowledge and skills.
- The first two months of using the CSMC-provided Edstruments Finance & Budget platform have been incredibly beneficial. The platform has significantly streamlined the workflow for the Finance team, greatly reducing the administrative burden and enabling more efficient operations. With faster processing times, our vendors are now being paid more quickly, and the system provides a real-time view of all budget line items, offering enhanced transparency and accuracy. This level of insight has been invaluable for better decision-making and financial planning. As we continue to explore and implement additional features of the platform, we are excited about the potential for even greater efficiency and impact in the months ahead.

- **CCS Office, Manager Nicole Sendejaz**

- Curriculum Locker: Increased Engagement: Over the past two months, the Curriculum Locker has received 16 requests, reflecting continued interest and utilization from our families. While overall activity has seen a slight decline, families are actively taking advantage of key resources, particularly the unlimited books section for K-5 learners and a wide selection of novels. This demonstrates the ongoing value of the Curriculum Locker in supporting our scholars' learning needs.

To further enhance the experience, we are committed to improving our turnaround times by streamlining processes, adding new materials, and ensuring items are made available to families as quickly as possible. These efforts aim to provide even greater access and convenience, fostering a supportive and enriching learning environment. We anticipate an increase in requests with the open enrollment for the 2025/26 school year. Enrollment and Options is providing families who join mid-year the opportunity to check out items from our curriculum locker, helping them maximize their Educational Funds

- Ongoing Improvements & Future Plans: We are excited to share that we remain on track to incorporate the OPS library into the Curriculum Locker next year. This integration will create a more efficient and user-friendly system for families to browse and check out materials, enhancing their overall experience. By leveraging the OPS library's capabilities, we aim to streamline access to a wider range of educational resources, ensuring families can quickly and easily find what they need to support their scholars' learning journeys.

Further updates and details about the rollout will be shared in the coming months as we continue to prepare for this exciting enhancement. Our team is dedicated to making this transition seamless and impactful for all families.

- **The Operations Department Under the Direction of Dr. Danielle Gamez**

- The CDE continues to move up school deadlines, creating challenges for staff responsible for reporting. However, thanks to the hard work of our Compliance Team, Compass has met the certification deadline for Fall 1 reporting! This data is extremely important as the Fall 1 submission is used

to determine the Unduplicated Pupil Count (UPC), the basis for determining the unduplicated pupil percentage (UPP), which determines the 2024–25 Local Control Funding Formula (LCFF) supplemental and concentration grant funding. Data on this report will also be used to calculate the First Principal Apportionment (P1). Here is a [snapshot](#) of the data reported by Compass.

- o The Enrollment Team officially opened enrollment for the 2025–2026 school year on January 13, 2025, welcoming new scholars across all scopes. This marks a significant milestone as the earliest enrollment opening in the history of our school. The launch has been met with a strong response, including a high volume of inquiries from prospective families, incoming applications, and active social media engagement.

We also saw a robust return after Winter Break, with numerous new applications for the Spring Semester of 2024–2025. A special thanks to all departments for their collaboration and hard work in ensuring the success of this early launch. The next Calibration session is scheduled for January 23rd, where we will continue to align efforts to support this exciting enrollment period.

The Operations Division is motivated and ready to tackle the second half of the school year with passion and purpose! We're all in, committed to driving success for CCS scholars and creating an even greater impact—together, we're unstoppable!

Respectfully Submitted,
Lisa Fishman, CBO



Chief Operations Officer

Coversheet

Review and Approval of the November and December 2024 Financial Statements

Section: XI. Operations Division
Item: B. Review and Approval of the November and December 2024 Financial Statements
Purpose: Vote
Submitted by:
Related Material: CCS CR November 2024.pdf
CCS BS November 2024.pdf
CCS PL November 2024.pdf
Compass Charter Schools_FY2025_November.pptx
Compass Charter Schools_FY2025_December.pptx
CCS December Check Register.pdf
CCS BS December 2024.pdf
CCS_PL_December_2024.xlsx_-_Google_Sheets.pdf
CCS December Check Register Reformatted.pdf

Company name: Compass Charter Schools
Report name: Check register
Created on: 12/17/2024

Bank	Date	Vendor	Document no.	Amount	Cleared
COM-SANDIEGO - SDCOE	Account no:				
	11/18/2024	V003055--San Diego County Office of Education		9,823.00	#####
Total for COM-SANDIEGO				9,823.00	

COM-NEWGEN - Chase

Account no: 837509568

11/14/2024	V012405--29 Palms Creative Center	2010304	180.00	#####
11/14/2024	V018924--87 Media LLC	2010305	1,500.00	In Transit
11/7/2024	V021750--A Lotte Horses LLC	2010225	225.00	In Transit
11/14/2024	V003690--Aaron Matthew Music	2010306	825.00	#####
11/19/2024	V003758--ABC Crate, LLC	2010471	253.00	#####
11/29/2024	V006219--ABC Learning Solutions LLC	4167-1732741275004	500.00	#####
11/21/2024	V006219--ABC Learning Solutions LLC	4167-1732136505934	1,020.00	#####
11/12/2024	V006219--ABC Learning Solutions LLC	4167-1731358835339	350.00	#####
11/7/2024	V006219--ABC Learning Solutions LLC	2010226	325.00	#####
11/1/2024	V006219--ABC Learning Solutions LLC	2010222	2,100.00	#####
11/21/2024	V003803--Accelerate Education Incorporated	4167-1732136523228	6,786.00	#####
11/19/2024	V003773--Activities For Learning Inc	2010472	107.25	In Transit
11/7/2024	V003773--Activities For Learning Inc	2010227	610.50	#####
11/19/2024	V012141--ADP, Inc		3,689.82	#####
11/7/2024	V003782--Adventure Recreation LLC	2010228	527.10	#####
11/14/2024	V003784--Adventures For Young Explorers	2010307	1,115.00	#####
11/7/2024	V003788--Airshine Music School, LLC	2010229	255.00	#####
11/14/2024	V000494--Alina E. Solodovnikova-Adams	2010308	350.00	#####
11/19/2024	V012256--All About Learning Press Inc	2010473	2,323.37	In Transit
11/14/2024	V012256--All About Learning Press Inc	2010309	182.20	#####
11/7/2024	V012256--All About Learning Press Inc	2010230	2,278.26	#####
11/14/2024	V013254--Amazing Athletes of Inland Empire	2010310	104.00	#####
11/29/2024	V003798--Amazon Capital Services	4167-1732741266330	495.52	#####
11/29/2024	V003798--Amazon Capital Services	4167-1732827845125	1,575.75	#####
11/27/2024	V003798--Amazon Capital Services	4167-1732654848830	968.48	#####
11/21/2024	V003798--Amazon Capital Services	4167-1732136491832	10,536.32	#####
11/19/2024	V003798--Amazon Capital Services		1,649.99	#####
11/14/2024	V003798--Amazon Capital Services	4167-1731531665591	1,214.01	#####
11/12/2024	V003798--Amazon Capital Services	4167-1731358825338	1,119.22	#####
11/12/2024	V003798--Amazon Capital Services	4167-1731100112046	1,095.17	#####

11/12/2024	V003798--Amazon Capital Services	4167-1731186058847	761.36	#####
11/7/2024	V003798--Amazon Capital Services	4167-1730923259062	2,032.14	#####
11/6/2024	V003798--Amazon Capital Services	4167-1730836920589	5,511.54	#####
11/4/2024	V003798--Amazon Capital Services	4167-1730578022249	944.96	#####
11/7/2024	V003695--American Martial Arts Academy	2010231	219.00	#####
11/29/2024	V000466--Anna Malkova	4167-1732741348236	164.26	#####
11/14/2024	V003484--Anna Mat's Music	2010311	680.00	#####
11/18/2024	V003305--Anthem Blue Cross		14,224.03	#####
11/20/2024	V016076--Anthem Life		4,112.00	#####
11/19/2024	V003488--Anybody Art	2010474	826.88	#####
11/14/2024	V003488--Anybody Art	2010312	255.00	#####
11/29/2024	V007446--APlus Tutoring Inc	4167-1732741256708	700.00	#####
11/14/2024	V003827--Applause Music Academy	2010313	1,548.00	#####
11/14/2024	V003839--Art & Soul Music Studios	2010314	94.00	In Transit
11/29/2024	V007692--Art & Wilderness Institute	4167-1732741209762	195.00	#####
11/14/2024	V012444--Art of Illusions	2010315	148.00	#####
11/19/2024	V003841--Art of Problem Solving	2010475	304.95	#####
11/14/2024	V003842--Art Steps, Inc	2010316	355.00	#####
11/12/2024	V003491--Art Voyces	4167-1731186046985	1,500.00	#####
11/20/2024	V000593--Autumn Clements		51.59	#####
11/7/2024	V003494--Averyboo Arts	2010232	200.00	In Transit
11/14/2024	V022320--B Rauhty Baseball & Softball	2010317	560.00	#####
11/19/2024	V022075--Backpack the World LLC	2010476	540.38	In Transit
11/14/2024	V022075--Backpack the World LLC	2010318	482.06	#####
11/29/2024	V016298--Backyard Science	4167-1732741288627	260.00	#####
11/29/2024	V021998--Bakersfield Gymnastics Academy	4167-1732741208047	258.00	#####
11/19/2024	V012726--Barnabas Robotics Inc.	2010477	222.28	In Transit
11/19/2024	V000108--Beautiful Feet Books Inc	2010478	1,844.85	#####
11/19/2024	V004582--Beyond the Page	2010479	10,102.51	#####
11/14/2024	V004582--Beyond the Page	2010406	2,957.99	#####
11/7/2024	V004582--Beyond the Page	2010279	5,209.64	#####
11/19/2024	V003031--BH365, LLC	2010480	134.49	In Transit
11/19/2024	V003504--Big Life Journal Inc	2010481	52.95	In Transit
11/7/2024	V003504--Big Life Journal Inc	2010233	58.40	In Transit
11/19/2024	V003898--BioBox Labs LLC	2010482	246.96	#####
11/14/2024	V003898--BioBox Labs LLC	2010319	987.84	#####
11/29/2024	V003901--Bionerds	4167-1732741217147	113.34	#####
11/14/2024	V003901--Bionerds	2010320	113.34	#####
11/19/2024	V003903--Bitsbox	2010483	944.85	In Transit

11/19/2024	V003906--Blackbird & Company	2010484	7,097.33	#####
11/14/2024	V003906--Blackbird & Company	2010321	863.95	#####
11/19/2024	V006353--Blossom and Root / Hive Online Presence Management	2010485	696.00	In Transit
11/7/2024	V003910--Blue Buoy Swim School Inc	2010234	705.00	#####
11/19/2024	V003916--BookShark LLC	2010486	3,927.63	#####
11/14/2024	V003916--BookShark LLC	2010322	6,700.27	#####
11/7/2024	V003916--BookShark LLC	2010235	5,805.36	#####
11/29/2024	V003918--Brain Builders STEM Education, Inc.	4167-1732741349814	777.28	#####
11/29/2024	V003922--Brave Writer LLC	4167-1732741320233	199.00	#####
11/14/2024	V003922--Brave Writer LLC	2010323	1,990.90	In Transit
11/7/2024	V003922--Brave Writer LLC	2010236	249.00	In Transit
11/14/2024	V003923--Breakthrough Sports LLC	2010324	350.00	#####
11/19/2024	V003926--Bridgeway Academy	2010487	12,960.00	In Transit
11/7/2024	V012664--Brightstar Performing Arts	Voided - 2009883	-245.00	#####
11/6/2024	V012664--Brightstar Performing Arts	4167-1730836931937	245.00	#####
11/14/2024	V007859--Bumblebunch Sewing Studio	2010325	1,440.00	#####
11/14/2024	V003936--Burbank Music Academy	2010326	400.00	#####
11/12/2024	V003508--Butterfly Effects Therapy, Inc.	4167-1731358801677	13,862.50	#####
11/26/2024	V003954--California Credit Union CC		248.83	#####
11/19/2024	V019299--California History Teachers	2010488	200.00	#####
11/25/2024	V000026--CALSTRS		280,000.00	#####
11/14/2024	V016129--Carlson Gracie JiuJitsu Menifee	2010327	1,085.00	#####
11/19/2024	V000028--Carolina Biological Supply Company	2010489	177.02	#####
11/14/2024	V000028--Carolina Biological Supply Company	2010328	206.46	#####
11/19/2024	V003968--Cartridge Express	2010490	270.09	In Transit
11/29/2024	V007168--CAST Inc	4167-1732741345261	1,000.00	#####
11/4/2024	V007168--CAST Inc	4167-1730577859051	1,000.00	#####
11/14/2024	V018793--Champion's Quest Inc.	2010329	798.00	#####
11/29/2024	V012257--Chantel Molina Music	4167-1732741290275	1,625.00	#####
11/29/2024	V000003--Charter School Management Corporation	4167-1732741215595	32,816.70	#####
11/22/2024	V000033--Chase		15,684.10	#####
11/15/2024	V000033--Chase		13,652.73	#####
11/14/2024	V016954--Christiane Moon Piano Studio	2010330	980.00	#####
11/19/2024	V014146--Christine Echeverri	2010491	128.95	In Transit
11/14/2024	V014146--Christine Echeverri	2010331	388.33	#####
11/29/2024	V003007--Chun Mei Wilson	4167-1732741206285	510.00	#####
11/14/2024	V004006--Claremont Community School of Music	2010332	1,092.00	#####
11/14/2024	V012032--Clear Compass Equestrian	2010333	930.00	In Transit
11/29/2024	V012623--Cloverleaf Ranch	4167-1732741250965	1,840.00	#####

11/14/2024	V004017--Coastal Music Studios	2010334	750.00	#####
11/14/2024	V012079--Cobb Piano Studio	2010335	800.00	#####
11/25/2024	V004027--Colonial Life		11,518.06	#####
11/12/2024	V004027--Colonial Life		11,387.06	#####
11/12/2024	V004027--Colonial Life		26,070.66	#####
11/19/2024	V012259--Comic Crate	2010492	64.35	#####
11/7/2024	V018669--Competitive Edge Batting Cages	2010237	1,220.00	#####
11/7/2024	V004032--CompuScholar, Inc.	2010238	630.00	In Transit
11/14/2024	V015817--Connolly Ranch Education Center	2010336	1,290.40	#####
11/14/2024	V008335--Could it Be Dyslexia Inc	2010337	536.00	#####
11/29/2024	V015291--Counts Piano Studio	4167-1732741341782	175.00	#####
11/14/2024	V004054--Creative Learning Place Inc	2010338	80.00	#####
11/7/2024	V013009--Cristie Baron	2010239	560.00	#####
11/7/2024	V021757--Crown Jiu Jitsu	2010240	845.00	#####
11/19/2024	V004065--Curiosity Chronicles	2010493	260.98	In Transit
11/14/2024	V004065--Curiosity Chronicles	2010339	191.97	#####
11/7/2024	V004065--Curiosity Chronicles	2010241	854.80	#####
11/29/2024	V004984--D.D. & S Learning Systems Inc dba Sylvan Learning	4167-1732741329023	1,240.00	#####
11/14/2024	V006072--Dasana Sports	2010340	332.50	#####
11/14/2024	V021360--Daybreak Academy	2010341	6,325.00	#####
11/19/2024	V004086--Demme Learning School Sales	2010494	1,770.82	In Transit
11/14/2024	V004086--Demme Learning School Sales	2010342	212.20	#####
11/7/2024	V004086--Demme Learning School Sales	2010242	1,195.85	#####
11/7/2024	V012418--Denison Algebra	2010243	175.00	#####
11/14/2024	V016146--Dexter Music	2010343	548.00	#####
11/7/2024	V008526--Disneyland Resort	4167-1730923199899	10,832.00	#####
11/7/2024	V014702--Drawn2Art - Encino	2010244	704.00	#####
11/14/2024	V003530--Drawn2Art - Rancho	2010344	480.00	#####
11/14/2024	V004426--Drawn2Art Inc - Chino Hills	2010345	694.00	#####
11/14/2024	V015292--Dream Xtreme Gymnastics	2010346	397.00	In Transit
11/19/2024	V021871--Drew's Art Box LLC	2010495	475.00	In Transit
11/7/2024	V021871--Drew's Art Box LLC	2010245	80.00	#####
11/29/2024	V003533--Dynamic Education Services, Inc.	4167-1732741317113	1,800.00	#####
11/29/2024	V003533--Dynamic Education Services, Inc.	4167-1732827756537	150.00	#####
11/20/2024	V003533--Dynamic Education Services, Inc.	4167-1732050114356	4,806.25	#####
11/12/2024	V018615--Dynamic Vision Optometry	4167-1731358816820	510.00	#####
11/14/2024	V004133--Earthroots Field School	2010347	285.00	#####
11/29/2024	V015968--Easter Seals of Southern California	4167-1732827999779	180.00	#####
11/19/2024	V004138--Eat2Explore Inc	2010496	254.85	In Transit

11/7/2024	V011993--EdTech 101	2010246	1,105.11	#####
11/19/2024	V008684--Education.com	2010497	1,950.00	In Transit
11/14/2024	V008684--Education.com	2010348	150.00	In Transit
11/7/2024	V008684--Education.com	2010247	450.00	#####
11/26/2024	V008705--El Paseo Children's Center, Inc	4167-1732568444228	65,309.30	#####
11/19/2024	V004165--Elemental Science Inc.	2010498	630.68	In Transit
11/14/2024	V004165--Elemental Science Inc.	2010349	952.11	In Transit
11/7/2024	V004165--Elemental Science Inc.	2010248	122.49	#####
11/14/2024	V004175--EMH Sports USA Inc	2010350	455.00	#####
11/7/2024	V008748--Emily Cook - Build Your Library	2010249	39.75	#####
11/14/2024	V004179--Endeavor Gymnastics	2010351	790.00	In Transit
11/29/2024	V006133--Enrollment Professor West	4167-1732827627531	3,500.00	#####
11/27/2024	V006133--Enrollment Professor West	4167-1732568402761	3,500.00	#####
11/4/2024	V006133--Enrollment Professor West	4167-1730577599912	3,500.00	#####
11/12/2024	V016868--Erica Pace	4167-1731358811394	132.66	#####
11/14/2024	V001484--Erin Tator	2010352	70.00	#####
11/19/2024	V000110--Evan-Moor Educational Publishers	2010499	4,989.00	#####
11/7/2024	V000110--Evan-Moor Educational Publishers	2010250	4,666.40	#####
11/19/2024	V004198--Exploration Education	2010500	188.86	In Transit
11/7/2024	V004198--Exploration Education	2010251	188.86	#####
11/14/2024	V012467--Fashion Camp - Create.Design.Sew	2010353	168.00	#####
11/20/2024	V004210--Fedex Office	4167-1732050013794	446.16	#####
11/19/2024	V008858--Film School 4 Teens	2010501	250.00	#####
11/14/2024	V004216--Fired Up Arts	2010354	500.00	#####
11/7/2024	V003752--Firefly Tutors	2010252	1,386.25	#####
11/14/2024	V003541--Firestorm Freerunning Galaxy LLC	2010355	1,450.00	#####
11/26/2024	V014288--First Presbyterian Church of Santa Ana	2010551	6,700.00	In Transit
11/14/2024	V011958--Flying Frog Academy	2010356	298.00	#####
11/14/2024	V004236--Freedom in Motion Inc	2010357	294.00	#####
11/14/2024	V004245--Friends of Willow Tree	2010358	3,252.10	#####
11/19/2024	V004246--From Jennifer LLC	2010502	93.00	In Transit
11/12/2024	V012041--FunctionJunction	4167-1731358814339	5,850.00	#####
11/19/2024	V004267--Generation Genius, Inc	2010503	299.00	#####
11/14/2024	V004267--Generation Genius, Inc	2010359	225.00	#####
11/7/2024	V004275--Global Student Network	2010253	174.00	#####
11/7/2024	V022199--Grae Agency LA	2010254	250.00	#####
11/19/2024	V004297--Green Kid Crafts, Inc.	2010504	456.15	In Transit
11/14/2024	V004297--Green Kid Crafts, Inc.	2010360	484.50	#####
11/29/2024	V011981--Guitar Lessons by Chris	4167-1732828262056	640.00	#####

11/14/2024	V011981--Guitar Lessons by Chris	2010361	70.00	#####
11/7/2024	V011981--Guitar Lessons by Chris	2010255	815.00	#####
11/7/2024	V004313--H4B Team LLC	2010256	159.99	#####
11/14/2024	V012262--Harbor and Sprout	2010362	108.00	In Transit
11/7/2024	V012262--Harbor and Sprout	2010257	162.00	#####
11/12/2024	V006538--Hatch & Cesario, Attorneys-at-Law	4167-1731358829613	10,545.00	#####
11/19/2024	V009143--HBCO LLC	2010505	104.99	In Transit
11/14/2024	V009143--HBCO LLC	2010363	890.63	In Transit
11/7/2024	V009143--HBCO LLC	2010258	1,189.52	#####
11/14/2024	V009177--Hewitt Research Foundation	2010364	156.80	#####
11/14/2024	V012198--Hi-Desert Cultural Center	2010365	560.00	#####
11/29/2024	V004326--High Five Music Academy	4167-1732827987194	702.00	#####
11/19/2024	V012323--Hoffman Academy	2010506	189.00	In Transit
11/19/2024	V003549--Hola Amigo	2010507	149.89	In Transit
11/7/2024	V003549--Hola Amigo	2010259	76.94	#####
11/29/2024	V011959--Holiday Math	4167-1732828192995	216.00	#####
11/14/2024	V004331--Home School Coaches	2010366	837.50	#####
11/19/2024	V003707--Home Science Tools	2010508	977.79	In Transit
11/14/2024	V003707--Home Science Tools	2010367	7,045.71	#####
11/7/2024	V003707--Home Science Tools	2010260	2,545.97	#####
11/7/2024	V011952--Home Yoga LLC	4167-1730923271525	5,450.00	#####
11/19/2024	V003708--Homeschool Art Box	2010509	624.00	In Transit
11/14/2024	V004332--Homeschool Assist of Montana, LLC	2010368	810.00	In Transit
11/19/2024	V009215--Homeschool Planet	2010510	14.95	In Transit
11/7/2024	V009215--Homeschool Planet	2010261	1,148.00	#####
11/14/2024	V015726--Homeschooling Homestead	2010369	1,430.00	#####
11/19/2024	V004336--Honest History Co	2010511	62.97	#####
11/14/2024	V004338--Hope for Reading	2010370	430.00	#####
11/14/2024	V009237--Huckleberry Center for Creative Learning	2010371	824.52	#####
11/14/2024	V013384--Imagine Learning LLC	2010372	3,900.00	#####
11/12/2024	V015215--In Focus	4167-1731358831552	546.00	#####
11/29/2024	V004363--Independent Minds Academy	4167-1732827982336	4,010.00	#####
11/12/2024	V009296--Infinity Kids Corporation	4167-1731358809060	1,600.00	#####
11/19/2024	V000058--Institute for Excellence in Writing	2010512	2,652.89	In Transit
11/14/2024	V000058--Institute for Excellence in Writing	2010373	3,978.50	#####
11/7/2024	V000058--Institute for Excellence in Writing	2010262	324.33	#####
11/14/2024	V004386--Intro 2 Skateboarding LLC	2010374	170.00	#####
11/4/2024	V003563--IXL Learning, Inc	4167-1730578297664	15,526.00	#####
11/14/2024	V000573--Jamie Butterworth	2010375	300.00	In Transit

11/14/2024	V009398--Jennifer Murphy dba Murphy Language Arts, LLC	2010376	629.25	#####
11/29/2024	V013690--JKW Innovations LLC	4167-1732828105034	842.50	#####
11/14/2024	V022321--Juniper Learning	2010377	1,270.00	#####
11/29/2024	V021460--Kathy Lascano	4167-1732827933323	221.25	#####
11/14/2024	V021460--Kathy Lascano	2010378	221.25	In Transit
11/29/2024	V009499--Kenpo Combat Academy	4167-1732827834095	1,225.00	#####
11/14/2024	V012115--Keys and Strings Music Studio	2010379	225.00	In Transit
11/19/2024	V003569--Kids Art Box	2010513	168.00	In Transit
11/14/2024	V003569--Kids Art Box	2010380	499.00	In Transit
11/7/2024	V003569--Kids Art Box	2010263	464.00	#####
11/29/2024	V009509--Kids Club Spanish School LLC	4167-1732827900281	360.00	#####
11/19/2024	V004423--Kids Immersion LLC	2010514	329.00	In Transit
11/14/2024	V004423--Kids Immersion LLC	2010381	149.00	In Transit
11/7/2024	V004423--Kids Immersion LLC	2010264	298.00	In Transit
11/12/2024	V004424--Kids In Motion Pediatric Therapy	4167-1731358799290	1,350.00	#####
11/7/2024	V012082--Kimberly V. Art	2010265	396.00	#####
11/14/2024	V016510--Kirsten A. Lewis Riding Lessons	2010382	580.00	#####
11/19/2024	V004434--Kitchen Stewardship LLC	2010515	49.95	In Transit
11/19/2024	V004435--KiwiCo Inc	2010516	1,881.06	#####
11/14/2024	V004435--KiwiCo Inc	2010383	388.73	#####
11/7/2024	V004435--KiwiCo Inc	2010266	766.79	#####
11/14/2024	V022322--Kumon of Tustin - North	2010384	360.00	#####
11/14/2024	V004445--Lakeport Dance Center	2010385	335.00	#####
11/14/2024	V013788--Lakeshore Learning - 2695 E. Dominguez St.	2010386	1,982.51	#####
11/7/2024	V013788--Lakeshore Learning - 2695 E. Dominguez St.	2010267	322.81	#####
11/19/2024	V000064--Lakeshore Learning Materials, LLC	2010517	3,654.83	#####
11/14/2024	V000882--Lance M Giroux	2010387	90.00	#####
11/19/2024	V012011--Leaf'd Garden Inc	2010518	476.82	#####
11/14/2024	V004458--Learn Beyond The Book	2010388	4,172.91	#####
11/14/2024	V019181--Learn With Ms. M.	2010389	240.00	#####
11/4/2024	V003579--Learner-Centered Collaborative	4167-1730577702375	6,000.00	#####
11/7/2024	V000065--Learning A-Z, LLC	2010268	135.00	#####
11/14/2024	V018795--Learning Squad OC	2010390	37.50	#####
11/7/2024	V003583--Legacy of Valor & Excellence	2010269	150.00	#####
11/19/2024	V004466--LEGO Education	2010519	786.06	#####
11/7/2024	V004466--LEGO Education	2010270	180.62	#####
11/19/2024	V004468--Let's Bake	2010520	510.26	In Transit
11/14/2024	V004469--Lewis Music Academy	2010391	810.00	#####
11/29/2024	V016952--Lil Chef School	4167-1732827847062	162.00	#####

11/14/2024	V015293--Linda Holt	2010392	240.00	#####
11/7/2024	V000878--Linda K. Gerhard	2010271	120.00	#####
11/8/2024	V022325--Linda Larson	2010303	82.78	#####
11/6/2024	V000829--Lisa Fishman	2010224	1,000.00	#####
11/19/2024	V004490--Little Passports Inc	2010521	784.69	#####
11/14/2024	V004490--Little Passports Inc	2010393	146.31	#####
11/7/2024	V012107--Llamitas Spanish	2010272	224.07	#####
11/19/2024	V004497--Logic of English	2010522	540.15	#####
11/14/2024	V004497--Logic of English	2010394	245.37	#####
11/7/2024	V004497--Logic of English	2010273	1,412.47	#####
11/14/2024	V018925--Looking Glass Studio of Performing Arts Inc	2010395	65.00	In Transit
11/14/2024	V012144--Lotus & Ivy, LLC	2010396	1,000.00	#####
11/14/2024	V004519--Mallory Academy of Dance LLC	2010397	225.00	#####
11/29/2024	V006389--Marsh & McLennan Agency LLC	4167-1732827693409	5,832.00	#####
11/19/2024	V006389--Marsh & McLennan Agency LLC	4167-1731963672486	8,375.12	#####
11/4/2024	V006389--Marsh & McLennan Agency LLC	4167-1730577661854	3,985.00	#####
11/14/2024	V000816--Math with Mrs. Fish	2010398	375.00	#####
11/29/2024	V011947--Mathnasium of Chula Vista (Ace Tutoring)	4167-1732827817652	458.00	#####
11/14/2024	V004528--Mathnasium of Glendora	2010399	620.00	#####
11/14/2024	V018684--Mathnasium of North Costa Mesa	2010400	150.00	#####
11/14/2024	V004537--McClure & Co.	2010401	124.00	In Transit
11/19/2024	V000068--McGraw Hill LLC	2010523	4,255.70	#####
11/14/2024	V000068--McGraw Hill LLC	2010402	128.09	#####
11/7/2024	V000068--McGraw Hill LLC	2010274	446.79	#####
11/12/2024	V001085--McRory Pediatric Services, Inc.	4167-1731358804444	450.00	#####
11/19/2024	V004541--McRuffy Press, LLC	2010524	139.85	In Transit
11/14/2024	V004541--McRuffy Press, LLC	2010403	562.70	In Transit
11/7/2024	V004541--McRuffy Press, LLC	2010275	491.60	In Transit
11/19/2024	V004547--MEL Science US LLC	2010525	1,768.97	In Transit
11/7/2024	V004547--MEL Science US LLC	2010276	321.64	In Transit
11/19/2024	V022429--Melissa Gamble	2010526	3,928.76	#####
11/7/2024	V004550--Memoria Press	2010277	66.40	#####
11/19/2024	V004554--Miaplaza Inc	2010527	2,900.00	In Transit
11/14/2024	V004554--Miaplaza Inc	2010404	420.00	#####
11/7/2024	V004554--Miaplaza Inc	2010278	2,800.00	#####
11/14/2024	V004560--Middletown Art Center	2010405	270.00	#####
11/29/2024	V004579--Mosaic Music Inc.	4167-1732827598611	160.00	#####
11/19/2024	V004583--MoxieBox Art Inc	2010528	612.70	#####
11/14/2024	V004583--MoxieBox Art Inc	2010407	129.81	#####

11/29/2024	V010034--Mr D Math LLC	4167-1732827758147	542.50	#####
11/29/2024	V012033--Murrieta Academy of Music and Performing Arts	4167-1732827938998	308.00	#####
11/14/2024	V012033--Murrieta Academy of Music and Performing Arts	2010408	308.00	In Transit
11/14/2024	V003600--Music Freqs	2010409	288.75	#####
11/14/2024	V014542--MusicAlley School of the Arts	2010410	1,104.00	In Transit
11/14/2024	V011966--MVMNTM	2010411	198.00	#####
11/12/2024	V003602--N. California Children's Therapy Center	4167-1731358833520	1,350.00	#####
11/14/2024	V022323--Napa Valley Martial Arts Wellness	2010412	53.00	In Transit
11/14/2024	V018796--NewSongs School of Music	2010413	160.00	#####
11/7/2024	V011992--Nicole Medeiros	2010280	128.22	In Transit
11/7/2024	V010161--Nicole the Math Lady LLC	2010281	751.00	#####
11/29/2024	V004643--Nuestra Escuelita Spanish Academy	4167-1732827708577	1,025.75	#####
11/19/2024	V004646--Oak Meadow Inc.	2010529	1,492.88	In Transit
11/14/2024	V004646--Oak Meadow Inc.	2010414	1,579.29	In Transit
11/7/2024	V004646--Oak Meadow Inc.	2010282	3,345.53	#####
11/14/2024	V014544--Olga Corcoran	2010415	1,080.00	#####
11/14/2024	V003609--Olive Tree Education Inc	2010416	3,481.25	#####
11/7/2024	V010265--On Pointe Productions LLC	2010283	845.00	#####
11/29/2024	V004666--Outschool, Inc	4167-1732828305695	534.00	#####
11/7/2024	V004666--Outschool, Inc	2010284	722.00	#####
11/14/2024	V010304--Ovation School for the Performing Arts	2010417	505.00	#####
11/27/2024	V005286--Oxford Consulting Services Inc.	4167-1732568411003	20,550.40	#####
11/20/2024	V005286--Oxford Consulting Services Inc.	4167-1732050011434	26,033.70	#####
11/14/2024	V012355--Ozcanli Academy	2010418	728.00	In Transit
11/14/2024	V000731--Pamela E. Dewey	2010419	580.00	#####
11/19/2024	V004678--Pandia Press Inc.	2010530	504.31	In Transit
11/7/2024	V004678--Pandia Press Inc.	2010285	397.49	#####
11/7/2024	V004688--Partners in Special Education, Inc.	4167-1730923318854	15,285.00	#####
11/4/2024	V004688--Partners in Special Education, Inc.	4167-1730578656891	72,522.50	#####
11/29/2024	V015727--Paulin Center for the Arts	4167-1732828347387	513.75	#####
11/22/2024	V003459--Payroll		864.84	#####
11/22/2024	V003459--Payroll		134,135.29	#####
11/21/2024	V003459--Payroll		529,726.77	#####
11/18/2024	V003459--Payroll		864.84	#####
11/18/2024	V003459--Payroll		536,615.13	#####
11/18/2024	V003459--Payroll		137,854.04	#####
11/29/2024	V001209--Penelope Pauley	4167-1732828202194	200.00	#####
11/7/2024	V001209--Penelope Pauley	4167-1730923225071	1,500.00	#####
11/29/2024	V011983--Peter Brown dba Peter Brown Piano Studio	4167-1732827907633	580.00	#####

11/14/2024	V012081--Phil's Impromptu Piano School	2010420	1,220.00	#####
11/29/2024	V014545--Play Based Learning Academy	4167-1732828072958	368.75	#####
11/14/2024	V004728--Play-Well TEKnologies	2010421	248.00	#####
11/14/2024	V004738--Portal Languages - Costa Mesa	2010422	240.00	In Transit
11/29/2024	V004739--Portal Languages - Fullerton LLC	4167-1732828168076	200.00	#####
11/29/2024	V012359--Premier Swim Academy	4167-1732827816028	1,401.00	#####
11/19/2024	V004748--PRIDE Publishing LLC	2010531	230.45	In Transit
11/26/2024	V003454--Principal Life Insurance Company-PO Box 10372		20,086.35	#####
11/12/2024	V003454--Principal Life Insurance Company-PO Box 10372		20,421.79	#####
11/27/2024	V011968--Public Agency Coalition Enterprise	4167-1732568534459	182,104.64	#####
11/4/2024	V011968--Public Agency Coalition Enterprise	4167-1730578197120	179,775.78	#####
11/14/2024	V003620--Push Play PE	2010423	198.00	#####
11/14/2024	V012143--Quartz Hill Karate, Inc.	2010424	159.00	#####
11/14/2024	V000078--Rainbow Resource Center Inc	2010425	11,170.32	#####
11/7/2024	V000078--Rainbow Resource Center Inc	2010286	20,053.79	#####
11/14/2024	V004776--Rancho Simi Recreation and Park District (RSRPD)	2010426	405.00	In Transit
11/14/2024	V022326--Reading Reach	2010427	375.00	#####
11/14/2024	V012434--Rebecca Scott	2010428	73.75	#####
11/14/2024	V004788--Red Dragon Karate Glendora	2010429	249.00	In Transit
11/14/2024	V016855--Reign Equine LLC	2010430	400.00	#####
11/14/2024	V004798--Riff's Music	2010431	595.00	#####
11/29/2024	V022365--RJAD INC	4167-1732827778724	135.00	#####
11/4/2024	V019252--Roopa Rao Tutoring & Testing Center	4167-1730578068434	770.00	#####
11/19/2024	V004813--Royal Fireworks Press	2010532	418.00	In Transit
11/7/2024	V012868--RSL Aquatics	2010287	520.00	#####
11/7/2024	V011954--Safari Kiwi	4167-1730923305880	1,500.00	#####
11/19/2024	V019007--San Diego Zoo Wildlife Alliance	4167-1731963689707	2,230.00	#####
11/14/2024	V003638--School of Rock Vacaville	2010432	1,814.50	In Transit
11/19/2024	V012077--Schoolhouse Discoveries LLC	2010533	635.55	#####
11/7/2024	V012077--Schoolhouse Discoveries LLC	2010288	316.80	#####
11/19/2024	V014752--Science Mom	2010534	1,130.00	#####
11/1/2024	V022166--SeaWorld Parks & Entertainment, Inc.	2010223	616.00	#####
11/14/2024	V012804--Shanelle Gray Studios	2010433	1,300.00	#####
11/14/2024	V019502--Shayla Esposto	4167-1731531668932	450.00	#####
11/19/2024	V011973--Silicon Valley High School Inc	2010535	4,375.00	In Transit
11/19/2024	V004900--Singapore Math Inc	2010536	741.20	#####
11/14/2024	V004900--Singapore Math Inc	2010434	1,360.22	#####
11/7/2024	V004900--Singapore Math Inc	2010289	4,807.88	#####
11/7/2024	V006076--Singapore Math Live LLC	2010290	75.00	#####

11/22/2024	V003179--So Cal Edison		89.86	#####
11/14/2024	V011044--SoCal STEM LLC dba includEducation	2010435	225.00	#####
11/7/2024	V011987--Sons School of Music	2010291	150.00	#####
11/29/2024	V004923--South Bay Art Department, LLC	4167-1732828076404	367.50	#####
11/12/2024	V000090--Specialized Therapy Services Inc.	4167-1731099710067	52,120.00	#####
11/20/2024	V011092--Speech Language & Educational Associates	4167-1732050168467	1,542.50	#####
11/14/2024	V021759--Spotlight Dance and Acting Studio	2010436	79.00	#####
11/14/2024	V016856--Stagelight Performing Arts	2010437	126.00	#####
11/14/2024	V004952--STEM Center USA	2010438	2,014.00	In Transit
11/7/2024	V011996--Stephanie Reyes	2010292	160.00	#####
11/7/2024	V011977--Stephanie Telfer	2010293	1,560.00	#####
11/19/2024	V000092--Stephens Educational Services, LLC	2010537	1,398.60	In Transit
11/14/2024	V000092--Stephens Educational Services, LLC	2010439	140.60	#####
11/7/2024	V000092--Stephens Educational Services, LLC	2010294	3,679.10	#####
11/21/2024	V004959--StepWare, Inc.	4167-1732136545906	814.00	#####
11/29/2024	V012462--Strong Mind Education	4167-1732828339118	440.00	#####
11/19/2024	V004966--Studies Weekly Inc	2010538	261.08	In Transit
11/14/2024	V004966--Studies Weekly Inc	2010440	691.65	In Transit
11/7/2024	V004966--Studies Weekly Inc	2010295	2,045.81	#####
11/7/2024	V014847--Subito Music Academy LLC	2010296	680.00	#####
11/14/2024	V014547--Summit Enrichment Academy	2010441	4,645.00	#####
11/29/2024	V019858--Sundance Hills Equestrian Center - 7933	4167-1732828054439	675.00	#####
11/19/2024	V004979--Supercharged Science	2010539	2,208.74	In Transit
11/14/2024	V003654--Surfclass.com	2010442	200.00	#####
11/14/2024	V022327--SwiftKick Martial Arts Inc.	2010443	229.00	#####
11/7/2024	V022200--Sylvan Learning of Simi Valley	2010297	200.00	#####
11/19/2024	V000097--T-Mobile - 742596	2010540	1,366.01	In Transit
11/19/2024	V004990--TalkBox.Mom Inc	2010541	788.58	In Transit
11/7/2024	V004990--TalkBox.Mom Inc	2010298	826.90	#####
11/14/2024	V005000--Teacher Synergy, LLC	2010444	1,408.05	#####
11/14/2024	V005001--Teaching Textbooks LLC	2010445	1,909.74	#####
11/7/2024	V005001--Teaching Textbooks LLC	2010299	871.67	#####
11/29/2024	V013563--TeachTown	4167-1732827752411	1,343.75	#####
11/14/2024	V005005--Temecula Music Teacher, LLC	2010446	947.00	#####
11/14/2024	V005008--Terra Arts Foundation	2010448	166.00	#####
11/14/2024	V014669--Terra Arts Foundation	2010447	549.33	In Transit
11/14/2024	V018974--Thai House Napa Valley	2010449	120.00	#####
11/14/2024	V012015--The Academy of Dance	2010450	900.00	#####
11/7/2024	V012015--The Academy of Dance	4167-1730923209657	1,250.00	#####

11/14/2024	V003659--The Arbor Learning Community	2010451	105.00	#####
11/19/2024	V005016--The BEarth Institute, Inc.	2010542	900.00	#####
11/19/2024	V021999--The Bending Willow Academy	4167-1731963619021	726.00	#####
11/7/2024	V012201--The Circle LB	2010300	550.00	#####
11/14/2024	V005019--The Claremont Club	2010452	2,108.80	In Transit
11/14/2024	V011326--The Coder School Cerritos	2010453	891.00	#####
11/19/2024	V005022--The Critical Thinking Co	2010543	27.93	In Transit
11/7/2024	V005022--The Critical Thinking Co	2010301	26.94	#####
11/19/2024	V011978--The GG Box	2010544	385.14	In Transit
11/14/2024	V012744--The Music Key School	2010454	320.00	In Transit
11/7/2024	V014522--The Van Tuyl Music Foundation	4167-1730923241169	1,250.00	#####
11/19/2024	V000112--Timberdoodle	2010545	3,993.27	#####
11/14/2024	V000112--Timberdoodle	2010455	5,240.55	#####
11/29/2024	V005065--Time4Learning	4167-1732827923302	4,433.85	#####
11/29/2024	V012387--To The Pointe Dance Productions	4167-1732828249836	52.00	#####
11/14/2024	V012387--To The Pointe Dance Productions	2010456	440.25	#####
11/14/2024	V015683--Together We Learn Tutoring and Enrichment Center	2010457	1,375.00	#####
11/29/2024	V003664--Total Education Solutions	4167-1732828355142	375.00	#####
11/19/2024	V022079--Trailblazer Volleyball	4167-1731963691617	218.20	#####
11/12/2024	V005080--TTC4SUCCESS	4167-1731358806893	6,343.90	#####
11/14/2024	V012078--U DID IT	2010458	811.25	In Transit
11/14/2024	V022328--United Self Defense Academy - Foothill Ranch	2010459	255.00	In Transit
11/14/2024	V011612--Universal Martial Arts Centers - Chino Hills	2010460	640.00	In Transit
11/14/2024	V005107--Urban Workshop	2010461	600.00	#####
11/29/2024	V005121--Ventura County Office of Education	4167-1732828014579	10,000.00	#####
11/29/2024	V005129--Village Music School	4167-1732827954413	87.00	#####
11/14/2024	V005132--Viva Learning Community	2010462	1,918.00	#####
11/19/2024	V000540--Waldorfish	2010546	153.00	#####
11/19/2024	V005227--Waseca Biomes	2010547	1,660.05	In Transit
11/26/2024	V001531--Water Court, LLC	2010552	5,219.63	In Transit
11/19/2024	V022000--Waterworks Aquatics CB	4167-1731963605927	353.60	#####
11/14/2024	V012624--West Coast Krav Maga	2010463	189.00	In Transit
11/14/2024	V006200--West Coast Krav Maga Wildomar, Inc.	2010464	757.10	In Transit
11/14/2024	V012110--Whispering Oak Stables	2010465	250.00	#####
11/29/2024	V014550--Whitebrook Farm	4167-1732827985569	250.00	#####
11/27/2024	V012640--Whole Child Therapy, Inc	4167-1732568433842	1,725.00	#####
11/19/2024	V005159--Wild Learning LLC	2010548	70.00	In Transit
11/14/2024	V005159--Wild Learning LLC	2010466	155.00	In Transit
11/14/2024	V005167--WM Music Lessons Inc	2010467	3,900.00	#####

11/14/2024	V011840--WM Tutoring Inc	2010468	415.00	#####
11/19/2024	V011957--Woke Homeschooling Inc	2010549	49.99	In Transit
11/12/2024	V005178--Wright Specialty Premium Trust	4167-1731100728349	8,293.20	#####
11/19/2024	V005180--WriteAtHome Inc	4167-1731963603584	398.00	#####
11/1/2024	V002996--YOLO STRS		77,780.47	#####
11/14/2024	V003686--Young Artists Conservatory of Music	2010469	2,496.28	#####
11/29/2024	V000012--Young, Minney & Corr, LLP	4167-1732827784633	13,620.00	#####
11/19/2024	V000104--Zoo-Phonics	2010550	130.57	#####
11/14/2024	V000104--Zoo-Phonics	2010470	237.45	#####
11/7/2024	V000104--Zoo-Phonics	2010302	1,104.26	#####
Total for COM-NEWGEN			3,088,207.22	

COM-CCUCHECK - California Credit Union

Account no: 119118124

11/26/2024	V003954--California Credit Union CC		139.55	#####
Total for COM-CCUCHECK			139.55	

**Compass Charter Schools - COM
Balance Sheet**

Statement of Financial Position

Reporting Book:

ACCRUAL

As of Date:

11/30/2024

Location:

Compass Charter Schools - COM

	Los Angeles	NPO	San Diego	Yolo County	
	Year To Date	Year To Date	Year To Date	Year To Date	Year To Date
	11/30/2024	11/30/2024	11/30/2024	11/30/2024	11/30/2024
	Current Year Balance	Current Year Balance	Current Year Balance	Current Year Balance	Comp on Actual
912100-COM-010 - California Credit Union - Checking	0.00	137,063.01	0.00	0.00	137,063.01
912200-COM-010 - Cash in California Credit Union	0.00	4,163.93	0.00	0.00	4,163.93
912300-COM-010 - Cash in Bank(s) - New Chase Account	106,592.24	4,517,153.56	(1,102,651.03)	6,054,893.05	9,575,987.82
912400-COM-010 - Cash in Bank(s) - PayPal Account	0.00	6,297.39	0.00	0.00	6,297.39
912500-COM-020 - Cash in County Treasury Account	0.00	0.00	1,537,632.61	0.00	1,537,632.61
915100-COM-010 - California Credit Union - Money Market	0.00	256,948.22	0.00	0.00	256,948.22
Total Cash and Cash Equivalents	106,592.24	4,921,626.11	434,981.58	6,054,893.05	11,518,092.98
920000 - Accounts Receivables	0.00	31.83	0.00	0.00	31.83
929000 - Due from Grantor Governments	323,910.42	0.00	195,603.07	8,381.00	527,894.49
Total Accounts Receivable	323,910.42	31.83	195,603.07	8,381.00	527,926.32
933000 - Prepaid Expenses	0.00	25,812.67	0.00	0.00	25,812.67
Total Prepaid Expenses	0.00	25,812.67	0.00	0.00	25,812.67
933500 - Employee Advances	0.00	2,124.85	0.00	0.00	2,124.85
Total Employee Advances	0.00	2,124.85	0.00	0.00	2,124.85
915000-COM-010 - Investments - J.P Morgan	0.00	820,127.03	0.00	0.00	820,127.03
Total Short Term Investments	0.00	820,127.03	0.00	0.00	820,127.03
946000 - Right of Use Asset	0.00	5,098.34	0.00	0.00	5,098.34
Total Fixed Assets	0.00	5,098.34	0.00	0.00	5,098.34
935000 - Security Deposits	0.00	5,219.63	0.00	0.00	5,219.63
Total Other Assets	0.00	5,219.63	0.00	0.00	5,219.63
Total Assets	430,502.66	5,780,040.46	630,584.65	6,063,274.05	12,904,401.82
950000 - Accounts Payable-System	103,521.49	121,393.38	123,592.86	43,741.90	392,249.63

Total Accounts Payable	103,521.49	121,393.38	123,592.86	43,741.90	392,249.63
950100 - Accrued Salaries	0.00	655,208.24	0.00	0.00	655,208.24
950300 - Accrued STRS	26,654.99	78,796.67	0.00	0.00	105,451.66
950500 - Accounts Payable-Accrual	0.00	0.00	0.00	31,575.64	31,575.64
950600 - Credit Card Payable	0.00	(7,415.67)	0.00	0.00	(7,415.67)
959000 - Due to Grantor Governments	13,957.00	128,138.66	37,079.00	5,234,072.17	5,413,246.83
Total Accrued Liabilities	40,611.99	854,727.90	37,079.00	5,265,647.81	6,198,066.70
965000 - Deferred Revenue	1,360,774.98	0.00	880,124.71	772,508.94	3,013,408.63
966100 - Summer Holdback	0.00	169,718.47	0.00	0.00	169,718.47
966500 - Compensated Absences Payable	104,663.62	0.00	86,466.96	71,447.49	262,578.07
Total Other Short Term Liability	1,465,438.60	169,718.47	966,591.67	843,956.43	3,445,705.17
965500 - ROU liability	0.00	(0.60)	0.00	0.00	(0.60)
Total Other Liabilities	0.00	(0.60)	0.00	0.00	(0.60)
961000 - Due to/From Other Locations	0.00	0.00	0.00	0.00	0.00
Total Interfund Due to	0.00	0.00	0.00	0.00	0.00
Total Liabilities	1,609,572.08	1,145,839.15	1,127,263.53	6,153,346.14	10,036,020.90
Net Increase/(Decrease) in Net Assets	(2,349,124.96)	3,563.22	(1,449,667.73)	(409,962.03)	(4,205,191.50)
978000 - Unrestricted Net Assets – Other Designations	877,541.65	3,497,611.72	714,741.64	239,917.45	5,329,812.46
979000 - Net Assets	0.00	(32,844.20)	0.00	0.00	(32,844.20)
Total Unrestricted Net Assets	877,541.65	3,464,767.52	714,741.64	239,917.45	5,296,968.26
Total Unrest Net Assets with Inc/(Dec) to date	(1,471,583.31)	3,468,330.74	(734,926.09)	(170,044.58)	1,091,776.76
978900 - Designated for Economic Uncertainty	292,513.89	1,165,870.57	238,247.21	79,972.49	1,776,604.16
Total Restricted Net Assets	292,513.89	1,165,870.57	238,247.21	79,972.49	1,776,604.16
Total Net Assets	(1,179,069.42)	4,634,201.31	(496,678.88)	(90,072.09)	2,868,380.92
Liabilities and Net Assets	430,502.66	5,780,040.46	630,584.65	6,063,274.05	12,904,401.82

Created on : 12/17/2024 3:11 PM PST

Compass Charter Schools - Meeting of the Compass Board of Directors - Agenda - Saturday January 25, 2025 at 10:00 AM

Compass Charter Schools - COM
Statement of Activities - Actual vs Budget

Reporting Book: ACCRJUAL
As of Date: 11/30/2024
Location: Compass Charter Schools - COM

	07/01/2024 Through 07/31/2024		08/01/2024 Through 08/31/2024		09/01/2024 Through 09/30/2024		10/01/2024 Through 10/31/2024		11/01/2024 Through 11/30/2024		Year To Date 11/30/2024				Year Ending 06/30/2025			
	Actual	1st Interim Budget	Actual	1st Interim Budget	Actual	1st Interim Budget	Actual	1st Interim Budget	Actual	1st Interim Budget	Actual	1st Interim Budget	Budget Diff	Budget % Var	1st Interim Budget	Remaining Budget	Percentage remaining	
Net Increase/(Decrease) in Net Assets																		
Total Revenue																		
LCFF Revenue																		
201100 - LCFF Revenues	308,252.00	308,252.00	1,203,980.00	1,203,980.00	1,435,335.32	1,435,335.32	1,873,073.52	1,873,073.52	1,873,073.52	1,873,073.52	2,177,697.78	6,693,714.36	6,998,338.62	(304624.26) ↓	(4.35) %	22,242,223.08	15,548,508.72	(6,900) %
801200 - Education Protection Account Revenue	0.00	0.00	0.00	0.00	414,049.00	414,049.00	83,034.00	83,034.00	0.00	0.00	0.00	497,083.00	497,083.00	0.00	0.00 %	2,018,096.66	1,522,012.86	(7.38) %
809600 - Charter Schools Funding In-Lieu of Property Taxes	0.00	0.00	136,307.44	136,307.44	370,111.89	370,111.89	181,742.26	181,742.26	182,637.71	284,951.44	870,789.30	973,103.03	(102313.73) ↓	(10.51) %	3,323,952.41	2,453,163.11	(7.28) %	
Total LCFF Revenue	308,252.00	308,252.00	1,340,287.44	1,340,287.44	2,219,486.21	2,219,486.21	2,137,849.78	2,137,849.78	2,055,711.23	2,462,649.22	8,061,586.66	8,468,524.65	(406937.99) ↓	(4.80) %	27,585,271.35	19,523,684.69	(7.71) %	
Federal Revenue																		
818100 - Special Education - Entitlement	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	66,144.98	66,144.98	(66144.98) ↓	(100.00) %	529,159.84	529,159.84	(100.00) %	
829000 - All Other Federal Revenue	62,085.40	62,085.40	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	62,085.40	62,085.40	0.00	0.00 %	356,701.99	294,616.59	(82.59) %	
829100 - Title I Federal Revenue	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	103,078.00	0.00	103,078.00	103,078.00	0.00	0.00 %	412,309.98	309,231.98	(74.99) %	
829200 - Title II	0.00	0.00	0.00	0.00	0.00	0.00	5,056.00	5,056.00	10,794.00	0.00	15,850.00	5,056.00	10,794.00	213.48 %	63,396.01	47,546.01	(74.99) %	
829300 - Title III Federal Revenue	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	11,766.00	0.00	0.00	0.00 %	11,766.00	11,766.00	(100.00) %	
829400 - Title IV	0.00	0.00	0.00	0.00	0.00	0.00	2,500.00	2,500.00	5,482.00	0.00	7,982.00	2,500.00	5,482.00	219.28 %	31,925.98	23,943.98	(74.99) %	
Total Federal Revenue	62,085.40	62,085.40	0.00	0.00	0.00	0.00	7,556.00	7,556.00	119,354.00	0.00	188,995.40	135,786.38	53,209.02	39.18 %	1,405,259.80	1,216,264.40	(86.55) %	
State Revenue																		
855000 - Mandated Block Grant	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	22,245.00	7,786.04	22,245.00	7,786.04	14,458.96	185.70 %	62,288.32	40,043.32	(64.28) %	
856000 - State Lottery Revenue	0.00	0.00	0.00	0.00	0.00	0.00	2,354.90	0.00	0.00	55,529.68	2,354.90	55,529.68	(53174.78) ↓	(95.75) %	55,296.78	55,941.88	(9.57) %	
859000 - All Other State Revenues	8,891.00	8,891.00	27,713.00	27,713.00	34,827.00	34,826.98	157,612.65	157,612.65	58,884.00	0.00	287,927.65	229,043.59	58,884.06	25.70 %	2,387,549.98	2,099,622.33	(87.94) %	
879200 - SPED State/Other Transfers of Apportionments from County	107,208.00	107,208.00	104,599.00	104,599.00	188,276.00	188,276.00	0.00	0.00	188,276.00	214,636.47	588,359.00	614,719.47	(26,360.47) ↓	(4.28) %	2,117,174.76	1,528,815.76	(72.21) %	
Total State Revenue	116,099.00	116,099.00	132,312.00	132,312.00	223,103.00	223,102.98	159,967.55	157,612.63	269,405.00	277,952.19	900,886.55	907,078.78	(6,192.23) ↓	(0.68) %	5,122,309.84	4,221,423.29	(82.41) %	
Local Revenue																		
866000 - Interest Income	16,662.60	16,662.60	6.38	6.38	15,593.56	15,593.56	5,974.59	5,974.59	5.63	1,931.10	38,242.76	40,168.23	(1,925.47) ↓	(4.79) %	53,685.93	15,443.17	(28.76) %	
866200 - Net Increase/Decrease in Investment	3,563.22	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,875.11	3,563.22	1,875.11	1,688.11	90.02 %	15,000.88	11,437.66	(76.24) %	
868200 - Foundation Grants/Donations	0.00	0.00	1,000.00	1,000.00	0.00	0.00	0.00	0.00	0.00	0.00	1,000.00	1,000.00	0.00	0.00 %	1,000.00	0.00	0.00 %	
869900 - All Other Local Revenue	5,251.99	5,251.99	1,543.71	1,309.46	5,890.81	6,125.06	3,815.29	3,815.29	(1,559.57)	2,562.28	14,942.23	19,064.08	(4,121.85) ↓	(21.62) %	37,000.44	22,057.81	(59.61) %	
Total Local Revenue	25,477.81	21,914.59	2,550.00	2,318.84	21,484.37	21,718.62	9,789.88	9,789.88	(1,553.94)	6,368.49	57,748.21	62,107.42	(4,359.21) ↓	(7.01) %	106,688.55	49,938.64	(45.87) %	
Total Revenue	511,914.21	508,350.99	1,475,149.53	1,474,915.26	2,464,073.58	2,464,307.81	2,315,163.21	2,312,806.29	2,442,916.29	2,813,114.88	9,209,216.82	9,573,497.23	(364,280.41) ↓	(3.80) %	34,219,527.84	25,010,311.02	(73.08) %	
Total Expenses																		
Salaries and Benefits																		
Certificated Salaries																		
110000 - Teachers' Salaries	56,710.00	56,709.99	942,461.25	942,461.26	930,666.85	930,666.85	913,417.24	913,417.24	913,115.16	1,060,995.97	3,756,370.50	3,904,251.31	(147,880.81) ↓	(3.78) %	10,588,525.91	6,832,155.41	(64.52) %	
120000 - Certificated Pupil Support Salaries	31,673.32	31,673.31	90,854.60	90,854.60	90,854.58	90,854.58	90,854.58	90,854.58	(708.78) ↓	90,208.43	395,154.26	394,445.48	(708.78) ↓	(0.17) %	1,025,904.49	630,750.23	(61.48) %	
130000 - Certificated Supervisor and Administrator Salaries	136,645.13	136,645.13	194,262.59	194,262.59	198,324.52	198,324.52	204,525.18	204,525.18	204,525.18	168,655.94	938,282.60	902,413.36	(35,869.24) ↓	(3.97) %	2,083,004.34	1,444,722.34	(69.84) %	
Total Certificated Salaries	225,028.45	225,028.43	1,227,578.44	1,227,578.44	1,219,846.97	1,219,846.95	1,208,797.02	1,208,797.00	1,208,557.48	1,319,860.34	5,089,807.36	5,201,110.15	(111,302.79) ↓	(2.13) %	13,697,435.34	8,607,627.98	(62.84) %	
Classified Salaries																		
210000 - Instructional Aide Salaries	0.00	0.00	45,526.93	45,526.93	37,671.51	37,671.51	46,850.74	46,850.74	43,075.04	2,056.35	173,124.22	132,105.53	(41,018.69) ↓	(31.04) %	146,499.98	(26,624.24)	18.17 %	
220000 - Classified Support Salaries (Maintenance, Food)	168,605.77	153,212.95	170,761.50	155,171.88	169,191.23	153,744.97	172,541.33	156,789.23	161,323.15	92,897.79	842,422.98	711,816.82	(116,006.16) ↓	(18.34) %	1,362,101.35	519,678.37	(38.19) %	
230000 - Classified Supervisor and Administrator Salaries	53,685.32	53,685.32	53,685.32	53,685.32	53,685.32	53,685.32	53,685.32	53,685.32	53,685.32	53,680.28	268,426.60	268,421.56	(5.04) ↓	(0.00) %	644,183.52	375,756.92	(58.33) %	
240000 - Clerical, Technical, and Office Staff Salaries	51,852.62	51,852.61	70,538.87	70,538.87	68,974.42	68,974.42	71,351.18	71,351.18	69,261.83	32,948.13	331,979.12	295,665.41	(36,313.71) ↓	(12.28) %	526,302.32	194,323.20	(36.92) %	
290000 - Other Classified Salaries (Noon and Yard Sup, etc.)	0.00	0.00	2,287.32	2,287.32	3,043.33	3,043.33	3,619.17	3,619.17	2,237.14	2,038.02	11,186.96	10,987.84	(199.12) ↓	(1.81) %	25,253.98	14,067.02	(55.70) %	
Total Classified Salaries	214,143.91	208,791.08	342,799.94	327,210.32	332,565.81	311,119.55	348,047.74	332,295.64	329,582.48	163,620.57	1,627,139.88	1,418,997.16	(208,142.72) ↓	(14.66) %	2,704,341.15	1,977,201.27	(39.83) %	
Benefits																		
310100 - State Teachers' Retirement System, Certificated	46,435.63	45,302.56	241,707.00	235,579.50	238,957.12	232,886.56	235,794.45	229,796.54	235,656.95	234,128.39	998,551.15	977,693.55	(20,857.60) ↓	(2.13) %	2,616,592.28	1,618,041.13	(61.83) %	
330100 - OASDI/Medicare, Certificated	3,531.35	3,531.35	17,720.75	17,720.77	18,047.83	18,047.83	17,766.53	17,766.52	17,693.30	6,616.72	74,759.76	63,883.19	(11,076.57) ↓	(17.39) %	110,000.23	35,240.47	(32.03) %	
330200 - OASDI/Medicare, Classified	19,691.96	17,971.66	23,403.13	21,359.06	22,620.29	20,644.72	23,364.09	21,323.66	22,005.98	132,929.59	111,085.45	214,228.69	103,143.24	(4.34) %	1,144,735.82	1,033,650.37	(90.29) %	
340100 - Health & Welfare Benefits, Certificated	178,261.57	178,261.56	(3,847.66)	(3,847.67)	236,419.85	236,419.84	297,051.75	297,051.76	145,632.50	87,809.10	853,518.01	795,694.59	(57,823.42) ↓	(7.26) %	1,410,358.29	556,840.28	(39.48) %	
340200 - Health & Welfare Benefits, Classified	50,036.46	50,036.45	0.00	0.00	64,790.12	64,790.12	85,971.21	39,935.05	20,624.14	240,732.85	221,421.92	(193,103.93) ↓	(87.22) %	365,790.90	125,058.05	(34.18) %		
350100 - State Unemployment Insurance, Certificated	110.53	110.55	530.24	530.31	325.69	325.75	259.07	259.12	58.87	9,040.29	1,284.40	10,266.02	898.62	87.48 %	73,548.05	72,263.65	(98.25) %	
350200 - State Unemployment Insurance, Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,496.99	0.00	2,496.99	100.00 %	19,975.92	19,975.92	(100.00) %		
360100 - Worker Compensation Insurance, Certificated	28,649.00	25,992.22	0.00	0.00	5,832.00	5,291.15	9,817.00	8,906.62	14,207.12	28,791.00	58,505.12	68,981.05	10,475.93	15.18 %	270,518.47	212,013.35	(78.37) %	
360200 - Worker Compensation Insurance, Classified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	9,239.85	0.00	9,239.85	100.00 %	73,918.80	73,918.80	(100.00) %		

Compass Charter Schools - Meeting of the Compass Board of Directors - Agenda - Saturday January 25, 2025 at 10:00 AM

580600 - Audit Services	0.00	0.00	0.00	0.00	11,495.25	11,495.25	3,831.75	3,831.75	0.00	962.87	15,327.00	16,289.87	962.87	5.91 %	23,029.96	7,702.96	(33.44) %
580700 - Legal Settlements	5,309.54	5,309.54	3,003.81	3,003.81	5,468.16	5,468.16	41,371.00	41,371.00	2,547.59	15,605.94	57,700.10	70,758.45	13058.35	18.45 %	180,000.03	122,299.93	(65.69) %
581000 - Educational Consultants	53,870.57	53,870.57	20,864.98	20,864.98	102,924.99	102,924.99	253,091.75	253,091.75	298,954.70	302,405.96	729,706.99	733,158.25	3451.26	0.47 %	2,849,999.97	2,120,292.98	(73.56) %
581200 - Other Student Activities	392.00	392.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6,201.01	392.00	6,593.01	6201.01	94.05 %	50,000.08	49,608.08	(99.21) %
581500 - Advertising/Recruiting	6,720.00	6,720.00	4,095.00	4,095.00	9,038.00	9,038.00	4,395.00	4,395.00	3,500.00	15,719.00	27,748.00	39,967.00	12219.00	30.57 %	150,000.00	122,252.00	(81.50) %
583000 - Field Trip Expenses	996.50	996.50	1,302.03	1,302.03	7,490.41	7,490.41	6,464.49	6,464.49	18,014.83	10,469.58	34,258.26	26,713.01	(7545.25)	(28.24) %	100,000.07	85,741.81	(83.45) %
587300 - Financial Services	32,672.97	32,672.97	32,672.97	32,672.97	66,064.65	66,064.65	32,672.95	32,672.95	32,616.70	34,723.59	196,900.24	198,807.13	1906.89	0.95 %	441,872.26	244,972.02	(46.04) %
587400 - Personnel Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	624.99	0.00	624.99	624.99	100.00 %	4,999.92	4,999.92	(100.00) %
587500 - District Oversight Fee	0.00	0.00	7,019.00	7,019.00	23,860.00	23,860.00	19,181.00	19,181.00	19,181.00	28,224.09	69,241.00	78,294.09	9043.09	11.55 %	275,852.72	206,611.72	(74.89) %
587700 - IT Services	214,439.80	214,439.80	237.54	237.54	49,930.31	49,930.31	(9,240.03)	(9,240.03)	24,858.14	10,394.04	280,225.76	265,761.66	(14464.10)	(5.44) %	338,519.94	58,294.18	(17.22) %
589000 - Interest Expense/Fees	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	375.00	0.00	375.00	375.00	100.00 %	3,000.00	3,000.00	(100.00) %
590100 - Communications (Tele., Internet, Copies,Postage,Messenger)	1,598.86	1,598.86	8,143.69	8,143.69	14,126.56	14,126.56	13,048.10	13,048.10	10,818.33	12,885.35	47,735.54	49,802.56	2067.02	4.15 %	140,000.01	92,264.47	(63.81) %
590100 - Scholar Internet Reimbursement	0.00	0.00	0.00	0.00	200.00	200.00	0.00	0.00	0.00	287.51	200.00	487.51	287.51	58.97 %	2,500.08	2,300.08	(87.20) %
Total Services	402,598.46	400,396.21	451,712.65	450,942.40	511,221.04	512,720.24	434,737.34	435,020.29	478,731.49	491,509.65	2,279,000.98	2,290,588.79	11587.81	0.50 %	5,731,156.34	3,452,155.36	(58.84) %
Other Outgo																	
700000 - Miscellaneous Expense	0.00	0.00	0.00	0.00	28.12	0.00	0.00	0.00	0.00	0.00	28.12	0.00	(28.12)	(100.00) %	0.00	(28.12)	100.00 %
Total Other Outgo	0.00	0.00	0.00	0.00	28.12	0.00	0.00	0.00	0.00	0.00	28.12	0.00	(28.12)	(100.00) %	0.00	(28.12)	100.00 %
Total Operational Expenses	464,080.88	461,878.63	584,512.11	583,741.87	1,231,549.84	1,233,020.92	982,718.44	983,001.38	1,009,700.61	561,745.55	4,272,561.88	3,823,388.35	(449173.53)	(11.74) %	11,073,169.26	6,800,607.38	(59.58) %
Total Expenses	1,305,190.60	1,282,232.87	2,442,779.04	2,418,328.85	3,384,938.11	3,342,315.84	3,263,393.31	3,239,496.97	3,036,109.26	2,599,832.72	13,414,408.32	12,881,207.05	(533201.27)	(4.13) %	33,647,900.96	20,233,492.64	(59.52) %
Total Net Increase/(Decrease) in Net Assets	(793,276.39)	(773,881.88)	(967,629.51)	(943,413.59)	(900,862.53)	(878,007.83)	(948,230.10)	(926,688.68)	(595,192.97)	214,282.16	(4,205,191.50)	(3,307,709.82)	(897481.68)	(27.13) %	571,626.88	4,776,818.38	(87.11) %

Created on : 12/17/2024 3:15 PM PST



Financials through Nov 30, 2024

Monthly Financial Board Report

Prepared for: Compass Charter Schools

Prepared by School's CSMC SBM - Kristin Nowak



Financial Summary

Actual to Budget:

This report is as of Nov 30, 2024, compared against our board-approved 1st Interim Budget on 12/07/2024, based on 2,270 students enrolled and an ADA of 2,230.11

YTD Revenues through **Nov 30, 2024**, are **\$9,209,217** or **-3.8% under** our current budget due to and having to pay \$300K in Yolo's November LCFF for overpayment.

YTD Expenses through **Nov 30, 2024**, are **\$13,414,408** or **4.1% over** our current budget due to overspending in Personnel expenses (\$9.1M Actuals vs \$9M Budgeted) and in Books and Supplies (\$1.6M Actuals vs \$2M Budgeted).

Therefore, net income is **(\$4,205,192)** or **27.1% under** our current budget.


Balance Sheet:


As of Nov 30, 2024, we had total cash of \$11,518,093, short-term liabilities of \$10,036,022, and long-term liabilities of (\$1). The ending fund balance is \$2,868,381.


When compared to the previous month, total reconciled cash decreased by \$343K, short-term liabilities increased by \$253K (AP/Due to Grantor Governments), and long-term liabilities decreased by \$5K (ROU Liability).

Understanding the Financial Health of the Organization

The chart below explains some of the parameters that the school's leadership can evaluate to understand their financial health, and potential areas of weakness.


Cash Ratio		
Ability to meet short-term obligations with cash		
	Current:	Target:
	114.8 %	> 100.0 %
Formula: (Cash) / (Current Liabilities)		

Defensive Interval		
Months of continued operation without incoming funds		
	Current:	Target:
	3.8	> 3 months
Formula: (Cash + Securities + AR)/(Average Expenses for Past 12 Months)		

Current Ratio (Liquidity)		
Ability to pay short-term obligations		
	Current:	Target:
	1.3	> 1.0
Formula: (Current Assets) / (Current Liabilities)		

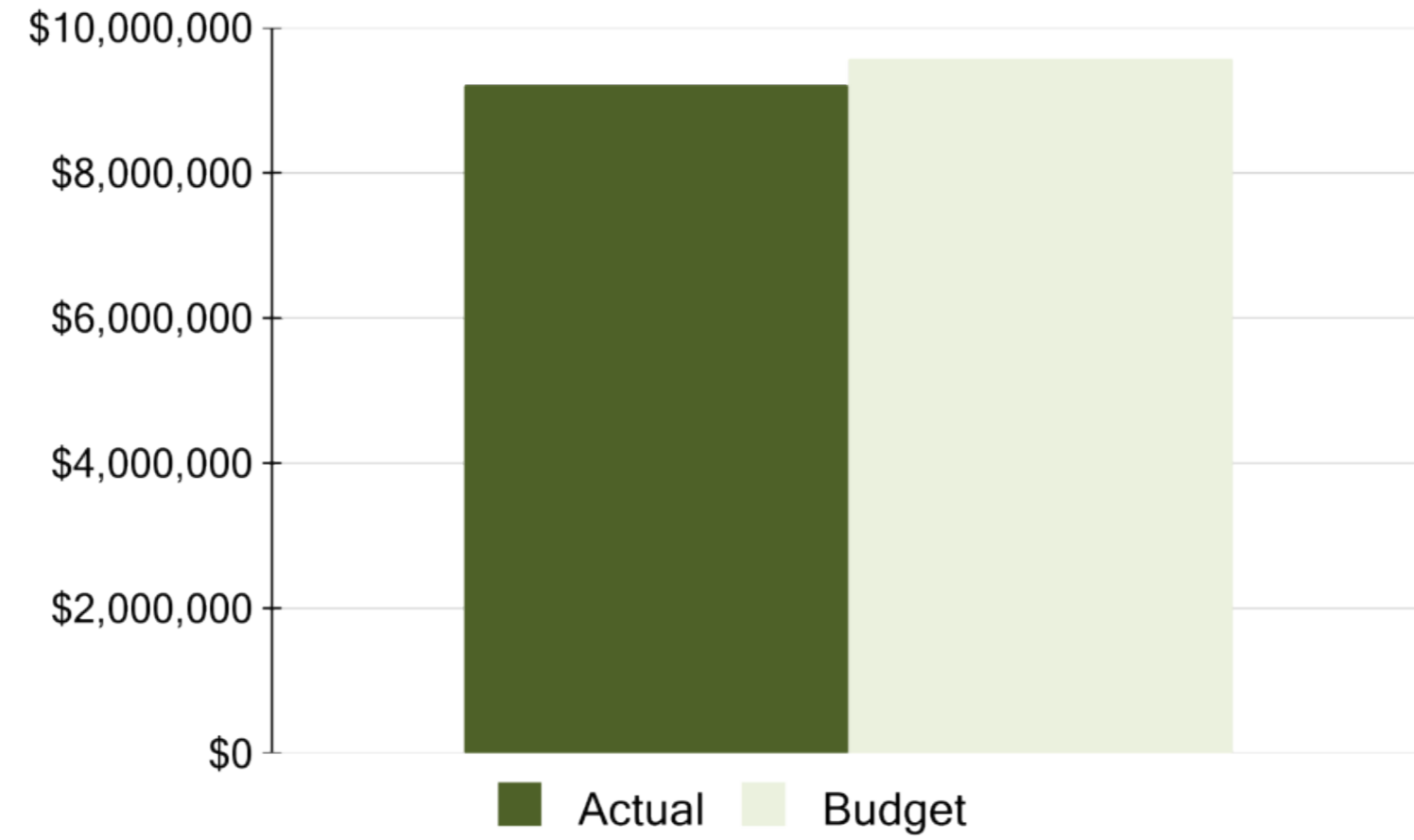
Financial Snapshot

FY 2024-2025, July - November



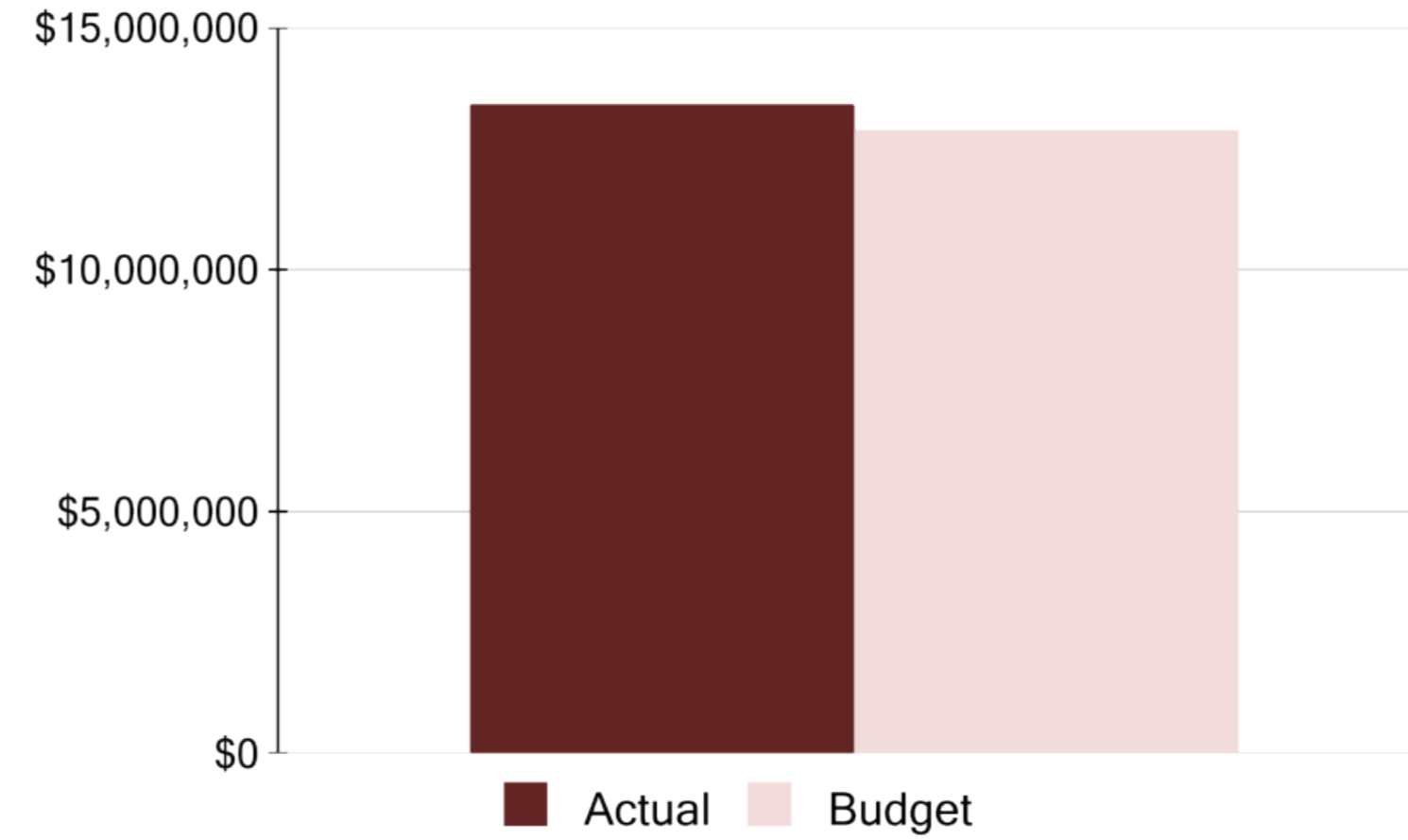
Cash Balance
\$11,518,093

Revenue to Date



Revenue Summary	
Actual	\$9,209,217
Budget	\$9,573,497
Actual to Budget	-3.8 %

Expense to Date



Expense Summary	
Actual	\$13,414,408
Budget	\$12,881,207
Actual to Budget	4.1 %

Actual to Budget Summary

FY 2024-2025, July - November

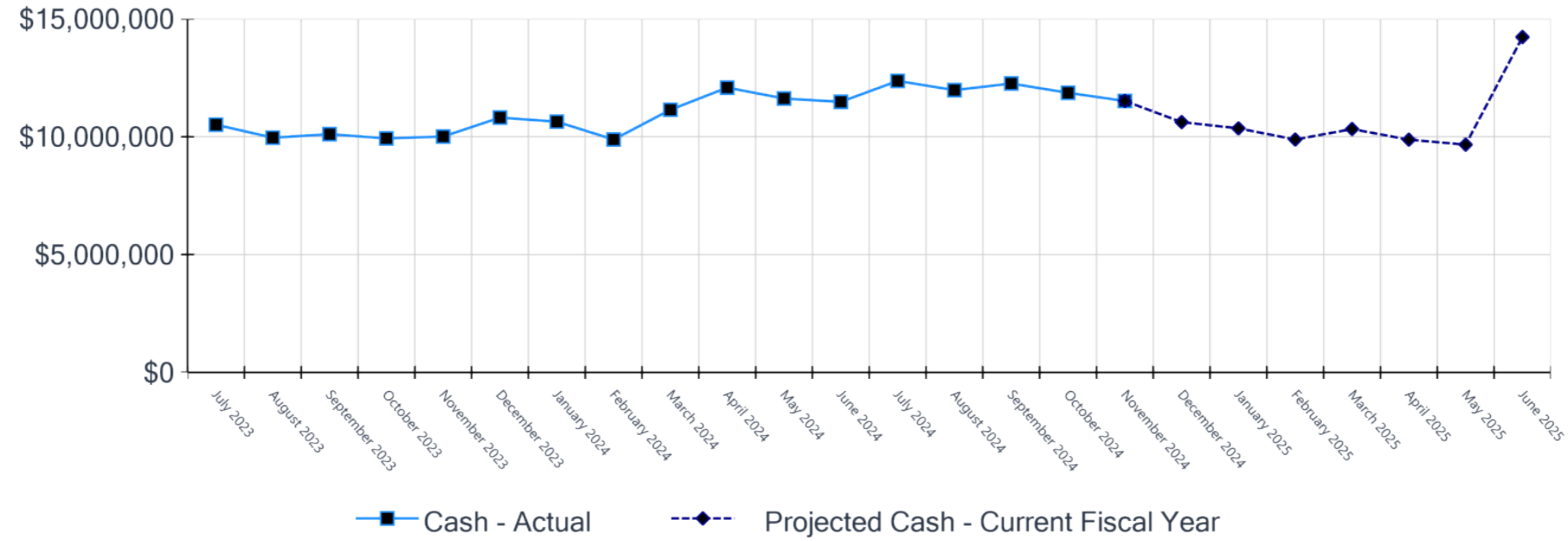
Account Description	July - Last Closed			2024-2025		
	Actual	Budget	Variance \$	Total Budget	Actual to Total Budget %	Remaining Budget
LCFF Revenue	\$8,061,587	\$8,468,525	(\$406,938)	\$27,585,271	29.2 %	\$19,523,685
Federal Revenue	\$188,995	\$135,786	\$53,209	\$1,405,260	13.4 %	\$1,216,264
State Revenue	\$900,887	\$907,079	(\$6,192)	\$5,122,310	17.6 %	\$4,221,423
Local Revenue	\$57,748	\$62,107	(\$4,359)	\$106,687	54.1 %	\$48,939
Total Revenue	\$9,209,217	\$9,573,497	(\$364,280)	\$34,219,528	26.9 %	\$25,010,311
Benefits	\$2,424,899	\$2,437,711	\$12,812	\$6,172,955	39.3 %	\$3,748,056
Classified Salaries	\$1,627,140	\$1,418,997	(\$208,143)	\$2,704,341	60.2 %	\$1,077,201
Certificated Salaries	\$5,089,807	\$5,201,110	\$111,303	\$13,697,435	37.2 %	\$8,607,628
Total Personnel Expenses	\$9,141,846	\$9,057,819	(\$84,028)	\$22,574,732	40.5 %	\$13,432,885
Other Outgo	\$28	-	(\$28)	-	2,812.0 %	(\$28)
Services	\$2,279,001	\$2,290,589	\$11,588	\$5,731,156	39.8 %	\$3,452,155
Books and Supplies	\$1,993,533	\$1,532,800	(\$460,733)	\$5,342,013	37.3 %	\$3,348,480
Total Operational Expenses	\$4,272,562	\$3,823,388	(\$449,174)	\$11,073,169	38.6 %	\$6,800,607
Total Expenses	\$13,414,408	\$12,881,207	(\$533,201)	\$33,647,901	39.9 %	\$20,233,493
Net Income	(\$4,205,192)	(\$3,307,710)	(\$897,482)	\$571,627	-735.7 %	\$4,776,818

Revenue
\$9,209,217
Expenses
\$13,414,408
Surplus / (Deficit)
(\$4,205,192)

This report displays all actual and budgeted revenue and expenditures by object code series and by month. This report can be useful in revenue in a timely manner and that you stay within board approved expenditure levels.

Monthly Cash Balance Over Time

Current fiscal year and prior year



	Cash Amount	Actual or Projected
July 2023	\$10,508,844.93	Actual
August 2023	\$9,959,137.57	Actual
September 2023	\$10,105,879.44	Actual
October 2023	\$9,930,907.61	Actual
November 2023	\$10,007,748.21	Actual
December 2023	\$10,812,556.80	Actual
January 2024	\$10,638,059.56	Actual
February 2024	\$9,879,965.30	Actual
March 2024	\$11,144,745.19	Actual
April 2024	\$12,082,993.54	Actual
May 2024	\$11,621,334.34	Actual
June 2024	\$11,479,792.11	Actual

	Cash Amount	Actual or Projected
July 2024	\$12,366,145.46	Actual
August 2024	\$11,977,697.30	Actual
September 2024	\$12,256,076.46	Actual
October 2024	\$11,861,823.58	Actual
November 2024	\$11,518,092.98	Actual
December 2024	\$10,619,537.00	Projected
January 2025	\$10,354,972.00	Projected
February 2025	\$9,880,852.16	Projected
March 2025	\$10,325,710.19	Projected
April 2025	\$9,874,641.55	Projected
May 2025	\$9,664,276.32	Projected
June 2025	\$14,228,228.75	Projected

Balance Sheet Summary FY 2024-2025 - November

Assets	
Current Assets	
Accounts Receivable	\$527,926
Cash and Cash Equivalents	\$11,518,093
Employee Advances	\$2,125
Prepaid Expenses	\$25,813
Short Term Investments	\$820,127
Total Current Assets	\$12,894,084
Fixed Assets	
Fixed Assets	\$5,098
Total Fixed Assets	\$5,098
Other Assets	
Other Assets	\$5,220
Total Other Assets	\$5,220
Total Assets	\$12,904,402

Liabilities and Net Assets	
Short-term Liabilities	
Accounts Payable	\$392,250
Accrued Liabilities	\$6,198,067
Other Short Term Liability	\$3,445,705
Total Short-term Liabilities	\$10,036,022
Long-term Liabilities	
Other Liabilities	(\$1)
Total Long-term Liabilities	(\$1)
Total Liabilities	\$10,036,021
Total Unrestricted Net Assets	\$5,296,968
Total Restricted Net Assets	\$1,776,604
Total Net Increase/(Decrease) in Net Assets	(\$4,205,192)
Total Net Assets	\$2,868,381
Total Liabilities and Net Assets	\$12,904,402

Liquidity Ratio

1.3

The balance sheet displays all of the school's assets and the school's obligations ('liabilities') at a particular point in time. It is a useful way to ensure the school has enough money to pay off its debts.

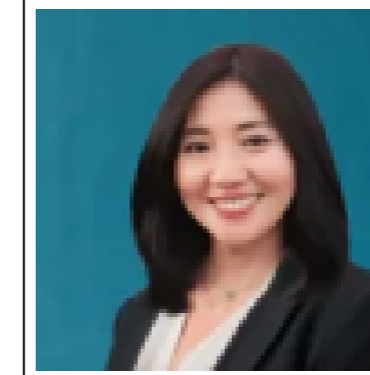
CSMC Charter School Support Team



Tom Nichols
Executive Vice President of Client Services and Operations
tnichols@csmci.com



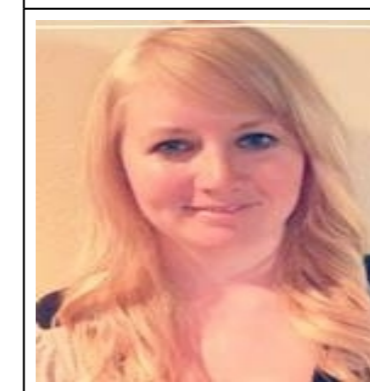
Kristin Nowak
School Business Manager
knowak@csmci.com



Mai Luong
Account Manager
mluong@csmci.com



Brian Lara
Associate SBM
blara@csmci.com



Kimber Nelson
Associate AM
knelson@csmci.com

Looking Ahead

12/30/2024	Charter School Revolving Loan applications due
1/1/2025	New hourly wage and monthly exempt salary levels in effect
1/15/2025	CARS Winter Data Collection (Title funding)
	P-1 Attendance Report
	Several special education reports due; timing and steps vary by SELPA
1/29/2025	CSMC Webinar
1/31/2025	Federal Cash Management Data Collection (CMDCC)
	ASES attendance and expenditure reports
2/1/2025	Nonclassroom-based funding determinations due
	School Accountability Report Card (SARC) due in CDE portal
2/15/2025	Property tax exemption requests due
	ASES applications for next year due
2/26/2025	CSMC Webinar
2/28/2025	Schools must present LCAP mid-year update to board by this date
3/1/2025	ESSA Per-Pupil report due
3/13/2025	CSMC Office Hours
3/15/2025	Second Interim Financial Report state deadline, authorizers may require earlier



HELPING THE EDUCATION MOVEMENT SUCCEED ONE SCHOOL AT A TIME

POWERED BY:



Charter Vision

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



Financials through Dec 31, 2024

Monthly Financial Board Report

Prepared for: Compass Charter Schools

Prepared by School's CSMC SBM - Kristin Nowak



Financial Summary

Actual to Budget:

This report is as of Dec 31, 2024, compared against our board-approved 1st Interim Budget on 12/07/2024, based on 2,270 students enrolled and an ADA of 2,230.11

YTD Revenues through **Dec 31, 2024**, are **\$12,525,411** or **-2.9% under** our current budget due to and having to pay \$300K in Yolo's December LCFF for overpayment and late timing of receiving Q2 EPA funds for Los Angeles and Yolo.

YTD Expenses through **Dec 31, 2024**, are **\$16,087,008** or **3.4% over** our current budget due to overspending in Personnel expenses (\$11.1M Actuals vs \$11M Budgeted) and in Books and Supplies (\$2.3M Actuals vs \$1.7M Budgeted). This is slightly offset by underspending in Services by \$210K.

Therefore, net income is **(\$3,561,597)** or **33.5% under** our current budget.


Balance Sheet:


As of Dec 31, 2024, we had total cash of \$15,561,198, short-term liabilities of \$10,887,708, and long-term liabilities of (\$4,519). The ending fund balance is \$3,511,975.


When compared to the previous month, total reconciled cash increased by \$4M, short-term liabilities increased by \$852K (AP/Due to Grantor Governments), and long-term liabilities decreased by \$4.5K (ROU Liability).

Understanding the Financial Health of the Organization

The chart below explains some of the parameters that the school's leadership can evaluate to understand their financial health, and potential areas of weakness.

Cash Ratio		
Ability to meet short-term obligations with cash		
	Current:	Target:
	142.9 %	> 100.0 %
Formula: (Cash) / (Current Liabilities)		

Defensive Interval		
Months of continued operation without incoming funds		
	Current:	Target:
	4.9	> 3 months
Formula: (Cash + Securities + AR)/(Average Expenses for Past 12 Months)		

Current Ratio (Liquidity)		
Ability to pay short-term obligations		
	Current:	Target:
	1.5	> 1.0
Formula: (Current Assets) / (Current Liabilities)		

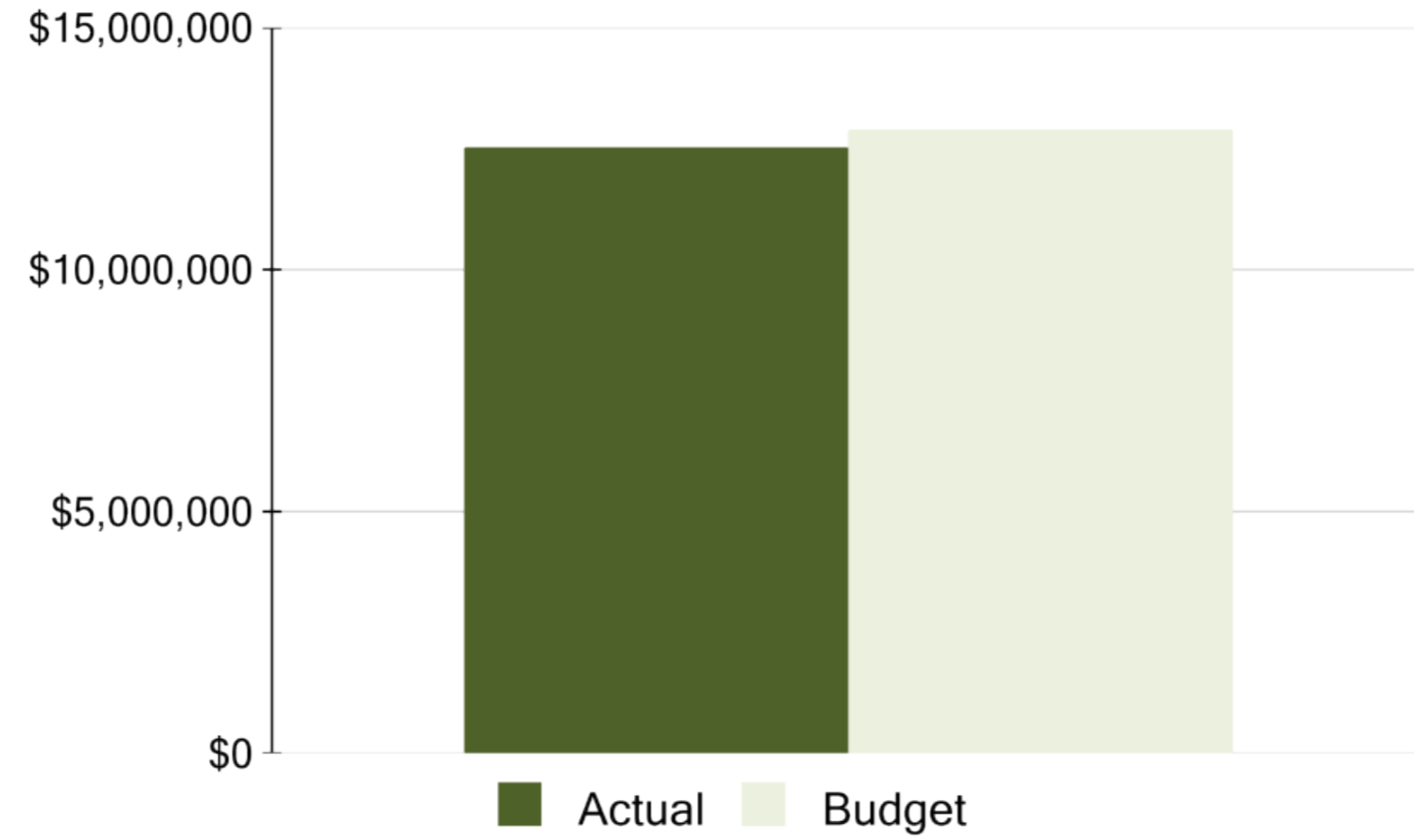
Financial Snapshot

FY 2024-2025, July - December

Cash Balance

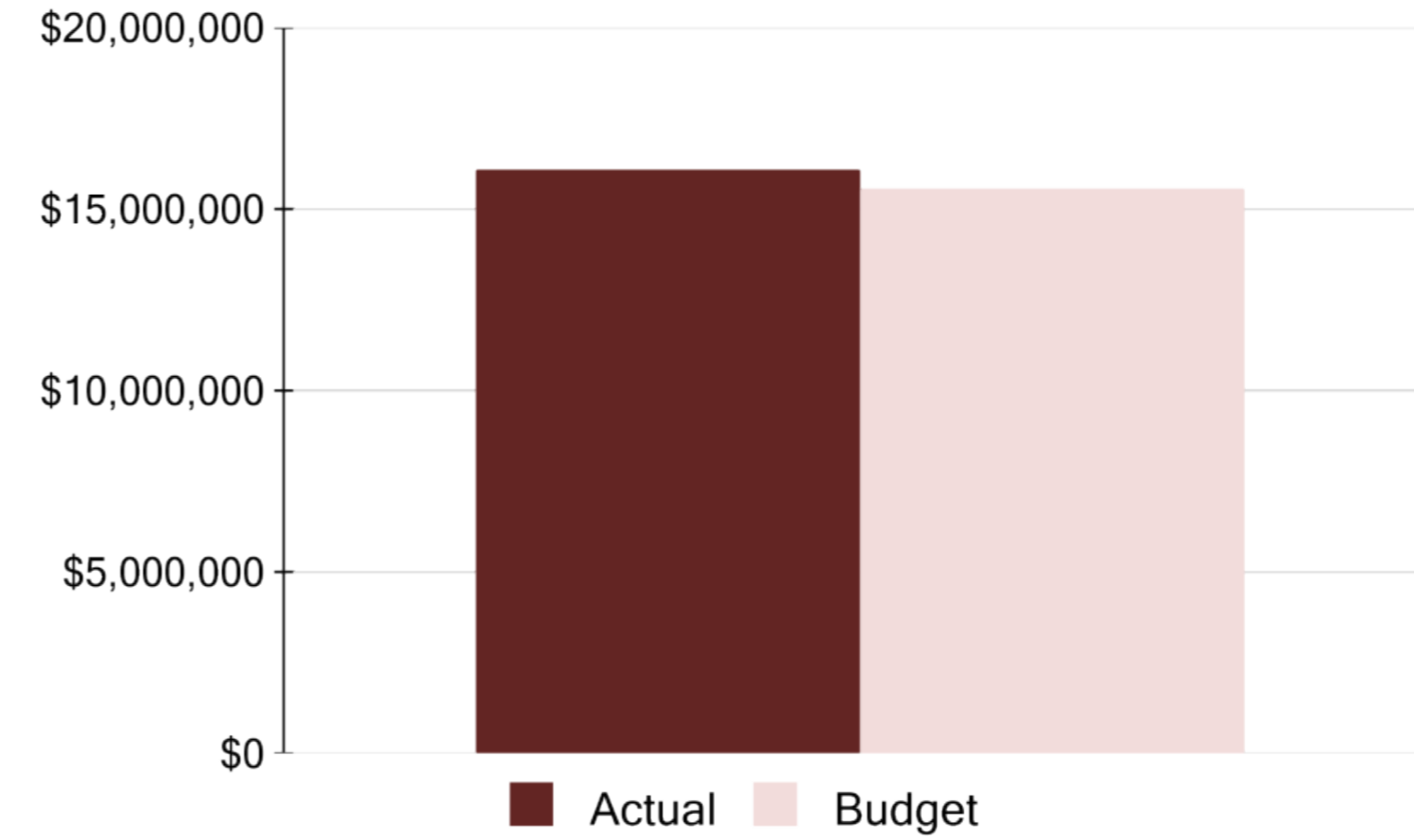
\$15,561,198

Revenue to Date



Revenue Summary	
Actual	\$12,525,411
Budget	\$12,893,950
Actual to Budget	-2.9 %

Expense to Date



Expense Summary	
Actual	\$16,087,008
Budget	\$15,562,720
Actual to Budget	3.4 %

Actual to Budget Summary

FY 2024-2025, July - December

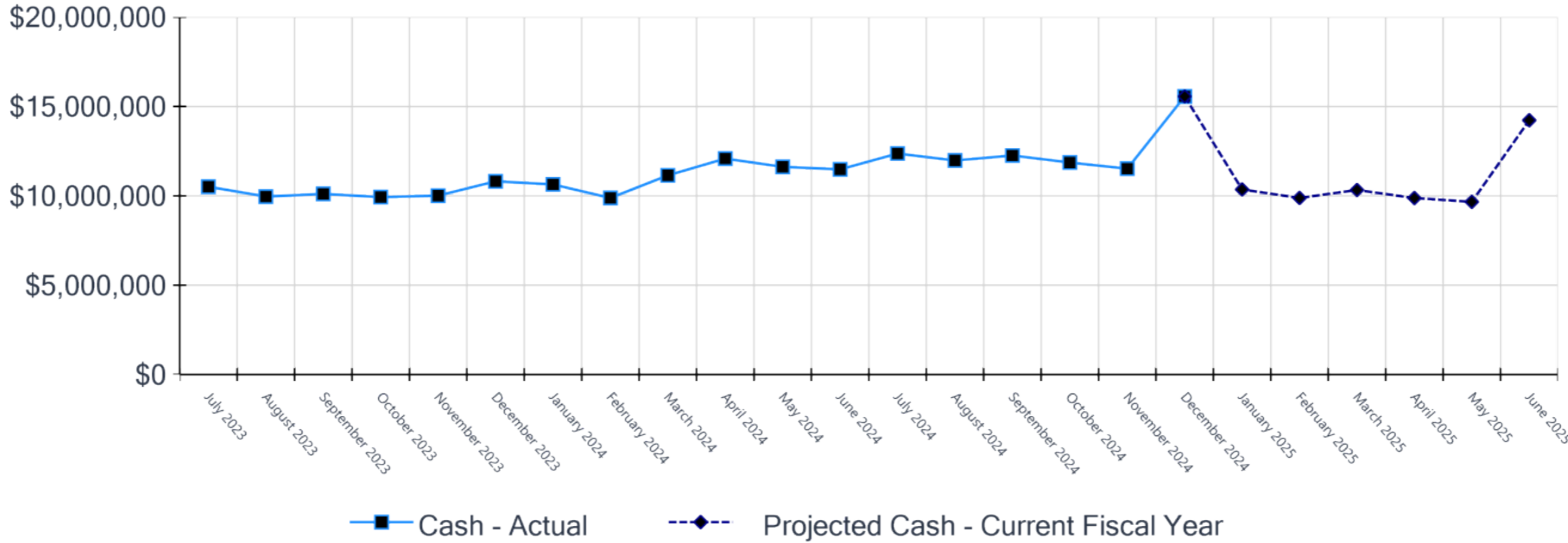
Account Description	July - Last Closed			2024-2025		
	Actual	Budget	Variance \$	Total Budget	Actual to Total Budget %	Remaining Budget
LCFF Revenue	\$10,985,475	\$11,438,511	(\$453,037)	\$27,585,271	39.8 %	\$16,599,797
Federal Revenue	\$292,191	\$201,931	\$90,259	\$1,405,260	20.8 %	\$1,113,069
State Revenue	\$1,171,183	\$1,185,031	(\$13,848)	\$5,122,310	22.9 %	\$3,951,127
Local Revenue	\$76,563	\$68,476	\$8,087	\$106,687	71.8 %	\$30,124
Total Revenue	\$12,525,411	\$12,893,950	(\$368,538)	\$34,219,528	36.6 %	\$21,694,117
Benefits	\$2,921,758	\$2,971,318	\$49,559	\$6,172,955	47.3 %	\$3,251,197
Classified Salaries	\$1,954,581	\$1,602,618	(\$351,963)	\$2,704,341	72.3 %	\$749,760
Certificated Salaries	\$6,306,102	\$6,520,970	\$214,869	\$13,697,435	46.0 %	\$7,391,334
Total Personnel Expenses	\$11,182,441	\$11,094,906	(\$87,535)	\$22,574,732	49.5 %	\$11,392,291
Other Outgo	\$28	-	(\$28)	-	2,812.0 %	(\$28)
Services	\$2,572,122	\$2,782,098	\$209,977	\$5,731,156	44.9 %	\$3,159,034
Books and Supplies	\$2,332,418	\$1,685,716	(\$646,702)	\$5,342,013	43.7 %	\$3,009,595
Total Operational Expenses	\$4,904,568	\$4,467,814	(\$436,753)	\$11,073,169	44.3 %	\$6,168,602
Total Expenses	\$16,087,008	\$15,562,720	(\$524,288)	\$33,647,901	47.8 %	\$17,560,893
Net Income	(\$3,561,597)	(\$2,668,770)	(\$892,827)	\$571,627	-623.1 %	\$4,133,224

Revenue
\$12,525,411
Expenses
\$16,087,008
Surplus / (Deficit)
(\$3,561,597)

This report displays all actual and budgeted revenue and expenditures by object code series and by month. This report can be useful in revenue in a timely manner and that you stay within board approved expenditure levels.

Monthly Cash Balance Over Time

Current fiscal year and prior year



	Cash Amount	Actual or Projected
July 2023	\$10,508,844.93	Actual
August 2023	\$9,959,137.57	Actual
September 2023	\$10,105,879.44	Actual
October 2023	\$9,930,907.61	Actual
November 2023	\$10,007,748.21	Actual
December 2023	\$10,812,556.80	Actual
January 2024	\$10,638,059.56	Actual
February 2024	\$9,879,965.30	Actual
March 2024	\$11,144,745.19	Actual
April 2024	\$12,082,993.54	Actual
May 2024	\$11,621,334.34	Actual
June 2024	\$11,479,792.11	Actual

	Cash Amount	Actual or Projected
July 2024	\$12,366,145.46	Actual
August 2024	\$11,977,697.30	Actual
September 2024	\$12,256,076.46	Actual
October 2024	\$11,861,823.58	Actual
November 2024	\$11,518,092.98	Actual
December 2024	\$15,561,197.52	Actual
January 2025	\$10,354,972.00	Projected
February 2025	\$9,880,852.16	Projected
March 2025	\$10,325,710.19	Projected
April 2025	\$9,874,641.55	Projected
May 2025	\$9,664,276.32	Projected
June 2025	\$14,228,228.75	Projected

Balance Sheet Summary FY 2024-2025 - December

Assets	
Current Assets	
Accounts Receivable	\$167,191
Cash and Cash Equivalents	\$15,561,198
Employee Advances	\$2,083
Prepaid Expenses	\$25,813
Short Term Investments	\$820,127
Total Current Assets	\$16,576,411
Fixed Assets	
Fixed Assets	\$0
Total Fixed Assets	\$0
Other Assets	
Other Assets	\$5,220
Total Other Assets	\$5,220
Total Assets	\$16,581,631

Liabilities and Net Assets	
Short-term Liabilities	
Accounts Payable	\$204,146
Accrued Liabilities	\$7,195,350
Other Short Term Liability	\$3,488,212
Total Short-term Liabilities	\$10,887,708
Long-term Liabilities	
Other Liabilities	(\$4,519)
Total Long-term Liabilities	(\$4,519)
Total Liabilities	\$10,883,189
Total Unrestricted Net Assets	\$5,296,968
Total Restricted Net Assets	\$1,776,604
Total Net Increase/(Decrease) in Net Assets	(\$3,561,597)
Total Net Assets	\$3,511,975
Total Liabilities and Net Assets	\$14,395,164

Liquidity Ratio

1.5

The balance sheet displays all of the school's assets and the school's obligations ('liabilities') at a particular point in time. It is a useful way to ensure the school has enough money to pay off its debts.

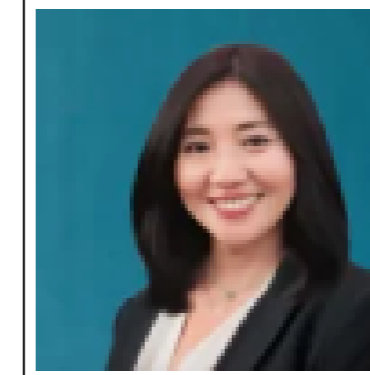
CSMC Charter School Support Team



Tom Nichols
Executive Vice President of Client Services and Operations
tnichols@csmci.com



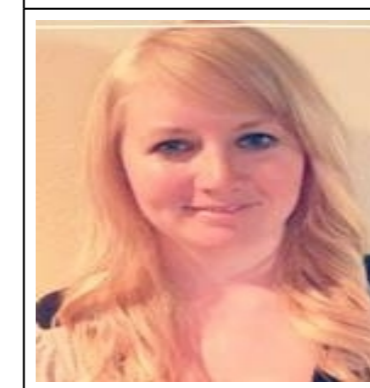
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Account Manager
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Brian Lara
Associate SBM
blara@csmci.com



Kimber Nelson
Associate AM
knelson@csmci.com

Looking Ahead

1/29/2025	CSMC Webinar
1/31/2025	Federal Cash Management Data Collection (CMDDC)
	ASES attendance and expenditure reports
2/1/2025	Nonclassroom-based funding determinations due
	School Accountability Report Card (SARC) due in CDE portal
2/15/2025	Property tax exemption requests due
	ASES applications for next year due
2/26/2025	CSMC Webinar
2/28/2025	Schools must present LCAP mid-year update to board by this date
3/1/2025	ESSA Per-Pupil report due
3/13/2025	CSMC Office Hours
3/15/2025	Second Interim Financial Report state deadline, authorizers may require earlier
3/22/2025	Special education MOE pre-test; timing and steps vary by SELPA
3/26/2025	CSMC Webinar
4/1/2025	Audit firm selection
	Form 700
4/5/2025	ESSER and GEER Annual Report due
4/12/2025	CARES, ESSER, ESSER II, ESSER III, ELOG, ARP expenditure report



HELPING THE EDUCATION MOVEMENT SUCCEED ONE SCHOOL AT A TIME

POWERED BY:



Charter Vision

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

Company name: Compass Charter Schools
Report name: Check register
Created on: 1/16/2025

Bank	Date	Vendor
------	------	--------

COM-SANDIEGO - SDCOE	Account no:	
	12/16/2024	V003055--San Diego County Office of Education
Total for COM-SANDIEGO		

COM-NEWGEN - Chase	Account no: 837509568	
	12/16/2024	V012405--29 Palms Creative Center
	12/16/2024	V018924--87 Media LLC
	12/12/2024	V003749--A Child's Dream
	12/3/2024	V003749--A Child's Dream
	12/16/2024	V021750--A Lotte Horses LLC
	12/16/2024	V003690--Aaron Matthew Music
	12/3/2024	V003758--ABC Crate, LLC
	12/30/2024	V006219--ABC Learning Solutions LLC
	12/19/2024	V006219--ABC Learning Solutions LLC
	12/16/2024	V006219--ABC Learning Solutions LLC
	12/13/2024	V006219--ABC Learning Solutions LLC
	12/24/2024	V012141--ADP, Inc
	12/16/2024	V003782--Adventure Recreation LLC
	12/16/2024	V003784--Adventures For Young Explorers
	12/16/2024	V003788--Airshine Music School, LLC
	12/16/2024	V022608--Alec's Chess Club
	12/13/2024	V000494--Alina E. Solodovnikova-Adams
	12/3/2024	V012256--All About Learning Press Inc
	12/19/2024	V013443--Allstate Building & Office Maintenance Inc.
	12/30/2024	V012277--Alternative Choices in Education, ACE, LLC
	12/16/2024	V007674--Amanda Holiday dba Holiday Math
	12/13/2024	V013254--Amazing Athletes of Inland Empire
	12/16/2024	V003798--Amazon Capital Services
	12/13/2024	V003798--Amazon Capital Services
	12/13/2024	V003798--Amazon Capital Services
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	12/30/2024	V000466--Anna Malkova
	12/3/2024	V003484--Anna Mat's Music
	12/18/2024	V003305--Anthem Blue Cross
	12/31/2024	V016076--Anthem Life
	12/10/2024	V016076--Anthem Life
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	12/30/2024	V003488--Anybody Art
	12/30/2024	V007446--APlus Tutoring Inc
	12/13/2024	V003827--Applause Music Academy
	12/16/2024	V003489--Archofacts Archaeology for Kids
	12/16/2024	V003839--Art & Soul Music Studios

Document no.	Amount	Cleared
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12/3/2024	V006353--Blossom and Root / Hive Online Presence Management
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12/16/2024	V007859--Bumblebunch Sewing Studio
12/16/2024	V003936--Burbank Music Academy
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12/16/2024	V018793--Champion's Quest Inc.

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12/13/2024	V014146--Christine Echeverri
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12/16/2024	V003007--Chun Mei Wilson
12/13/2024	V004006--Claremont Community School of Music
12/16/2024	V012032--Clear Compass Equestrian
12/13/2024	V008230--Clever Inc.
12/16/2024	V004017--Coastal Music Studios
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12/30/2024	V018669--Competitive Edge Batting Cages
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12/16/2024	V022667--Creative Solutions Tutoring
12/13/2024	V013009--Cristie Baron
12/16/2024	V021757--Crown Jiu Jitsu
12/30/2024	V004984--D.D. & S Learning Systems Inc dba Sylvan Learning
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12/30/2024	V008521--Discovery Cube Los Angeles
12/13/2024	V018794--Discovery Hub
12/16/2024	V008574--Drama Kids Temecula Valley
12/16/2024	V014702--Drawn2Art - Encino
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12/16/2024	V004175--EMH Sports USA Inc
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12/19/2024	V006133--Enrollment Professor West
12/13/2024	V001484--Erin Tator
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12/16/2024	V021446--Fabiana Campos
12/12/2024	V008858--Film School 4 Teens
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12/23/2024	V014288--First Presbyterian Church of Santa Ana
12/16/2024	V011958--Flying Frog Academy
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12/3/2024	V012318--Grace & Grit
12/4/2024	V004285--Gracie Barra Upland LLC
12/13/2024	V022199--Grae Agency LA
12/3/2024	V004297--Green Kid Crafts, Inc.
12/30/2024	V012712--Gryphon Archery & Fencing Academy
12/13/2024	V011981--Guitar Lessons by Chris
12/3/2024	V004313--H4B Team LLC
12/3/2024	V012262--Harbor and Sprout
12/16/2024	V006538--Hatch & Cesario, Attorneys-at-Law
12/3/2024	V009143--HBCO LLC
12/13/2024	V012197--Healthy Footprints Adventure Community
12/3/2024	V009177--Hewitt Research Foundation
12/16/2024	V012198--Hi-Desert Cultural Center
12/12/2024	V004326--High Five Music Academy
12/30/2024	V009185--High School Math Live LLC
12/12/2024	V004329--History Unboxed LLC
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12/13/2024	V004331--Home School Coaches
12/3/2024	V003707--Home Science Tools
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12/16/2024	V009237--Huckleberry Center for Creative Learning
12/16/2024	V022661--ImaginAble Solutions
12/19/2024	V013384--Imagine Learning LLC
12/18/2024	V015215--In Focus
12/16/2024	V004363--Independent Minds Academy
12/16/2024	V009296--Infinity Kids Corporation
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12/16/2024	V012082--Kimberly V. Art
12/13/2024	V016510--Kirsten A. Lewis Riding Lessons
12/18/2024	V009526--Kit Strauss dba Foreign Languages for Kids by Kids
12/3/2024	V009526--Kit Strauss dba Foreign Languages for Kids by Kids
12/3/2024	V004434--Kitchen Stewardship LLC
12/3/2024	V004435--KiwiCo Inc
12/16/2024	V004445--Lakeport Dance Center
12/3/2024	V013788--Lakeshore Learning - 2695 E. Dominguez St.
12/3/2024	V000064--Lakeshore Learning Materials, LLC
12/16/2024	V000882--Lance M Giroux
12/30/2024	V012046--Lauren Raymundo
12/3/2024	V012011--Leaf'd Garden Inc
12/16/2024	V004458--Learn Beyond The Book
12/13/2024	V019181--Learn With Ms. M.
12/3/2024	V000065--Learning A-Z, LLC
12/30/2024	V018795--Learning Squad OC
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12/13/2024	V003583--Legacy of Valor & Excellence

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12/3/2024	V004468--Let's Bake
12/16/2024	V004469--Lewis Music Academy
12/16/2024	V004472--Liberty Gymnastics Training Center, Inc.
12/3/2024	V012895--Lil Prospectors LLC
12/13/2024	V015293--Linda Holt
12/16/2024	V000878--Linda K. Gerhard
12/3/2024	V004490--Little Passports Inc
12/3/2024	V004497--Logic of English
12/16/2024	V018925--Looking Glass Studio of Performing Arts Inc
12/16/2024	V012144--Lotus & Ivy, LLC
12/16/2024	V004519--Mallory Academy of Dance LLC
12/30/2024	V006389--Marsh & McLennan Agency LLC
12/16/2024	V000816--Math with Mrs. Fish
12/16/2024	V011947--Mathnasium of Chula Vista (Ace Tutoring)
12/16/2024	V004528--Mathnasium of Glendora
12/16/2024	V006498--Mathnasium of Mission Gorge
12/16/2024	V004537--McClure & Co.
12/19/2024	V000068--McGraw Hill LLC
12/16/2024	V000068--McGraw Hill LLC
12/3/2024	V000068--McGraw Hill LLC
12/30/2024	V001085--McRory Pediatric Services, Inc.
12/16/2024	V001085--McRory Pediatric Services, Inc.
12/3/2024	V004541--McRuffy Press, LLC
12/5/2024	V009897--Meet The Masters Inc
12/16/2024	V012746--Megapixels School of the Arts
12/16/2024	V004546--Mel Booker Music
12/3/2024	V004547--MEL Science US LLC
12/3/2024	V004550--Memoria Press
12/16/2024	V004554--Miaplaza Inc
12/12/2024	V004554--Miaplaza Inc
12/3/2024	V004554--Miaplaza Inc
12/16/2024	V004560--Middletown Art Center
12/16/2024	V022734--Mikas Tennis Academy
12/16/2024	V020070--Milligan Productions
12/12/2024	V001093--Mirus Toys
12/30/2024	V003597--Molly's Music The Inside Voice
12/13/2024	V003597--Molly's Music The Inside Voice
12/16/2024	V004579--Mosaic Music Inc.
12/16/2024	V022235--Mountain View Ranch
12/12/2024	V004583--MoxieBox Art Inc
12/3/2024	V004583--MoxieBox Art Inc
12/16/2024	V010034--Mr D Math LLC
12/13/2024	V015294--Murphy Language Arts LLC
12/13/2024	V012033--Murrieta Academy of Music and Performing Arts
12/16/2024	V003600--Music Freqs
12/16/2024	V014542--MusicAlley School of the Arts
12/16/2024	V011966--MVMNTM
12/13/2024	V003602--N. California Children's Therapy Center
12/3/2024	V010079--Nancy Larson Publisher, Inc.
12/16/2024	V022323--Napa Valley Martial Arts Wellness

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12/12/2024	V010161--Nicole the Math Lady LLC
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12/16/2024	V004643--Nuestra Escuelita Spanish Academy
12/3/2024	V010236--Oasis Group, LLC
12/16/2024	V014544--Olga Corcoran
12/16/2024	V003609--Olive Tree Education Inc
12/13/2024	V010265--On Pointe Productions LLC
12/13/2024	V004666--Outschool, Inc
12/30/2024	V022821--Outsiders Adventure Community
12/16/2024	V010304--Ovation School for the Performing Arts
12/23/2024	V005286--Oxford Consulting Services Inc.
12/13/2024	V005286--Oxford Consulting Services Inc.
12/16/2024	V012355--Ozcanli Academy
12/16/2024	V000731--Pamela E. Dewey
12/3/2024	V004678--Pandia Press Inc.
12/19/2024	V018816--Parenting OC Media
12/13/2024	V004688--Partners in Special Education, Inc.
12/16/2024	V015727--Paulin Center for the Arts
12/23/2024	V003459--Payroll
12/23/2024	V003459--Payroll
12/20/2024	V003459--Payroll
12/15/2024	V003459--Payroll
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12/18/2024	V001209--Penelope Pauley
12/16/2024	V001209--Penelope Pauley
12/5/2024	V001209--Penelope Pauley
12/16/2024	V011983--Peter Brown dba Peter Brown Piano Studio
12/16/2024	V012081--Phil's Impromptu Piano School
12/16/2024	V014545--Play Based Learning Academy
12/16/2024	V004738--Portal Languages - Costa Mesa
12/13/2024	V004739--Portal Languages - Fullerton LLC
12/30/2024	V012359--Premier Swim Academy
12/5/2024	V003454--Principal Life Insurance Company-PO Box 10372
12/27/2024	V011968--Public Agency Coalition Enterprise
12/5/2024	V000078--Rainbow Resource Center Inc
12/3/2024	V000078--Rainbow Resource Center Inc
12/30/2024	V022825--Ramtown Karate, Inc
12/16/2024	V004776--Rancho Simi Recreation and Park District (RSRPD)
12/16/2024	V022326--Reading Reach
12/16/2024	V012434--Rebecca Scott
12/16/2024	V016855--Reign Equine LLC
12/16/2024	V004798--Riff's Music
12/30/2024	V022365--RJAD INC
12/16/2024	V004809--Rock Creek Education Center
12/16/2024	V019252--Roopa Rao Tutoring & Testing Center
12/16/2024	V012868--RSL Aquatics
12/30/2024	V022826--Sacramento State Alumni Center
12/18/2024	V011954--Safari Kiwi
12/5/2024	V011954--Safari Kiwi

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12/3/2024	V000081--San Joaquin County Office Of Education -PO 213030
12/3/2024	V005293--Scholar Within, Inc.
12/16/2024	V022606--School of Rock Santa Rosa
12/16/2024	V003638--School of Rock Vacaville
12/3/2024	V012077--Schoolhouse Discoveries LLC
12/16/2024	V012804--Shanelle Gray Studios
12/13/2024	V019502--Shayla Esposto
12/13/2024	V004889--Sienna Ranch Operations, LLC
12/3/2024	V004900--Singapore Math Inc
12/23/2024	V003179--So Cal Edison
12/30/2024	V011044--SoCal STEM LLC dba includEducation
12/13/2024	V011044--SoCal STEM LLC dba includEducation
12/13/2024	V011987--Sons School of Music
12/16/2024	V004923--South Bay Art Department, LLC
12/10/2024	V000090--Specialized Therapy Services Inc.
12/16/2024	V021759--Spotlight Dance and Acting Studio
12/12/2024	V012374--Sprout & Blossom, LLC
12/3/2024	V012374--Sprout & Blossom, LLC
12/30/2024	V016856--Stagelight Performing Arts
12/13/2024	V016856--Stagelight Performing Arts
12/16/2024	V000092--Stephens Educational Services, LLC
12/12/2024	V000092--Stephens Educational Services, LLC
12/3/2024	V000092--Stephens Educational Services, LLC
12/12/2024	V004966--Studies Weekly Inc
12/3/2024	V004966--Studies Weekly Inc
12/16/2024	V006210--Studio X Dance Complex, LLC
12/13/2024	V014847--Subito Music Academy LLC
12/30/2024	V014547--Summit Enrichment Academy
12/13/2024	V014547--Summit Enrichment Academy
12/3/2024	V004979--Supercharged Science
12/16/2024	V022607--Surf & Turf Therapy
12/16/2024	V022327--SwiftKick Martial Arts Inc.
12/13/2024	V004983--Sylvan Learning - La Mesa
12/16/2024	V022200--Sylvan Learning of Simi Valley
12/16/2024	V000097--T-Mobile - 742596
12/3/2024	V004990--TalkBox.Mom Inc
12/18/2024	V018145--Teacher Synergy LLC
12/16/2024	V018145--Teacher Synergy LLC
12/3/2024	V005000--Teacher Synergy, LLC
12/16/2024	V005001--Teaching Textbooks LLC
12/3/2024	V005001--Teaching Textbooks LLC
12/16/2024	V005005--Temecula Music Teacher, LLC
12/16/2024	V014669--Terra Arts Foundation
12/18/2024	V012015--The Academy of Dance
12/16/2024	V012015--The Academy of Dance
12/5/2024	V012015--The Academy of Dance
12/16/2024	V005015--The Animation Course LLC
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12/13/2024	V003659--The Arbor Learning Community
12/16/2024	V021999--The Bending Willow Academy

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12/16/2024	V005019--The Claremont Club
12/13/2024	V011326--The Coder School Cerritos
12/3/2024	V005022--The Critical Thinking Co
12/3/2024	V005026--The Etiquette Factory
12/13/2024	V022605--The Joyful Actor LLC
12/18/2024	V014522--The Van Tuyl Music Foundation
12/5/2024	V014522--The Van Tuyl Music Foundation
12/3/2024	V005057--Think Outside LLC
12/3/2024	V005060--Thinkwell Corp
12/3/2024	V000112--Timberdoodle
12/13/2024	V005065--Time4Learning
12/16/2024	V012387--To The Pointe Dance Productions
12/16/2024	V003664--Total Education Solutions
12/16/2024	V022079--Trailblazer Volleyball
12/11/2024	V012979--Train Goat Gainz
12/16/2024	V003666--Treetop Tutoring Center LLC
12/16/2024	V005080--TTC4SUCCESS
12/30/2024	V022827--Tutors to Teach Inc.
12/16/2024	V012078--U DID IT
12/30/2024	V022328--United Self Defense Academy - Foothill Ranch
12/13/2024	V011612--Universal Martial Arts Centers - Chino Hills
12/13/2024	V005107--Urban Workshop
12/16/2024	V011989--Vacaville Skating Rink, LLC
12/30/2024	V005226--Valerie Marich
12/16/2024	V005226--Valerie Marich
12/16/2024	V005129--Village Music School
12/16/2024	V005132--Viva Learning Community
12/3/2024	V000540--Waldorfish
12/23/2024	V001531--Water Court, LLC
12/16/2024	V005144--WeBreak Hip-Hop Dance Company
12/30/2024	V006200--West Coast Krav Maga Wildomar, Inc.
12/30/2024	V006664--Whitebrook Farm
12/23/2024	V012640--Whole Child Therapy, Inc
12/16/2024	V012640--Whole Child Therapy, Inc
12/13/2024	V005167--WM Music Lessons Inc
12/13/2024	V011840--WM Tutoring Inc
12/3/2024	V005170--Wonder Crate LLC
12/11/2024	V005178--Wright Specialty Premium Trust
12/12/2024	V005179--Write On Webb
12/3/2024	V005179--Write On Webb
12/30/2024	V005180--WriteAtHome Inc
12/5/2024	V002996--YOLO STRS
12/16/2024	V003686--Young Artists Conservatory of Music
12/13/2024	V011896--Younique Fitness
12/3/2024	V000104--Zoo-Phonics
12/16/2024	V000105--Zoom Video Communications Inc.
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Total for COM-NEWGEN

COM-CCUCHECK - California Credit Union

Account no: 119118124

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4167-1734037396657	4,593.65	12/31/2024
4167-1734124134373	544.25	12/31/2024
4167-1734124200300	425.00	12/31/2024
4167-1734124675764	218.20	12/31/2024
4167-1733864437238	617.50	12/31/2024
4167-1734123988184	1,388.00	12/31/2024
4167-1734124450826	5,687.30	12/31/2024
4167-1735333254025	255.00	12/31/2024
4167-1734123632331	811.25	12/31/2024
4167-1735333218340	255.00	12/31/2024
4167-1734037581236	290.00	12/31/2024
4167-1734037646817	600.00	12/31/2024
4167-1734124396501	1,014.00	12/31/2024
4167-1735333245538	120.00	12/31/2024
4167-1734123818662	240.00	12/31/2024
4167-1734123919753	87.00	12/31/2024
4167-1734124439900	1,918.00	12/31/2024
2010633	289.00	12/31/2024
2010658	4,518.50	In Transit
4167-1734124607548	750.00	12/31/2024
4167-1735333238575	757.10	12/31/2024
4167-1735333207442	250.00	12/31/2024
4167-1734728552190	2,850.00	12/31/2024
4167-1734123776976	3,150.00	12/31/2024
4167-1734037600137	2,813.00	12/31/2024
4167-1734037408085	520.00	12/31/2024
2010634	41.90	12/31/2024
4167-1733864458226	8,293.20	12/31/2024
2010655	37.00	12/31/2024
2010635	233.00	12/31/2024
4167-1735333200923	1,395.00	12/31/2024
	4,612.57	12/31/2024
4167-1734124100646	2,235.03	12/31/2024
4167-1734037270084	1,638.00	12/31/2024
2010636	82.92	12/31/2024
4167-1734124387695	48.84	12/31/2024
4167-1733950865103	60.47	12/31/2024
	2,802,954.46	

12/23/2024

V003954--California Credit Union CC

Total for COM-CCUCHECK

544.64 12/31/2024

544.64

**Compass Charter Schools - COM
Balance Sheet**

Statement of Financial Position

Reporting Book:

ACCRUAL

As of Date:

12/31/2024

Location:

Compass Charter Schools - COM

	Los Angeles Year To Date 12/31/2024	NPO Year To Date 12/31/2024	San Diego Year To Date 12/31/2024	Yolo County Year To Date 12/31/2024	Year To Date 12/31/2024	
	Current Year Balance	Current Year Balance	Current Year Balance	Current Year Balance	Eliminations	Comp on Actual
912100-COM-010 - California Credit Union - Checking	0.00	136,524.17	0.00	0.00		136,524.17
912200-COM-010 - Cash in California Credit Union	0.00	4,163.93	0.00	0.00		4,163.93
912300-COM-010 - Cash in Bank(s) - New Chase Account	257,929.95	4,616,003.13	0.00	7,419,570.92		12,293,504.00
912400-COM-010 - Cash in Bank(s) - PayPal Account	0.00	7,492.70	0.00	0.00		7,492.70
912500-COM-020 - Cash in County Treasury Account	0.00	0.00	2,862,564.50	0.00		2,862,564.50
915100-COM-010 - California Credit Union - Money Market	0.00	256,948.22	0.00	0.00		256,948.22
Total Cash and Cash Equivalents	257,929.95	5,021,132.15	2,862,564.50	7,419,570.92		15,561,197.52
920000 - Accounts Receivables	0.00	31.83	0.00	0.00		31.83
929000 - Due from Grantor Governments	43,896.42	0.00	114,881.27	8,381.00		167,158.69
Total Accounts Receivable	43,896.42	31.83	114,881.27	8,381.00		167,190.52
933000 - Prepaid Expenses	0.00	25,812.67	0.00	0.00		25,812.67
Total Prepaid Expenses	0.00	25,812.67	0.00	0.00		25,812.67
933500 - Employee Advances	0.00	2,083.31	0.00	0.00		2,083.31
Total Employee Advances	0.00	2,083.31	0.00	0.00		2,083.31
915000-COM-010 - Investments - J.P Morgan	0.00	820,127.03	0.00	0.00		820,127.03
Total Short Term Investments	0.00	820,127.03	0.00	0.00		820,127.03
946000 - Right of Use Asset	0.00	0.02	0.00	0.00		0.02
Total Fixed Assets	0.00	0.02	0.00	0.00		0.02
935000 - Security Deposits	0.00	5,219.63	0.00	0.00		5,219.63
Total Other Assets	0.00	5,219.63	0.00	0.00		5,219.63
931000 - Due from Other Locations	0.00	0.00	0.00	0.00	0.00	(2,186,466.27)
Total Interfund Due from	0.00	0.00	0.00	0.00	0.00	(2,186,466.27)
Total Assets	301,826.37	5,874,406.64	2,977,445.77	7,427,951.92		16,581,630.70
950000 - Accounts Payable-System	6,109.50	179,700.50	17,526.00	810.00		204,146.00

Total Accounts Payable	6,109.50	179,700.50	17,526.00	810.00		204,146.00
950100 - Accrued Salaries	0.00	695,476.13	0.00	0.00		695,476.13
950300 - Accrued STRS	26,654.99	51,077.35	0.00	10,928.55		88,660.89
950500 - Accounts Payable-Accrual	0.00	0.00	0.00	31,575.64		31,575.64
950600 - Credit Card Payable	0.00	(21,893.75)	0.00	0.00		(21,893.75)
959000 - Due to Grantor Governments	25,561.00	128,138.66	37,079.00	6,210,752.39		6,401,531.05
Total Accrued Liabilities	52,215.99	852,798.39	37,079.00	6,253,256.58		7,195,349.96
965000 - Deferred Revenue	1,360,774.98	0.00	880,124.71	772,508.94		3,013,408.63
966100 - Summer Holdback	0.00	212,224.97	0.00	0.00		212,224.97
966500 - Compensated Absences Payable	104,663.62	0.00	86,466.96	71,447.49		262,578.07
Total Other Short Term Liability	1,465,438.60	212,224.97	966,591.67	843,956.43		3,488,211.67
965500 - ROU liability	0.00	(4,518.53)	0.00	0.00		(4,518.53)
Total Other Liabilities	0.00	(4,518.53)	0.00	0.00		(4,518.53)
961000 - Due to/From Other Locations	0.00	0.00	2,186,466.27	0.00	2,186,466.27	0.00
Total Interfund Due to	0.00	0.00	2,186,466.27	0.00	#####	0.00
Total Liabilities	1,523,764.09	1,240,205.33	3,207,662.94	7,098,023.01		10,883,189.10
Net Increase/(Decrease) in Net Assets	(2,391,993.26)	3,563.22	(1,183,206.02)	10,038.97		(3,561,597.09)
978000 - Unrestricted Net Assets – Other Designations	877,541.65	3,497,611.72	714,741.64	239,917.45		5,329,812.46
979000 - Net Assets	0.00	(32,844.20)	0.00	0.00		(32,844.20)
Total Unrestricted Net Assets	877,541.65	3,464,767.52	714,741.64	239,917.45		5,296,968.26
Total Unrest Net Assets with Inc/(Dec) to date	(1,514,451.61)	3,468,330.74	(468,464.38)	249,956.42		1,735,371.17
978900 - Designated for Economic Uncertainty	292,513.89	1,165,870.57	238,247.21	79,972.49		1,776,604.16
Total Restricted Net Assets	292,513.89	1,165,870.57	238,247.21	79,972.49		1,776,604.16
Total Net Assets	(1,221,937.72)	4,634,201.31	(230,217.17)	329,928.91		3,511,975.33
Liabilities and Net Assets	301,826.37	5,874,406.64	2,977,445.77	7,427,951.92		14,395,164.43

Created on : 01/16/2025 9:19 AM PST

Compass Charter Schools - COM Statement of Activities - Actual vs Budget

Reporting Book:

As of Date:

Location:

ACCRUAL

12/31/2024

Compass Charter Schools - COM

07/01/2024 Through
07/31/2024

Actual 1st Interim Budget

Net Increase/(Decrease) in Net Assets

Total Revenue

LCFF Revenue

801100 - LCFF Revenues

308,252.00 308,252.00

801200 - Education Protection Account Revenue

0.00 0.00

809600 - Charter Schools Funding In-Lieu of Property Taxes

0.00 0.00

Total LCFF Revenue

308,252.00 308,252.00

Federal Revenue

818100 - Special Education - Entitlement

0.00 0.00

829000 - All Other Federal Revenue

62,085.40 62,085.40

829100 - Title I Federal Revenue

0.00 0.00

829200 - Title II

0.00 0.00

829300 - Title III Federal Revenue

0.00 0.00

829400 - Title IV

0.00 0.00

Total Federal Revenue

62,085.40 62,085.40

State Revenue

855000 - Mandated Block Grant

0.00 0.00

856000 - State Lottery Revenue

0.00 0.00

859000 - All Other State Revenues

8,891.00 8,891.00

859900 - Prior Year State Income

0.00 0.00

879200 - SPED State/Other Transfers of Apportionments from County

107,208.00 107,208.00

Total State Revenue

116,099.00 116,099.00

Local Revenue

866000 - Interest Income

16,662.60 16,662.60

866200 - Net Increase/Decrease in Investment

3,563.22 0.00

868200 - Foundation Grants/Donations

0.00 0.00

869900 - All Other Local Revenue

5,251.99 5,251.99

Total Local Revenue	25,477.81	21,914.59
Total Revenue	511,914.21	508,350.99
Total Expenses		
Salaries and Benefits		
Certificated Salaries		
110000 - Teachers' Salaries	56,710.00	56,709.99
120000 - Certificated Pupil Support Salaries	31,673.32	31,673.31
130000 - Certificated Supervisor and Administrator Salaries	136,645.13	136,645.13
Total Certificated Salaries	225,028.45	225,028.43
Classified Salaries		
210000 - Instructional Aide Salaries	0.00	0.00
220000 - Classified Support Salaries (Maintenance, Food)	168,605.77	153,212.95
230000 - Classified Supervisor and Administrator Salaries	53,685.32	53,685.32
240000 - Clerical, Technical, and Office Staff Salaries	51,852.82	51,852.81
290000 - Other Classified Salaries (Noon and Yard Sup, etc.)	0.00	0.00
Total Classified Salaries	274,143.91	258,751.08
Benefits		
310100 - State Teachers' Retirement System, Certificated	46,435.63	45,302.56
330100 - OASDI/Medicare, Certificated	3,531.35	3,531.35
330200 - OASDI/Medicare, Classified	19,691.96	17,971.66
340100 - Health & Welfare Benefits, Certificated	178,261.57	178,261.56
340200 - Health & Welfare Benefits, Classified	50,036.46	50,036.45
350100 - State Unemployment Insurance, Certificated	110.53	110.55
350200 - State Unemployment Insurance, Classified	0.00	0.00
360100 - Worker Compensation Insurance, Certificated	28,649.00	25,992.22
360200 - Worker Compensation Insurance, Classified	0.00	0.00
390100 - Other Employee Benefits, Certificated	15,220.86	15,368.38
Total Benefits	341,937.36	336,574.73
Total Salaries and Benefits	841,109.72	820,354.24
Operational Expenses		
Books and Supplies		
410000 - Approved Textbooks and Core Curriculum	526.00	526.00
410100 - Curriculum Assessment and Software	0.00	0.00
410200 - Supplemental Curriculum	18,584.00	18,584.00
420000 - Books and Other Reference Materials	0.00	0.00
430000 - Materials and Supplies	998.00	998.00

431500 - Classroom Materials and Supplies	0.00	0.00
440000 - Noncapitalized Equipment	5,995.50	5,995.50
441000 - Software and Software Licensing	35,336.99	35,336.99
443000 - Noncapitalized Student Equipment	41.93	41.93
470000 - Food and Food Supplies	0.00	0.00
Total Books and Supplies	61,482.42	61,482.42
Services		
520000 - Travel and Conferences	7,163.44	7,163.44
521000 - Training and Development Expense	37,194.96	34,992.71
530000 - Dues and Memberships	1,750.00	1,750.00
540000 - Insurance	0.00	0.00
550000 - Operation and Housekeeping Services	380.00	380.00
550100 - Utilities	118.57	118.57
560000 - Space Rental/Leases Expense	5,598.89	5,598.89
560100 - Building Maintenance	0.00	0.00
560200 - Other Space Rental	0.00	0.00
580000 - Professional/Consulting Services and Operating Expenditures	741.99	741.99
580300 - Banking and Payroll Service Fees	3,450.37	3,450.37
580500 - Legal Services	30,210.00	30,210.00
580600 - Audit Services	0.00	0.00
580700 - Legal Settlements	5,309.54	5,309.54
581000 - Educational Consultants	53,870.57	53,870.57
581200 - Other Student Activities	392.00	392.00
581500 - Advertising/Recruiting	6,720.00	6,720.00
583000 - Field Trip Expenses	986.50	986.50
587300 - Financial Services	32,672.97	32,672.97
587400 - Personnel Services	0.00	0.00
587500 - District Oversight Fee	0.00	0.00
587700 - IT Services	214,439.80	214,439.80
589000 - Interest Expense/Fees	0.00	0.00
590000 - Communications (Tele., Internet, Copies,Postage,Messenger)	1,598.86	1,598.86
590100 - Scholar Internet Reimbursement	0.00	0.00
Total Services	402,598.46	400,396.21
Other Outgo		
700000 - Miscellaneous Expense	0.00	0.00
Total Other Outgo	0.00	0.00

Total Operational Expenses	<u>464,080.88</u>	<u>461,878.63</u>
Total Expenses	<u>1,305,190.60</u>	<u>1,282,232.87</u>
Total Net Increase/(Decrease) in Net Assets	<u><u>(793,276.39)</u></u>	<u><u>(773,881.88)</u></u>

Created on : 01/16/2025 9:21 AM PST

08/01/2024 Through 08/31/2024		09/01/2024 Through 09/30/2024		10/01/2024 Through 10/31/2024		11/01/2024 Through 11/30/2024	
Actual	1st Interim Budget	Actual	1st Interim Budget	Actual	1st Interim Budget	Actual	1st Interim Budget
1,203,980.00	1,203,980.00	1,435,335.32	1,435,335.32	1,873,073.52	1,873,073.52	1,873,073.52	2,177,697.78
0.00	0.00	414,049.00	414,049.00	83,034.00	83,034.00	0.00	0.00
136,307.44	136,307.44	370,101.89	370,101.89	181,742.26	181,742.26	182,637.71	284,951.44
1,340,287.44	1,340,287.44	2,219,486.21	2,219,486.21	2,137,849.78	2,137,849.78	2,055,711.23	2,462,649.22
0.00	0.00	0.00	0.00	0.00	0.00	0.00	66,144.98
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	103,078.00	0.00
0.00	0.00	0.00	0.00	5,056.00	5,056.00	10,794.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
0.00	0.00	0.00	0.00	2,500.00	2,500.00	5,482.00	0.00
0.00	0.00	0.00	0.00	7,556.00	7,556.00	119,354.00	66,144.98
0.00	0.00	0.00	0.00	0.00	0.00	22,245.00	7,786.04
0.00	0.00	0.00	0.00	2,354.90	0.00	0.00	55,529.68
27,713.00	27,712.98	34,827.00	34,826.98	157,612.65	157,612.63	58,884.00	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
104,599.00	104,599.00	188,276.00	188,276.00	0.00	0.00	188,276.00	214,636.47
132,312.00	132,311.98	223,103.00	223,102.98	159,967.55	157,612.63	269,405.00	277,952.19
6.38	6.38	15,593.56	15,593.56	5,974.59	5,974.59	5.63	1,931.10
0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,875.11
1,000.00	1,000.00	0.00	0.00	0.00	0.00	0.00	0.00
1,543.71	1,309.46	5,890.81	6,125.06	3,815.29	3,815.29	(1,559.57)	2,562.28

2,550.09	2,315.84	21,484.37	21,718.62	9,789.88	9,789.88	(1,553.94)	6,368.49
1,475,149.53	1,474,915.26	2,464,073.58	2,464,307.81	2,315,163.21	2,312,808.29	2,442,916.29	2,813,114.88
942,461.25	942,461.26	930,666.85	930,666.85	913,417.24	913,417.24	913,115.16	1,060,995.97
90,854.60	90,854.58	90,854.60	90,854.58	90,854.60	90,854.58	90,917.14	90,208.43
194,262.59	194,262.59	198,324.52	198,324.52	204,525.18	204,525.18	204,525.18	168,655.94
1,227,578.44	1,227,578.43	1,219,845.97	1,219,845.95	1,208,797.02	1,208,797.00	1,208,557.48	1,319,860.34
45,526.93	45,526.93	37,671.51	37,671.51	46,850.74	46,850.74	43,075.04	2,056.35
170,761.50	155,171.88	169,191.23	153,744.97	172,541.33	156,789.23	161,323.15	92,897.79
53,685.32	53,685.32	53,685.32	53,685.32	53,685.32	53,685.32	53,685.32	53,680.28
70,538.87	70,538.87	68,974.42	68,974.42	71,351.18	71,351.18	69,261.83	32,948.13
2,287.32	2,287.32	3,043.33	3,043.33	3,619.17	3,619.17	2,237.14	2,038.02
342,799.94	327,210.32	332,565.81	317,119.55	348,047.74	332,295.64	329,582.48	183,620.57
241,707.00	235,579.50	238,957.12	232,886.56	235,794.45	229,796.54	235,656.95	234,128.39
17,720.75	17,720.77	18,047.83	18,047.83	17,766.53	17,766.52	17,693.30	6,616.72
23,403.13	21,359.06	22,620.29	20,644.72	23,364.09	21,323.66	22,005.98	132,929.59
(3,847.66)	(3,847.67)	236,419.85	236,419.84	297,051.75	297,051.76	145,632.50	87,809.10
0.00	0.00	64,790.12	64,790.12	85,971.22	85,971.21	39,935.05	20,624.14
530.24	530.31	325.69	325.75	259.07	259.12	58.87	9,040.29
0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,496.99
0.00	0.00	5,832.00	5,291.15	9,817.00	8,906.62	14,207.12	28,791.06
0.00	0.00	0.00	0.00	0.00	0.00	0.00	9,239.85
8,375.09	8,456.26	(6,018.41)	(6,076.75)	53,806.00	54,327.52	15,078.92	1,930.13
287,888.55	279,798.23	580,974.49	572,329.22	723,830.11	715,402.95	490,268.69	533,606.26
1,858,266.93	1,834,586.98	2,133,386.27	2,109,294.72	2,280,674.87	2,256,495.59	2,028,408.65	2,037,087.17
96,964.45	96,964.46	440,332.00	440,332.00	460,853.95	460,853.94	500,197.14	0.00
0.00	0.00	7,805.00	7,805.00	36,516.00	36,516.00	2,875.01	785.40
27,590.01	27,590.01	165,543.98	165,543.98	2,697.29	2,697.29	(25,269.44)	2,309.66
0.00	0.00	46,989.94	46,989.94	43,066.82	43,066.82	20,363.34	315.32
535.26	535.26	1,780.52	1,780.52	1,016.31	1,016.31	2,274.88	646.23

150.00	150.00	2,396.69	2,396.69	65.37	65.37	804.54	0.00
729.78	729.78	8.61	8.61	5,220.18	5,220.18	0.00	1,630.73
0.00	0.00	14,510.95	14,510.95	6,710.70	6,710.70	24,991.25	51,423.56
6,829.96	6,829.96	40,932.99	40,932.99	(8,165.52)	(8,165.52)	4,732.40	0.00
0.00	0.00	0.00	0.00	0.00	0.00	0.00	13,125.00
132,799.46	132,799.47	720,300.68	720,300.68	547,981.10	547,981.09	530,969.12	70,235.90
3,372.80	3,372.80	7,802.78	7,802.78	17,859.41	17,859.41	18,965.69	4,850.20
275,392.71	274,622.46	67,478.18	68,977.38	1,269.79	1,552.74	4,258.06	231.84
24,420.00	24,420.00	67,183.88	67,183.88	0.00	0.00	0.00	1,075.53
30,248.90	30,248.90	5,388.10	5,388.10	9,925.70	9,925.70	8,057.30	9,929.66
380.00	380.00	380.00	380.00	0.00	0.00	1,000.00	607.50
113.70	113.70	127.72	127.72	16.00	16.00	89.86	265.50
12,077.89	12,077.89	12,577.89	12,577.89	12,101.89	12,101.89	12,101.89	9,383.32
390.00	390.00	0.00	0.00	0.00	0.00	0.00	138.76
0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,250.00
0.00	0.00	38,212.46	38,212.46	1,061.00	1,061.00	(4,392.76)	7,498.07
2,765.13	2,765.13	3,403.70	3,403.70	3,413.04	3,413.04	3,795.16	4,620.97
25,212.50	25,212.50	18,068.00	18,068.00	24,274.50	24,274.50	24,165.00	12,779.37
0.00	0.00	11,495.25	11,495.25	3,831.75	3,831.75	0.00	962.87
3,003.81	3,003.81	5,468.16	5,468.16	41,371.00	41,371.00	2,547.59	15,605.94
20,864.98	20,864.98	102,924.99	102,924.99	253,091.75	253,091.75	298,954.70	302,405.96
0.00	0.00	0.00	0.00	0.00	0.00	0.00	6,201.01
4,095.00	4,095.00	9,038.00	9,038.00	4,395.00	4,395.00	3,500.00	15,719.00
1,302.03	1,302.03	7,490.41	7,490.41	6,464.49	6,464.49	18,014.83	10,469.58
32,672.97	32,672.97	66,064.65	66,064.65	32,672.95	32,672.95	32,816.70	34,723.59
0.00	0.00	0.00	0.00	0.00	0.00	0.00	624.99
7,019.00	7,019.00	23,860.00	23,860.00	19,181.00	19,181.00	19,181.00	28,224.09
237.54	237.54	49,930.31	49,930.31	(9,240.03)	(9,240.03)	24,858.14	10,394.04
0.00	0.00	0.00	0.00	0.00	0.00	0.00	375.00
8,143.69	8,143.69	14,126.56	14,126.56	13,048.10	13,048.10	10,818.33	12,885.35
0.00	0.00	200.00	200.00	0.00	0.00	0.00	287.51
451,712.65	450,942.40	511,221.04	512,720.24	434,737.34	435,020.29	478,731.49	491,509.65
0.00	0.00	28.12	0.00	0.00	0.00	0.00	0.00
0.00	0.00	28.12	0.00	0.00	0.00	0.00	0.00

584,512.11	583,741.87	1,231,549.84	1,233,020.92	982,718.44	983,001.38	1,009,700.61	561,745.55
2,442,779.04	2,418,328.85	3,364,936.11	3,342,315.64	3,263,393.31	3,239,496.97	3,038,109.26	2,598,832.72
(967,629.51)	(943,413.59)	(900,862.53)	(878,007.83)	(948,230.10)	(926,688.68)	(595,192.97)	214,282.16

12/01/2024 Through 12/31/2024		Year To Date 12/31/2024				Year Ending 06/30/2025	
Actual	1st Interim Budget	Actual	1st Interim Budget	Budget Diff	Budget % Var	1st Interim Budget	Remaining Budget
1,873,073.52	2,177,697.78	8,566,787.88	9,176,036.40	(609248.52) ↓	(6.63) %	22,242,223.08	13,675,435.20
414,049.00	507,337.62	911,132.00	1,004,420.62	(93288.62) ↓	(9.28) %	2,019,095.86	1,107,963.86
636,765.64	284,951.44	1,507,554.94	1,258,054.47	249500.47 ↑	19.83 %	3,323,952.41	1,816,397.47
2,923,888.16	2,969,986.84	10,985,474.82	11,438,511.49	(453036.67) ↓	(3.96) %	27,585,271.35	16,599,796.53
0.00	66,144.98	0.00	132,289.96	(132289.96) ↓	(100.00) %	529,159.84	529,159.84
103,195.20	0.00	165,280.60	62,085.40	103195.20 ↑	166.21 %	356,701.99	191,421.39
0.00	0.00	103,078.00	0.00	103078.00 ↑	(100.00) %	412,309.98	309,231.98
0.00	0.00	15,850.00	5,056.00	10794.00 ↑	213.48 %	63,396.01	47,546.01
0.00	0.00	0.00	0.00	0.00	0.00 %	11,766.00	11,766.00
0.00	0.00	7,982.00	2,500.00	5482.00 ↑	219.28 %	31,925.98	23,943.98
103,195.20	66,144.98	292,190.60	201,931.36	90259.24 ↑	44.69 %	1,405,259.80	1,113,069.20
27,173.00	7,786.04	49,418.00	15,572.08	33845.92 ↑	217.35 %	62,288.32	12,870.32
0.00	55,529.68	2,354.90	111,059.36	(108704.46) ↓	(97.87) %	555,296.78	552,941.88
49,884.00	0.00	337,811.65	229,043.59	108768.06 ↑	47.48 %	2,387,549.98	2,049,738.33
4,963.24	0.00	4,963.24	0.00	4963.24 ↑	(100.00) %	0.00	(4,963.24)
188,276.00	214,636.47	776,635.00	829,355.94	(52720.94) ↓	(6.35) %	2,117,174.76	1,340,539.76
270,296.24	277,952.19	1,171,182.79	1,185,030.97	(13848.18) ↓	(1.16) %	5,122,309.84	3,951,127.05
17,194.05	1,931.10	55,436.81	42,099.33	13337.48 ↑	31.68 %	53,685.93	(1,750.88)
0.00	1,875.11	3,563.22	3,750.22	(187.00) ↓	(4.98) %	15,000.88	11,437.66
0.00	0.00	1,000.00	1,000.00	0.00	0.00 %	1,000.00	0.00
1,620.81	2,562.28	16,563.04	21,626.36	(5063.32) ↓	(23.41) %	37,000.04	20,437.00

18,814.86	6,368.49	76,563.07	68,475.91	8087.16 ↑	11.81 %	106,686.85	30,123.78
3,316,194.46	3,320,452.50	12,525,411.28	12,893,949.73	(368538.45) ↓	(2.85) %	34,219,527.84	21,694,116.56
910,743.45	1,060,995.97	4,667,113.95	4,965,247.28	298133.33	6.00 %	10,588,525.91	5,921,411.96
101,025.71	90,208.43	496,179.97	484,653.91	(11526.06)	(2.37) %	1,025,904.49	529,724.52
204,525.18	168,655.94	1,142,807.78	1,071,069.30	(71738.48)	(6.69) %	2,083,004.94	940,197.16
1,216,294.34	1,319,860.34	6,306,101.70	6,520,970.49	214868.79 ↑	3.29 %	13,697,435.34	7,391,333.64
39,157.70	2,056.35	212,281.92	134,161.88	(78120.04)	(58.22) %	146,499.98	(65,781.94)
163,036.87	92,897.79	1,005,459.85	804,714.61	(200745.24)	(24.94) %	1,362,101.35	356,641.50
53,685.32	53,680.28	322,111.92	322,101.84	(10.08)	0.00 %	644,183.52	322,071.60
70,242.66	32,948.13	402,221.78	328,613.54	(73608.24)	(22.39) %	526,302.32	124,080.54
1,318.23	2,038.02	12,505.19	13,025.86	520.67	3.99 %	25,253.98	12,748.79
327,440.78	183,620.57	1,954,580.66	1,602,617.73	(351962.93) ↓	(21.96) %	2,704,341.15	749,760.49
228,502.92	234,128.39	1,227,054.07	1,211,821.94	(15232.13)	(1.25) %	2,616,592.28	1,389,538.21
18,235.76	6,616.72	92,995.52	70,299.91	(22695.61)	(32.28) %	110,000.23	17,004.71
21,312.51	132,929.59	132,397.96	347,158.28	214760.32	61.86 %	1,144,735.82	1,012,337.86
160,625.16	87,809.10	1,014,143.17	883,503.69	(130639.48)	(14.78) %	1,410,358.29	396,215.12
44,139.15	20,624.14	284,872.00	242,046.06	(42825.94)	(17.69) %	365,790.90	80,918.90
23,900.59	9,040.29	25,184.99	19,306.31	(5878.68)	(30.44) %	73,548.05	48,363.06
0.00	2,496.99	0.00	4,993.98	4993.98	100.00 %	19,975.92	19,975.92
5,832.01	28,791.06	64,337.13	97,772.11	33434.98	34.19 %	270,518.47	206,181.34
0.00	9,239.85	0.00	18,479.70	18479.70	100.00 %	73,918.80	73,918.80
(5,688.85)	1,930.13	80,773.61	75,935.67	(4837.94)	(6.37) %	87,516.45	6,742.84
496,859.25	533,606.26	2,921,758.45	2,971,317.65	49559.20 ↑	1.66 %	6,172,955.21	3,251,196.76
2,040,594.37	2,037,087.17	11,182,440.81	11,094,905.87	(87534.94) ↓	(0.78) %	22,574,731.70	11,392,290.89
145,602.95	0.00	1,644,476.49	998,676.40	(645800.09)	(64.66) %	4,367,039.98	2,722,563.49
0.00	785.40	47,196.01	45,891.80	(1304.21)	(2.84) %	50,604.20	3,408.19
2,782.93	2,309.66	191,928.77	219,034.60	27105.83	12.37 %	232,892.56	40,963.79
1,756.00	315.32	112,176.10	90,687.40	(21488.70)	(23.69) %	92,579.32	(19,596.78)
698.71	646.23	7,303.68	5,622.55	(1681.13)	(29.89) %	9,499.93	2,196.25

194.10	0.00	3,610.70	2,612.06	(998.64) ↓	(38.23) %	5,000.02	1,389.32
213.79	1,630.73	12,167.86	15,215.53	3047.67 ↑	20.02 %	24,999.91	12,832.05
163,306.76	51,423.56	244,856.65	159,405.76	(85450.89) ↓	(53.60) %	249,396.98	4,540.33
24,329.49	82,680.33	68,701.25	122,319.69	53618.44 ↑	43.83 %	205,000.02	136,298.77
0.00	13,125.00	0.00	26,250.00	26250.00 ↑	100.00 %	105,000.00	105,000.00
338,884.73	152,916.23	2,332,417.51	1,685,715.79	(646701.72) ↓	(38.36) %	5,342,012.92	3,009,595.41
17,577.90	4,850.20	72,742.02	45,898.83	(26843.19) ↓	(58.48) %	75,000.03	2,258.01
563.20	231.84	386,156.90	380,608.97	(5547.93) ↓	(1.45) %	382,000.01	(4,156.89)
0.00	1,075.53	93,353.88	95,504.94	2151.06 ↑	2.25 %	101,958.12	8,604.24
0.00	9,929.66	53,620.00	65,422.02	11802.02 ↑	18.03 %	124,999.98	71,379.98
1,140.00	607.50	3,280.00	2,355.00	(925.00) ↓	(39.27) %	6,000.00	2,720.00
80.87	265.50	546.72	906.99	360.27 ↑	39.72 %	2,499.99	1,953.27
12,101.89	9,383.32	66,560.34	61,123.20	(5437.14) ↓	(8.89) %	117,423.12	50,862.78
0.00	138.76	390.00	667.52	277.52 ↑	41.57 %	1,500.08	1,110.08
0.00	1,250.00	0.00	2,500.00	2500.00 ↑	100.00 %	10,000.00	10,000.00
1,000.00	7,498.07	36,622.69	55,011.59	18388.90 ↑	33.42 %	100,000.01	63,377.32
3,822.11	4,620.97	20,649.51	22,274.18	1624.67 ↑	7.29 %	50,000.00	29,350.49
23,247.00	12,779.37	145,177.00	123,323.74	(21853.26) ↓	(17.72) %	199,999.96	54,822.96
0.00	962.87	15,327.00	17,252.74	1925.74 ↑	11.16 %	23,029.96	7,702.96
5,669.58	15,605.94	63,369.68	86,364.39	22994.71 ↑	26.62 %	180,000.03	116,630.35
156,208.63	302,405.96	885,915.62	1,035,564.21	149648.59 ↑	14.45 %	2,849,999.97	1,964,084.35
0.00	6,201.01	392.00	12,794.02	12402.02 ↑	96.93 %	50,000.08	49,608.08
4,095.01	15,719.00	31,843.01	55,686.00	23842.99 ↑	42.81 %	150,000.00	118,156.99
4,417.41	10,469.58	38,675.67	37,182.59	(1493.08) ↓	(4.01) %	100,000.07	61,324.40
32,672.95	34,723.59	229,573.19	233,530.72	3957.53 ↑	1.69 %	441,872.26	212,299.07
0.00	624.99	0.00	1,249.98	1249.98 ↑	100.00 %	4,999.92	4,999.92
19,181.00	28,224.09	88,422.00	106,508.18	18086.18 ↑	16.98 %	275,852.72	187,430.72
1,871.90	10,394.04	282,097.66	276,155.70	(5941.96) ↓	(2.15) %	338,519.94	56,422.28
0.00	375.00	0.00	750.00	750.00 ↑	100.00 %	3,000.00	3,000.00
9,191.53	12,885.35	56,927.07	62,687.91	5760.84 ↑	9.18 %	140,000.01	83,072.94
279.97	287.51	479.97	775.02	295.05 ↑	38.06 %	2,500.08	2,020.11
293,120.95	491,509.65	2,572,121.93	2,782,098.44	209976.51 ↑	7.54 %	5,731,156.34	3,159,034.41
0.00	0.00	28.12	0.00	(28.12) ↓	(100.00) %	0.00	(28.12)
0.00	0.00	28.12	0.00	(28.12) ↓	(100.00) %	0.00	(28.12)

<u>632,005.68</u>	<u>644,425.88</u>	<u>4,904,567.56</u>	<u>4,467,814.23</u>	<u>(436753.33) ↓</u>	<u>(9.77) %</u>	<u>11,073,169.26</u>	<u>6,168,601.70</u>
<u>2,672,600.05</u>	<u>2,681,513.05</u>	<u>16,087,008.37</u>	<u>15,562,720.10</u>	<u>(524288.27) ↓</u>	<u>(3.36) %</u>	<u>33,647,900.96</u>	<u>17,560,892.59</u>
<u>643,594.41</u>	<u>638,939.45</u>	<u>(3,561,597.09)</u>	<u>(2,668,770.37)</u>	<u>(892826.72) ↓</u>	<u>(33.45) %</u>	<u>571,626.88</u>	<u>4,133,223.97</u>

Percentage remaining

(61.48) %

(54.87) %

(54.64) %

(60.17) %

(100.00) %

(53.66) %

(74.99) %

(74.99) %

(100.00) %

(74.99) %

(79.20) %

(20.66) %

(99.57) %

(85.85) %

100.00 %

(63.31) %

(77.13) %

3.26 %

(76.24) %

0.00 %

(55.23) %

(28.23) %

(63.39) %

(55.92) %

(51.63) %

(45.13) %

(53.96) %

44.90 %

(26.18) %

(49.99) %

(23.57) %

(50.48) %

(27.72) %

(53.10) %

(15.45) %

(88.43) %

(28.09) %

(22.12) %

(65.75) %

(100.00) %

(76.21) %

(100.00) %

(7.70) %

(52.66) %

(50.46) %

(59.78) %

(6.73) %

(17.58) %

21.54 %

(22.77) %

(27.78) %
(51.32) %
(1.82) %
(65.82) %
(100.00) %
(54.21) %

(3.01) %
5.80 %
(8.43) %
(50.46) %
(45.33) %
(78.13) %
(43.31) %
(74.00) %
(100.00) %
(63.37) %
(58.70) %
(15.79) %
(33.44) %
(64.04) %
(68.35) %
(99.21) %
(78.77) %
(60.45) %
(48.04) %
(100.00) %
(67.94) %
(16.66) %
(100.00) %
(59.33) %
(76.80) %
(53.93) %

100.00 %
100.00 %

<u>(54.06) %</u>
<u>(51.65) %</u>
<u><u>(754.79) %</u></u>

Company name: Compass Charter Schools
 Report name: Check register
 Created on: 1/16/2025

Bank	Date	Vendor	Document no.	Amount	Cleared
COM-SANDIEGO - SDCOE	Account no:				
	12/16/2024	V003055--San Diego County Office of Education		9,823.00	12/31/2024
Total for COM-SANDIEGO				9,823.00	

COM-NEWGEN - Chase Account no: 837509568

12/16/2024	V012405--29 Palms Creative Center	4167-1734123664008	360.00	12/31/2024
12/16/2024	V018924--87 Media LLC	4167-1734124687377	900.00	12/31/2024
12/12/2024	V003749--A Child's Dream	2010637	115.90	12/31/2024
12/3/2024	V003749--A Child's Dream	2010553	1,452.10	12/31/2024
12/16/2024	V021750--A Lotte Horses LLC	4167-1734123999073	225.00	12/31/2024
12/16/2024	V003690--Aaron Matthew Music	4167-1734124694120	1,155.00	12/31/2024
12/3/2024	V003758--ABC Crate, LLC	2010554	280.00	12/31/2024
12/30/2024	V006219--ABC Learning Solutions LLC	4167-1735333241889	130.00	12/31/2024
12/19/2024	V006219--ABC Learning Solutions LLC	4167-1734555714740	900.00	12/31/2024
12/16/2024	V006219--ABC Learning Solutions LLC	4167-1734124123639	1,895.00	12/31/2024
12/13/2024	V006219--ABC Learning Solutions LLC	4167-1734037594824	500.00	12/31/2024
12/24/2024	V012141--ADP, Inc		3,725.60	12/31/2024
12/16/2024	V003782--Adventure Recreation LLC	4167-1734124107413	342.20	12/31/2024
12/16/2024	V003784--Adventures For Young Explorers	4167-1734124485091	1,160.00	12/31/2024
12/16/2024	V003788--Airshine Music School, LLC	4167-1734123824088	255.00	12/31/2024
12/16/2024	V022608--Alec's Chess Club	4167-1734124254962	120.00	12/31/2024
12/13/2024	V000494--Alina E. Solodovnikova-Adams	4167-1734037266628	350.00	12/31/2024
12/3/2024	V012256--All About Learning Press Inc	2010555	1,417.70	12/31/2024
12/19/2024	V013443--Allstate Building & Office Maintenance Inc.	4167-1734555694107	1,140.00	12/31/2024
12/30/2024	V012277--Alternative Choices in Education, ACE, LLC	4167-1735333272844	87.50	12/31/2024
12/16/2024	V007674--Amanda Holiday dba Holiday Math	4167-1734124143145	116.00	12/31/2024
12/13/2024	V013254--Amazing Athletes of Inland Empire	4167-1734037625419	104.00	12/31/2024
12/16/2024	V003798--Amazon Capital Services	4167-1734124383659	2,481.87	12/31/2024
12/13/2024	V003798--Amazon Capital Services		699.16	12/31/2024
12/13/2024	V003798--Amazon Capital Services	4167-1734037345064	4,543.21	12/31/2024
12/12/2024	V003798--Amazon Capital Services	4167-1733950854062	6,069.53	12/31/2024
12/11/2024	V003798--Amazon Capital Services	4167-1733864421498	608.51	12/31/2024
12/5/2024	V003798--Amazon Capital Services	4167-1733346244724	10,998.66	12/31/2024
12/4/2024	V003798--Amazon Capital Services	4167-1733259812891	3,247.39	12/31/2024
12/3/2024	V003798--Amazon Capital Services	4167-1733173246731	7,378.34	12/31/2024
12/13/2024	V003695--American Martial Arts Academy	4167-1734037385898	219.00	12/31/2024

12/30/2024	V000466--Anna Malkova	4167-1735333294265	360.00	12/31/2024
12/3/2024	V003484--Anna Mat's Music	4167-1733173222267	680.00	12/31/2024
12/18/2024	V003305--Anthem Blue Cross		13,783.89	12/31/2024
12/31/2024	V016076--Anthem Life		39,914.72	12/31/2024
12/10/2024	V016076--Anthem Life		4,112.00	12/31/2024
12/5/2024	V016076--Anthem Life		4,112.00	12/31/2024
12/30/2024	V003488--Anybody Art	4167-1735333286306	255.00	12/31/2024
12/30/2024	V007446--APlus Tutoring Inc	4167-1735333224119	560.00	12/31/2024
12/13/2024	V003827--Applause Music Academy	4167-1734037641939	1,745.00	12/31/2024
12/16/2024	V003489--Archofacts Archaeology for Kids	4167-1734124293831	390.00	12/31/2024
12/16/2024	V003839--Art & Soul Music Studios	4167-1734123811080	94.00	12/31/2024
12/13/2024	V012444--Art of Illusions	4167-1734037502493	148.00	12/31/2024
12/3/2024	V003841--Art of Problem Solving	2010556	264.97	12/31/2024
12/13/2024	V003842--Art Steps, Inc	4167-1734037455680	355.00	12/31/2024
12/18/2024	V003491--Art Voyces	4167-1734469253660	600.00	12/31/2024
12/5/2024	V003491--Art Voyces	4167-1733346063055	750.00	12/31/2024
12/13/2024	V003849--Arts Attack Publications	4167-1734037335695	53.75	12/31/2024
12/30/2024	V003859--Athena's Advanced Academy Inc	4167-1735333225725	187.07	12/31/2024
12/27/2024	V003866--Autism Learning Partners	4167-1735246820662	135.00	12/31/2024
12/23/2024	V003866--Autism Learning Partners	4167-1734814838396	821.00	12/31/2024
12/16/2024	V000593--Autumn Clements		55.88	12/31/2024
12/3/2024	V000593--Autumn Clements		60.84	12/31/2024
12/16/2024	V003494--Averyboo Arts	4167-1734124339333	200.00	12/31/2024
12/13/2024	V022320--B Rauhty Baseball & Softball	4167-1734037348885	560.00	12/31/2024
12/3/2024	V022075--Backpack the World LLC	2010557	223.05	12/31/2024
12/13/2024	V016298--Backyard Science	4167-1734037253738	130.00	12/31/2024
12/16/2024	V021998--Bakersfield Gymnastics Academy	4167-1734124620279	378.00	12/31/2024
12/10/2024	V011960--Baketivity Kids LLC	4167-1733778025676	954.11	12/31/2024
12/3/2024	V012726--Barnabas Robotics Inc.	2010558	255.45	12/31/2024
12/3/2024	V000108--Beautiful Feet Books Inc	2010559	769.83	12/31/2024
12/16/2024	V004582--Beyond the Page	4167-1734123665810	13.87	12/31/2024
12/3/2024	V004582--Beyond the Page	2010560	12,458.83	12/31/2024
12/3/2024	V003031--BH365, LLC	2010561	352.76	In Transit
12/3/2024	V003504--Big Life Journal Inc	2010562	52.95	In Transit
12/12/2024	V003906--Blackbird & Company	2010638	811.85	12/31/2024
12/3/2024	V006353--Blossom and Root / Hive Online Presence	2010563	87.00	12/31/2024
12/16/2024	V003910--Blue Buoy Swim School Inc	4167-1734124342981	1,605.00	12/31/2024
12/3/2024	V003916--BookShark LLC	2010564	1,308.61	12/31/2024
12/30/2024	V003918--Brain Builders STEM Education, Inc.	4167-1735333296151	623.68	12/31/2024

12/13/2024	V003918--Brain Builders STEM Education, Inc.	4167-1734037653480	777.28	12/31/2024
12/10/2024	V000022--BrainPOP LLC	4167-1733778027293	2,282.95	12/31/2024
12/30/2024	V018514--Brandy Caler	4167-1735333240113	1,878.00	12/31/2024
12/16/2024	V003922--Brave Writer LLC	4167-1734124441761	179.00	12/31/2024
12/13/2024	V003922--Brave Writer LLC	4167-1734037378086	617.00	12/31/2024
12/12/2024	V003922--Brave Writer LLC	2010639	398.00	12/31/2024
12/11/2024	V003922--Brave Writer LLC	4167-1733864409946	498.00	12/31/2024
12/3/2024	V003922--Brave Writer LLC	2010565	962.90	12/31/2024
12/16/2024	V003923--Breakthrough Sports LLC	4167-1734123618640	350.00	12/31/2024
12/16/2024	V012664--Brightstar Performing Arts	4167-1734124543243	195.00	12/31/2024
12/16/2024	V007859--Bumblebunch Sewing Studio	4167-1734124630730	1,260.00	12/31/2024
12/16/2024	V003936--Burbank Music Academy	4167-1734124722356	345.00	12/31/2024
12/16/2024	V003508--Butterfly Effects Therapy, Inc.	4167-1734123976911	8,455.25	12/31/2024
12/16/2024	V007869--BYU Continuing Education	4167-1734124035401	309.00	12/31/2024
12/30/2024	V022824--California Association of Work Experience	4167-1735333257641	300.00	12/31/2024
12/23/2024	V003954--California Credit Union CC		552.86	12/31/2024
12/26/2024	V000026--CALSTRS		290,000.00	12/31/2024
12/4/2024	V000026--CALSTRS		77,780.47	12/31/2024
12/4/2024	V000026--CALSTRS		4,612.57	12/31/2024
12/16/2024	V016129--Carlson Gracie JiuJitsu Menifee	4167-1734124658023	1,085.00	12/31/2024
12/3/2024	V000028--Carolina Biological Supply Company	2010566	107.64	12/31/2024
12/16/2024	V007168--CAST Inc	4167-1734124321095	1,000.00	12/31/2024
12/16/2024	V018793--Champion's Quest Inc.	4167-1734124014658	600.00	12/31/2024
12/16/2024	V012257--Chantel Molina Music	4167-1734123835521	1,440.00	12/31/2024
12/18/2024	V000003--Charter School Management Corporation	4167-1734469204916	32,672.95	12/31/2024
12/2/2024	V000031--Charter Schools Development Center	Voided - 2009691	-2,950.00	12/31/2024
12/16/2024	V000033--Chase		7,491.68	12/31/2024
12/16/2024	V000033--Chase		21,393.75	12/31/2024
12/12/2024	V000033--Chase		8,077.73	12/31/2024
12/16/2024	V014763--Children's Therapy Network	4167-1734123624747	2,598.00	12/31/2024
12/5/2024	V014763--Children's Therapy Network	4167-1733346035725	1,927.20	12/31/2024
12/16/2024	V016954--Christiane Moon Piano Studio	4167-1734123893819	970.00	12/31/2024
12/13/2024	V014146--Christine Echeverri	4167-1734037322713	388.33	12/31/2024
12/3/2024	V014146--Christine Echeverri	2010567	94.95	12/31/2024
12/16/2024	V003007--Chun Mei Wilson	4167-1734124037298	340.00	12/31/2024
12/13/2024	V004006--Claremont Community School of Music	4167-1734037575357	629.00	12/31/2024
12/16/2024	V012032--Clear Compass Equestrian	4167-1734123895471	720.00	12/31/2024
12/13/2024	V008230--Clever Inc.	4167-1734037540451	4,450.00	12/31/2024
12/16/2024	V004017--Coastal Music Studios	4167-1734123888763	720.00	12/31/2024

12/16/2024	V012079--Cobb Piano Studio	4167-1734124002437	630.00	12/31/2024
12/30/2024	V004019--Code With Us, Inc.	4167-1735333250830	592.00	12/31/2024
12/13/2024	V004019--Code With Us, Inc.	4167-1734037355519	721.00	12/31/2024
12/16/2024	V004027--Colonial Life		26,170.26	12/31/2024
12/3/2024	V012259--Comic Crate	2010568	643.50	12/31/2024
12/30/2024	V018669--Competitive Edge Batting Cages	4167-1735333263427	960.00	12/31/2024
12/13/2024	V018669--Competitive Edge Batting Cages	4167-1734037617943	1,220.00	12/31/2024
12/16/2024	V015817--Connolly Ranch Education Center	4167-1734124536617	1,610.40	12/31/2024
12/16/2024	V015291--Counts Piano Studio	4167-1734123728108	105.00	12/31/2024
12/3/2024	V003526--Crate Expectations, LLC	2010569	532.40	12/31/2024
12/16/2024	V004054--Creative Learning Place Inc	4167-1734123843257	80.00	12/31/2024
12/16/2024	V022667--Creative Solutions Tutoring	4167-1734124415821	272.00	12/31/2024
12/13/2024	V013009--Cristie Baron	4167-1734037638800	390.00	12/31/2024
12/16/2024	V021757--Crown Jiu Jitsu	4167-1734123812639	890.00	12/31/2024
12/30/2024	V004984--D.D. & S Learning Systems Inc dba Sylvar	4167-1735333279143	992.00	12/31/2024
12/16/2024	V006072--Dasana Sports	4167-1734124517929	360.00	12/31/2024
12/3/2024	V004076--Davey's Locker	4167-1733173225902	875.00	12/31/2024
12/30/2024	V022822--Davis Forest School	4167-1735333261163	5,375.00	12/31/2024
12/13/2024	V021360--Daybreak Academy	4167-1734037210822	6,600.00	12/31/2024
12/3/2024	V004086--Demme Learning School Sales	2010570	292.29	12/31/2024
12/13/2024	V016146--Dexter Music	4167-1734037576913	650.50	12/31/2024
12/30/2024	V008521--Discovery Cube Los Angeles	4167-1735333243650	111.00	12/31/2024
12/13/2024	V018794--Discovery Hub	4167-1734037352106	2,228.00	12/31/2024
12/16/2024	V008574--Drama Kids Temecula Valley	4167-1734123729683	425.00	12/31/2024
12/16/2024	V014702--Drawn2Art - Encino	4167-1734124472052	528.00	12/31/2024
12/16/2024	V003530--Drawn2Art - Rancho	4167-1734124109099	696.00	12/31/2024
12/16/2024	V015292--Dream Xtreme Gymnastics	4167-1734124663846	591.00	12/31/2024
12/12/2024	V021871--Drew's Art Box LLC	2010640	215.00	12/31/2024
12/16/2024	V003533--Dynamic Education Services, Inc.	4167-1734124289957	900.00	12/31/2024
12/13/2024	V018615--Dynamic Vision Optometry	4167-1734037394516	990.00	12/31/2024
12/30/2024	V015968--Easter Seals of Southern California	4167-1735333229076	540.00	12/31/2024
12/3/2024	V004138--Eat2Explore Inc	2010571	270.00	12/31/2024
12/16/2024	V011993--EdTech 101	4167-1734124314987	19,925.13	12/31/2024
12/13/2024	V011993--EdTech 101	4167-1734037291838	656.88	12/31/2024
12/12/2024	V011993--EdTech 101	4167-1733950953949	4,034.52	12/31/2024
12/12/2024	V011993--EdTech 101	2010641	789.06	12/31/2024
12/3/2024	V011993--EdTech 101	2010572	2,252.15	12/31/2024
12/16/2024	V008684--Education.com	4167-1734124235153	300.00	12/31/2024
12/23/2024	V008705--El Paseo Children's Center, Inc	4167-1734814851491	74,054.88	12/31/2024

12/12/2024	V004165--Elemental Science Inc.	2010642	82.49	12/31/2024
12/16/2024	V004175--EMH Sports USA Inc	4167-1734124125256	465.00	12/31/2024
12/16/2024	V004179--Endeavor Gymnastics	4167-1734124464378	513.00	12/31/2024
12/19/2024	V006133--Enrollment Professor West	4167-1734555634354	3,500.00	12/31/2024
12/13/2024	V001484--Erin Tator	4167-1734037643562	70.00	12/31/2024
12/3/2024	V000110--Evan-Moor Educational Publishers	2010573	173.77	12/31/2024
12/16/2024	V021446--Fabiana Campos	4167-1734123688664	60.00	12/31/2024
12/12/2024	V008858--Film School 4 Teens	2010643	250.00	12/31/2024
12/3/2024	V008858--Film School 4 Teens	2010574	600.00	12/31/2024
12/30/2024	V004216--Fired Up Arts	4167-1735333292385	410.00	12/31/2024
12/13/2024	V004216--Fired Up Arts	4167-1734037651669	440.00	12/31/2024
12/13/2024	V003752--Firefly Tutors	4167-1734037428684	716.25	12/31/2024
12/16/2024	V003541--Firestorm Freerunning Galaxy LLC	4167-1734123937069	600.00	12/31/2024
12/23/2024	V014288--First Presbyterian Church of Santa Ana	2010657	6,700.00	In Transit
12/16/2024	V011958--Flying Frog Academy	4167-1734124553458	298.00	12/31/2024
12/16/2024	V004245--Friends of Willow Tree	4167-1734124627531	3,065.00	12/31/2024
12/3/2024	V004246--From Jennifer LLC	2010575	209.00	12/31/2024
12/30/2024	V012041--FunctionJunction	4167-1735333275126	3,600.00	12/31/2024
12/13/2024	V012041--FunctionJunction	4167-1734037390285	2,400.00	12/31/2024
12/12/2024	V004267--Generation Genius, Inc	2010644	225.00	12/31/2024
12/5/2024	V004267--Generation Genius, Inc	4167-1733346064968	225.00	12/31/2024
12/3/2024	V004267--Generation Genius, Inc	2010576	524.00	12/31/2024
12/3/2024	V004275--Global Student Network	2010577	239.00	12/31/2024
12/3/2024	V012318--Grace & Grit	2010578	118.45	In Transit
12/4/2024	V004285--Gracie Barra Upland LLC	4167-1733259831619	2,676.00	12/31/2024
12/13/2024	V022199--Grae Agency LA	4167-1734037612195	250.00	12/31/2024
12/3/2024	V004297--Green Kid Crafts, Inc.	2010579	212.57	12/31/2024
12/30/2024	V012712--Gryphon Archery & Fencing Academy	4167-1735333199031	280.00	12/31/2024
12/13/2024	V011981--Guitar Lessons by Chris	4167-1734037609029	210.00	12/31/2024
12/3/2024	V004313--H4B Team LLC	2010580	527.96	12/31/2024
12/3/2024	V012262--Harbor and Sprout	2010581	138.24	12/31/2024
12/16/2024	V006538--Hatch & Cesario, Attorneys-at-Law	4167-1734124462738	5,524.00	12/31/2024
12/3/2024	V009143--HBCO LLC	2010582	104.99	12/31/2024
12/13/2024	V012197--Healthy Footprints Adventure Community	4167-1734037415177	399.00	12/31/2024
12/3/2024	V009177--Hewitt Research Foundation	2010583	132.03	12/31/2024
12/16/2024	V012198--Hi-Desert Cultural Center	4167-1734123754849	560.00	12/31/2024
12/12/2024	V004326--High Five Music Academy	4167-1733950844707	458.00	12/31/2024
12/30/2024	V009185--High School Math Live LLC	4167-1735333197178	40.00	12/31/2024
12/12/2024	V004329--History Unboxed LLC	2010645	523.14	12/31/2024

12/3/2024	V004329--History Unboxed LLC	2010584	4,742.50	12/31/2024
12/12/2024	V012323--Hoffman Academy	2010646	239.00	12/31/2024
12/3/2024	V012323--Hoffman Academy	2010585	571.00	12/31/2024
12/3/2024	V003549--Hola Amigo	2010586	365.74	In Transit
12/13/2024	V004331--Home School Coaches	4167-1734037237724	843.75	12/31/2024
12/3/2024	V003707--Home Science Tools	2010587	1,593.49	12/31/2024
12/18/2024	V011952--Home Yoga LLC	4167-1734469265217	2,300.00	12/31/2024
12/5/2024	V011952--Home Yoga LLC	4167-1733346258455	2,875.00	12/31/2024
12/3/2024	V003708--Homeschool Art Box	2010588	286.00	12/31/2024
12/19/2024	V004332--Homeschool Assist of Montana, LLC	2010656	810.00	12/31/2024
12/19/2024	V004332--Homeschool Assist of Montana, LLC	Voided - 2010368	-810.00	12/31/2024
12/16/2024	V004332--Homeschool Assist of Montana, LLC	4167-1734123785665	1,275.00	12/31/2024
12/30/2024	V014540--Homeschool PE	4167-1735333227342	255.00	12/31/2024
12/3/2024	V009215--Homeschool Planet	2010589	1,918.95	12/31/2024
12/30/2024	V015726--Homeschooling Homestead	4167-1735333281030	1,110.00	12/31/2024
12/13/2024	V015726--Homeschooling Homestead	4167-1734037645250	1,060.00	12/31/2024
12/30/2024	V004338--Hope for Reading	4167-1735333290160	580.00	12/31/2024
12/13/2024	V004338--Hope for Reading	4167-1734037648351	315.00	12/31/2024
12/16/2024	V009237--Huckleberry Center for Creative Learning	4167-1734124550068	923.02	12/31/2024
12/16/2024	V022661--ImaginAble Solutions	4167-1734124671877	784.86	12/31/2024
12/19/2024	V013384--Imagine Learning LLC	4167-1734555660340	975.00	12/31/2024
12/18/2024	V015215--In Focus	4167-1734469260887	728.00	12/31/2024
12/16/2024	V004363--Independent Minds Academy	4167-1734123935509	3,380.00	12/31/2024
12/16/2024	V009296--Infinity Kids Corporation	4167-1734123993836	1,920.00	12/31/2024
12/30/2024	V012326--Inspired by Kingston	4167-1735333249021	2,400.00	12/31/2024
12/3/2024	V000058--Institute for Excellence in Writing	2010590	627.56	12/31/2024
12/30/2024	V004386--Intro 2 Skateboarding LLC	4167-1735333265108	170.00	12/31/2024
12/3/2024	V004391--Ivy Kids LLC	2010591	1,940.50	12/31/2024
12/3/2024	V004396--JacKris Publishing LLC	2010592	27.99	12/31/2024
12/30/2024	V000573--Jamie Butterworth	4167-1735333236935	100.00	12/31/2024
12/30/2024	V013690--JKW Innovations LLC	4167-1735333288308	410.00	12/31/2024
12/13/2024	V013690--JKW Innovations LLC	4167-1734037518444	575.00	12/31/2024
12/13/2024	V022321--Juniper Learning	4167-1734037271681	820.00	12/31/2024
12/30/2024	V021460--Kathy Lascano	4167-1735333284801	221.25	12/31/2024
12/16/2024	V022601--Keith Mendoza Sr.	4167-1734123945936	60.00	12/31/2024
12/13/2024	V012115--Keys and Strings Music Studio	4167-1734037607164	225.00	12/31/2024
12/12/2024	V003569--Kids Art Box	4167-1733950820967	48.00	12/31/2024
12/11/2024	V003569--Kids Art Box	4167-1733864424054	266.00	12/31/2024
12/3/2024	V003569--Kids Art Box	2010593	48.00	In Transit

12/30/2024	V009509--Kids Club Spanish School LLC	4167-1735333259490	720.00	12/31/2024
12/16/2024	V004424--Kids In Motion Pediatric Therapy	4167-1734124587986	1,181.25	12/31/2024
12/16/2024	V012082--Kimberly V. Art	4167-1734124746671	308.00	12/31/2024
12/13/2024	V016510--Kirsten A. Lewis Riding Lessons	4167-1734037565304	580.00	12/31/2024
12/18/2024	V009526--Kit Strauss dba Foreign Languages for Kid	4167-1734469249608	120.96	12/31/2024
12/3/2024	V009526--Kit Strauss dba Foreign Languages for Kid	2010594	698.00	12/31/2024
12/3/2024	V004434--Kitchen Stewardship LLC	2010595	49.95	In Transit
12/3/2024	V004435--KiwiCo Inc	2010596	5,671.31	12/31/2024
12/16/2024	V004445--Lakeport Dance Center	4167-1734123636709	470.00	12/31/2024
12/3/2024	V013788--Lakeshore Learning - 2695 E. Dominguez	2010597	709.37	12/31/2024
12/3/2024	V000064--Lakeshore Learning Materials, LLC	2010598	1,045.47	12/31/2024
12/16/2024	V000882--Lance M Giroux	4167-1734124594766	60.00	12/31/2024
12/30/2024	V012046--Lauren Raymundo	4167-1735333252456	1,560.00	12/31/2024
12/3/2024	V012011--Leaf'd Garden Inc	2010599	439.23	12/31/2024
12/16/2024	V004458--Learn Beyond The Book	4167-1734124584094	3,988.41	12/31/2024
12/13/2024	V019181--Learn With Ms. M.	4167-1734037550937	240.00	12/31/2024
12/3/2024	V000065--Learning A-Z, LLC	2010600	248.00	12/31/2024
12/30/2024	V018795--Learning Squad OC	4167-1735333222117	37.50	12/31/2024
12/13/2024	V018795--Learning Squad OC	4167-1734037441356	37.50	12/31/2024
12/13/2024	V003583--Legacy of Valor & Excellence	4167-1734037610550	450.00	12/31/2024
12/3/2024	V004466--LEGO Education	2010601	951.01	12/31/2024
12/3/2024	V004468--Let's Bake	2010602	94.15	12/31/2024
12/16/2024	V004469--Lewis Music Academy	4167-1734124665629	1,080.00	12/31/2024
12/16/2024	V004472--Liberty Gymnastics Training Center, Inc.	4167-1734123827535	350.50	12/31/2024
12/3/2024	V012895--Lil Prospectors LLC	2010603	716.80	In Transit
12/13/2024	V015293--Linda Holt	4167-1734037379681	240.00	12/31/2024
12/16/2024	V000878--Linda K. Gerhard	4167-1734123598258	240.00	12/31/2024
12/3/2024	V004490--Little Passports Inc	2010604	651.58	12/31/2024
12/3/2024	V004497--Logic of English	2010605	166.47	12/31/2024
12/16/2024	V018925--Looking Glass Studio of Performing Arts Ir	4167-1734124078743	65.00	12/31/2024
12/16/2024	V012144--Lotus & Ivy, LLC	4167-1734124181001	1,280.00	12/31/2024
12/16/2024	V004519--Mallory Academy of Dance LLC	4167-1734123778540	225.00	12/31/2024
12/30/2024	V006389--Marsh & McLennan Agency LLC	4167-1735333230999	5,832.00	12/31/2024
12/16/2024	V000816--Math with Mrs. Fish	4167-1734124605904	375.00	12/31/2024
12/16/2024	V011947--Mathnasium of Chula Vista (Ace Tutoring)	4167-1734123768832	458.00	12/31/2024
12/16/2024	V004528--Mathnasium of Glendora	4167-1734123892237	1,069.00	12/31/2024
12/16/2024	V006498--Mathnasium of Mission Gorge	4167-1734124452406	149.00	12/31/2024
12/16/2024	V004537--McClure & Co.	4167-1734123726190	268.00	12/31/2024
12/19/2024	V000068--McGraw Hill LLC	4167-1734555645998	103.86	12/31/2024

12/16/2024	V000068--McGraw Hill LLC	4167-1734123620105	55.56	12/31/2024
12/3/2024	V000068--McGraw Hill LLC	2010606	56.72	12/31/2024
12/30/2024	V001085--McRory Pediatric Services, Inc.	4167-1735333220271	225.00	12/31/2024
12/16/2024	V001085--McRory Pediatric Services, Inc.	4167-1734123944069	450.00	12/31/2024
12/3/2024	V004541--McRuffy Press, LLC	2010607	900.50	12/31/2024
12/5/2024	V009897--Meet The Masters Inc	4167-1733346161425	104.95	12/31/2024
12/16/2024	V012746--Megapixels School of the Arts	4167-1734124629176	4,846.00	12/31/2024
12/16/2024	V004546--Mel Booker Music	4167-1734124499847	120.00	12/31/2024
12/3/2024	V004547--MEL Science US LLC	2010608	1,297.44	12/31/2024
12/3/2024	V004550--Memoria Press	2010609	196.51	12/31/2024
12/16/2024	V004554--Miaplaza Inc	4167-1734123969906	420.00	12/31/2024
12/12/2024	V004554--Miaplaza Inc	2010647	900.00	In Transit
12/3/2024	V004554--Miaplaza Inc	2010610	3,480.00	12/31/2024
12/16/2024	V004560--Middletown Art Center	4167-1734124110714	180.00	12/31/2024
12/16/2024	V022734--Mikas Tennis Academy	4167-1734124714805	480.00	12/31/2024
12/16/2024	V020070--Milligan Productions	4167-1734123931376	100.00	12/31/2024
12/12/2024	V001093--Mirus Toys	2010648	487.46	In Transit
12/30/2024	V003597--Molly's Music The Inside Voice	4167-1735333203318	224.20	12/31/2024
12/13/2024	V003597--Molly's Music The Inside Voice	4167-1734037200451	400.00	12/31/2024
12/16/2024	V004579--Mosaic Music Inc.	4167-1734124202311	160.00	12/31/2024
12/16/2024	V022235--Mountain View Ranch	4167-1734124165383	1,300.00	12/31/2024
12/12/2024	V004583--MoxieBox Art Inc	2010649	43.01	12/31/2024
12/3/2024	V004583--MoxieBox Art Inc	2010611	466.78	12/31/2024
12/16/2024	V010034--Mr D Math LLC	4167-1734123698961	434.00	12/31/2024
12/13/2024	V015294--Murphy Language Arts LLC	4167-1734037640434	629.25	12/31/2024
12/13/2024	V012033--Murrieta Academy of Music and Performin	4167-1734037406578	188.00	12/31/2024
12/16/2024	V003600--Music Freqs	4167-1734124646169	141.25	12/31/2024
12/16/2024	V014542--MusicAlley School of the Arts	4167-1734123896998	990.00	12/31/2024
12/16/2024	V011966--MVMNTM	4167-1734124573122	198.00	12/31/2024
12/13/2024	V003602--N. California Children's Therapy Center	4167-1734037297696	810.00	12/31/2024
12/3/2024	V010079--Nancy Larson Publisher, Inc.	2010612	865.71	12/31/2024
12/16/2024	V022323--Napa Valley Martial Arts Wellness	4167-1734124327053	450.00	12/31/2024
12/12/2024	V011992--Nicole Medeiros	2010650	405.90	12/31/2024
12/12/2024	V010161--Nicole the Math Lady LLC	2010651	51.99	12/31/2024
12/3/2024	V010161--Nicole the Math Lady LLC	2010613	158.00	12/31/2024
12/16/2024	V004643--Nuestra Escuelita Spanish Academy	4167-1734123650294	747.75	12/31/2024
12/3/2024	V010236--Oasis Group, LLC	2010614	997.00	12/31/2024
12/16/2024	V014544--Olga Corcoran	4167-1734123902946	990.00	12/31/2024
12/16/2024	V003609--Olive Tree Education Inc	4167-1734124690857	3,481.25	12/31/2024

12/13/2024	V010265--On Pointe Productions LLC	4167-1734037278867	770.00	12/31/2024
12/13/2024	V004666--Outschool, Inc	4167-1734037629059	295.00	12/31/2024
12/30/2024	V022821--Outsiders Adventure Community	4167-1735333212980	1,951.00	12/31/2024
12/16/2024	V010304--Ovation School for the Performing Arts	4167-1734124456187	225.00	12/31/2024
12/23/2024	V005286--Oxford Consulting Services Inc.	4167-1734814816620	44,094.77	12/31/2024
12/13/2024	V005286--Oxford Consulting Services Inc.	4167-1734037538588	3,706.00	12/31/2024
12/16/2024	V012355--Ozcanli Academy	4167-1734124361900	1,112.00	12/31/2024
12/16/2024	V000731--Pamela E. Dewey	4167-1734124182557	630.00	12/31/2024
12/3/2024	V004678--Pandia Press Inc.	2010615	229.01	12/31/2024
12/19/2024	V018816--Parenting OC Media	4167-1734555699009	595.00	12/31/2024
12/13/2024	V004688--Partners in Special Education, Inc.	4167-1734037623582	100,778.75	12/31/2024
12/16/2024	V015727--Paulin Center for the Arts	4167-1734124186644	383.00	12/31/2024
12/23/2024	V003459--Payroll		1,414.08	12/31/2024
12/23/2024	V003459--Payroll		132,773.84	12/31/2024
12/20/2024	V003459--Payroll		528,313.24	12/31/2024
12/15/2024	V003459--Payroll		521,841.12	12/31/2024
12/15/2024	V003459--Payroll		1,414.08	12/31/2024
12/15/2024	V003459--Payroll		133,041.26	12/31/2024
12/18/2024	V001209--Penelope Pauley	4167-1734469237970	600.00	12/31/2024
12/16/2024	V001209--Penelope Pauley	4167-1734124090808	300.00	12/31/2024
12/5/2024	V001209--Penelope Pauley	4167-1733346226871	750.00	12/31/2024
12/16/2024	V011983--Peter Brown dba Peter Brown Piano Studic	4167-1734123849542	580.00	12/31/2024
12/16/2024	V012081--Phil's Impromptu Piano School	4167-1734124408528	1,015.00	12/31/2024
12/16/2024	V014545--Play Based Learning Academy	4167-1734124008429	368.75	12/31/2024
12/16/2024	V004738--Portal Languages - Costa Mesa	4167-1734123780196	240.00	12/31/2024
12/13/2024	V004739--Portal Languages - Fullerton LLC	4167-1734037544064	150.00	12/31/2024
12/30/2024	V012359--Premier Swim Academy	4167-1735333215099	342.00	12/31/2024
12/5/2024	V003454--Principal Life Insurance Company-PO Box 10372		19,130.67	12/31/2024
12/27/2024	V011968--Public Agency Coalition Enterprise	4167-1735246816499	180,580.04	12/31/2024
12/5/2024	V000078--Rainbow Resource Center Inc	4167-1733346089818	1,133.32	12/31/2024
12/3/2024	V000078--Rainbow Resource Center Inc	2010616	16,009.18	12/31/2024
12/30/2024	V022825--Ramtown Karate, Inc	4167-1735333211312	1,281.00	12/31/2024
12/16/2024	V004776--Rancho Simi Recreation and Park District (4167-1734123858606	555.00	12/31/2024
12/16/2024	V022326--Reading Reach	4167-1734123989712	375.00	12/31/2024
12/16/2024	V012434--Rebecca Scott	4167-1734123942146	73.75	12/31/2024
12/16/2024	V016855--Reign Equine LLC	4167-1734123974948	410.00	12/31/2024
12/16/2024	V004798--Riff's Music	4167-1734123822491	525.00	12/31/2024
12/30/2024	V022365--RJAD INC	4167-1735333277219	85.00	12/31/2024
12/16/2024	V004809--Rock Creek Education Center	4167-1734124557149	9,975.00	12/31/2024

12/16/2024	V019252--Roopa Rao Tutoring & Testing Center	4167-1734123831379	440.00	12/31/2024
12/16/2024	V012868--RSL Aquatics	4167-1734123851126	390.00	12/31/2024
12/30/2024	V022826--Sacramento State Alumni Center	4167-1735333282742	1,260.00	12/31/2024
12/18/2024	V011954--Safari Kiwi	4167-1734469314189	600.00	12/31/2024
12/5/2024	V011954--Safari Kiwi	4167-1733346290054	750.00	12/31/2024
12/16/2024	V003055--San Diego County Office of Education	4167-1734123867372	7,500.00	12/31/2024
12/3/2024	V000081--San Joaquin County Office Of Education -F	4167-1733173230856	553.50	12/31/2024
12/3/2024	V005293--Scholar Within, Inc.	2010617	245.44	12/31/2024
12/16/2024	V022606--School of Rock Santa Rosa	4167-1734124649823	421.25	12/31/2024
12/16/2024	V003638--School of Rock Vacaville	4167-1734123971461	2,178.70	12/31/2024
12/3/2024	V012077--Schoolhouse Discoveries LLC	2010618	169.30	12/31/2024
12/16/2024	V012804--Shanelle Gray Studios	4167-1734124475500	1,300.00	12/31/2024
12/13/2024	V019502--Shayla Esposto	4167-1734037243068	450.00	12/31/2024
12/13/2024	V004889--Sienna Ranch Operations, LLC	4167-1734037491046	5,049.20	12/31/2024
12/3/2024	V004900--Singapore Math Inc	2010619	140.99	12/31/2024
12/23/2024	V003179--So Cal Edison		80.87	12/31/2024
12/30/2024	V011044--SoCal STEM LLC dba includEducation	4167-1735333271280	225.00	12/31/2024
12/13/2024	V011044--SoCal STEM LLC dba includEducation	4167-1734037504068	225.00	12/31/2024
12/13/2024	V011987--Sons School of Music	4167-1734037598560	660.00	12/31/2024
12/16/2024	V004923--South Bay Art Department, LLC	4167-1734124586024	367.50	12/31/2024
12/10/2024	V000090--Specialized Therapy Services Inc.	4167-1733777999323	63,876.85	12/31/2024
12/16/2024	V021759--Spotlight Dance and Acting Studio	4167-1734124634762	237.00	12/31/2024
12/12/2024	V012374--Sprout & Blossom, LLC	2010652	52.99	12/31/2024
12/3/2024	V012374--Sprout & Blossom, LLC	2010620	52.99	12/31/2024
12/30/2024	V016856--Stagelight Performing Arts	4167-1735333247395	126.00	12/31/2024
12/13/2024	V016856--Stagelight Performing Arts	4167-1734037350468	126.00	12/31/2024
12/16/2024	V000092--Stephens Educational Services, LLC	4167-1734124218285	187.00	12/31/2024
12/12/2024	V000092--Stephens Educational Services, LLC	2010653	91.15	12/31/2024
12/3/2024	V000092--Stephens Educational Services, LLC	2010621	1,532.15	12/31/2024
12/12/2024	V004966--Studies Weekly Inc	2010654	2,427.22	12/31/2024
12/3/2024	V004966--Studies Weekly Inc	2010622	172.98	12/31/2024
12/16/2024	V006210--Studio X Dance Complex, LLC	4167-1734124159884	2,106.00	12/31/2024
12/13/2024	V014847--Subito Music Academy LLC	4167-1734037443319	680.00	12/31/2024
12/30/2024	V014547--Summit Enrichment Academy	4167-1735333209598	2,200.00	12/31/2024
12/13/2024	V014547--Summit Enrichment Academy	4167-1734037209179	4,645.00	12/31/2024
12/3/2024	V004979--Supercharged Science	2010623	746.00	12/31/2024
12/16/2024	V022607--Surf & Turf Therapy	4167-1734124685843	164.00	12/31/2024
12/16/2024	V022327--SwiftKick Martial Arts Inc.	4167-1734124219874	667.00	12/31/2024
12/13/2024	V004983--Sylvan Learning - La Mesa	4167-1734037475921	663.50	12/31/2024

12/16/2024	V022200--Sylvan Learning of Simi Valley	4167-1734124697609	200.00	12/31/2024
12/16/2024	V000097--T-Mobile - 742596	4167-1734123746945	2,995.06	12/31/2024
12/3/2024	V004990--TalkBox.Mom Inc	2010624	399.44	12/31/2024
12/18/2024	V018145--Teacher Synergy LLC	4167-1734469202565	168.19	12/31/2024
12/16/2024	V018145--Teacher Synergy LLC	4167-1734124330696	630.80	12/31/2024
12/3/2024	V005000--Teacher Synergy, LLC	2010625	739.78	12/31/2024
12/16/2024	V005001--Teaching Textbooks LLC	4167-1734123611294	145.90	12/31/2024
12/3/2024	V005001--Teaching Textbooks LLC	2010626	283.74	12/31/2024
12/16/2024	V005005--Temecula Music Teacher, LLC	4167-1734123940540	947.00	12/31/2024
12/16/2024	V014669--Terra Arts Foundation	4167-1734123817029	233.33	12/31/2024
12/18/2024	V012015--The Academy of Dance	4167-1734469222552	500.00	12/31/2024
12/16/2024	V012015--The Academy of Dance	4167-1734124057705	510.00	12/31/2024
12/5/2024	V012015--The Academy of Dance	4167-1733346201812	500.00	12/31/2024
12/16/2024	V005015--The Animation Course LLC	4167-1734124598736	1,200.00	12/31/2024
12/3/2024	V005015--The Animation Course LLC	2010627	215.00	12/31/2024
12/13/2024	V003659--The Arbor Learning Community	4167-1734037366844	105.00	12/31/2024
12/16/2024	V021999--The Bending Willow Academy	4167-1734123829404	364.00	12/31/2024
12/13/2024	V012201--The Circle LB	4167-1734037635427	550.00	12/31/2024
12/16/2024	V005019--The Claremont Club	4167-1734124640389	1,429.14	12/31/2024
12/13/2024	V011326--The Coder School Cerritos	4167-1734037434265	269.00	12/31/2024
12/3/2024	V005022--The Critical Thinking Co	2010628	145.47	12/31/2024
12/3/2024	V005026--The Etiquette Factory	2010629	358.00	In Transit
12/13/2024	V022605--The Joyful Actor LLC	4167-1734037545648	210.00	12/31/2024
12/18/2024	V014522--The Van Tuyl Music Foundation	4167-1734469247764	500.00	12/31/2024
12/5/2024	V014522--The Van Tuyl Music Foundation	4167-1733346059222	625.00	12/31/2024
12/3/2024	V005057--Think Outside LLC	2010630	390.00	12/31/2024
12/3/2024	V005060--Thinkwell Corp	2010631	560.78	12/31/2024
12/3/2024	V000112--Timberdoodle	2010632	8,293.40	12/31/2024
12/13/2024	V005065--Time4Learning	4167-1734037396657	4,593.65	12/31/2024
12/16/2024	V012387--To The Pointe Dance Productions	4167-1734124134373	544.25	12/31/2024
12/16/2024	V003664--Total Education Solutions	4167-1734124200300	425.00	12/31/2024
12/16/2024	V022079--Trailblazer Volleyball	4167-1734124675764	218.20	12/31/2024
12/11/2024	V012979--Train Goat Gainz	4167-1733864437238	617.50	12/31/2024
12/16/2024	V003666--Treetop Tutoring Center LLC	4167-1734123988184	1,388.00	12/31/2024
12/16/2024	V005080--TTC4SUCCESS	4167-1734124450826	5,687.30	12/31/2024
12/30/2024	V022827--Tutors to Teach Inc.	4167-1735333254025	255.00	12/31/2024
12/16/2024	V012078--U DID IT	4167-1734123632331	811.25	12/31/2024
12/30/2024	V022328--United Self Defense Academy - Foothill Ra	4167-1735333218340	255.00	12/31/2024
12/13/2024	V011612--Universal Martial Arts Centers - Chino Hills	4167-1734037581236	290.00	12/31/2024

12/13/2024	V005107--Urban Workshop	4167-1734037646817	600.00	12/31/2024
12/16/2024	V011989--Vacaville Skating Rink, LLC	4167-1734124396501	1,014.00	12/31/2024
12/30/2024	V005226--Valerie Marich	4167-1735333245538	120.00	12/31/2024
12/16/2024	V005226--Valerie Marich	4167-1734123818662	240.00	12/31/2024
12/16/2024	V005129--Village Music School	4167-1734123919753	87.00	12/31/2024
12/16/2024	V005132--Viva Learning Community	4167-1734124439900	1,918.00	12/31/2024
12/3/2024	V000540--Waldorfish	2010633	289.00	12/31/2024
12/23/2024	V001531--Water Court, LLC	2010658	4,518.50	In Transit
12/16/2024	V005144--WeBreak Hip-Hop Dance Company	4167-1734124607548	750.00	12/31/2024
12/30/2024	V006200--West Coast Krav Maga Wildomar, Inc.	4167-1735333238575	757.10	12/31/2024
12/30/2024	V006664--Whitebrook Farm	4167-1735333207442	250.00	12/31/2024
12/23/2024	V012640--Whole Child Therapy, Inc	4167-1734728552190	2,850.00	12/31/2024
12/16/2024	V012640--Whole Child Therapy, Inc	4167-1734123776976	3,150.00	12/31/2024
12/13/2024	V005167--WM Music Lessons Inc	4167-1734037600137	2,813.00	12/31/2024
12/13/2024	V011840--WM Tutoring Inc	4167-1734037408085	520.00	12/31/2024
12/3/2024	V005170--Wonder Crate LLC	2010634	41.90	12/31/2024
12/11/2024	V005178--Wright Specialty Premium Trust	4167-1733864458226	8,293.20	12/31/2024
12/12/2024	V005179--Write On Webb	2010655	37.00	12/31/2024
12/3/2024	V005179--Write On Webb	2010635	233.00	12/31/2024
12/30/2024	V005180--WriteAtHome Inc	4167-1735333200923	1,395.00	12/31/2024
12/5/2024	V002996--YOLO STRS		4,612.57	12/31/2024
12/16/2024	V003686--Young Artists Conservatory of Music	4167-1734124100646	2,235.03	12/31/2024
12/13/2024	V011896--Younique Fitness	4167-1734037270084	1,638.00	12/31/2024
12/3/2024	V000104--Zoo-Phonics	2010636	82.92	12/31/2024
12/16/2024	V000105--Zoom Video Communications Inc.	4167-1734124387695	48.84	12/31/2024
12/12/2024	V000105--Zoom Video Communications Inc.	4167-1733950865103	60.47	12/31/2024

Total for COM-NEWGEN

2,802,954.46

COM-CCUCHECK - California Cre Account no: 119118124

12/23/2024 V003954--California Credit Union CC

544.64 12/31/2024

Total for COM-CCUCHECK

544.64

Coversheet

School Accountability Report Card (SARC)

Section: XI. Operations Division
Item: C. School Accountability Report Card (SARC)
Purpose: Vote
Submitted by:
Related Material: School Accountability Report Card LA.pdf
School Accountability Report Card SD.pdf
School Accountability Report Card YOLO.pdf

Compass Charter Schools of Los Angeles
2023–24 School Accountability Report Card
Reported Using Data from the 2023–24 School
Year
California Department of Education

Address: 850 Hampshire Rd., Ste. R
Thousand Oaks, CA ,
91361-6004

Principal: Mrs. Elizabeth Brenner,
Superintendent and CEO

Phone: (818) 824-6233

Grade K-12
Span:

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Mrs. Elizabeth Brenner, Superintendent and CEO

Principal, Compass Charter Schools of Los Angeles

About Our School



<https://www.compasscharters.org/>

Contact

Compass Charter Schools of Los Angeles
850 Hampshire Rd., Ste. R
Thousand Oaks, CA 91361-6004

Phone: (818) 824-6233

Email: ebrenner@compasscharters.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Acton-Agua Dulce Unified
Phone Number	(661) 269-0750
Superintendent	Sahakian, Eric
Email Address	esahakian@aadusd.k12.ca.us
Website	www.aadusd.k12.ca.us

School Contact Information (School Year 2024–25)

School Name	Compass Charter Schools of Los Angeles
Street	850 Hampshire Rd., Ste. R
City, State, Zip	Thousand Oaks, CA , 91361-6004
Phone Number	(818) 824-6233
Principal	Mrs. Elizabeth Brenner, Superintendent and CEO
Email Address	ebrenner@compasscharters.org
Website	www.compasscharters.org
Grade Span	K-12
County-District-School (CDS) Code	19753090135145

School Description and Mission Statement (School Year 2024–25)

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

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

Further, the STs meet monthly in connection with scholars and learning coaches to review scholar progress, evaluate scholar work, provide an opportunity for scholars to showcase their learning, and address learning coach and/or scholar concerns. STs also utilize connection meetings to assign work for the upcoming learning period. Compass provides additional support for all scholars through our Counseling Services and Academic Support Departments.

Compass' current goals, as described in our LCAP include 1) increasing scholar academic achievement in core academic subjects; 2) increasing scholar and parent engagement/involvement; 3) increasing college and career readiness for scholars; 4) ensuring that

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

Mission Statement

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

Vision Statement

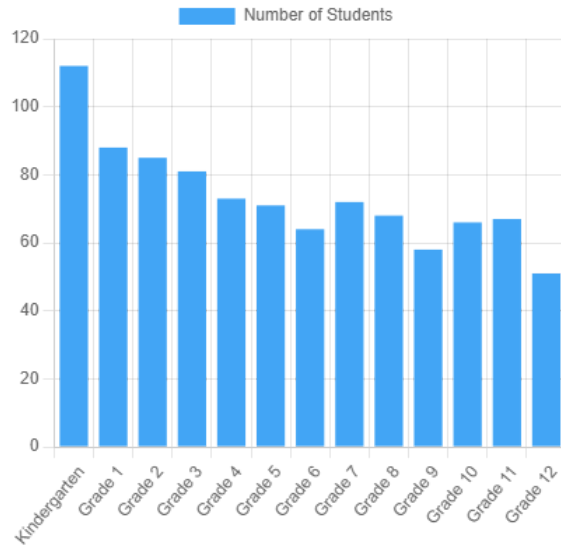
Our vision is to create an innovative, collaborative, learning environment that supports the diverse needs and goals of each scholar, nurtures a love of learning, and prepares them for future success.

Core Values

Achievement | Respect | Teamwork | Integrity | Communication

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	112
Grade 1	88
Grade 2	85
Grade 3	81
Grade 4	73
Grade 5	71
Grade 6	64
Grade 7	72
Grade 8	68
Grade 9	58
Grade 10	66
Grade 11	67
Grade 12	51
Total Enrollment	956



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	51.90%
Male	47.90%
Non-Binary	0.20%
American Indian or Alaska Native	0.10%
Asian	3.20%
Black or African American	8.70%
Filipino	0.40%
Hispanic or Latino	54.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	5.30%
White	24.80%

Student Group (Other)	Percent of Total Enrollment
English Learners	2.60%
Foster Youth	0.30%
Homeless	7.40%
Migrant	0.00%
Socioeconomically Disadvantaged	57.10%
Students with Disabilities	14.50%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

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

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

Teacher Preparation and Placement (School Year 2021–22)

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

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.80	56.36%	252.80	42.16%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.30	0.82%	11.90	1.99%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.30	5.31%	29.60	4.93%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	15.80	36.02%	292.20	48.71%	11746.90	4.23%
Unknown/Incomplete/NA	0.60	1.45%	13.20	2.21%	14303.80	5.15%
Total Teaching Positions	44.00	100.00%	599.80	100.00%	277698	100%

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

**Teachers Without Credentials and Misassignments
 (considered "ineffective" under ESSA)**

Authorization/Assignment	2020- 21 Number	2021- 22 Number	2022- 23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	2.3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	2.3

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

Indicator	2020- 21 Number	2021- 22 Number	2022- 23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	14.30	16.70	15.8
Total Out-of-Field Teachers	14.30	16.70	15.8

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%	6.7%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	0%	2.5%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: September 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Board Adopted Curriculum List adopted of 5/18/2024	0
Mathematics	Board Adopted Curriculum List adopted of 5/18/2024	0
Science	Board Adopted Curriculum List adopted of 5/18/2024	0
History-Social Science	Board Adopted Curriculum List adopted of 5/18/2024	0
Foreign Language	Board Adopted Curriculum List adopted of 5/18/2024	0
Health	Board Adopted Curriculum List adopted of 5/18/2024	0
Visual and Performing Arts	Board Adopted Curriculum List adopted of 5/18/2024	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Compass Charter Schools of Los Angeles (Compass) is a nonclassroom-based public charter school with our Central Office located in Thousand Oaks, CA. The Central Office houses our enrollment, finance, Human Resources (HR), and records teams, as well as senior leadership staff. Our Central Office follows all applicable building, fire, and safety codes. In September of 2024, the Central Office received an "exemplary" rating on the Williams Review visit.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: September 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: September 2024

Overall Rating	Exemplary
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B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	41%	45%	39%	39%	46%	47%
Mathematics (grades 3-8 and 11)	28%	30%	21%	22%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	550	491	89.27%	10.73%	45.31%
Female	280	250	89.29%	10.71%	48.40%
Male	269	240	89.22%	10.78%	42.26%
American Indian or Alaska Native	--	--	--	--	--
Asian	21	17	80.95%	19.05%	88.24%
Black or African American	52	45	86.54%	13.46%	42.22%
Filipino	--	--	--	--	--
Hispanic or Latino	299	272	90.97%	9.03%	39.34%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	47	37	78.72%	21.28%	48.65%
White	125	114	91.20%	8.80%	52.21%
English Learners	19	18	94.74%	5.26%	22.22%
Foster Youth	0	0	0%	0%	0%
Homeless	45	37	82.22%	17.78%	37.84%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	317	284	89.59%	10.41%	39.44%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	95	73	76.84%	23.16%	23.61%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023-24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	551	490	88.93%	11.07%	30.33%
Female	280	249	88.93%	11.07%	28.92%
Male	270	240	88.89%	11.11%	31.93%
American Indian or Alaska Native	--	--	--	--	--
Asian	21	17	80.95%	19.05%	64.71%
Black or African American	52	45	86.54%	13.46%	22.22%
Filipino	--	--	--	--	--
Hispanic or Latino	300	270	90.00%	10.00%	26.39%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	47	37	78.72%	21.28%	35.14%
White	125	115	92.00%	8.00%	35.96%
English Learners	19	18	94.74%	5.26%	11.11%
Foster Youth	0	0	0%	0%	0%
Homeless	45	37	82.22%	17.78%	13.51%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	318	283	88.99%	11.01%	25.44%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	95	74	77.89%	22.11%	13.70%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

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

Subject	School 2022- 23	School 2023- 24	District 2022- 23	District 2023- 24	State 2022- 23	State 2023- 24
Science (grades 5, 8, and high school)	31.78%	30.04%	19.47%	13.50%	30.29%	30.73%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

**CAASPP Test Results in Science by Student Group
 Grades Five, Eight and High School (School Year 2023–24)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	276	244	88.41%	11.59%	29.92%
Female	143	124	86.71%	13.29%	32.26%
Male	133	120	90.23%	9.77%	27.50%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	13	12	92.31%	7.69%	50.00%
Black or African American	31	27	87.10%	12.90%	18.52%
Filipino	--	--	--	--	--
Hispanic or Latino	139	123	88.49%	11.51%	30.89%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	21	17	80.95%	19.05%	17.65%
White	69	62	89.86%	10.14%	30.65%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	24	16	66.67%	33.33%	37.50%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	169	149	88.17%	11.83%	30.87%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	47	38	80.85%	19.15%	13.16%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2023–24)

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

Career Technical Education (CTE) Participation (School Year 2023–24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	77
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

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

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	61.16%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	42.55%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	61%	60%	60%	60%	56%
7	52%	52%	52%	52%	49%
9	32%	32%	32%	32%	29%

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2024–25)

There are a number of opportunities for parents/guardians to be involved at Compass. Learn more about some of these opportunities below:

Parent Advisory Council (PAC)

The PAC serves to provide learning coach feedback on school policies and procedures at Compass to ensure that they are consistent with our mission, vision, and values. Members act as a committed group of advisors to the staff and administration, regarding issues that affect the scholars and Compass. They provide feedback and insight from the learning coach’s perspective on the school process, policies, and initiatives to ensure that the needs of learning coaches and their families are included as decisions are made. They also serve as an advisory, not a decision-making body, that makes recommendations, encourages brainstorming, and provides opportunities for parent involvement on committees. The Council prepares reports for the Board of Directors that detail the contents of their meetings.

English Learner Advisory Committee (ELAC)

The purpose of this committee is to provide critical and crucial feedback for programs and services for our Multilingual Learners. The ELAC will foster an asset based environment at CCS for our Multilingual Learners and create a community that supports our Multilingual Learner’s academic achievement. The ELAC will offer resources and guidance to Learning Coaches to help them effectively support their scholars' English language proficiency at home. This support will ensure the consistent implementation of program procedures in alignment with our LCAP goals.

Virtual Suggestion Box

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

Program Orientation & Weeks of Welcome

Weeks of Welcome are a programmed set of offerings to onboard new and returning families at the start of the school year. Sessions are held virtually and include topics such as program orientations and department open houses. For families unable to attend, the session slides and recordings are shared and available as a resource throughout the school year. There is also a mid-year on-demand refresher series of offerings called Mini-WOW for learning coaches as they embark on the second semester of the school year.

Program Orientations are held virtually as part of our Weeks of Welcome offerings and held weekly for families that enroll during the school year for our Online Learning Program, Options Learning Program, and Special Education Department.

In these sessions, the Orientation Coordinator welcomes families and scholars to Compass, introduces the position of the supervising teacher, overviews staff teams, and highlights important news and information for the school year. For families unable to attend, the session slides and recordings are shared and available as a resource throughout the school year.

Coffee with Compass

The Superintendent & CEO hosts Coffee with Compass in a variety of locations whereby all stakeholders are invited to virtual coffee to discuss school and non-school related topics to connect with other Compass families and staff.

Learning Coach Surveys

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

Learning Coach Academy

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

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

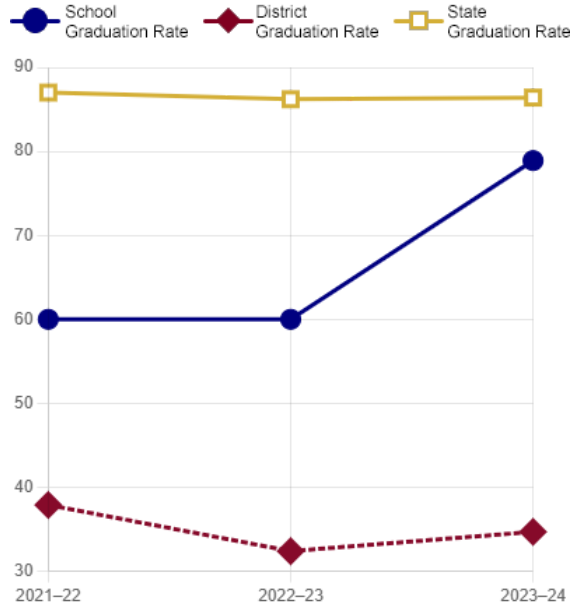
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

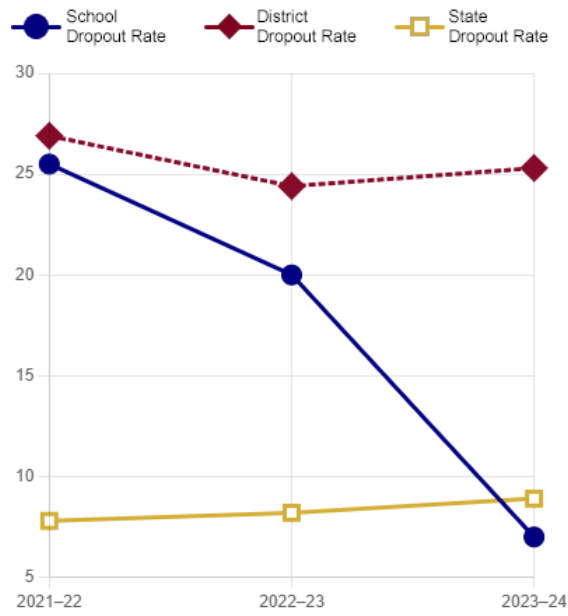
Indicator	School	School	School	District	District	District	State	State	State
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
Graduation Rate	60%	60.0%	78.9%	37.9%	32.4%	34.7%	87%	86.2%	86.4%
Dropout Rate	25.5%	20.0%	7.0%	26.9%	24.4%	25.3%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	57	45	78.9%
Female	31	26	83.9%
Male	26	19	73.1%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	25	19	76.0%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	23	19	82.6%
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	40	30	75.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	11	5	45.5%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1186	1123	67	6%
Female	610	582	43	7.4%
Male	574	539	24	4.5%
Non-Binary	0	0	0	0%
American Indian or Alaska Native	2	1	0	0%
Asian	35	33	1	3%
Black or African American	107	100	16	16%
Filipino	7	7	0	0%
Hispanic or Latino	638	605	23	3.8%
Native Hawaiian or Pacific Islander	0	0	0	0%
Two or More Races	64	60	7	11.7%
White	298	282	17	6%
English Learners	44	35	2	5.7%
Foster Youth	4	4	1	25%
Homeless	90	85	7	8.2%
Socioeconomically Disadvantaged	697	661	47	7.1%
Students Receiving Migrant Education Services	0	0	0	0%
Students with Disabilities	195	185	12	6.5%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2021- 22	School 2022- 23	School 2023- 24	District 2021- 22	District 2022- 23	District 2023- 24	State 2021- 22	State 2022- 23	State 2023- 24
Suspensions	0.00%	0.00%	0.00%	0.37%	0.30%	0.00%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.01%	0.01%	0.00%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0%	0%
Female	0%	0%
Male	0%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	0%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	0%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	0%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	0%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

Compass' Comprehensive Safety Plan was initially developed in February 2019, is updated every six months, and is adopted into the Board Policy Manual. For the 2024-2025 school year, Compass continued the work of a Safety Committee that gathered the feedback of various educational partners. The Safety Plan was reviewed by the Staff Advisory Council on 12/06/2024, the Parent Advisory Council on 01/17/2025, the Scholar Leadership Council on 12/10/2024, and adopted by the Board of Directors on 01/25/2025. The document includes 12 parts containing pertinent information to support and ensure the safety of scholars and staff. The following safety procedures are addressed:

- Child abuse reporting
- Routine and natural disasters
- Suspension/expulsion policies
- Dangerous pupils
- Discrimination and harassment
- Ingress and egress
- Orderly learning environment
- Tactical response to criminal incidents
- Cybersecurity

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	2.00	43		
1	3.00	8		
2	2.00	11		
3	4.00	5		
4	2.00	39		
5	2.00	19		
6	4.00	40	4	
Other**	5.00	46		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022-23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	4.00	30	0	0
1	3.00	36	0	0
2	5.00	21	0	0
3	4.00	31	0	0
4	3.00	44	0	0
5	3.00	45	0	0
6	3.00	57	0	0
Other**	5.00	36	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023-24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	3.00	40		
1	3.00	50		
2	3.00	49		
3	3.00	46		
4	3.00	46		
5	3.00	45		
6	3.00	52		
Other**	11.00	2		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	2.00	102	2	
Mathematics	3.00	71	1	
Science	2.00	67		1
Social Science	3.00	79	3	

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	2.00	107	1	1
Mathematics	2.00	100	1	0
Science	2.00	75	0	1
Social Science	2.00	77	2	0

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	2.00	102	1	2
Mathematics	2.00	97	1	1
Science	2.00	71		1
Social Science	2.00	91		1

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

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	415.65

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

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.30
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.
 ** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14573.53	\$4028.37	\$10545.15	\$78494.88
District	N/A	N/A	--	\$75132.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$10770.62	\$78673.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

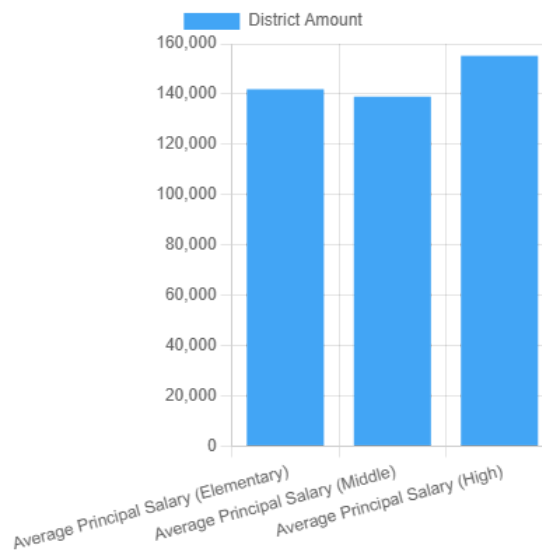
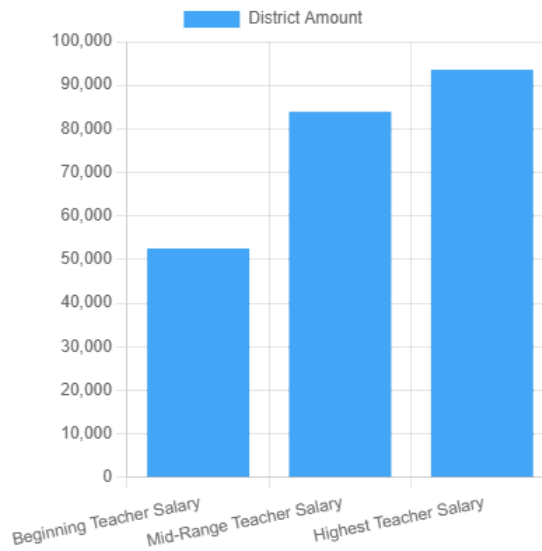
Types of Services Funded (Fiscal Year 2023–24)

- AVID elective and supporting lessons
- Curriculum choices and providers
- Course Syllabus
- Synchronous Instruction
- Live Interaction
- Special Education support, resources, services
- 504 support, accommodations, resources, and services
- Live small group tutoring as part of our Multi-Tiered Systems of Support for Tier 2/3 interventions
- English Learner support is provided through small group live tutoring sessions provided by our English Language Support Tutors and English Language Development from Lexia.
- Supplemental curriculum support for Online scholars in grades K-12
- Standardized testing administration and support.
- Supplemental subscriptions to support academic growth and development
- Counseling support, resources, services, and live sessions (including academic, SEL, College & Career, etc.)
- Multi-Tiered Systems of Support Framework
- Community Provider/Curriculum choices for Options scholars
- Virtual Scholar Workshops
- Scholar Clubs
- Field Trips
- Scholar Recognition
- Community service opportunities
- Kindergarten and 5-grade promotion ceremonies (virtual)
- 8-Grade promotion and high school graduation (in person)
- Learning coach support sessions (virtual sessions)
- Support for Scholars experiencing homelessness (including needs assessments, hot spots, loaner laptops, headphones, and community referrals for food banks, shelters, clothing, etc.)

Teacher and Administrative Salaries (Fiscal Year 2022-23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52546.00	\$50757.32
Mid-Range Teacher Salary	\$83912.00	\$75692.82
Highest Teacher Salary	\$93564.00	\$105686.82
Average Principal Salary (Elementary)	\$141929.00	\$121443.25
Average Principal Salary (Middle)	\$138976.00	\$132508.80
Average Principal Salary (High)	\$155215.00	\$133106.36
Superintendent Salary	\$241768.00	\$167660.24
Percent of Budget for Teacher Salaries	25.00%	25.51%
Percent of Budget for Administrative Salaries	7.00%	5.93%

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



Advanced Placement (AP) Courses (School Year 2023–24)

Percent of Students in AP Courses 2.1 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	1
Total AP Courses Offered*	3

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

Professional Development

Measure	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	25	20.5	28

Compass Charter Schools of San Diego
2023–24 School Accountability Report Card
Reported Using Data from the 2023–24 School
Year
California Department of Education

Address: 850 Hampshire Rd., Ste. P
 Thousand Oaks, CA ,
 91361-2851

Principal: Elizabeth Brenner,
 Superintendent, CEO

Phone: (818) 824-6233

Grade K-12
Span:

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Elizabeth Brenner, Superintendent, CEO

Principal, Compass Charter Schools of San Diego

<https://www.compasscharters.org/>

About Our School



Contact

Compass Charter Schools of San Diego
850 Hampshire Rd., Ste. P
Thousand Oaks, CA 91361-2851

Phone: (818) 824-6233

Email: ebrenner@compasscharters.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Mountain Empire Unified
Phone Number	(619) 473-9022
Superintendent	Keeley, Patrick
Email Address	patrick.keeley@meusd.org
Website	http://meusd.org

School Contact Information (School Year 2024–25)

School Name	Compass Charter Schools of San Diego
Street	850 Hampshire Rd., Ste. P
City, State, Zip	Thousand Oaks, CA , 91361-2851
Phone Number	(818) 824-6233
Principal	Elizabeth Brenner, Superintendent, CEO
Email Address	ebrenner@compasscharters.org
Website	www.compasscharters.org
Grade Span	K-12
County-District-School (CDS) Code	37682130127084

School Description and Mission Statement (School Year 2024–25)

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

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

Further, the STs meet monthly in a connection meeting with scholars and learning coaches to review scholar progress, evaluate scholar work, provide an opportunity for scholars to showcase their learning, and address learning coach and/or scholar concerns. STs also utilize connection meetings to assign work for the upcoming learning period. Compass provides additional support for all scholars through our Counseling Services and Academic Support Departments.

Compass' current goals, as described in our LCAP include 1) increasing scholar academic achievement in core academic subjects; 2) increasing scholar and parent engagement/involvement; 3) increasing college and career readiness for scholars; 4) ensuring that

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

Mission Statement

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

Vision Statement

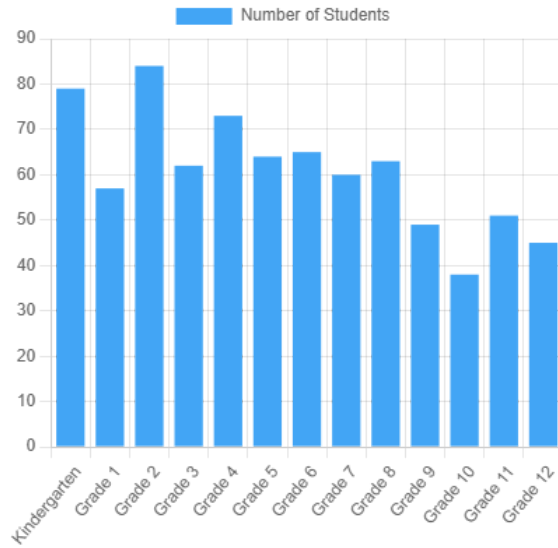
Our vision is to create an innovative, collaborative, learning environment that supports the diverse needs and goals of each scholar, nurtures a love of learning, and prepares them for future success.

Core Values

Achievement | Respect | Teamwork | Integrity | Communication

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	79
Grade 1	57
Grade 2	84
Grade 3	62
Grade 4	73
Grade 5	64
Grade 6	65
Grade 7	60
Grade 8	63
Grade 9	49
Grade 10	38
Grade 11	51
Grade 12	45
Total Enrollment	790



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	49.90%	English Learners	10.00%
Male	50.00%	Foster Youth	0.00%
Non-Binary	0.10%	Homeless	14.70%
American Indian or Alaska Native	0.40%	Migrant	0.00%
Asian	2.40%	Socioeconomically Disadvantaged	47.30%
Black or African American	3.20%	Students with Disabilities	12.70%
Filipino	0.80%		
Hispanic or Latino	49.70%		
Native Hawaiian or Pacific Islander	0.50%		
Two or More Races	6.50%		
White	34.80%		

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.70	58.82%	131.90	60.46%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.70	0.34%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	11.50	5.27%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	18.10	34.71%	54.10	24.82%	12115.80	4.41%
Unknown/Incomplete/NA	3.30	6.45%	19.80	9.10%	18854.30	6.86%
Total Teaching Positions	52.20	100.00%	218.20	100.00%	274759.10	100.00%

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

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.60	61.77%	135.90	58.44%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.90	0.86%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	10.60	4.59%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	18.30	38.21%	64.70	27.82%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	19.20	8.28%	15831.90	5.67%
Total Teaching Positions	48.00	100.00%	232.60	100.00%	279044.80	100.00%

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.90	64.12%	149.20	61.38%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.30	0.73%	2.80	1.18%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	2.34%	11.80	4.88%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	14.40	31.03%	64.70	26.64%	11746.90	4.23%
Unknown/Incomplete/NA	0.80	1.71%	14.30	5.92%	14303.80	5.15%
Total Teaching Positions	46.60	100.00%	243.10	100.00%	277698	100%

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

**Teachers Without Credentials and Misassignments
 (considered "ineffective" under ESSA)**

Authorization/Assignment	2020- 21 Number	2021- 22 Number	2022- 23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	1

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

Indicator	2020- 21 Number	2021- 22 Number	2022- 23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	18.10	18.30	14.4
Total Out-of-Field Teachers	18.10	18.30	14.4

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%	2.3%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	0%	3.2%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: September 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Board Approved Curriculum List adopted 5/18/2024	0
Mathematics	Board Approved Curriculum List adopted 5/18/2024	0
Science	Board Approved Curriculum List adopted 5/18/2024	0
History-Social Science	Board Approved Curriculum List adopted 5/18/2024	0
Foreign Language	Board Approved Curriculum List adopted 5/18/2024	0
Health	?Board Approved Curriculum List adopted 5/18/2024?	0
Visual and Performing Arts	Board Approved Curriculum List adopted 5/18/2024	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Compass Charter Schools has its Central Office in Thousand Oaks, California. The Central Office houses our enrollment, finance, HR, and records teams, as well as senior leadership staff. Our Central Office abides by all applicable building, fire, and safety codes.

Located in Santa Ana, Compass Charter Schools of San Diego also has a learning center for our scholars. The Orange County Learning Center (OCLC) offers enrichment opportunities for scholars and collaboration space for staff. The OCLC abides by all applicable building, fire, and safety code. In September of 2024, the OCLC received a "GOOD" rating on the Williams Review Visit

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: September 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: September 2024

Overall Rating	Good
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B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	48%	47%	40%	38%	46%	47%
Mathematics (grades 3-8 and 11)	25%	30%	25%	26%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	492	439	89.23%	10.77%	46.58%
Female	230	208	90.43%	9.57%	53.37%
Male	261	230	88.12%	11.88%	40.17%
American Indian or Alaska Native	--	--	--	--	--
Asian	13	9	69.23%	30.77%	--
Black or African American	16	12	75.00%	25.00%	58.33%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	254	235	92.52%	7.48%	40.00%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	49	41	83.67%	16.33%	51.22%
White	154	136	88.31%	11.69%	52.59%
English Learners	55	46	83.64%	16.36%	4.35%
Foster Youth	0	0	0%	0%	0%
Homeless	65	60	92.31%	7.69%	33.33%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	225	206	91.56%	8.44%	38.35%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	75	59	78.67%	21.33%	22.41%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023-24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	491	442	90.02%	9.98%	29.93%
Female	230	209	90.87%	9.13%	30.14%
Male	260	232	89.23%	10.77%	29.87%
American Indian or Alaska Native	--	--	--	--	--
Asian	13	9	69.23%	30.77%	--
Black or African American	16	12	75.00%	25.00%	25.00%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	253	233	92.09%	7.91%	19.74%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	49	45	91.84%	8.16%	26.67%
White	154	137	88.96%	11.04%	43.38%
English Learners	54	48	88.89%	11.11%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	65	58	89.23%	10.77%	15.52%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	224	203	90.63%	9.37%	19.21%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	75	58	77.33%	22.67%	17.54%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

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

Subject	School 2022- 23	School 2023- 24	District 2022- 23	District 2023- 24	State 2022- 23	State 2023- 24
Science (grades 5, 8, and high school)	31.10%	32.43%	15.00%	13.36%	30.29%	30.73%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

**CAASPP Test Results in Science by Student Group
 Grades Five, Eight and High School (School Year 2023–24)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	241	222	92.12%	7.88%	32.43%
Female	112	106	94.64%	5.36%	36.79%
Male	129	116	89.92%	10.08%	28.45%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	134	127	94.78%	5.22%	26.77%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	16	84.21%	15.79%	43.75%
White	72	64	88.89%	11.11%	42.19%
English Learners	28	26	92.86%	7.14%	0.00%
Foster Youth	--	--	--	--	--
Homeless	41	40	97.56%	2.44%	25.00%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	125	117	93.60%	6.40%	28.21%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	36	29	80.56%	19.44%	13.79%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2023–24)

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

Career Technical Education (CTE) Participation (School Year 2023–24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	64
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

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

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	55.74%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	24.32%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	53%	54%	54%	53%	47%
7	60%	61%	61%	61%	54%
9	29%	29%	29%	29%	29%

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2024–25)

There are a number of opportunities for parents/guardians to be involved at Compass. Learn more about some of these opportunities below:

Parent Advisory Council (PAC)

The PAC serves to provide learning coach feedback on school policies and procedures at Compass to ensure that they are consistent with our mission, vision, and values. Members act as a committed group of advisors to the staff and administration, regarding issues that affect the scholars and Compass. They provide feedback and insight from the learning coach’s perspective on the school process, policies, and initiatives to ensure that the needs of learning coaches and their families are included as decisions are made. They also serve as an advisory, not a decision-making body, that makes recommendations, encourages brainstorming, and provides opportunities for parent involvement on committees. The Council prepares reports for the Board of Directors that detail the contents of their meetings.

English Learner Advisory Committee (ELAC)

The purpose of this committee is to provide critical and crucial feedback for programs and services for our Multilingual Learners. The ELAC will foster an asset based environment at CCS for our Multilingual Learners and create a community that supports our Multilingual Learner’s academic achievement. The ELAC will offer resources and guidance to Learning Coaches to help them effectively support their scholars' English language proficiency at home. This support will ensure the consistent implementation of program procedures in alignment with our LCAP goals.

Virtual Suggestion Box

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

Program Orientation & Weeks of Welcome

Weeks of Welcome are a programmed set of offerings to onboard new and returning families at the start of the school year. Sessions are held virtually and include topics such as program orientations and department open houses. For families unable to attend, the session slides and recordings are shared and available as a resource throughout the school year. There is also a mid-year on-demand refresher series of offerings called Mini-WOW for learning coaches as they embark on the second semester of the school year.

Program Orientations are held virtually as part of our Weeks of Welcome offerings and held weekly for families that enroll during the school year for our Online Learning Program, Options Learning Program, and Special Education Department.

In these sessions, the Orientation Coordinator welcomes families and scholars to Compass, introduces the position of the supervising teacher, overviews staff teams, and highlights important news and information for the school year. For families unable to attend, the session slides and recordings are shared and available as a resource throughout the school year.

Coffee with Compass

The Superintendent & CEO hosts Coffee with Compass in various locations whereby all stakeholders are invited to virtual coffee to discuss school and non-school related topics to connect with other Compass families and staff.

Learning Coach Surveys

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

Learning Coach Academy

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

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

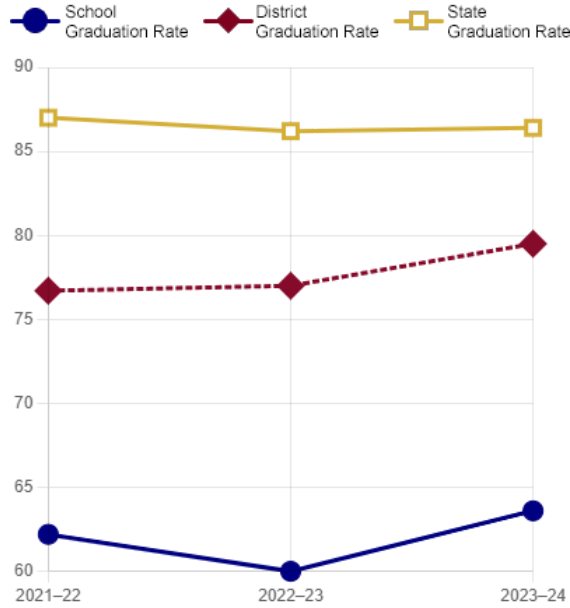
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

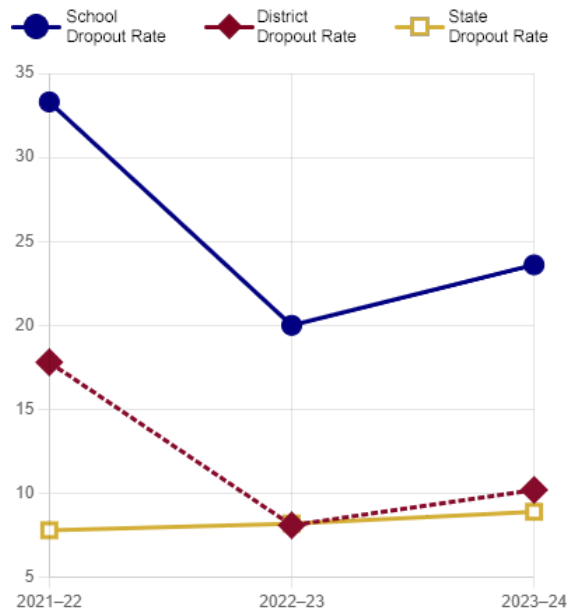
Indicator	School	School	School	District	District	District	State	State	State
	2021–22	2022–23	2023–24	2021–22	2022–23	2023–24	2021–22	2022–23	2023–24
Graduation Rate	62.2%	60.0%	63.6%	76.7%	77.0%	79.5%	87%	86.2%	86.4%
Dropout Rate	33.3%	20.0%	23.6%	17.8%	8.1%	10.2%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	55	35	63.6%
Female	30	21	70.0%
Male	25	14	56.0%
Non-Binary	0	0	0.00%
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	29	16	55.2%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	22	16	72.7%
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0%
Homeless	16	7	43.8%
Socioeconomically Disadvantaged	41	24	58.5%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	957	898	22	2.4%
Female	474	444	15	3.4%
Male	482	453	7	1.5%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	23	23	1	4.3%
Black or African American	37	29	1	3.4%
Filipino	--	--	--	--
Hispanic or Latino	480	451	9	2.0%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	70	64	1	1.6%
White	317	302	8	2.6%
English Learners	110	99	2	2.0%
Foster Youth	--	--	--	--
Homeless	144	135	4	3.0%
Socioeconomically Disadvantaged	489	447	13	2.9%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	147	136	6	4.4%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

	School 2021- 22	School 2022- 23	School 2023- 24	District 2021- 22	District 2022- 23	District 2023- 24	State 2021- 22	State 2022- 23	State 2023- 24
Suspensions	0.00%	0.00%	0.00%	1.37%	1.84%	2.55%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0%	0%
Female	0%	0%
Male	0%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	0%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	0%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	0%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	0%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

Compass' Comprehensive Safety Plan was initially developed in February 2019, is updated every six months, and is adopted into the Board Policy Manual. For the 2024-2025 school year, Compass continued the work of a Safety Committee that gathered the feedback of various educational partners. The Safety Plan was reviewed by the Staff Advisory Council on 12/06/2024, Parent Advisory Council on 01/17/2025, Scholar Leadership Council on 12/10/2024, and adopted by the Board of Directors on 01/25/2025. The document includes 12 parts containing pertinent information to support and ensure the safety of scholars and staff. The following safety procedures are addressed:

- Child abuse reporting
- Routine and natural disasters
- Suspension/expulsion policies
- Dangerous pupils
- Discrimination and harassment
- Ingress and egress
- Orderly learning environment
- Tactical response to criminal incidents
- Cybersecurity

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021-22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	2.00	58		
1	2.00	9		
2	2.00	14		
3	1.00	8		
4	2.00	40		
5	1.00	16		
6	2.00	63		
Other**	4.00	66		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022-23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	2.00	44	0	0
1	3.00	44	0	0
2	2.00	33	0	0
3	3.00	50	0	0
4	1.00	42	0	0
5	2.00	57	0	0
6	3.00	61	0	0
Other**	3.00	41	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023-24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	2.00	29		
1	2.00	44		
2	2.00	50		
3	2.00	50		
4	3.00	47		
5	2.00	52		
6	2.00	49		
Other**	3.00	15		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	2.00	137	1	
Mathematics	2.00	92	1	
Science	2.00	74		1
Social Science	2.00	80	2	

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	2.00	113	1	0
Mathematics	2.00	87	1	0
Science	2.00	61	0	0
Social Science	2.00	89	1	0

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	2.00	115		
Mathematics	2.00	88		
Science	2.00	60	1	
Social Science	2.00	76		

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

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	415.79

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

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.90
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.30

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14833.71	\$4278.77	\$10554.94	\$78494.88
District	N/A	N/A	--	\$73048.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$10770.62	\$87655.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

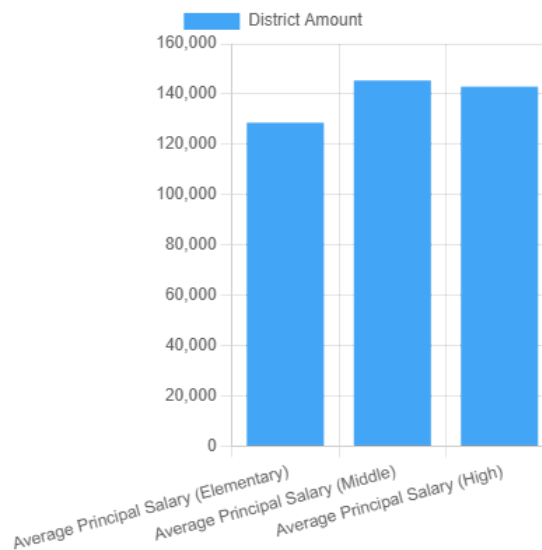
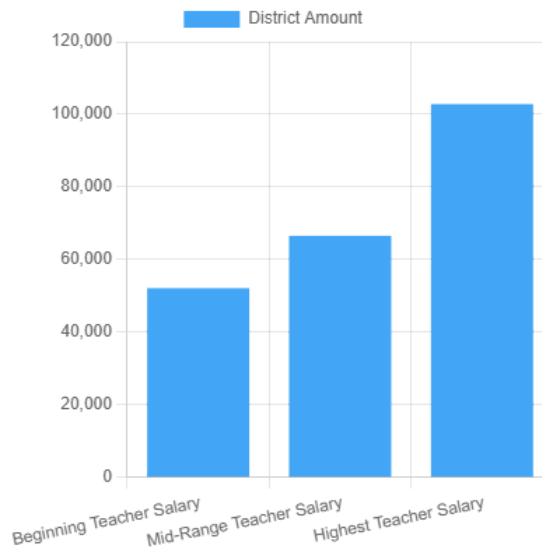
Types of Services Funded (Fiscal Year 2023–24)

- AVID elective and supporting lessons
- Curriculum choices and providers
- Course Syllabus
- Synchronous Instruction
- Live Interaction
- Special Education support, resources, services
- 504 support, accommodations, resources, and services
- Live small group tutoring as part of our Multi-Tiered Systems of Support for Tier 2/3 interventions
- English Learner support is provided through small group live tutoring sessions provided by our English Language Support Tutors and English Language Development from Lexia.
- Supplemental curriculum support for Online scholars in grades K-12
- Standardized testing administration and support.
- Supplemental subscriptions to support academic growth and development
- Counseling support, resources, services, and live sessions (including academic, SEL, College & Career, etc.)
- Multi-Tiered Systems of Support Framework
- Community Provider/Curriculum choices for Options scholars
- Virtual Scholar Workshops
- Scholar Clubs
- Field Trips
- Scholar Recognition
- Community service opportunities
- Kindergarten and 5-grade promotion ceremonies (virtual)
- 8-Grade promotion and high school graduation (in person)
- Learning coach support sessions (virtual sessions)
- Support for Scholars experiencing homelessness (including needs assessments, hot spots, loaner laptops, headphones, and community referrals for food banks, shelters, clothing, etc.)

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52114.00	\$54930.12
Mid-Range Teacher Salary	\$66544.00	\$85386.28
Highest Teacher Salary	\$102822.00	\$111172.17
Average Principal Salary (Elementary)	\$128627.00	\$136564.22
Average Principal Salary (Middle)	\$145406.00	\$141339.46
Average Principal Salary (High)	\$142949.00	\$153240.66
Superintendent Salary	\$172224.00	\$224536.54
Percent of Budget for Teacher Salaries	27.00%	28.69%
Percent of Budget for Administrative Salaries	3.00%	5.55%

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



Advanced Placement (AP) Courses (School Year 2023–24)

Percent of Students in AP Courses 1.1 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	1
Total AP Courses Offered*	2

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

Professional Development

Measure	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	25	20.5	28

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Elizabeth Brenner, Superintendent/CEO

Principal, Compass Charter School of Yolo

<https://www.compasscharters.org/>

About Our School



Contact

Compass Charter School of Yolo
850 Hampshire Rd. Ste. R
Thousand Oaks, CA 91361-2851

Phone: (818) 824-6233

Email: ebrenner@compasscharters.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Winters Joint Unified
Phone Number	(530) 795-6100
Superintendent	Boonchouy, Rody
Email Address	rboonchouy@wintersjUSD.org
Website	www.wintersjUSD.org

School Contact Information (School Year 2024–25)

School Name	Compass Charter School of Yolo
Street	850 Hampshire Rd. Ste. R
City, State, Zip	Thousand Oaks, CA , 91361-2851
Phone Number	(818) 824-6233
Principal	Elizabeth Brenner, Superintendent/CEO
Email Address	ebrenner@compasscharters.org
Website	www.compasscharters.org
Grade Span	K-12
County-District-School (CDS) Code	57727020139436

School Description and Mission Statement (School Year 2024–25)

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

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

Further, the STs meet monthly in a connection meeting with scholars and learning coaches to review scholar progress, evaluate scholar work, provide an opportunity for scholars to showcase their learning, and address learning coach and/or scholar concerns. STs also utilize connection meetings to assign work for the upcoming learning period. Compass provides additional support for all scholars through our Counseling Services and Academic Support Departments.

Compass' current goals, as described in our LCAP include 1) increasing scholar academic achievement in core academic subjects; 2) increasing scholar and parent engagement/involvement; 3) increasing college and career readiness for scholars; 4) ensuring that

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

Mission Statement

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

Vision Statement

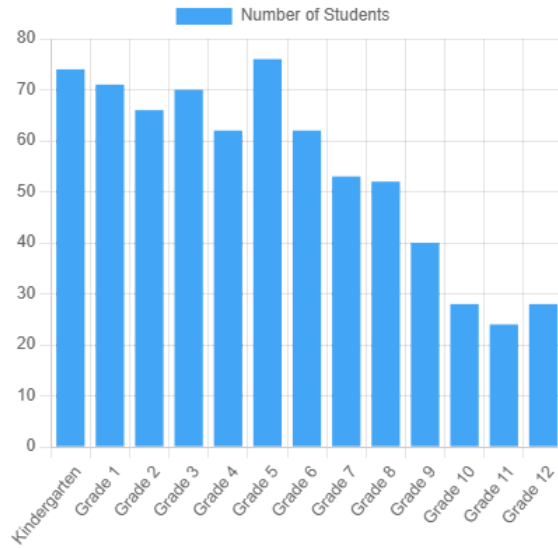
Our vision is to create an innovative, collaborative, learning environment that supports the diverse needs and goals of each scholar, nurtures a love of learning, and prepares them for future success.

Core Values

Achievement | Respect | Teamwork | Integrity | Communication

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	74
Grade 1	71
Grade 2	66
Grade 3	70
Grade 4	62
Grade 5	76
Grade 6	62
Grade 7	53
Grade 8	52
Grade 9	40
Grade 10	28
Grade 11	24
Grade 12	28
Total Enrollment	706



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	49.00%
Male	50.30%
Non-Binary	0.70%
American Indian or Alaska Native	0.70%
Asian	2.80%
Black or African American	1.70%
Filipino	0.60%
Hispanic or Latino	22.50%
Native Hawaiian or Pacific Islander	0.30%
Two or More Races	8.90%
White	59.50%

Student Group (Other)	Percent of Total Enrollment
English Learners	0.60%
Foster Youth	0.10%
Homeless	3.10%
Migrant	0.00%
Socioeconomically Disadvantaged	39.40%
Students with Disabilities	12.90%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.10	60.66%	76.50	75.46%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	2.90	2.90%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	9.20	36.99%	13.90	13.77%	12115.80	4.41%
Unknown/Incomplete/NA	0.50	2.28%	7.90	7.85%	18854.30	6.86%
Total Teaching Positions	25.00	100.00%	101.40	100.00%	274759.10	100.00%

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

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.30	62.28%	88.40	78.71%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	3.00	2.70%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	11.10	37.72%	15.70	14.04%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	5.10	4.55%	15831.90	5.67%
Total Teaching Positions	29.50	100.00%	112.40	100.00%	279044.80	100.00%

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.00	63.11%	87.50	78.58%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.20	0.88%	0.20	0.25%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.25%	4.00	3.66%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	10.60	33.59%	14.30	12.85%	11746.90	4.23%
Unknown/Incomplete/NA	0.60	2.14%	5.10	4.65%	14303.80	5.15%
Total Teaching Positions	31.70	100.00%	111.40	100.00%	277698	100%

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

**Teachers Without Credentials and Misassignments
 (considered "ineffective" under ESSA)**

Authorization/Assignment	2020– 21 Number	2021– 22 Number	2022– 23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	0

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

Indicator	2020– 21 Number	2021– 22 Number	2022– 23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	9.20	11.10	10.6
Total Out-of-Field Teachers	9.20	11.10	10.6

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	2%	4.5%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: September 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Board Approved Curriculum List, adopted 5/18/2024	0
Mathematics	Board Approved Curriculum List, adopted 5/18/2024	0
Science	Board Approved Curriculum List, adopted 5/18/2024	0
History-Social Science	Board Approved Curriculum List, adopted 5/18/2024	0
Foreign Language	Board Approved Curriculum List, adopted 5/18/2024	0
Health	Board Approved Curriculum List, adopted 5/18/2024	0
Visual and Performing Arts	Board Approved Curriculum List, adopted 5/18/2024	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Compass is a nonclassroom-based public charter school with our Central Office located in Thousand Oaks, CA. The Central Office houses our enrollment, finance, people division or human resources (HR), and records teams, as well as senior leadership staff. Our Central Office abides by all applicable building, fire, and safety codes.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	51%	51%	37%	38%	46%	47%
Mathematics (grades 3-8 and 11)	34%	35%	25%	26%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	428	364	85.05%	14.95%	50.96%
Female	208	175	84.13%	15.87%	55.75%
Male	216	185	85.65%	14.35%	46.49%
American Indian or Alaska Native	--	--	--	--	--
Asian	15	12	80.00%	20.00%	75.00%
Black or African American	12	11	91.67%	8.33%	54.55%
Filipino	--	--	--	--	--
Hispanic or Latino	85	78	91.76%	8.24%	41.03%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	52	45	86.54%	13.46%	57.78%
White	257	211	82.10%	17.90%	51.43%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	17	13	76.47%	23.53%	30.77%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	173	144	83.24%	16.76%	43.75%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	63	51	80.95%	19.05%	21.57%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023-24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	428	364	85.05%	14.95%	34.99%
Female	208	174	83.65%	16.35%	32.37%
Male	216	186	86.11%	13.89%	37.63%
American Indian or Alaska Native	--	--	--	--	--
Asian	15	12	80.00%	20.00%	50.00%
Black or African American	12	11	91.67%	8.33%	18.18%
Filipino	--	--	--	--	--
Hispanic or Latino	85	79	92.94%	7.06%	29.11%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	52	44	84.62%	15.38%	43.18%
White	257	211	82.10%	17.90%	34.76%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	17	13	76.47%	23.53%	23.08%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	173	145	83.82%	16.18%	23.45%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	63	53	84.13%	15.87%	15.09%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

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

Subject	School 2022- 23	School 2023- 24	District 2022- 23	District 2023- 24	State 2022- 23	State 2023- 24
Science (grades 5, 8, and high school)	40.00%	40.26%	24.54%	20.22%	30.29%	30.73%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

**CAASPP Test Results in Science by Student Group
 Grades Five, Eight and High School (School Year 2023–24)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	180	154	85.56%	14.44%	40.26%
Female	92	83	90.22%	9.78%	37.35%
Male	87	70	80.46%	19.54%	42.86%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	36	34	94.44%	5.56%	32.35%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	19	16	84.21%	15.79%	43.75%
White	114	94	82.46%	17.54%	38.30%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	80	72	90.00%	10.00%	30.56%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	28	22	78.57%	21.43%	22.73%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2023–24)

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

Career Technical Education (CTE) Participation (School Year 2023–24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	27
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

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

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	39.17%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	20.00%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	50%	51%	51%	51%	49%
7	49%	51%	51%	51%	47%
9	45%	45%	45%	45%	44%

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2024–25)

There are a number of opportunities for parents/guardians to be involved at Compass. Learn more about some of these opportunities below:

Parent Advisory Council (PAC)

The PAC serves to provide learning coach feedback on school policies and procedures at Compass to ensure that they are consistent with our mission, vision, and values. Members act as a committed group of advisors to the staff and administration, regarding issues that affect the scholars and Compass. They provide feedback and insight from the learning coach’s perspective on the school process, policies, and initiatives to ensure that the needs of learning coaches and their families are included as decisions are made. They also serve as an advisory, not a decision-making body, that makes recommendations, encourages brainstorming, and provides opportunities for parent involvement on committees. The Council prepares reports for the Board of Directors that detail the contents of their meetings.

English Learner Advisory Committee (ELAC)

The purpose of this committee is to provide critical and crucial feedback for programs and services for our Multilingual Learners. The ELAC will foster an asset based environment at CCS for our Multilingual Learners and create a community that supports our Multilingual Learner’s academic achievement. The ELAC will offer resources and guidance to Learning Coaches to help them effectively support their scholars' English language proficiency at home. This support will ensure the consistent implementation of program procedures in alignment with our LCAP goals.

Virtual Suggestion Box

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

Program Orientation & Weeks of Welcome

Weeks of Welcome are a programmed set of offerings to onboard new and returning families at the start of the school year. Sessions are held virtually and include topics such as program orientations and department open houses. For families unable to attend, the session slides and recordings are shared and available as a resource throughout the school year. There is also a mid-year on-demand refresher series of offerings called Mini-WOW for learning coaches as they embark on the second semester of the school year.

Program Orientations are held virtually as part of our Weeks of Welcome offerings and held weekly for families that enroll during the school year for our Online Learning Program, Options Learning Program, and Special Education Department.

In these sessions, the Orientation Coordinator welcomes families and scholars to Compass, introduces the position of the supervising teacher, overviews staff teams, and highlights important news and information for the school year. For families unable to attend, the session slides and recordings are shared and available as a resource throughout the school year.

Coffee with Compass

The Superintendent & CEO hosts Coffee with Compass in various locations whereby all stakeholders are invited to virtual coffee to discuss school and non-school related topics to connect with other Compass families and staff.

Learning Coach Surveys

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

Learning Coach Academy

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

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

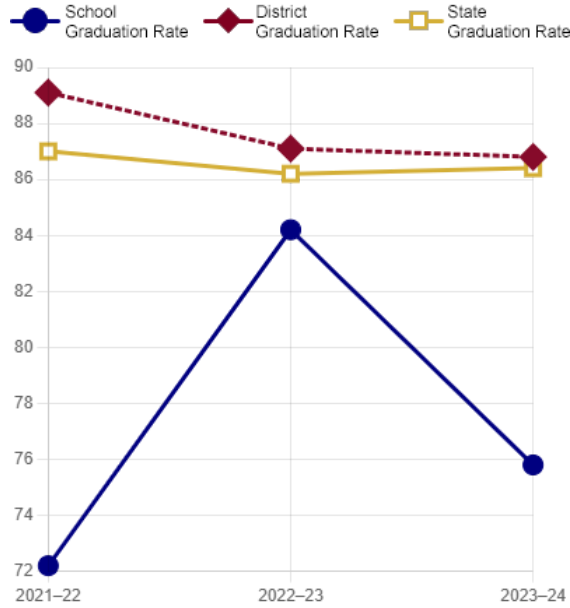
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

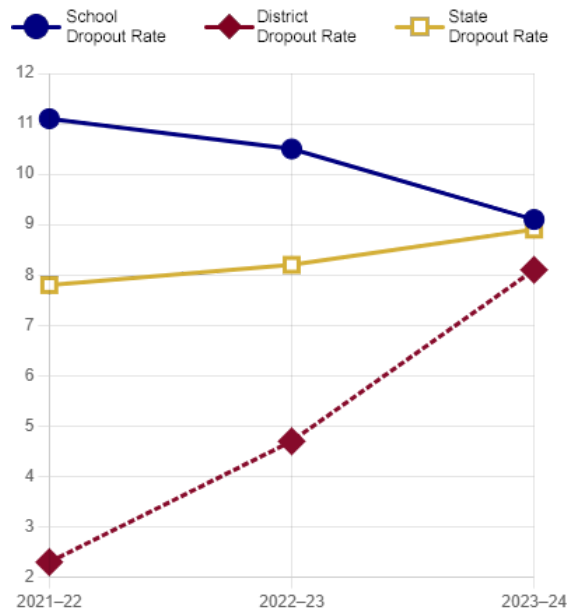
Indicator	School	School	School	District	District	District	State	State	State
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
Graduation Rate	72.2%	84.2%	75.8%	89.1%	87.1%	86.8%	87%	86.2%	86.4%
Dropout Rate	11.1%	10.5%	9.1%	2.3%	4.7%	8.1%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	33	25	75.8%
Female	18	14	77.8%
Male	15	11	73.3%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	0	0	0.00%
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	17	13	76.5%
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	19	14	73.7%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	843	803	32	4.0%
Female	421	399	20	5.0%
Male	415	397	11	2.8%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	29	28	3	10.7%
Black or African American	18	16	3	18.8%
Filipino	--	--	--	--
Hispanic or Latino	191	180	11	6.1%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	77	71	2	2.8%
White	486	467	13	2.8%
English Learners	11	--	--	--
Foster Youth	--	--	--	--
Homeless	32	31	3	9.7%
Socioeconomically Disadvantaged	360	333	16	4.8%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	122	118	3	2.5%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2021- 22	School 2022- 23	School 2023- 24	District 2021- 22	District 2022- 23	District 2023- 24	State 2021- 22	State 2022- 23	State 2023- 24
Suspensions	0.00%	0.00%	0.00%	3.65%	3.30%	2.35%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0%	0%
Female	0%	0%
Male	0%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	0%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	0%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	0%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	0%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

Compass' Comprehensive Safety Plan was initially developed in February 2019, is updated every six months, and is adopted into the Board Policy Manual. For the 2024-2025 school year, Compass continued the work of a Safety Committee that gathered the feedback of various educational partners. The Safety Plan was reviewed by the Staff Advisory Council on 12/06/2024, Parent Advisory Council on 01/17/2025, Scholar Leadership Council on 12/10/2024, and adopted by the Board of Directors on 01/25/2025. The document includes 12 parts containing pertinent information to support and ensure the safety of scholars and staff. The following safety procedures are addressed:

- Child abuse reporting
- Routine and natural disasters
- Suspension/expulsion policies
- Dangerous pupils
- Discrimination and harassment
- Ingress and egress
- Orderly learning environment
- Tactical response to criminal incidents
- Cybersecurity

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	1.00	50		
1	2.00	33		
2	1.00	10		
3	1.00	13		
4	2.00	40		
5	3.00	5		
6	2.00	43		
Other**	5.00	40		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022-23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	3.00	26	0	0
1	1.00	33	0	0
2	2.00	19	0	0
3	2.00	32	0	0
4	2.00	46	0	0
5	2.00	42	0	0
6	2.00	50	0	0
Other**	4.00	37	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023-24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	2.00	29		
1	2.00	61		
2	1.00	53		
3	2.00	51		
4	2.00	49		
5	2.00	52		
6	2.00	46		
Other**	2.00	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	2.00	62		
Mathematics	1.00	54		
Science	1.00	46		
Social Science	2.00	42		

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	2.00	62	0	0
Mathematics	1.00	59	0	0
Science	2.00	49	0	0
Social Science	2.00	46	0	0

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	2.00	79		
Mathematics	1.00	79		
Science	1.00	57		
Social Science	2.00	60		

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

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	415.29

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

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.70
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.
 ** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13351.86	\$3416.82	\$9935.05	\$78494.88
District	N/A	N/A	--	\$79389.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$10770.62	\$78673.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

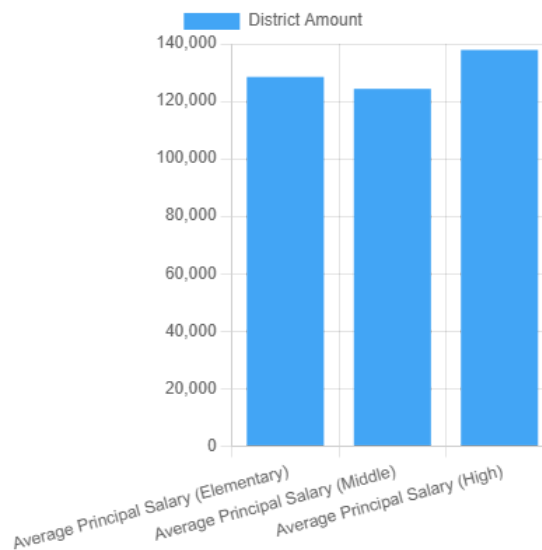
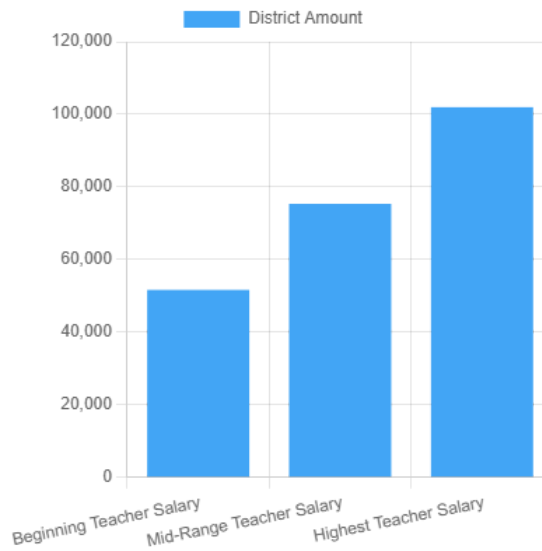
Types of Services Funded (Fiscal Year 2023–24)

- AVID elective and supporting lessons
- Curriculum choices and providers
- Course Syllabus
- Synchronous Instruction
- Live Interaction
- Special Education support, resources, services
- 504 support, accommodations, resources, and services
- Live small group tutoring as part of our Multi-Tiered Systems of Support for Tier 2/3 interventions
- English Learner support is provided through small group live tutoring sessions provided by our English Language Support Tutors and English Language Development from Lexia.
- Supplemental curriculum support for Online scholars in grades K-12
- Standardized testing administration and support.
- Supplemental subscriptions to support academic growth and development
- Counseling support, resources, services, and live sessions (including academic, SEL, College & Career, etc.)
- Multi-Tiered Systems of Support Framework
- Community Provider/Curriculum choices for Options scholars
- Virtual Scholar Workshops
- Scholar Clubs
- Field Trips
- Scholar Recognition
- Community service opportunities
- Kindergarten and 5-grade promotion ceremonies (virtual)
- 8-Grade promotion and high school graduation (in person)
- Learning coach support sessions (virtual sessions)
- Support for Scholars experiencing homelessness (including needs assessments, hot spots, loaner laptops, headphones, and community referrals for food banks, shelters, clothing, etc.)

Teacher and Administrative Salaries (Fiscal Year 2022-23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51656.00	\$50757.32
Mid-Range Teacher Salary	\$75348.00	\$75692.82
Highest Teacher Salary	\$101963.00	\$105686.82
Average Principal Salary (Elementary)	\$128479.00	\$121443.25
Average Principal Salary (Middle)	\$124328.00	\$132508.80
Average Principal Salary (High)	\$137859.00	\$133106.36
Superintendent Salary	\$190000.00	\$167660.24
Percent of Budget for Teacher Salaries	29.00%	25.51%
Percent of Budget for Administrative Salaries	6.00%	5.93%

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



Advanced Placement (AP) Courses (School Year 2023–24)

Percent of Students in AP Courses 0.8 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	1

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

Professional Development

Measure	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	25	20.5	28

Coversheet

2024-2025 Comprehensive School Safety Plan

Section: XI. Operations Division
Item: D. 2024-2025 Comprehensive School Safety Plan
Purpose: Discuss
Submitted by:
Related Material: Compass Safety Plan 24-25.pdf



Comprehensive School Safety Plan Overview 2024-2025

What charter schools are required to include in their school safety plan?

Health and Safety Requirements:

Charter schools must include procedures to ensure the health and safety of pupils and staff, including obtaining criminal record summaries for all employees and developing a comprehensive school safety plan.

School Safety Plan Development:

Charter schools are required to create a school safety plan covering specific safety topics and tactical responses to criminal incidents. This plan must be reviewed and updated annually by March 1.

Compass Charter School Policies in the Safety Plan

- School employee criminal record summary
- Child abuse reporting
- Routine and Emergency Disaster Procedures for the central office and Orange County Learning Center (OCLC)
- Suspension/Expulsion Policies and Procedures
- Procedures to Notify Teachers of Dangerous Pupils
- Discrimination and Harassment Policy
- Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees to and from School Site
- A Safe and Orderly Environment Conducive to Learning at the School
- Tactical Responses to Criminal Incidents
- Opioid Overdose Response Plan (Melanie's Law)
- CyberSecurity

New Items added for 2024-225

Change 1

Section 2.3Q - Added language to align with requirements set forth in AB 3271 which requires each public school that has chosen to permit school nurses or voluntarily trained personnel to use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering from an opioid overdose, to maintain at least two units of naloxone hydrochloride or another opioid antagonist on its site.

New Items added for 2024-225

Change 2

Added a new section on cybersecurity written by Director of IT, Krisha Moeller.

This new section outlines current systems and infrastructure that keep scholar and staff safe. Items include:

- Email security
- Device management
- Cloud security
- Firewall
- Cloud database security
- Tech support
- Scholar devices

New Items added for 2024-225

Change 3

Section 2.2 - Added language to the child abuse reporting section that bolsters the schools practice during connection meetings and requires supervising teachers to have visual contact with scholars no less than once per 27 school days.

Access to Compass Safety Plan

Given the sensitive nature of the plan's content, it must remain confidential and not be published publicly. Careful discretion should be exercised in selecting individuals to review the plan to prevent the exposure of internal procedures.

[CCS Safety Plan 2024-2025](#)

Questions or Suggestions

Contact:

Dr. Danielle Gamez

dgamez@compasscharters.org

805-364-9372 ext 1016



Coversheet

Approve Board Policy 18 update -School Safety Plan

Section: XI. Operations Division
Item: E. Approve Board Policy 18 update -School Safety Plan
Purpose: Vote
Submitted by:
Related Material: Summary of Changes Made to Policy 18.pdf
Policy 18 current language.pdf
Policy 18-School Safety plan-draft changes-DRAFT for 2025 2026.pdf

Summary of Changes Made to Policy 18 – School Safety Plan

1. Clarification of Confidentiality:

- **Current Language (2023-2024):**
The policy states, *"The School Safety Plan, which is separately approved annually, shall be included here as a Board Policy."*
- **Draft Changes (2025-2026):**
The updated language emphasizes that the **School Safety Plan is maintained as a confidential document** by the Superintendent. Portions of the plan, **excluding sensitive details related to tactical responses**, will be available **upon request**.

2. Process for Public Requests:

- **Added Language** in the draft outlines a specific process for obtaining public portions of the safety plan:
 - Requests must be submitted to the **Superintendent**.
 - Contact details (email and physical address) for the Superintendent, **Elizabeth Brenner**, are explicitly provided.

3. Removal of Public Link:

- In the current version, a public **Google Drive link** to the safety plan is mentioned. A note indicates the need to **remove the link** because the School Safety Plan is confidential.
- In the draft version, the link is no longer present, and the confidentiality of the document is explicitly reaffirmed.


4. Revision Date Update:

- The **revision date** is updated to include **January 25, 2025** in the draft version.

Key Takeaways:

- The **draft version** strengthens confidentiality and removes public access via a link, ensuring that only appropriate portions are available upon formal request.
- Specific procedures for requesting the document are added, including clear contact information for the Superintendent.

These changes align with best practices for protecting sensitive school safety information while maintaining transparency for non-sensitive components in accordance with California Education Code (Sections 32280-32289).

Board Policy #: 18 

Adopted/Ratified: October 3, 2019

Revision Date: January 28, 2023, March 9, 2024

SECTION 18 – SCHOOL SAFETY - SCHOOL SAFETY PLAN

The School Safety Plan, which is separately approved annually, shall be included [here](#) as a Board Policy.

Board Policy #: 18

Adopted/Ratified: October 3, 2019

Revision Date: January 28, 2023, March 9, 2024, January 25, 2025

SECTION 18 – SCHOOL SAFETY - SCHOOL SAFETY PLAN

The School Safety Plan, which is separately approved annually, shall be maintained by the Superintendent as a confidential document. Portions of the plan, excluding sensitive details related to tactical responses, are available to the public upon request.

Requests must be submitted to the Superintendent via email or hard copy to:

Elizabeth Brenner

ebrenner@compasscharters.org

850 Hampshire Rd.

Suite R

Thousand Oaks, CA 91361

Coversheet

People Division Update

Section: XII. People Division
Item: A. People Division Update
Purpose: FYI
Submitted by:
Related Material: People Division Report - January 2025.pdf
CCS Additions Report - January 2025.pdf
CCS Terminations Report - January 2025.pdf



People Division Report

January 25, 2025

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 & 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:

Open Positions:

- Educational Specialist Eligibility Pool – Mild/Moderate and Moderate/Severe
- Options Supervising Teacher – OCLC (Hybrid)

Benefits Open Enrollment Updates: The HR team has successfully updated employee enrollments selected during the benefits open enrollment period in our systems, including ADP. We worked closely with payroll to ensure data accuracy across both the HR and payroll platforms

2024-25 Annual Training: This year we will be utilizing the Vector Solutions online training platform to provide annual mandated training to Compass staff. Training modules have been assigned to staff.

Employee Handbook Updates: The Superintendent's cabinet has developed a new policy for implementation in the current school year. This policy is designed to provide fair compensation to staff who assume extra duties and/or scholar caseloads during temporary vacancies or leaves of absence.

The Chief People Officer is requesting board approval for this change. The updated handbook and a reference sheet detailing the adjustment are attached for review and voting.

The Three Pillars Updates: Our goal in Training and Development is to support the implementation of the concepts of *Trust and Inspire*, *SDI/Core Strengths* and *Restorative Practices* throughout the school year in support of our Wildly Important Goals.

Trust and Inspire: The Four Elements of Leadership The monthly leadership session was held on Monday, January 13, 2025. The Covey Consultant led the group in reviewing and reflecting the 360 feedback reports generated by supervisors and colleagues since our November meeting. Leadership worked in small groups to explore understanding of feedback, as well as to practice how to deliver effective feedback to direct reports. Reflection activities regarding personal strengths and how to deploy them in effective leadership were also discussed.

SDI/Core Strengths: The SDI continues to be implemented in team development and improved communication. Several teams have requested SDI sessions to address leadership change and

transition. The Training and Development Manager also works individually with staff to craft effective interactions and improve overall both individual and team effectiveness.

The second Radical Candor session was delivered to all staff on December 18, 2024 with an emphasis on building trust and providing staff with an avenue to address any unresolved issues for the benefit of the entire organization. Individual coaching sessions were offered to staff on how to build a conversation for a Radical Candor interaction, providing practice in implementation.

Restorative Practices: The Restorative Practices Coaching Team has delivered restorative circles organization-wide since the beginning of the school year. So far, eleven restorative circles have been delivered with excellent results.

March In-Service Day: Plans for the March In-Service Day are under development. A keynote session will kick off the day with several sessions offered per time covering topics correlated to staff surveys about needs and interests for additional learning.

Riverside County Office of Education: Two education specialists are currently enrolled on the CTI Program with Compass colleagues providing ongoing support in the role of program coach. Both candidates are on track with their timeline for program completion this May.

Organizational changes have transpired since the last board of directors meeting. *Please see the enclosed worksheets titled CCS Additions Report and CCS Terminations Report.*

2024-25 Employee Additions Report (ADP)

11/23/2024 - 1/16/2025

Company Code	Payroll Name	File Number	Job Title	Hire Date	Rehire Date	Years of Service	Hire Source	Education Level
43S	Finneran, Rachel	001174	Educational Specialist	12/16/2024		0 year, 1 month		
43S	Fletcher, Ashley	003795	Tutor	12/09/2019	01/13/2025	0 year, 0 month		
Report Total		2						
Count of Employees in Report			2					

Compass Charter Schools - Meeting of the Compass Board of Directors - Agenda - Saturday January 25, 2025 at 10:00 AM
2024-25 Employee Terminations Report (ADP)
11/23/2024 - 1/17/2025

CO CODE	POSITION ID	NAME	HOME DEPARTMENT	JOB TITLE	HIRE DATE	TERMINATION DATE	REASON	YEARS OF SERVICE	REPORTS TO
43S	43S003087 USA	Foody, Amy	001145 - Special Education	124 - Director of Special Education	7/1/2022	1/15/2025	Retirement	2 : 6	Cohen, Greg

Report Totals:	Count Of Employees In Report:1								
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Coversheet

2024-25 Employee Handbook Update

Section: XII. People Division
Item: B. 2024-25 Employee Handbook Update
Purpose: Vote
Submitted by:
Related Material: 2024-25 Compass Employee Handbook - Rev 01-25.pdf
2024-25 Employee Handbook Changes - January 2025.pdf



Employee Handbook 2024-25

**850 Hampshire Road, Suite R
Thousand Oaks, CA 91361
855.937.4227**

<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 its 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 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 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 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 Chair (if a complaint is about the Superintendent & CEO) or the Human Resources Manager (if the complaint is about any other employee) will review the allegations and, if appropriate, conduct a fair, timely and thorough investigation. Investigations commenced under this policy will provide all parties an appropriate process and reach 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. Investigations conducted by the Board Chair shall be brought to the full Board for review upon completion of the process. 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.

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)

Extra Duty Assignments and Temporary Salary Adjustments

This policy establishes guidelines for determining eligibility and compensation for employees temporarily performing additional duties or taking on responsibilities outside their regular scope of work as a result of a permanent or temporary vacancy (unpaid leave of absence).

General Guidelines

- This policy applies to all employees who are assigned extra duties due to temporary or permanent vacancies, who take on responsibilities of a higher grade level position, or onboarding additional scholars for a vacancy (or leave) over two weeks.
- Extra duty assignments are temporary and must be reassessed periodically, particularly if the scope or duration of the assignment changes.
- A temporary salary adjustment shall be active while the employee occupies the temporary position and regular compensation will resume once the assignment has been completed.
- This policy does not apply to voluntary assignments or situations where the additional duties align with the employee's current job description.
- Temporary salary adjustments do not apply to any period when the school is closed for more than one consecutive day (i.e. school breaks).

Administrative and Classified Staff

An Employee performing the full or partial duties of a higher-level position, a temporary salary adjustment will bring the individual's salary to at least the salary range minimum for the full scope of the higher-level position, or a percentage equivalent to the duties performed.

Certificated Staff

Certificated employees such as supervising teachers, education specialists, and counselors performing their full scope of duties while also providing relief coverage for another certificated employee by taking on additional scholars to their caseload will receive a temporary salary adjustment per scholar served in addition to their standard scholar caseload.

Qualifications for Certificated Staff

Supervising teachers may hold a minimum caseload of twenty-five scholars. To be eligible for temporary additional pay a supervising teacher with a designated caseload of at least twenty (20) scholars will receive \$50.00 per scholar, per pay period for every scholar over twenty-five. Supervising teachers will not exceed a cumulative total of thirty-five (35) scholars at any one time.

Education specialists (mild/moderate) with a caseload of twenty-five (25) scholars and education specialists (moderate/severe) with a caseload of fifteen (15) scholars will receive temporary additional pay of \$50.00 per scholar, per pay period. Education specialists are not to exceed a cumulative total of twenty-eight (28) scholars at any one time.

Counselors will receive temporary additional pay of \$125.00 per pay period for assuming the duties and responsibilities of another counselor during a temporary vacancy.

Notices

The Human Resources department will provide a salary memo detailing additional duties, salary adjustments, and effective dates. All additional compensation will be subject to applicable taxes and deductions.

This policy is reviewed annually and is subject to change.

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 between \$9,000.00 and \$15,444.00 per year for all benefits eligible employees who elect medical coverage (including dental, vision, and/or supplemental) towards benefits coverage. The employer contribution will be on a tiered structure based on medical carrier (Anthem or Kaiser) and plan coverage selection.

Plan Coverage Options:

- Employee Only
- Employee + Child(ren)

- Employee + Spouse
- Employee + Family

12-month (24 pay periods)	PLAN COVERAGE	Monthly Employer Contribution	Annual Employer Contribution	11-month (22 pay periods)	PLAN COVERAGE	Monthly Employer Contribution	Annual Employer Contribution
ANTHEM	EE Only	\$1,024.00	\$12,288.00	ANTHEM	EE Only	\$1,117.09	\$12,288.00
	EE + CH	\$1,187.00	\$14,244.00		EE + CH	\$1,294.91	\$14,244.00
	EE + SP	\$1,187.00	\$14,244.00		EE + SP	\$1,294.91	\$14,244.00
	EE + FAM	\$1,287.00	\$15,444.00		EE + FAM	\$1,404.00	\$15,444.00
12-month (24 pay periods)	PLAN COVERAGE	Monthly Employer Contribution	Annual	11-month (22 pay periods)	PLAN COVERAGE	Monthly Employer Contribution	Annual Employer Contribution
KAISER	EE Only	\$800.00	\$9,600.00	KAISER	EE Only	\$872.73	\$9,600.00
	EE + CH	\$1,013.00	\$12,156.00		EE + CH	\$1,105.09	\$12,156.00
	EE + SP	\$1,013.00	\$12,156.00		EE + SP	\$1,105.09	\$12,156.00
	EE + FAM	\$1,100.00	\$13,200.00		EE + FAM	\$1,200.00	\$13,200.00
Employer contribution amount is determined by Medical plan election (carrier and plan coverage). Can be used for Medical + Dental, Vision, and/or supplemental (Anthem Voluntary Life policies are 100% employee sponsored)							

The tiered contribution structure will be reviewed annually by the cabinet and adjusted as needed, subject to approval by the Superintendent & CEO.

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 or 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. Employees 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
January 2025**

- + Updated "Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation" (p. 20)
- + Added " Extra Duty Assignments and Temporary Salary Adjustments " policy (p.49)
 - + General Guidelines
 - + Administrative and Classified Staff
 - + Certificated Staff
 - + Qualifications for Certificated Staff
 - + Notices